



**Global Education Academy  
Charter Renewal Petition**

*Submitted to the Board of Education  
of the Los Angeles Unified School District  
August 22, 2024*

*For the term:  
July 1, 2025 – June 30, 2030*

*Lead Petitioner: Linda Lee*

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## Affirmations, Assurances, and Declarations

Global Education Academy (also referred to herein as “GEA” and the “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(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”). Preferences shall not result in limiting enrollment access for 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, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- 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, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(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 “Federal, State and District Required Language” (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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 21<sup>st</sup> 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(c)(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, 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(c)(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(c)(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(c)(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(d).)

### **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.

## **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 Master Plan for English Learners and Standard English Learners *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). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

### **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.

**Use of District’s Special Education Policies and Procedures and Data Systems**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web-based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data. .

**General Information**

<b><u>General Information</u></b>	
The name and title of the contact person for the Charter School is:	Linda Lee, Principal
The contact address for the Charter School is:	4141 S. Figueroa St., Los Angeles, CA 90037
The contact phone number for the Charter School is:	323-232-9588
The current address of the Charter School is:	Grades TK-5: 4141 S. Figueroa St., Los Angeles, CA 90037

	Grades 6-8: 2009 West Martin Luther King Jr. Blvd., Los Angeles, CA 90062
This location is in the LAUSD Board District:	1
This location is in the LAUSD Region:	South
The grade configuration of the Charter School is:	TK-8
The number of students in the first year will be:	414
The grade level(s) of the students in the first year will be:	TK-8
The Charter School's schedule first day of instruction in 2025-2026:	August 19, 2025
The total enrollment capacity will be:	414
The type of instructional calendar:	Traditional
The regular bell schedule for the Charter School will be:	<u>Regular Day Schedule</u> <i>Student Hours: 8:00 am – 3:30 pm</i>
The term of this charter for High performing schools:	July 1, 2025 - June 30, 2030

**Community Need for Charter School**

Academic Performance Data. Global Education Academy stands out from its neighborhood and comparison schools for its schoolwide performance and subgroup performance in English Language Arts and mathematics, and in the progress of its English Learners. For further detail, please see the performance data provided later in this Element that demonstrates GEA’s status as a “high-tier” renewal.

Innovative Features of the Educational Program. GEA provides a unique educational program to students and families in our neighborhood. GEA delivers **Foreign Language in Elementary School** (“FLES”) programs for Spanish and Korean. Students receive an average of 30 minutes of instruction in either language three-to-five times per week, with the goal of achieving functional proficiency in the language. Based on the level of English proficiency when students enroll at GEA, they are placed in either the Spanish or Korean cohort. The majority of GEA’s student population is Hispanic (94.6% in 2023-24), and the primary home language is Spanish. If the student is fluent in Spanish, they are placed in the Spanish cohort/strand to maintain their home language while they are supported in English language acquisition. If a student enters who is identified as English Only, Initial Fluent English Proficient, or shows proficiency in English, they are placed in the Korean strand to support their acquisition of a second language. Middle grade students may elect Korean or Spanish as a world language as their elective, where they will receive at least 45 minutes of instruction daily. The offering of Korean or Spanish as a world language elective will be contingent upon having the properly credentialed teacher on staff.

In the spirit of the Charter School’s name, Global Education is integrated into **morning assemblies**. Elementary school staff present to students about different cultural traditions from around the world, including unique holidays, food, clothing, language, and more. GEA also

incorporates “heritage months” into the school year calendar, celebrating a different culture each month.

All students receive **music education**. Students learn to read music, follow rhythm, sing in key, and are introduced to playing musical instruments like recorders, ukuleles, boomwhackers, and bucket drums.

GEA’s **intervention program** provides an intervention aide/teacher to every two classroom teachers for approximately two hours each day. The intervention aide supports the classroom teacher during ELA and math instruction, providing differentiated support to students. Intervention aides/teachers provide whole and small group instruction, with some providing targeted intervention to students who have been referred to the Student Support and Progress Team (“SSPT”) process. Intervention aides/teachers are trained by administration or the Resource Specialist Teacher in best practices for providing targeted intervention. This model enables students to meet their SSPT goals by the end of the six-week period. Intervention Aides are required to have a high school diploma and at least 60 units of college credits. Intervention teachers are required to hold a bachelor’s degree, have passed the California Basic Educational Skills Test, and possess a substitute credential. These intervention teachers work full-time helping with pull-out support for “bubble students” (those just below grade level) in ELA and math based on teachers’ choice of students and standards in the afternoons. They also provide targeted intervention support in ELA and math to groups of five-to-six students to bring them up to grade level performance.

GEA provides **Universal Access** (“UA”) time in middle school grades. UA is dedicated time for supporting students’ individual learning needs, providing intervention support in ELA and math for those students performing below grade level; English Learners receive designated English Language Development (“ELD”) instruction. For students performing at or above grade level, they participate in enrichment/accelerated activities.

Meeting the Specific Needs of the Student Population. Based on the data from the 2020 US Census Bureau ([www.data.census.gov](http://www.data.census.gov)) for zip code 90037, which is the zip code GEA is located in, 76.9% of the population are Hispanic/Latino and 16.9% are African American. Most of the population speaks a language other than English with 76.7% of the population in zip code 90037 speaking a language other than English in the home, 74.3% of the population speaking Spanish, and 23.3% speaking English only. The median household income is \$52,238 compared the state’s median household income of \$95,521. The rate of poverty for the population living in 90037 is 26.6% whereas the rate of poverty for the state of California is 12%. GEA’s student population is not vastly different from that of the data from the US Census Bureau. Based on the California School Dashboard data from 2023, 95% of the students enrolled in GEA are Hispanic, 48.1% of the students are English Learners, and 80.2% of the students are socioeconomically disadvantaged. These non-academic characteristics impact students’ academic ability in a number of ways. However, GEA provides support and services to students and families in order to ameliorate the impact of socioeconomic factors on students. GEA provides:

- free breakfast, lunch, and snacks *for all students*
- small class sizes with an average of 20:1 student-to-teacher ratio

- a dedicated special education program for students with disabilities (13.2% based on data from the 2023 California School Dashboard)
- integrated and designated English Language Development instruction for English Learners, in addition to Spanish-speaking staff, the Spanish language program, and family communication in both English and Spanish
- one-to-one student-to-technology access
- extended school day (8:00 am – 3:30 pm)
- after school program until 6:30 pm to assist working families with childcare

Areas for Growth. Although GEA has realized enviable successes over its most recent charter term (see Renewal Criteria section), there is always room for improvement. Like many schools serving low-income and historically marginalized communities, GEA has struggled with teacher retention, exacerbated by a nationwide teacher shortage crisis. GEA is working with existing teachers to ensure they have the support and development opportunities they need to remain in the classroom. GEA has also entered into a Memorandum of Understanding with Pacific Oaks College to get classified staff enrolled in their teaching credential programs so we can create an internal staff-to-teacher pipeline in order to address the teacher shortage issue. Additionally, GEA is working to improve math instruction and achievement, and increase English Learner reclassification by providing teachers with professional development in these areas. Administrators will provide feedback to teachers based on classroom observations as well as talk about next steps based on data in the classroom. Another challenge GEA has been facing is high chronic absenteeism rates. GEA has updated their attendance policies and meeting with parents to ensure they understand the expectations GEA has for student attendance. Furthermore, administration and office personnel are working with parents to identify challenges in bringing students to school every day and providing them with resources to address these challenges. Schoolwide initiatives have been implemented to reward students and parents for excellent attendance habits. Administration and office personnel have been attending trainings in order to learn various strategies from other schools and districts that have been successful in improving attendance and decreasing chronic absenteeism rates.

## **Academic Achievement: School Performance Over the Current Charter Term; Charter Renewal Criteria**

### **Introduction**

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria—Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term — Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the California School Dashboard (the “Dashboard”) and Education Code Section 47607.2(b).

Based on the results of the 2022 and 2023 Dashboards, Global Education Academy was placed into the High Performing category. GEA achieved this designation through Criterion 2, comparing the “Status” for all academic indicators to the state, school-wide and for student groups that perform same or higher than the statewide average.

The state academic indicators include the following:

- English Learner Progress: grades one through twelve
- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

Other state indicators not included in Criterion 2 are:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: K through grade twelve

A charter school in the high category is eligible for a five-, six-, or seven-year renewal term, as demonstrated below.

### **Dashboard Performance Renewal Criteria – High Performing**

Education Code Section 47607.2(b) states:

(2) (A) The chartering authority shall not deny renewal for a charter school pursuant to this subdivision if either of the following apply for two consecutive years immediately preceding the renewal decision:

(i) The charter school has received the two highest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels.

(ii) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average.

(B) Notwithstanding subparagraph (A), a charter school eligible for technical assistance pursuant to Section 47607.3 shall not qualify for renewal under this paragraph.

(C) A charter school that meets the criteria established by this paragraph and subdivision (a) of Section 47607.2 shall not qualify for treatment under this paragraph.

(D) The chartering authority that granted the charter may renew a charter pursuant to this paragraph for a period of between five and seven years.

(E) A charter that satisfies the criteria in subparagraph (A) shall only be required to update the petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3)).

**Measurements of Academic Performance – Schoolwide Performance**

**2023 Dashboard Schoolwide Performance Levels ([www.caschooldashboard.org](http://www.caschooldashboard.org))**

Indicator	2023 State	2023 GEA	Comparison
CAASPP ELA	Orange (-13.6)	Yellow (+5.1)	Higher
CAASPP Math	Orange (-49.1)	Orange (-31.4)	Higher
English Learner Progress	48.7% making progress towards English language proficiency	49.6% making progress towards English language proficiency	Higher

**2022 Dashboard Schoolwide Performance Levels ([www.caschooldashboard.org](http://www.caschooldashboard.org))**

Indicator	2022 State	2022 GEA	Comparison
CAASPP ELA	‘Low’ (-12.2)	‘Medium’ (+5.5)	Higher
CAASPP Math	‘Low’ (-51.7)	‘Low’ (-30.7)	Higher
English Learner Progress	‘Medium’ 50.3% making progress towards English language proficiency	‘High’ 59.2% making progress towards English language proficiency	Higher

**Measurements of Academic Performance – Subgroup Performance**

The subgroups identified below are subgroups performing statewide below the state average in each respective year for which GEA received performance levels. For any measurements of academic performance where there were no subgroups performing statewide below the state average, or where GEA did not receive any performance levels, no subgroups were identified.

**2023 CAASPP Subgroup Performance Levels (ELA) (www.caschooldashboard.org)**

Subgroup	2023 State	2023 GEA	Comparison
English Learners	Orange (-67.7)	Orange (-22.3)	Higher
Socioeconomically Disadvantaged	Orange (-42.6)	Yellow (+3.3)	Higher
Hispanic/Latino	Orange (-40.2)	Yellow (+4.9)	Higher
Students with Disabilities	Red (-96.3)	No Performance Color (-58.3)	Higher

**2022 CAASPP Subgroup Performance Levels (ELA) (www.caschooldashboard.org)**

Subgroup	2022 State	2022 GEA	Comparison
English Learners	'Very Low' (-61.2)	'Low' (-22.7)	Higher
Socioeconomically Disadvantaged	'Low' (-41.1)	'Medium' (+8.2)	Higher
Hispanic/Latino	'Low' (-38.6)	'Medium' (+4.4)	Higher

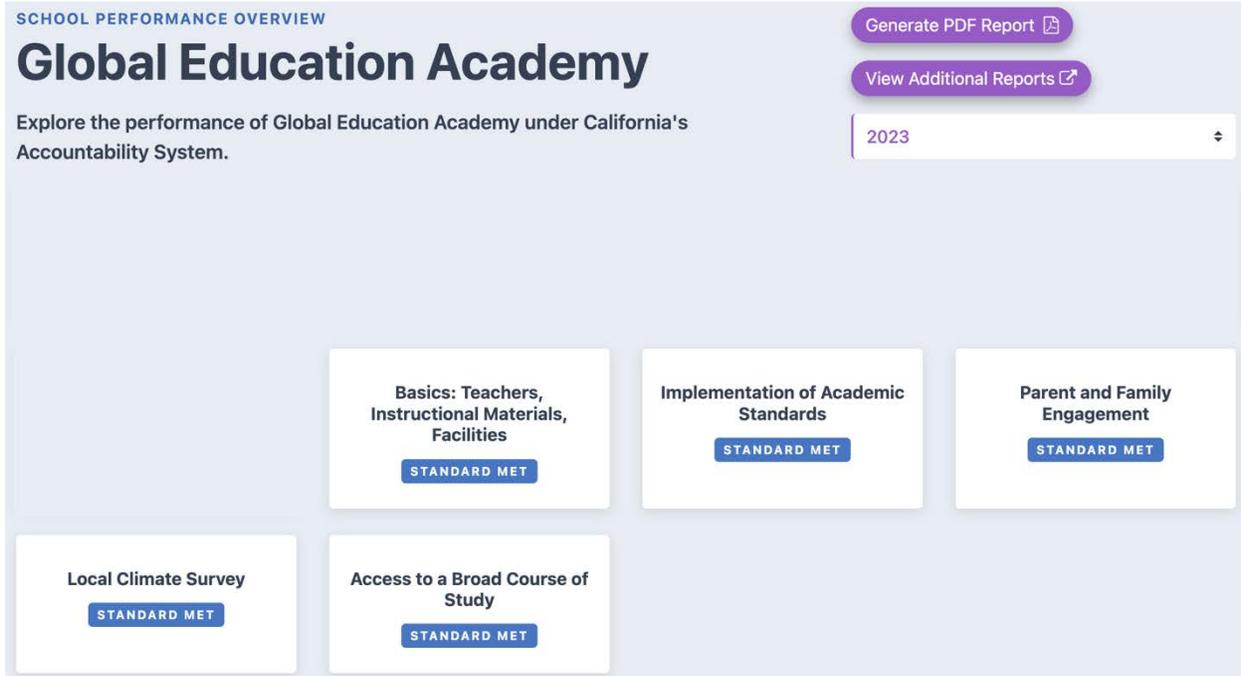
**2023 CAASPP Subgroup Performance Levels (Math) (www.caschooldashboard.org)**

Subgroup	2023 State	2023 GEA	Comparison
English Learners	Orange (-93.4)	Yellow (-47.9)	Higher
Socioeconomically Disadvantaged	Yellow (-80.8)	Orange (-30.8)	Higher
Hispanic/Latino	Orange (-80.8)	Orange (-30.5)	Higher
Students with Disabilities	Orange (-127.3)	No Performance Color (-100.4)	Higher

**2022 CAASPP Subgroup Performance Levels (Math) (www.caschooldashboard.org)**

Subgroup	2022 State	2022 GEA	Comparison
English Learners	'Low' (-92.0)	'Low' (-51.8)	Higher
Socioeconomically Disadvantaged	'Low' (-84.0)	'Low' (-30.8)	Higher
Hispanic/Latino	'Low' (-83.4)	'Low' (-28.7)	Higher

## Charter School Dashboard Local Indicators (2023)



Source: <https://www.caschooldashboard.org/reports/19647330114967/2023>

### Student Population to be Served

GEA serves all TK-8 interested in attending (within enrollment capacity) regardless of ethnic, linguistic, or economic background. Los Angeles is characterized by its diversity, and the neighborhood that GEA serves is no different. Straddling the Exposition Park and Vermont Square neighborhoods, GEA students are representative of the surrounding community, which is majority Hispanic and low-income.

GEA's student population has remained stable since the last renewal period.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African American	1.2%	0.8%	1.7%	2.9%	3.0%	3.0%	4.0%
Hispanic / Latino	98.8%	98.4%	97.1%	96.4%	95.4%	95.1%	94.6%
White	--	0.4%	--	--	0.6%	--	0.5%
American Indian	--	--	--	--	--	0.3%	0.3%
Two or More Races	--	0.4%	0.4%	--	--	0.4%	0.5%
English Learners	53.1%	45.7%	35.1%	45.8%	51.8%	48.1%	44.2%
Special Education	8.2%	8.2%	7.4%	9.7%	11.6%	13.2%	12.6%
Foster Youth	0.4%	--	0.8%	1.4%	0.6%	0.5%	1.1%
Socioeconomically Disadvantaged	97.5%	92.6%	93.4%	92.8%	81.7%	80.2%	94.4%
<b>Total Enrollment</b>	<b>243</b>	<b>243</b>	<b>242</b>	<b>277</b>	<b>328</b>	<b>364</b>	<b>373</b>

Data from California School Dashboard ([www.caschooldashboard.org](http://www.caschooldashboard.org))  
Enrollment Plan.

GEA’s enrollment has grown significantly since the last renewal cycle, serving 379 students in the 2023-2024 academic year (2023 Norm Day).

<b>5-Year Enrollment Plan</b>					
<b>Grade</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>	<b>2029-30</b>
<b>TK/K</b>	44	44	44	44	44
<b>1</b>	44	44	44	44	44
<b>2</b>	44	44	44	44	44
<b>3</b>	44	44	44	44	44
<b>4</b>	44	44	44	44	44
<b>5</b>	44	44	44	44	44
<b>6</b>	50	50	50	50	50
<b>7</b>	50	50	50	50	50
<b>8</b>	50	50	50	50	50
<b>Total</b>	<b>414</b>	<b>414</b>	<b>414</b>	<b>414</b>	<b>414</b>

## **Goals and Philosophy**

### Vision and Mission Statements.

#### *Mission of Global Education Academy*

The mission of Global Education Academy is to create a safe and challenging learning environment that emphasizes global awareness and leadership. GEA is committed to providing students with a wide variety of linguistic and cultural experiences that give students the opportunity to develop a true understanding and respect for all people.

#### *Vision of Global Education Academy*

Global Education Academy will develop citizens of the world who are successful leaders not only in their local communities, but in the international community as well. Through a balanced curriculum that addresses academic, linguistic, social, physical, and emotional development, Global Education Academy students will close the achievement gap.

What it Means to be an Educated Person in the 21st Century. Today’s students will enter a world that is rapidly changing, particularly in the realm of technological advancement and the skills and competencies required to be successful in college and career.

In general, GEA believes that an educated person in the 21<sup>st</sup> century must have all of the following characteristics:

- High levels of literacy and the ability to access core knowledge required to understand the interconnected communities of education, business, government, technology, and the arts.
- The skills to analyze and think critically about information derived from a variety of sources, presented in a variety of formats.

- Skill in written and oral communication in English, including the ability to compose and present ideas to audiences of various backgrounds.
- Oral and written skills in a language other than English, including the ability to communicate effectively with speakers of that language.
- Competence in mathematics and the sciences as well as an understanding of their key role in the technological 21<sup>st</sup> century.
- Knowledge in the various social sciences with a focus on large issues, their intersection in local and global contexts, and the role of language, culture, and leadership in resolving conflict.
- Appreciation for the arts and a participatory interest in activities that require the use of multiple intelligences.
- Technological competence in a variety of electronic media for use in communication and research.

Specifically, Global Education Academy believes its students will:

- Achieve at or above federal, state and district grade level academic expectations; and,
- Acquire high levels of academic proficiency and literacy in English and in another language; and,
- Participate in a variety of multicultural experiences to develop understanding and respect for all people.

To ensure that future citizens contribute successfully, schools must offer a high-quality public education to all students regardless of their race, ethnicity or socio-economic status.

GEA believes that a good education can empower students with a strong academic and technological skill base, and at the same time develop each student's creative potential, critical thinking and problem-solving skills.

GEA believes that new citizens of the 21<sup>st</sup> century will require multilingual skills, the ability to communicate across cultures, and the ability to use integrated technology to actively explore local, state, national, and global issues.

GEA believes that its overall mission will be achieved when students receive:

- A wide variety of linguistic and cultural learning experiences that develop an understanding of and respect for all people, their languages and cultures.
- A comprehensive balanced academic curriculum that addresses each student's academic, linguistic, social, physical, and emotional development using culturally and linguistically relevant strategies and materials.
- Opportunities to develop high levels of academic English and another language.
- Opportunities to use technology for learning.
- A safe and challenging learning community for students, parents, and faculty that emphasizes global awareness and leadership
- A safe and challenging learning community for students, parents, and faculty that seeks to assure grade-level student achievement in all content areas and supports students with learning differences.

The skills students develop at GEA will allow them to be successful leaders who:

- are able to communicate in a multicultural/lingual environment; and,
- can bridge gaps between people of various cultural and socioeconomic background; and,
- have the technology to succeed in today's technologically advanced society; and,
- have the ability to critically analyze and solve problems facing their communities and the world.

### *College and Career Readiness*

GEA leverages the University of California, Los Angeles's Early Academic Outreach Program ("EAOP") to inform students about career and college pathways in high school. Representatives from EAOP visit GEA's middle school students to ensure they are prepared for the rigor expected at the high school level and the courses they need to take in order to be prepared to apply to college and be successful.

### *Use of Technology*

Technological and demographic changes exert intense pressure on schools to reexamine basic issues about the nature of schooling. It is within this changing world context that GEA seeks to develop responsible citizens and leaders for our future local, national, and international communities. Specifically, as it relates to technological competence, the following skills will be taught:

- Use of technology to facilitate gathering and creation of information whether it be through access to online sources or internal databases, or through applications such as Excel, Survey Monkey, Google apps, and more, that enable students to generate their own information.
- Use of technology to facilitate and foster inquiry and investigation.
- Use of technology to organize and represent data through programs such as Word, PowerPoint, and Excel.
- Use of technology to collaborate with others, i.e., video-conferencing, messaging, bulletin boards, social media.
- Use of technology to develop creative solutions to real-life problems.

GEA believes that students will contribute successfully to the 21<sup>st</sup> century when schools offer an exemplary education to all students, regardless of race, ethnicity, home language, or socioeconomic status. GEA curriculum and instructional methods are inspired and guided by these values and the belief that our global focus will prepare our students for leadership in the global community.

How Learning Best Occurs. Learning best occurs when academic frameworks and school conditions are integrated and aligned to the language abilities of students (Collier & Thomas, *School Effectiveness for Language Minority Students*, 1997). These conditions include the following processes and elements.

- *Socio-Cultural Processes:* Students learn best when the home, school, and community work together to support learning within a constructivist school environment. This means

that the school must design daily learning activities that address the psychological and interpersonal needs that have a serious effect on achievement, sometimes related to low socio-economic status, minority language or ethnic/racial status. GEA will plan and implement instruction designed to assist students to incrementally expand their understanding of concepts and skills, including the linguistic competence needed to interact with others about new learning (Tharp & Gallimore, *Rousing Minds to Life*, 1991). GEA will utilize culturally responsive pedagogy that seeks to minimize discontinuities between school instructional practices and the various interactive styles within student subgroups by drawing on the cultural and language strengths of the student community (Banks & Banks, *Handbook of Research on Multicultural Education*, 1995). Each student will be accepted into the learning community with the respect due them, modeling larger socio-cultural processes at work.

- *Linguistic Processes*: Learning is mediated through language at both the social and individual level (Vygotsky, *Thought and Language*, 1934). This includes subconscious learning and meta-linguistic aspects of the language system (Krashen, *Principles and Practices*, 1981). For teachers to promote simultaneous cognitive and linguistic growth, they must respect and build upon students' prior learning in both first and second languages and cultures. Culturally-different ethnic and language communication styles have an effect on classroom discourse structures and require schools to reexamine their traditional teaching protocols. Successful schools draw upon and utilize the home language experiences of English learners, and they accept and utilize participatory interactive styles of communication commonly used by African Americans (Gay, 2000, *Culturally Responsive Teaching*). Students feel accepted and respected when schools adopt an additive philosophy toward teaching English to English learners and academic English to non-mainstream English speakers. An additive approach values the contributions of the home and adds academic language patterns for school success. Such a philosophy embraces and encourages learners to communicate with respect with those of other cultures.
- *Cognitive and Academic Development*: Schoolwork across the curriculum in language arts, mathematics, science, social studies, the arts, and physical education forms the foundation for students' linguistic and conceptual knowledge. Collier and Thomas (1997) demonstrated that students in multilingual environments continue to experience cognitive challenges as they become proficient in a language. Bruner (1986) taught that learning increases as students participate in instructional conversations. Continued attention to incremental growth using scaffolding techniques expands students' ability to question, clarify, summarize, and predict. Continued attention to cognitive and linguistic growth maintains early successes through the middle and upper grades, especially for students adding or expanding academic English, also known as cognitive academic English language proficiency (Cummins, *Educational Framework*, 1981). Proven methods, such as reciprocal teaching (Palincsar and Brown, 1984) teach students how to respond successfully to the growing linguistic and academic complexity of learning tasks as they move through the elementary grades.
- *Parental Involvement*: Students learn best when their parents participate in their academic growth. Gains in student learning are associated with parental participation and

understanding of school practices (Chen, *Educational Psychology Review*, 2001). GEA will provide open lines of communication among parents, teachers, and administrators, and will implement parent education and outreach programs to create the foundation for parental participation. Meaningful experiences, responsive to parents' cultural, economic and linguistic needs, will assist parents to understand the goals and methods of schooling for tomorrow's world.

- *Collaboration*: Because all learning is social and depends on interaction, learning takes place when students participate in academic conversations (Cohen, 1986). This means that student collaboration will be evident within every classroom. In addition, collaboration between and among teachers within and across grade levels, and among teachers, administrators, parents and other stakeholders will be scheduled and implemented on a regular basis. Implementation of the social aspects of teaching and learning requires close collaboration among teachers, administrators, parents, and students. To this end, a school's comprehensive plan and effective coordination of resources were found to be instrumental in effective schools (North Central Educational Regional Laboratory, *Elements of Comprehensive Schools*, 2004).
- *Accountability*: Clear standards for success in all curricular areas, articulated among all participants, will help assure the success of a rigorous academic program (North Central Educational Regional Laboratory, *Elements of Comprehensive Schools*, 2004). Accountability will be guided by both formative and summative evaluation, and closely aligned to California's Common Core standards as well as District and GEA goals and standards. To this end, a well-planned performance-based assessment system will be implemented on a regularly scheduled basis to inform the teaching and learning process, and to assess end-of-year progress toward goals.
- *Technology*: Student use of powerful technology is vital for research and communication. This means that age-appropriate hi-tech tools will be integrated into the curriculum to prepare students for success in an ever-changing, technologically integrated world.

Enabling Students to Become Self-Motivated, Competent, and Life-Long Learners. GEA believes that students who acquire and use learning strategies successfully are able to grow in independence, cognitively, linguistically, and emotionally. As their success and confidence grows, they expand their capacity to make responsible decisions and critically think about the future. Students who internalize successful learning processes are able to consider matters of higher education as real and accessible. GEA's academic goals and processes are designed to support the growth of each student's confidence in their own ability as well as their creative potential to pursue future learning in higher education and beyond.

To this end, GEA goals include providing:

- A comprehensive, rigorous academic curriculum that addresses each student's academic, linguistic, social, physical, and emotional development using culturally and linguistically relevant strategies and materials;

- A wide variety of linguistic and cultural learning experiences designed to expand global awareness and contribute to understanding and respecting all people, their languages and cultures;
- Opportunities to use a variety of forms of technology for learning and communicating;
- Opportunities to develop high levels of academic English proficiency as well as proficiency in another language;
- Opportunities to develop and practice critical thinking and leadership skills within the classroom and school with the aim of developing future leaders for the local and international community.
- A safe and challenging learning community for students, parents, and faculty that supports students with learning differences and seeks to assure grade-level student achievement for all students, in all subgroups, in all content areas.

GEA believes that when students are enabled with the necessary academic skills and strategies to successfully seek out and use new information effectively, they will be motivated to continue. When students are able to use critical thinking skills to solve academic and social problems successfully in school, they will seek similar opportunities outside school. And when students find mutual respect in a culturally and linguistically diverse classroom, they will participate with a respectful attitude toward others of diverse languages and cultures in the larger community.

Addressing the Requirements of Ed. Code §47605(c)(5)(A)(ii): Annual Goals and Actions

The following chart details GEA’s three strategic annual goals, for all pupils pursuant to Education Code Section 5052, encompassing each of the eight (8) state priorities identified in Education Code Section 52060(d), including specific annual actions the Charter School will take to achieve each of the identified annual goals.

\* is used to represent student groups that are not numerically significant at this time.

LCFF STATE PRIORITIES	
GOAL #1	
Global Education Academy students will have access to essential resources and personnel in order to close the achievement gap.	Related State Priorities:
	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities:
<input type="checkbox"/> : <input type="checkbox"/> :	
Specific Annual Actions to Achieve Goal	
Provide a safe learning environment so students are able to achieve success; hire fully credentialed teachers and place them appropriately; purchase and provide standards-aligned curriculum; provide free breakfast, lunch and snacks to all students; maintain clean and safe facilities.	
Expected Annual Measurable Outcomes	
Outcome #1: All students have access to their own copies of standards-aligned materials as described in the charter petition.	

**Metric/Method for Measuring: SARC**

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (schoolwide)	100%	100%	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	100%	100%	100%	100%	100%	100%	100%	100%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

**Outcome #2: Teachers are fully credentialed and currently assigned.**

**Metric/Method for Measuring: SARC**

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (schoolwide)	67%	100%	100%	100%	100%	100%	100%	100%
English Learners	95%	100%	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	67%	100%	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	67%	100%	100%	100%	100%	100%	100%	100%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

**Outcome #3: All GEA students will have access to breakfast, lunch, and fresh fruit snacks provided by the school.**

**Metric/Method for Measuring: Meals contracts; student and parent surveys.**

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (schoolwide)	100%	100%	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*

Hispanic/Latinx	100%	100%	100%	100%	100%	100%	100%	100%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

**Outcome #4: Classified staff positions are filled to ensure safe operations of the school.**  
**Metric/Method for Measuring: Hiring records; parent and teacher surveys.**

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (schoolwide)	100%	100%	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	100%	100%	100%	100%	100%	100%	100%	100%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

**Outcome #5: Facilities are in good repair/clean.**  
**Metric/Method for Measuring: FIT report; SARC**

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (schoolwide)	100%	100%	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	100%	100%	100%	100%	100%	100%	100%	100%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

**GOAL #2**

Students will make significant progress in math and language arts each school year.

Related State Priorities:

- 1       4       7
- 2       5       8
- 3       6

	Local Priorities:
	<input type="checkbox"/> :
	<input type="checkbox"/> :

**Specific Annual Actions to Achieve Goal**

Provide special education services to all students with identified learning disabilities; provide daily after school program; provide all students with access to technology; provide professional development to teacher and instructional support staff; administer standards-based benchmark assessments; provide intervention program to students performing below grade level; provide summer program; provide music program; provide world language program; provide ELD instruction to all English Learners;

**Expected Annual Measurable Outcomes**

**Outcome #1: Students who met or exceeded ELA standards on the CAASPP.**  
Metric/Method for Measuring: CAASPP

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (schoolwide)	49%	52%	54%	56%	58%	60%	61%	62%
English Learners	14%	15%	16%	18%	20%	21%	22%	24%
Socioeconomically Disadvantaged	49%	52%	54%	56%	58%	60%	61%	62%
Students with Disabilities	20%	21%	22%	24%	25%	26%	28%	30%
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	49%	52%	54%	56%	58%	60%	61%	62%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

**Outcome #2: Students who met or exceeded Math standards on the CAASPP.**  
Metric/Method for Measuring: CAASPP

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (schoolwide)	35%	37%	39%	40%	47%	50%	52%	55%
English Learners	10%	12%	14%	16%	18%	20%	24%	25%
Socioeconomically Disadvantaged	37%	37%	39%	40%	47%	50%	52%	55%
Students with Disabilities	10%	12%	14%	16%	18%	20%	24%	25%
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	35%	37%	39%	40%	47%	50%	52%	55%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

**Outcome #3: Students who advance one level on the ELPAC.**  
Metric/Method for Measuring: ELPAC

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (schoolwide)	*	*	*	*	*	*	*	*
English Learners	49%	52%	54%	56%	58%	60%	62%	65%
Socioeconomically Disadvantaged	*	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	*	*	*	*	*	*	*	*
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

**Outcome #4: English Learner students who are reclassified.**  
**Metric/Method for Measuring: Dashboard**

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (schoolwide)	*	*	*	*	*	*	*	*
English Learners	17%	19%	22%	25%	27%	29%	31%	32%
Socioeconomically Disadvantaged	*	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	*	*	*	*	*	*	*	*
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

**Outcome #5: Color of California School Dashboard meter for ELA and Math.**  
**Metric/Method for Measuring: Dashboard**

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (schoolwide)	ELA – Yellow Math - Orange	ELA – Green Math - Yellow	ELA- Green Math- Green	ELA- Green Math - Green	ELA- Green Math- Green	ELA- Green Math- Green	ELA- Blue Math- Blue	ELA- Blue Math- Blue
English Learners	ELA – Orange Math – Yellow	ELA – Yellow Math - Green	ELA- Green Math- Green	ELA- Green Math- Green	ELA- Green Math- Green	ELA- Green Math- Green	ELA- Blue Math- Blue	ELA- Blue Math- Blue
Socioeconomically Disadvantaged	ELA – Yellow Math - Orange	ELA – Green Math – Yellow	ELA- Green Math- Green	ELA- Green Math- Green	ELA- Green Math- Green	ELA- Green Math- Green	ELA- Blue	ELA- Blue Math- Blue

							Math-Blue	
Students with Disabilities	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	ELA – Yellow Math – Orange	ELA – Green Math – Yellow	ELA- Green Math- Green	ELA- Green Math- Green	ELA- Green Math- Green	ELA- Green Math- Green	ELA- Blue Math- Blue	ELA- Blue Math- Blue
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

**Outcome #6: Percentage of students who meet or exceed standards on the CAST (science).  
Metric/Method for Measuring: CAST**

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (schoolwide)	25%	27%	29%	30%	32%	35%	38%	40%
English Learners	0%	10%	15%	15%	15%	18%	20%	22%
Socioeconomically Disadvantaged	25%	27%	29%	30%	32%	35%	38%	40%
Students with Disabilities	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	25%	27%	29%	30%	32%	35%	38%	40%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

GOAL #3	
Provide a positive, welcoming environment for parents and students to increase parent and student engagement.	<b>Related State Priorities:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	<b>Local Priorities:</b> <input type="checkbox"/> : <input type="checkbox"/> :
	<b>Specific Annual Actions to Achieve Goal</b> Provide opportunities for parent involvement and input throughout the school year; maintain schoolwide positive behavior intervention system; hold schoolwide activities to support a welcoming and engaging school environment; provide parent workshops throughout the school year; provide

teachers with professional development of positive school culture; community with parents about school news.

**Expected Annual Measurable Outcomes**

**Outcome #1: Number of activities or events per year providing information to parents.**  
**Metric/Method for Measuring: Event data**

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (schoolwide)	≥15	≥15	≥15	≥15	≥15	≥15	≥15	≥15
English Learners	≥15	≥15	≥15	≥15	≥15	≥15	≥15	≥15
Socioeconomically Disadvantaged	≥15	≥15	≥15	≥15	≥15	≥15	≥15	≥15
Students with Disabilities	≥15	≥15	≥15	≥15	≥15	≥15	≥15	≥15
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	≥15	≥15	≥15	≥15	≥15	≥15	≥15	≥15
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

**Outcome #2: Percentage of parents contacted about school news.**  
**Metric/Method for Measuring: Internal contact data**

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (schoolwide)	100%	100%	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	100%	100%	100%	100%	100%	100%	100%	100%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

**Outcome #3: Average Daily Attendance**  
**Metric/Method for Measuring: Internal data; CALPADS**

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (schoolwide)	93%	97%	97%	97%	97%	97%	97%	97%
English Learners	93%	97%	97%	97%	97%	97%	97%	97%
Socioeconomically Disadvantaged	93%	97%	97%	97%	97%	97%	97%	97%
Students with Disabilities	93%	97%	97%	97%	97%	97%	97%	97%
Foster Youth	*	*	*	*	*	*	*	*

Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	93%	97%	97%	97%	97%	97%	97%	97%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

**Outcome #4: Low suspension rates**  
**Metric/Method for Measuring: Dataquest; internal reports**

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (schoolwide)	3.2%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
English Learners	2.2%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Socioeconomically Disadvantaged	3.5%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Students with Disabilities	2.1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	3%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

**Outcome #5: Low expulsion rate**  
**Metric/Method for Measuring: Dataquest; internal reports**

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (schoolwide)	0%	0%	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	0%	0%	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%	0%	0%
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	0%	0%	0%	0%	0%	0%	0%	0%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

**Outcome #6: Low chronic absenteeism rates.**  
**Metric/Method for Measuring: Dashboard**

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
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All Students (schoolwide)	29%	<state avg.						
English Learners	28%	<state avg.						
Socioeconomically Disadvantaged	30%	<state avg.						
Students with Disabilities	29%	<state avg.						
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	27%	<state avg.						
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

**Outcome #7: Low rates of middle school drop-outs.**  
**Metric/Method for Measuring: Dashboard**

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (schoolwide)	0%	0%	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	0%	0%	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%	0%	0%
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	0%	0%	0%	0%	0%	0%	0%	0%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

**Instructional Design**

In general, the following theories and research inform program development. Theories and research specific to curricular subjects are referenced above in the section “How Learning Best Occurs”.

(1) Constructivism

Constructivism is the belief that “humans make meaning in relation to the interaction between their experiences and their ideas.” For young children this is often meant to be the interaction between the child and the physical world. As children interact with the world around them, they build knowledge about the world and construct their own knowledge (Piaget, 1967).

It is also through this interaction with the physical world that the child comes to understand symbols. The child becomes responsible for his/her learning and is motivated by his/her confidence and success in this learning process (Von Glasersfeld, 1989).

For the older child, constructivism continues but through more of a social process (Vygotsky, 1978). Vygotsky coined the phrase Zone of Proximal Development to describe how social interactions facilitate and expand upon learning. The child is still constructing his/her knowledge, but doing so in a social environment, through interactions with a peer or an adult who is more knowledgeable.

For example, as a child plays with blocks of varying sizes, the child will learn concepts related to size, texture, mass, and weight. As the child begins stacking the blocks, the child will also learn about such things as balance and support. When the child plays with another more knowledgeable child or adult, the child will begin attaching language to these concepts already learned.

In a constructivist classroom, the role of the instructor becomes that of facilitator, one who creates the conditions for learning (Bauersfeld, 1995). As a facilitator, the instructor:

- Helps the learner to get his/her own understanding
- Helps the learner to play an active role in the learning process
- Places emphasis on the learner
- Asks key questions
- Helps the learner to come to his/her own conclusions
- Maintains dialogue with learners
- Supports the learner in becoming an independent thinker

Strategies that GEA will use to facilitate constructivism in the classroom include the project and task-based approaches, the inquiry-based method, the cognitive approach, reciprocal questioning, jigsaws, and structured controversies. All of the approaches require the teacher as facilitator to present problems to students that they must grapple with and solve. Even the direct teaching method is employed at GEA with a twist: the teacher begins with a problem that the students must solve.

For example, when presenting a simple grammar lesson about irregular plurals to a class of 1<sup>st</sup> grade students, the teacher could simply provide a list of irregular nouns (man/men, woman/women, person/people, child/children, etc.) and have students memorize the list. Taking a more constructivist approach, the teacher could present a set of plural and singular nouns taken from a literature book they are reading to students and ask them to sort the nouns in some fashion. As students work in cooperative groups with the words, some will eventually realize that the words can be sorted into word pairs or in categories such as singular or plural, or even into regular and irregular. The teacher can help students along by asking key questions.

Or, when presenting a grammar lesson about irregular verb conjugations to a class of 6<sup>th</sup> grade students, the teacher could simply provide a list of irregular verbs (sing, sang, sung, drink, drank, drunk, etc.) and have students memorize the list. Taking a more constructivist approach, the teacher could present to students a set of verbs from a literature book they are reading and ask them to sort

the verbs in some fashion. As students work in cooperative groups with the words, some will eventually realize that the words can be sorted into three categories (present, past, past participle). The teacher can help students along by asking key questions.

When students do this work together, they will be using language to discuss how they are sorting the nouns, and as the teacher circulates to observe, the teacher will be adding to the discussion using more academic language thereby increasing student knowledge in an indirect fashion. In both ways, students have learned about the existence of plural nouns, but in the latter case, students have taken more ownership over the process and have done so in a cooperative fashion. The teacher has merely facilitated the learning process.

Constructivist teaching methods lead students to demonstrate better standardized achievement, and perhaps more importantly, improved self-confidence. (Amaral, 2002; Mester, 2008; Hollins, King, J. & Hayman, 1994; Mathison & Young, 1995; O'Neil & Drillings, 1997). Criticism of a constructivist approach includes the fact that presenting lessons in this way requires a lot of time and preparation, something that teachers are often hard pressed to find. Oftentimes, a more direct method of instruction delivers more content more quickly. Thus, a behavioral approach is sometimes also taken at GEA.

Each of the approaches used at GEA that can be considered to be constructivist in nature is described below.

Cognitively Guided Instruction. Cognitively Guided Instruction (“CGI”) is perhaps most often associated with math instruction but can be used to facilitate instruction in all subject areas. Making use of CGI to teach long division, a teacher would typically present students with a long division problem that they are to solve on their own as a first step. Students would go to their seats with a copy of the problem and begin using whatever strategies or methods they could think of to solve the problem. The teacher would circulate and ask questions regarding students’ thought processes and rationales for solving the problem in the particular way. The teacher avoids making judgements or telling students that they are right or wrong.

The second part of the lesson has students working in pairs or small groups to explain to each other how they have solved the problem. This further refines the thought processes of students and enables them to practice articulation of their chosen method. Students are also able at this point to redefine their processes and recalculate answers. The teacher circulates to ask questions stimulating thought and begins to select students to present solutions during the third part of the lesson.

The third part of the lesson brings all students together as a class. The teacher asks selected students to explain the reasoning behind their answers. The teacher queries the presenters on their reasoning. Not all presenters have the correct answer, but this display allows the presenter to articulate his/her rationale in front of others, and gives the listeners a chance to see how a problem could be solved differently.

Finally, the teacher determines when and how students will be “reigned in” given the fact that some of the solutions presented may be very cumbersome or even incorrect. The teacher may

decide to present an algorithm that is ideally suited to solving a long division problem, one that takes less time and is less prone to error than some of the methods students have chosen.

Guided Language Acquisition Design (“GLAD”). GLAD is a set of thirty-five plus strategies used by teachers to develop students’ language abilities. The strategies are integrated under a theme, generally taken from a social studies unit. All of the strategies provide for copious amounts of comprehensible input, opportunities for interaction, and structured output. Some of the more popular of the strategies include the following:

- *T-Graph for Social Skills* - defining social skills necessary to get the work done
- *Team Points* - for teams of students exhibiting necessary social skills
- *Lecture* - when teacher presents knowledge to be learned
- *Inquiry Charts* - for students to indicate what they know and want to know
- *Cognitive Content Dictionary* - structured chart to introduce vocabulary
- *Graphic Organizers* - for organizing information in a visual fashion
- *Pictorial Input Chart* - for introducing new information in a visual format
- *Sentence Patterning Charts* - structured chart of nouns, verbs, adverbials, adjectives that students can use to build sentences

Theme Based Instruction. Theme based instruction can also be constructivist in that students are left to derive the meaning of the theme on their own. If, for example, the theme for a particular unit of study is *growth*, the teacher, using a behavioral approach, would provide the various definitions and applications of the word growth to students before the unit begins. Learning of these definitions and applications could be reinforced through copying, dictionary searches, matching activities, writing of sentences and creation of reports. Using a constructivist approach, the teacher would simply use the word in a variety of contexts across all subject areas. Students would naturally pick up the different meanings and shades of meaning as the word is being used. At the conclusion of the unit, students could be asked to write about what they have learned in regard to the theme.

Theme based instruction is also constructivist when students have a say in what the theme for a unit of study is going to be. Before a unit begins, the teacher can provide students with a list of possible themes and have students choose based on prior knowledge, current events, or even interest level. Choosing the theme in this way gives students a voice in what they will be learning.

Cooperative Learning. Using cooperative groups to facilitate learning and completion of tasks is another constructivist approach. In order to achieve success with cooperative groups, the teacher must release responsibility to the groups as they complete a variety of tasks. According to David Johnson and Roger Johnson (1999), there are five basic elements that allow successful small-group learning:

- *Positive interdependence:* Students feel responsible for their own and the group's effort.
- *Face-to-face interaction:* Students encourage and support one another; the environment encourages discussion and eye contact.

- *Individual and group accountability*: Each student is responsible for doing their part; the group is accountable for meeting its goal.
- *Group behaviors*: Group members gain direct instruction in the interpersonal, social, and collaborative skills needed to work with others.
- *Group processing*: Group members analyze their own and the group's ability to work together.

Personalized Learning. Personalized learning is another way in which the teacher releases responsibility to students to promote a constructivist approach. From a 2010 symposium on Personalized Learning, we understand from Mary Ann Wolf its essential elements:

1. Flexible, Anytime/Everywhere Learning
2. Redefined Teacher Role and Expanded “Teacher”
3. Project-Based, Authentic Learning
4. Student Driven Learning Path
5. Mastery/Competency-Based Progression/Pace

For example, a teacher might introduce a topic for study, but would allow students to come up with the essential questions that they would like answered. The teacher would be flexible with time, allowing students to research and/or experiment throughout the day as they seek answers. The role of the teacher is expanded in that students now have the responsibility to construct their own answers; they are not merely memorizing facts presented by the teacher. Finding these answers can be structured within a larger project or task of the students’ choosing as well, making the answers to the questions a critical part of an authentic task. As a result of their work, students may ask additional questions, and may want to redirect their learning path to accommodate these new questions.

Push-in Intervention. GEA has a highly structured intervention program that makes use of intervention teachers and aides providing push-in and pull-out intervention. Push-in intervention occurs in the morning under the direction of the classroom teacher. Push-in interventionists work with a variety of groupings: one-on-one, pairs, small group, and whole group. Push-in intervention is much more flexible than pull-out intervention in that there is no in-class schedule for the provision of services: the teacher and the intervention teacher/aide are free to adjust the schedule to meet the learning needs of the students. Because the scheduling is flexible, it is ideal for students involved with personalized learning. Oftentimes, the teacher and the intervention teacher/aide will just rotate around the classroom to query students about their projects, asking questions that promote further inquiry.

Task and Project-Based Learning. Task and project-based learning are both considered to be constructivist in their approaches as well. While the initial task or project topic may be introduced by the teacher, the solutions to the problems posed entirely belong to the students.

## (2) Behaviorism

Behaviorism in education posits that learning involves a change in external behavior achieved through using repetition and reinforcement (Chiesa, 1994). Desired behavior, not necessarily the

type managed by a classroom teacher when they are trying to get a child to stop talking during a lesson, is rewarded and undesired behavior is punished. Using this approach, and taking our example of learning about irregular plural nouns, the desired behavior could be writing the irregular plural noun when given the stimulus of the singular noun. The teacher would show a list of irregular plural nouns to students; have them memorize the list; practice reciting the list and/or matching singular and plural nouns; then give the students a test. Correct responses could be *rewarded* with extra free time, and incorrect responses could be *punished* by having the student write the word pairs multiple times.

As opposed to the constructivist approach, the instructor in a behaviorist model becomes the conductor, so to speak, leading all of the activities in the classroom, and determining if the student responses are correct or not. The teacher takes complete control. The learner has limited opportunities for reflection. The learning is deemed superficial in that interest is not in the internal processes of the learner but in the external changes (Staats, 1968).

Because GEA espouses an eclectic approach to closing the achievement gap, our discussion would not be complete with a presentation of some of the behavioral methods that we use. While not as many in number as the constructivist approaches, they provide students with necessary skill building practice.

Direct Instruction (“DI”). Direct instruction is the traditional method of presenting a concept or skill to students and scaffolding their interaction with that concept or skill until they are ready to perform a task on their own. It is most often associated with a seven-step lesson plan. The teacher is the guide and orchestrator of the lesson. The purpose of the lesson is to transfer knowledge of a skill or concept to the student. The student has little to do in constructing his/her own knowledge vis-a-vis the topic at hand. It is the responsibility of the teacher to ensure that learning is taking place. The teacher will ensure that learning is taking place by using formative and summative assessments in the classroom. There are monthly data analysis meetings where teachers will be looking at NWEA and CAASPP data as well as data from in-class assessments. The data shows whether students are learning and the levels of proficiency that they have achieved. GEA uses an online report card system on PowerSchool, and the grades are entered here based on the standards that are being taught. By the end of the semester, the students have a grade for all of the standards that were taught for that semester monitored and tracked by teachers. Direct Instruction and Cognitively Guided Instruction are often seen as opposites. For example, with CGI, the lesson begins with individual students working to solve a problem. With DI, the student ends the lesson by working individually. In essence, the format of the lessons in CGI and DI are reversals of each other.

However, there is a place for direct instruction in the repertoire of a teacher. A teacher may choose DI when they want to:

- *Have focused and structured conversations with children* - This is especially beneficial for the English Learners as they are able to receive a lot of comprehensible input.
- *Maximize time with students* - DI takes less time than other more child-centered lessons.
- *Be inclusive* - DI presupposes that all students will be able to learn to the same level.

Re-teaching. Re-teaching is a strategy that teachers at GEA use on a daily basis. Teachers assign

*must-do's* and *may-do's* to students. As students are working on these various learning tasks independently, the teacher pulls small groups of struggling students to a desk or kidney table at which time the lesson is re-taught, albeit in a different manner, so that students are able to catch-up. This often occurs right after the main lesson has been taught because the teacher knows through formative assessments that some students just are not understanding.

Pull-out Intervention. Pull-out intervention occurs in the afternoon and is not the flexible push-in intervention that occurs in the morning. For pull-out intervention, students are selected and grouped based on a specific academic need. Students receive pull-out intervention regarding this specific need four times a week for six to eight weeks in forty-minute sessions. It uses a direct approach as students are brought out to practice specific skills in ELA and math. At the end of the six-to-eight-week session, students are re-evaluated to see what progress has been made and if they need to repeat the process.

After-school tutorial and mentoring. The after-school tutorial is designed as a re-teaching tool teachers may electively use with students who continue to struggle with concept/skill development and/or homework completion. Students are permitted and/or asked to stay after school to work with teachers and intervention teachers/aides and college age mentors.

### (3) An Eclectic Approach

What GEA promotes is an eclectic approach that melds together both the constructivist and behaviorist approaches. Teachers are given the opportunity to use techniques and strategies that align with one or the other, and they are more appropriately used within the same unit of instruction as opposed to relegating one unit or the other in its entirety to one approach or the other. An example of how this works is presented below.

A 1<sup>st</sup> grade teacher designs a unit on *The Very Hungry Caterpillar*. The unit includes lessons in all the core subject areas including language arts, social studies, math, and science. One of the standards in the area of language arts includes the learning of sight words. As the teacher reads the book, they specifically point out the words that will be learned as sight words. The teacher writes them on cards and practices reading the words with students. Words that are more difficult to learn are practiced more until they can be read fluently by students. The words are reviewed once or twice each day during the morning routine. At the end of the week, the teacher takes each student individually to test whether or not they can read the words. If the student can read all of the words, they earn a sticker. If the student misses some words, they are given more practice and an additional homework assignment to read the words at home with an adult. This is clearly a behavioral approach to learning of the sight words.

For the science lesson, the teacher takes a different tack: this time it is constructivist. The teacher places some live butterflies in an observation box in the classroom and asks the question “How is the life cycle of a caterpillar different from that of a human?” Students are merely asked to illustrate something from the observation box each day into a journal and comment on it. Over the course of time, students are drawing pictures of eggs, caterpillars, and more butterflies. The teacher makes copies of some of the student drawings for the whole class. The students are given a circle with

arrows on a sheet of paper and asked to arrange the pictures on the circle to make a life cycle. Students are familiar with a life cycle because they did something similar when they studied about families. As they are arranging the pictures, the teacher circulates to hear the rationale for the various placements. Some of the students get it spot on. Some seem a little confused and require a bit more questioning from the teacher. The teacher may ask students to try and remember what happened in the observation box. The teacher may ask others to review the drawings that they drew. In any case, the teacher avoids giving the answer forthright. In the end, most, if not all, students have pasted the pictures around the circle appropriately. The process has taken several weeks to complete, but students can talk fluently about the lifecycle and are able to make easy comparisons with other animals.

Or, a 6<sup>th</sup> grade teacher designs a unit based on Edgar Allan Poe's *The Pendulum*. The unit includes lessons in all the core subject areas including language arts, social studies, math, and science. One of the standards in the area of language arts includes the learning of academic vocabulary. As the teacher reads the book, they specifically point out the words that will be learned. The Teacher writes them on cards and practices reading the words with students. Words that are more difficult to learn are practiced more until they can be read fluently by students. The words are reviewed once or twice each day during the morning routine. At the end of the week, the teacher takes each student individually to test whether or not they can read the words. If the student can read all of the words, they earn free time. If the student misses some words, they are given more practice and an additional homework assignment to read the words at home with an adult. This is clearly a behavioral approach to learning academic vocabulary presented in the text.

For the science lesson, the teacher takes a different tack: this time it is constructivist. Students are presented with a question that they have to solve: how many times will a pendulum swing back and forth in a minute. They are given some basic materials, and they work in groups to discuss the problem, conjecture, create a model, experiment, calculate, and come up with conclusions on their own. While students are doing their work, the teacher circulates around the room to ask critical questions designed to move students along in their thinking; the teacher provides no answers. At the conclusion of the lesson, the groups are invited to present their strategies for determining the answer to the question. If no group has come up with the correct answer, the teacher may provide further guidance in carrying out the experiment, ask additional questions, or present some facts that will enable students to re-engineer their projects. At the conclusion of this kind of unit, students will have gained confidence in their ability to solve problems on their own and will have learned some important facts about pendulums.

### Innovative Components.

GEA's small class sizes with an average of 20:1 student to teacher ratio in elementary grades and 25:1 in middle grades allows for all teachers and staff to build relationships with all students. Based on Maslow's Hierarchy of Needs, GEA understands that students' basic yet fundamental needs—physiological, safety, love and belonging, esteem, and self-actualization—must be met before our students are able to learn and thrive academically. Having small class sizes allows for our teachers and staff to ensure that our students' needs are being met, and most importantly, that our students feel a sense of belonging in their school community.

GEA’s vision is to create global citizens who will become leaders in their communities. In order to create global citizens, GEA implements a restorative justice approach in dealing with students’ behavior issues. Students are recognized and rewarded through our monthly awards ceremonies along with participation in our school-wide positive behavior intervention system, Character Counts. Students are also provided with opportunities to reflect on their behavior by completing a reflection sheet that has them think about how their actions affected others, and what they can do to rebuild and restore damaged relationships. Conflict resolution practices are facilitated and/or modeled for students and affected parties, giving them the space to make things right again.

### Key Features.

Key features of GEA’s educational program include: world language programs, global education assembly, intervention programs, music education, and Inspire Week. Brief descriptions of each key feature are below:

**World Language Programs** - GEA teaches Korean and Spanish as a world language in grades TK-5 and as an elective course option in grades 6-8.

**Global Education Assembly** - At the elementary school, GEA holds 30-minute assemblies on Tuesday and Thursdays where students learn about various topics such as global education (learning about various cultures around the world), nutrition, safety, social-emotional learning, and Character Counts.

**Intervention Program** - Every two classroom teachers share one intervention staff member for approximately two hours every day. Intervention staff supports teachers during ELA or Math to provide differentiated support for our students.

**Music Education** - The music teacher visits each class twice a week for about 30 minutes each session. Students are taught how to read music, identify rhythms and beats, sing, dance, and play various musical instruments. They also learn how music is integrated into academics and various holidays and cultural events.

**Inspire Week** - Inspire Week was started in 2014 to promote college awareness and introduce students to new and emerging careers. Various professionals are invited to GEA to share information about their careers and pathways, and students have the opportunity to interact with various speakers. The ultimate goal is for GEA students to be inspired to think about and start planning for their future.

Curriculum and Instruction. Global Education Academy teaches an academically rigorous curriculum that is aligned to California’s Common Core State Standards (“CCSS”) for English Language Arts and mathematics, Next Generation Science Standards (“NGSS”) for science instruction, History-Social Science Framework, English Language Development standards, and other applicable state content standards (hereinafter, collectively, “State Standards”).

<b>English Language Arts, TK-5 [core]</b>
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GEA has adopted the comprehensive *Wonders* reading plan that is aligned to the Common Core State Standards. It offers a gradual expansion of topical information and increasing textual complexity. Adopted components include: 1) rigorous, research-based instructional materials and assessments, 2) focused direct instruction, 3) professional development for classroom teachers and administrators to ensure integrity of implementation, and 4) a balance of fiction and non-fiction texts.

Up to two hours a day is devoted to language arts instruction. GEA measures student progress at the end of each six-week instructional unit, using publisher assessments and benchmark assessments produced by the NWEA Unit skill assessments will identify student success in meeting benchmarks, identify re-teaching needs, inform instructional planning, and professional development.

GEA expects all students to master complex word forms and fluency in grade-level literature and expository text, recall sequence, main ideas, and supporting details, and construct complete, correct sentences to communicate ideas in written compositions. The goal for students to enjoy and appreciate a variety of literature at grade-level or above is paramount. In addition, students will develop competence in oral presentations, as the development of both oral and written language is essential in a multilingual environment (Tse, 2001).

GEA uses a combination of *Wonders* and trade books for reading/language arts instruction and assessment. Core instructional concepts and skills are taught systematically and explicitly, consistent with current research-based approaches. Systematic skill development will continue throughout the higher grades. Skills and strategies drawn from the Common Core State Standards and from the District's reading goals include the following:

- Provide all students with an exemplary foundation for continued learning.
- Expose students to the best literature and informational texts available;
- Teach learning strategies used by proficient readers for building comprehension and vocabulary skills to all students;
- Teach the skills and strategies used by proficient writers to all students;
- Develop a sense of the worthwhile use of free time in all students; and
- Teach all students to read independently early through systematic, explicit instruction in phonics.

All elements of the Common Core State Standards, as adopted by the California Department of Education in 2010, have been implemented at each grade level. The ELD standards are used in conjunction with the California Core State Standards.

### **English Language Arts, 6-8 [core]**

For grades six, seven, and eight, GEA adopted the comprehensive *English Language Arts California StudySync* that is aligned to the Common Core State Standards. It offers a gradual expansion of topical information and increasing textual complexity. Adopted components include: 1) rigorous, research-based instructional materials and assessments, 2) focused direct instruction, 3) professional development for classroom teachers and administrators to ensure integrity of implementation, and 4) a balance of fiction and non-fiction texts.

Up to one-and-a-half hours a day is devoted to language arts instruction. GEA measures student progress at the end of each six-week instructional unit, using publisher assessments and benchmark assessments produced by the NWEA. Unit skill assessments will identify student success in meeting benchmarks, identify re-teaching needs, inform instructional planning, and professional development.

GEA expects all students to master complex word forms and fluency in grade-level literature and expository text, recall sequence, main ideas, and supporting details, and construct complete, correct sentences to communicate ideas in written compositions. The goal for students to enjoy and appreciate a variety of literature at grade-level or above is paramount. In addition, students develop competence in oral presentations, as the development of both oral and written language is essential in a multilingual environment (Tse, 2001).

GEA uses a combination of *English Language Arts California StudySync* and authentic literature for reading/language arts instruction and assessment in grades six to eight. Core instructional concepts and skills are taught systematically and explicitly, consistent with current research-based approaches. Systematic skill development continues throughout the higher grades. Skills and strategies drawn from the Common Core State Standards and from the District's reading goals include the following:

1. Provide all students with an exemplary foundation for continued learning;
2. Expose students to the best literature and informational texts available;
3. Teach learning strategies used by proficient readers for building comprehension and vocabulary skills to all students;
4. Teach the skills and strategies used by proficient writers to all students;
5. Develop a sense of the worthwhile use of free time in all students; and
6. Teach all students to read independently early through systematic, explicit instruction in phonics.

#### **English Language Development for Non-mainstream Speakers of English, TK-5 [core]**

The GEA student population reflects many linguistic backgrounds and includes English speakers whose home language differs in structure and form from academic English, or standard-English learners ("SEL"s). Examples of non-mainstream English languages include those spoken in some African American, Mexican American, and other communities. An additive instructional approach is used to add academic English to existing home language patterns. GEA provides time and place for Standard-English learners to question, clarify, compare, and contrast new language patterns in a safe environment. As with English learners, this additional time supports student learning during the day and offers teachers an opportunity to assure comprehension in the content areas.

GEA draws on current research and practice in providing effective instruction for SELs (Center for Applied Linguistics, 1997). Consistent with GEA goals, all students will acquire academic English in an environment that values bi-dialectical proficiency in oral and written language. Research indicates that the acquisition of Standard English is best achieved with a program based upon three principles:

- Extensive exposure to standard dialect speech and writing patterns throughout the school day;
- Activities that highlight and value different patterns of usage in both standard and non-standard varieties of English; and
- Respect for and fostering of bi-dialectal identity among students, secure in both the value of their home variety of English and able to use standard varieties in appropriate contexts.

To these ends, teachers are trained in discourse patterns such as call-and-response and other speech interactions that have been found to be successful (Foster, 2002). Teachers follow instructional approaches outlined in the Los Angeles Unified School District's (LAUSD's) *Academic English Mastery Program* (Lemoine, 2006). Instruction includes the use of second language and balanced literacy approaches in the classroom. GEA has instituted a program that provides student access to reading materials, a research-based approach to increasing literacy development for both L1 and L2 speakers and for standard and other varieties of English (McQuillan, 1997).

GEA's chosen instructional system is consistent with these approaches. Reciprocal reading offers a model for participating in structured academic dialogues that can be analyzed and contrasted with non-mainstream patterns. The school-wide use of graphic organizers provides consistent academic language patterns for exploring meaning in text.

#### **English Language Development, TK-5 [core]**

GEA has adopted *Wonders English Language Development*. This series includes a teachers' edition, activity books, and workbooks aligned with the ELD standards of California and with content provided in the Treasures' readers.

Language and content instruction are inseparable (Cummins, 1981). But content instruction and ELD instruction have different purposes. Teachers use language to teach concepts and skills. Students must acquire the language of their teachers in order to participate in learning. Even when teachers use the most ideal sheltered strategies in the most enriched environment, students must receive instruction in the English language as well as time to practice their new language.

English language development will be taught daily for 40 minutes, guided by the California ELD Standards. Students will be grouped by English proficiency level as well as need. Teachers will target vocabulary, language patterns, functions, and grammar in need of clarification and reinforcement. GEA's goal is to make new terms and patterns so familiar that they take up permanent residence in student memory, to be called up and used creatively to form new sentences and ideas surrounding the selected theme or topic.

ELD is a critical part of the GEA instructional day and is addressed by teachers in two or more contexts.

- During the instructional day, new words and language patterns are used and explained within content lessons to assure comprehension of new material taught.
- Every afternoon, direct instruction and reinforcement of new language offers students time to hear it many times in different contexts, to ask for and receive clarifications, and to practice in a safe environment. It offers teachers time to assure that students understand the

language used earlier in the day, clarify misunderstanding, and provide practice of target language standards.

The themes and content for ELD lessons are drawn from the curriculum for language arts, math, science, and social studies. Projects will reflect themes in California Treasures and other subject areas. Language tasks will be determined by the California ELD standards on the basis of each child's ELD level and need. Students participate with the goal of advancing toward English proficiency. Activities for beginners include simple pointing, repeating, choosing between two words, signaling yes or no, either/or, playing games, and singing songs. More advanced students discover differences between and use a variety of verb forms, participate in purposeful dialogues, tell and retell stories, offer opinions, summarize, and predict. When ELD is closely aligned to content, English learners gain confidence and begin to communicate complex ideas they may be able to express in their own language, but are still learning to express in English.

Student progress in ELD is monitored using regularly scheduled performance assessments. Additional reinforcement and practice opportunities are offered as needed: in-class, after-school, on weekends and during the summer. GEA expects all English learners to make adequate or better yearly progress defined as mastery of one ELD level each school year, as measured on the ELPAC. In addition, GEA expects all English learners to ultimately achieve an overall score of 4 on the ELPAC, and achieve academically to meet criteria for reclassification as proficient in English.

#### **English Language Development, 6-8 [core]**

A study by the Public Policy Institute, *English Learners in California Schools*,<sup>1</sup> showed that middle school English Learners have lower rates of growth on the California English-Language Development Test than do elementary school English Learners. Reasons to expect lower gains for middle school students include the following as taken from the report:

1. Fewer middle school students are EL students, so the infrastructure for helping EL students may not be as prevalent as in elementary schools.
2. EL students at the middle and high school levels share the added difficulty of learning advanced academic material in specific subjects in addition to learning English.
3. Many EL students in middle school were not reclassified in elementary school. These students did not learn English as quickly as fluent English proficient students who have been reclassified.
4. Generally, students learn faster in elementary school grades than in later grades.

To address these concerns, GEA will be doing the following:

1. Maintain the structure for middle grades by incorporating 30-40 minutes a day of designated ELD instruction during the core Humanities block; ensuring that ELD instruction at the middle grades is both designated and integrated throughout the day.
2. Teach all subjects using Specially Designed Academic Instruction in English ("SDAIE") to ensure that content standards are being taught and that it is comprehensible.

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<sup>1</sup> [http://www.ppic.org/content/pubs/report/R\\_405CJR.pdf](http://www.ppic.org/content/pubs/report/R_405CJR.pdf)  
Global Education Academy  
Charter Renewal Petition 2025-2032

3. Provide differentiated instruction to all EL students through push-in and pull-out sessions to ensure that students are making progress on reclassification criteria.
4. Understand that students may be progressing more slowly at this level and provide students with intersession enrichment programs to bolster learning in this area.

ELD is built into the ELA *StudySync* curriculum used in grades six to eight. Teachers are able to connect the content standards taught in ELA directly to the ELD standards they are teaching, which provides consistency and scaffolding for EL students.

### **Mathematics, TK-5 [core]**

Mathematics consists of both theoretical and applied approaches. Both strands must be integrated to provide students with a complete curriculum. Based on the recently approved Mathematics Framework for California Public Schools (California Department of Education, 2023) and the California Common Core Standards, GEA provides instruction in basic computational and procedural skills, including the ability to use mathematical reasoning to analyze and solve problems. Teachers focus on helping students communicate with precision about quantities, logical relationships, and unknown values using signs, symbols, models, graphs, and appropriate mathematical terminology. Instruction includes opportunities to analyze evidence, develop logical thinking, and connect mathematics to other disciplines and to everyday life.

GEA adopted the state-approved *McGraw-Hill My Math* as the primary textbook with appropriate publisher assessments. Direct instruction as well as interactive activities will be used to review prerequisite skills at the beginning of a lesson and to provide immediate feedback/correction during a lesson, or for an entire lesson to teach a new concept or skill.

Strategic reading skills necessary for math achievement are taught using graphic organizers designed to identify relevant information from text and organize it for problem solving.

Structured classroom dialogue is used to model effective thinking strategies to define problems and clarify misconceptions. Students are taught to utilize reciprocal reading groups to read math problems, ask questions, select relevant information, define and solve problems.

GEA measures student progress using publishers' assessments at six-week intervals and NWEA benchmark exams three times per year in October, February and June. The results of periodic assessments identify student progress toward goals and the efficacy of math instruction. Teachers use the results of periodic assessments to identify students meeting benchmark criteria in each concept area and those in need of additional instruction. Results serve to inform instructional planning, instructional efficacy and professional development.

GEA expects all students to work toward and meet benchmarks established by the district in order to achieve a proficient or advanced score in mathematics on the Smarter Balanced Assessment. Students work toward proficiency in the following categories as specified by grade levels in the Common Core State Standards:

- Number sense
- Algebra and functions
- Measurement and geometry

- Statistics, data analysis, and probability
- Mathematical reasoning

### **Mathematics, 6-8 [core]**

GEA uses *Illustrative Math* and its respective assessments, workbooks, and materials. To the extent that these published materials are aligned with the California standards, classroom instruction mirrors and follow the curriculum outlined therein. To the extent that these materials may not follow the standards completely or cover everything that is necessary, teachers are prepared to develop curricula of their own to meet student needs.

Adapting and developing curriculum to teach the math standards has been common practice at GEA at all grade levels thus far; and it continues in the middle grades. GEA has been highly successful at teaching math in this way as demonstrated by math scores on the CAASPP that surpass averages of the State, County, District, and local comparison schools (see renewal criteria at the beginning of this charter).

### **History-Social Sciences, TK-5 [core]**

As members of the global community, students at GEA are offered daily opportunities to learn a rich and internationally relevant curriculum in history and the social sciences aligned to the History and Social Sciences Framework for California Public Schools (California Department of Education, 2016). Following that framework, GEA focuses on three basic strands of inquiry:

- Knowledge and cultural understanding, including factual and conceptual knowledge from history, humanities, geography, and the social sciences;
- Democratic understanding and civic values, including a study of our national identity, constitutional history, civic values, and our rights and responsibilities as citizens; and
- Skills attainment and social participation, including study skills and reasoning that leads to effective participation as citizens in both the national and global context.

Participation in the history/social sciences curriculum begins with the earliest grades, and follows a developmental sequence to assist students to learn key concepts. GEA focuses on the following skills and concepts, as well as many others:

- Developing chronological and spatial skills;
- Distinguishing between research evidence, points of view, and the relationship between the two;
- Identifying and interpreting key historical events presented in the curriculum;
- Synthesizing information from different historical and/or social science sources to reach logical conclusions based upon evidence;
- Conducting cost-benefit analysis of various historical events, and using evidence to support a particular stance or interpretation; and
- Connecting past events to present circumstances, seeing the continuity and variability of historical processes.

GEA adopted state-approved *California Studies Weekly* as the primary textbook with appropriate publishers' assessments. Direct instruction and interactive activities are used to review prerequisite skills at the beginning of a lesson, to provide immediate correctives during a lesson, or to explicitly teach a new concept or skill for an entire lesson. Graphic organizers are used to classify ideas and

language, sequence events, compare and contrast, summarize, and take notes. Students use reciprocal reading groups to engage in dialogues that model thinking strategies and language patterns for asking questions, judging the reliability of resources, distinguishing between fact and opinion, and clarifying meaning.

In addition, students participate in community service projects to analyze critical concerns and propose potential solutions for local, state, national, and global issues. These projects are intended to expand students' understanding of their future role as responsible citizens and potential leaders at the local, state, national and international levels in the 21st Century.

GEA expects all students to work toward and meet benchmarks established by the Charter School in order to assure a significant chance of achieving a proficient or advanced score in social science for required state testing at the appropriate grade level. In addition, GEA seeks to expand student understanding, respect, and appreciation for the complexity of the global community, offer tools and develop the confidence to assume a positive leadership role with the ability to set direction, inspire others, and take proactive steps toward possible solutions.

### **History-Social Sciences, 6-8 [core]**

The history/social science curriculum for the middle grades follows guidelines established by the State of California and contained in the History/Social Science Framework published on the CDE website. The framework describes three different areas of focus as follows:

- 6th Grade - Ancient Civilizations
- 7th Grade - World Civilizations
- 8th Grade - U.S. History

History is taught using the state-approved *California Impact: Social Studies*.

### **Science, TK-5 [core]**

The systematic study of natural phenomenon is the essence of sustained inquiry in a rigorous science program. The language and content of scientific inquiry is a core element in science curriculum, following principles laid out in the California Science Framework. Inquiry involves both experimental and investigatory experiences, as well as direct instruction and reading in the science areas. Effective science instruction provides multiple opportunities for students to investigate observable natural phenomenon and scientific principles. GEA provides a variety of opportunities for students to use print resources and technology in the course of experimentation and observation.

Graphic organizers are used to record and communicate observations, take notes, record sequences and data, summarize, and use evidence to predict.

GEA adopted state-approved *FOSS Kits* (texts and materials) as the primary textbook/publishers' assessments. Direct instruction and interactive activities are used to review prerequisite skills of inquiry at the beginning of a lesson, to investigate and experiment during a lesson, or for an entire lesson to explicitly teach a new concept or skill. Reciprocal reading groups are used to establish

meaning from text using focused dialogues to ask questions, define problems, determine relevant information, clarify misconceptions, and determine how to seek empirical evidence.

GEA measures student progress periodically using publishers’ assessments, as appropriate. The results of periodic assessments determine student progress toward learning goals and the efficacy of math instruction. Periodic assessments help teachers focus on the percentage of students meeting benchmark criteria in each concept area and identify those in need of additional assistance. Results serve to inform instructional planning, instructional efficacy and professional development.

GEA expects all students to work toward and meet benchmarks established by the district in order to achieve a proficient or advanced score in science on the California Standards Test at the appropriate grade level. The following areas, identified in the NGSS, form the basis of GEA science instruction:

- Life sciences
- Physical sciences
- Earth sciences
- Investigation and experimentation

In addition, GEA seeks to expand student understanding of the role of science in solving human problems in the 21st century. Student interest in science in all its manifestations is a valuable national resource. The growth of scientific knowledge has resulted in both positive and negative applications. GEA seeks to link the critical role of responsible leadership with student understanding of scientific knowledge to make a better global world.

**Science, 6-8 [core]**

GEA uses *FOSS Next Generation Middle School* science kits. The following table outlines topics covered in the GEA science curriculum.

Grades	Physical Science	Earth Science	Life Science
6 - 8	Gravity and Kinetic Energy Waves	Planetary Science	Human Systems Interactions, Heredity and Adaptation
	Chemical Reactions	Earth History	Populations and Ecosystems
	Electromagnetic Force, Variables and Design	Weather and Water	Diversity of Life

To the extent possible, themes and concepts taught during science are integrated with those taught during other subject areas. For example, taking “chemical interactions” as a theme from physical science, the teacher could introduce related concepts in each of the following subject areas:

Subject Area	Content Related to Chemical Interactions
English Language Arts	<ul style="list-style-type: none"> <li>- Reading biographies of famous chemists/alchemists</li> <li>- Learning the names of common household chemicals - common and scientific names</li> <li>- Writing one’s perspective on the use of chemicals</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>- Balancing chemical equations</li> </ul>

	<ul style="list-style-type: none"> <li>- Calculating molarity</li> <li>- Calculating solution weights</li> </ul>
History-Social Sciences	<ul style="list-style-type: none"> <li>- Role of alchemists in ancient civilizations</li> <li>- Role of chemists/scientists today</li> <li>- Important contributions of chemists</li> </ul>
Science	<ul style="list-style-type: none"> <li>- Elements</li> <li>- Chemical interactions</li> <li>- Identifying products of chemical interactions</li> </ul>
Visual & Performing Arts	<ul style="list-style-type: none"> <li>- Chemicals/materials used to make paints</li> <li>- Mixing colors</li> </ul>

### Visual & Performing Arts, TK-5 [non-core]

GEA goals specify that all students receive weekly opportunities to learn about different art forms and express themselves in that form creatively and with imagination. The arts in its many manifestations open vistas for children of all backgrounds. Artistic experiences include participation in performances in order to develop verbal and nonverbal means of expression, following the Visual and Performing Arts Framework for California Public Schools (California Department of Education, 2019). The GEA arts program is grounded in the California Standards for the Visual and Performing Arts and centers on five areas:

- Artistic perception – processing, analyzing, and responding to information perceived by the senses in dance, music, theater, and the visual arts;
- Creative expression – creation of original works that include application of the principles of composition, arrangement, and performance;
- Historical and cultural context – understanding the historical contributions, roles, functions, and development of various artistic disciplines, including learning about musicians, composers, artists, writers, actors, dancers, and choreographers of various periods;
- Aesthetic valuing – analysis and critique of works in the visual and performing arts, as well as applying the processes and skills to creative student products in various disciplines; and
- Connections, relationships, and applications – application of what students have learned in one artistic discipline to projects made for other subject areas.

GEA provides varied opportunities to participate in a variety of creative endeavors and showcases student products to enrich the environment of the learning community. All students participate as completely as they are able in all aspects of the program.

### Visual & Performing Arts, 6-8 [non-core]

Teachers in middle grades utilize the California Standards for the Visual and Performing Arts to create units of instruction that integrate core and non-core subjects under a unifying theme or concept. For example, as a 6th grade class of students learns about ancient Chinese civilization during history/social studies time, the teacher might introduce Chinese calligraphy to students during the visual arts portion of the day fulfilling the following standards:

**Standard 1.4:** Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, radial).

1. Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).

2. View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.
3. Compare, in oral or written form, representative images or designs from at least two selected cultures.

Similarly, when a group of 8th grade students studies and learns about the life of American pioneers, the teacher could introduce American Folk Dancing during a performing arts lesson to fulfill and number of 8th grade Visual and Performing Arts standards.

As can be seen through these examples, teachers source lessons and materials to match themes and concepts that run throughout all subject areas.

<b>Health &amp; Physical Education, TK-5 [non-core]</b>
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<b>Health &amp; Physical Education, 6-8 [non-core]</b>
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GEA believes in providing students with a well-rounded education that includes a broad course of study. This broad course of study includes Physical Education and health education.

GEA provides students with 100 minutes of P.E. per week in grades TK-5 and 200 minutes of P.E. per week in grades 6-8. Physical Education is taught by the classroom teacher in grades TK-5 and a credentialed Physical Education teacher in grades 6-8. The content of the Physical Education lessons follows standards set by the State and published online at the California Department of Education website under *Physical Education Model Standards of 2005*.

The program/materials that GEA has adopted to teach physical education is SPARK. SPARK provides teachers with activities and assessments aligned with the California Department of Education’s Physical Education Standards.

GEA provides students with health education for a minimum of 30 minutes per week during designated health instructional time. The content of the health instruction follows the standards published online at the California Department of Education website under *Health Education Content Standards March 2008*.

<b>World Languages, K-5 [core]</b>
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As part of GEA’s commitment to global education, the acquisition of an additional language is a primary instructional goal for students. Students participate in either of **two language strands**. Since there are two classes at each grade level, one strand of classes, TK-5, focuses on acquiring Korean as a second language while the other strand focuses on Spanish as a maintenance program.

*The Korean Strand*

The Korean language strand teaches Korean using a Foreign Language in Elementary Schools (FLES) model. The FLES model is beneficial for our students because there are no native Korean speaking students enrolled in GEA. FLES allows non-native speakers to learn the Korean language as a second or third language with students receiving up to 30 minutes of Korean language instruction three to four times a week.

GEA follows Korean language standards for each grade level that is based on American Council

on the Teaching Foreign Languages (ACTFL) World Language Standards for Korean. In kindergarten and first grade, students are in language strands where they stay with the same students for both grade levels. Starting in second grade, the students in each grade level from the Korean strand are mixed with students from the Spanish strand, and each grade level's teachers coordinate a time for the students to meet with the language teacher for their language instruction.

The Korean Strand Curriculum. The Korean curriculum is based on International Korean Educators Network (IKEN) Korean textbooks. Teachers also incorporate Korean culture lessons as Korean holidays approach. All lessons are based on the Korean Language Standards that have been adopted.

### *The Spanish Strand*

The Spanish language strand teaches Spanish using a Heritage Language Model. Many of our students' primary language is Spanish, and when entering TK/Kindergarten, students whose primary language is Spanish are placed in the Spanish strand so that the teacher can provide instructions and academic support in Spanish while the students are learning English.

GEA follows Spanish language standards for each grade level that is based on ACTFL's World Language Standards for Spanish. In kindergarten and first grade, students are in language strands where they stay with the same students for both grade levels. Starting in second grade, the students in each grade level from the Spanish strand are mixed with students from the Korean strand, and each grade level's teachers coordinate a time for the students to meet with the language teacher for their language instruction.

The Spanish Strand Curriculum. The Spanish curriculum *Maravillas* is based on McGraw-Hill's *Wonders* that we use in ELA. This allows for continuity between the Spanish Language Arts and English Language Arts program where our students can transfer their learning in Spanish into English. All lessons are based on the Spanish Language Standards that have been adopted.

Literacy Development. Students in the Korean strand develop literacy skills in both Korean and English beginning in kindergarten. Students in the Spanish strand also develop literacy in English beginning in kindergarten.

Teaching literacy in two languages beginning in kindergarten was successfully piloted by LAUSD's Korean/English Dual Language Program in 1993. Prior to LAUSD's implementation, it was thought that development of literacy in two languages beginning in kindergarten would be confusing and counterproductive. However, research on this practice of literacy development showed that students were competent and developed high levels of literacy in both languages (Sohn & Merrill, 2008).

Accordingly, the Spanish and Korean strands base instruction on the California Standards in English Language Development and the CCSS in ELA.

Student Placement in the Korean and Spanish Strands. Incoming kindergarten students who are identified as English Only or Initial Fluent English Proficient on the ELPAC will be placed in the Korean program with Korean speaking students identified as proficient in Korean on the Basic

Inventory of Natural Language (BINL). Spanish speakers who are not proficient in English will be placed in the Spanish strand.

Students who enter GEA in grades 1 and 2 are evaluated to determine dominant language proficiency. Parents of students whose dominant language is English are given the option of selecting either the Korean program or the Spanish language program depending on space availability. English learners whose dominant language is Korean are directed to the Korean strand where they receive instruction in English and Korean. English learners with a primary language other than Spanish are directed to the Spanish strand. Grade 2 typically represents the highest grade at which students without target language proficiency may enter an immersion program. Thus, students new to GEA, entering in Grade 2 and below may be admitted to the Spanish or Korean strand when space is available.

A student may be admitted in grades 3-5 in either the Spanish or Korean language strand. A decision regarding placement is made based on the home language of the student; prior background with the language, if any; English language ability; parent preference; student interest; and general ability.

#### **World Languages, 6-8 [elective]**

In grades 6-8, students will be offered Korean or Spanish as a world language elective based on having the appropriately credentialed teacher on staff. Students will be able to choose one of the world languages as their elective as student choice is a strong motivator for students wanting to excel in their class.

### **Intervention & Enrichment Programs**

Intervention. In general, students who are struggling to meet the standards benefit from a multi-tiered system of supports (“MTSS”). The MTSS is a comprehensive system of differentiated supports that includes universal screening, evidence-based instruction, formative assessments, progress monitoring and research based-interventions. The key to the success of students in the MTSS is the use of data to drive selection of strategies appropriate for the individual. Students are selected to receive said supports based on formative assessments given to students in the classroom and on universal screenings such as the triannual benchmarks using NWEA’s MAP tests. Ongoing formative assessments provide information as to how the strategies are working and if additional changes are required.

GEA also provides selected struggling students with a combination of push-in and pull-out intervention. Push-in intervention occurs in the morning in the classroom. The intervention teacher or TA works under the direction of the classroom teacher and provides students with individual or small group instruction to meet identified needs. Pull-out intervention occurs in the afternoon. Students are organized into groups based on the NWEA MAP test and teacher and administrative input. Typically, pull-out intervention in the afternoon focuses on the bubble students, those who are on the cusp of proficiency. Push-in intervention in the morning focuses on students who are far below proficiency.

If the MTSS is not meeting the needs of a student who is far below proficiency on any of the standardized tests, GEA will initiate a Student Support and Progress Team (“SSPT”) meeting to which the parent, teacher, administrator, and special education teacher are invited. At this meeting the student’s needs are discussed, and solutions are proposed to help the student become successful. The SSPT will meet once again in six weeks to determine if the additional supports have been beneficial. (These extra supports may include one-on-one time with the teacher or intervention teacher, use of specially designed materials, extra homework, or placement in the afterschool program.) If the supports have not been successful, new strategies will be devised and implemented for another six weeks. At the end of this six-week period, if the student has not made progress, the student may be screened for special education services.

Enrichment. GEA offers multiple and varied enrichment opportunities to supplement students’ academics, during the school day and outside of school day hours. As previously mentioned, all GEA students receive instruction in music and world language. Students may also participate in Student Government. GEA offers track and field as an organized sport. GEA also maintains an after-school program that runs until 6:30 pm daily and summer enrichment programs with local nonprofit organizations.

**Independent Study**

GEA maintains an Independent Study Policy that is compliant with Education Code Section 51747, et seq. and its implementing regulations to accommodate those students and families who may require short-term independent study as an option. The Policy’s purpose is to ensure students are provided with an option to access their curriculum while not being present on the school campus for a period of time. A short-term independent study option is available for students who meet the criteria for independent study not to exceed fifteen (15) school days. Approvals for more than fifteen (15) school days will only be used under extraordinary circumstances, including but not limited to, serious illness, student injury, or some other extraordinary circumstance. The Principal or Executive Director shall have the sole authority to extend an independent study beyond the 15-school days period. GEA will provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

**Curriculum & Instructional Materials**

<b>Transitional Kindergarten – 5<sup>th</sup> Grade</b>	
English Language Arts and Reading	Wonders Wonders ELD
Mathematics	MyMath
Science	FOSS Next Generation Elementary
History-Social Science	California Studies Weekly
World Language	Korean Level 1 – 2 California Studies Weekly (Spanish)

<b>6<sup>th</sup> – 8<sup>th</sup> Grade</b>	
English Language Arts and Reading	English Language Arts California StudySync
Mathematics	Illustrative Math

Science	FOSS Next Generation Middle School
History-Social Science	CA Impact: Social Studies

## Course Offerings

<i>Subject Areas</i>	<b>TK-K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
English Language Arts	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓
Science	✓	✓	✓	✓	✓	✓
History-Social Science	✓	✓	✓	✓	✓	✓
World Languages	✓	✓	✓	✓	✓	✓
Visual & Performing Arts	✓	✓	✓	✓	✓	✓
Health & Physical Education	✓	✓	✓	✓	✓	✓

<i>Subject Areas</i>	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
English Language Arts	ELA 6	ELA 7	ELA 8
Mathematics	Math 6	Math 7	Math 8
Science	Earth Science	Physical Science	Life Science
History-Social Science	Ancient Civilizations	Medieval and Modern Times	U.S. History
Music	Ukulele Choral Music	Drumming Choral Music	Boomwhackers / Ukulele / Guitar
Art	Dance	Visual Art	Mixed Media
Health & Physical Education	P.E. 6A	P.E. 7A	P.E. 8A

## Course Descriptions

### English Language Arts

**TK/Kindergarten.** Students will develop foundational reading and writing skills. They will learn to recognize and write letters, understand basic phonics, and start reading simple texts. Activities include listening to stories, beginning writing, and participating in discussions.

**Grade 1.** Building on kindergarten skills, first graders will read and comprehend simple texts, write sentences, and develop vocabulary. Emphasis is on phonics, word recognition, and basic comprehension strategies. Students will also engage in listening and speaking activities.

**Grade 2.** Students will read more complex texts, including stories, informational texts, and poetry. Writing skills are developed through sentence structure, paragraphs, and simple essays. Emphasis is on comprehension, vocabulary, and fluency. Speaking and listening activities continue to play a key role.

**Grade 3.** Students will read a variety of genres and begin to analyze texts. Writing assignments include narratives, informative texts, and simple research projects. Emphasis is on comprehension, critical thinking, and refining writing skills. Oral presentations and discussions enhance communication skills.

Grade 4. Reading and writing become more advanced, with a focus on analyzing themes, characters, and plot in literature. Writing tasks include persuasive essays, research reports, and creative writing. Vocabulary development and comprehension strategies are emphasized, along with continued oral communication practice.

Grade 5. Students will read and analyze complex texts, both literary and informational. Writing assignments include detailed essays, research projects, and narrative writing. Critical thinking, vocabulary development, and advanced comprehension strategies are key components. Speaking and listening activities prepare students for middle school ELA.

Grade 6. Students will develop reading, writing, speaking, and listening skills through the study of literature and informational texts. The curriculum includes a variety of genres such as novels, short stories, poetry, and non-fiction. Emphasis is placed on vocabulary development, comprehension strategies, writing coherent paragraphs and essays, and oral communication.

Grade 7. This course builds on the skills acquired in Grade 6, with a deeper exploration of literary elements and structures. Students will analyze more complex texts, both fiction and non-fiction, and enhance their writing skills through essays, narratives, and research projects. Critical thinking and the ability to support arguments with evidence are key components.

Grade 8. Students will engage in advanced analysis of texts, focusing on themes, character development, and author's purpose. Writing assignments will include argumentative essays, literary analysis, and research papers. Oral presentations and discussions will help refine speaking and listening skills. There is a strong emphasis on preparation for high school ELA standards.

## Mathematics

TK/Kindergarten. Students will learn to count, recognize numbers, and understand basic concepts of addition and subtraction. Activities include hands-on counting, sorting, and simple problem-solving tasks. Emphasis is on developing number sense and understanding shapes and patterns.

Grade 1. Building on kindergarten skills, first graders will explore addition and subtraction within 20, understand place value, and work with basic measurement and geometry concepts. Problem-solving and reasoning are introduced through interactive activities and games.

Grade 2. Students will work on addition and subtraction within 100, begin to understand the basics of multiplication and division, and explore more advanced measurement and geometry concepts. Emphasis is on problem-solving, reasoning, and applying mathematical concepts to real-life situations.

Grade 3. Multiplication and division within 100 are key focuses, along with understanding fractions, area, and perimeter. Students will solve problems involving measurement, data interpretation, and more complex geometry. Critical thinking and problem-solving skills are emphasized.

Grade 4. Students will work on multi-digit multiplication and division, deepen their understanding of fractions and decimals, and explore more advanced geometry and measurement concepts. Emphasis is on applying mathematical reasoning to solve real-world problems.

Grade 5. This course covers operations with multi-digit whole numbers, fractions, and decimals, as well as advanced concepts in geometry, measurement, and data interpretation. Students will engage in problem-solving activities that require critical thinking and the application of mathematical concepts.

Grade 6. The curriculum covers foundational concepts in number systems, ratios, and proportional relationships, basic geometry, and statistics. Students will learn to solve real-world problems involving fractions, decimals, and percentages, and begin to explore algebraic thinking.

Grade 7. Students will deepen their understanding of algebraic concepts, including expressions, equations, and inequalities. The course also covers proportional relationships, probability, and more advanced geometry concepts. Problem-solving and critical thinking are emphasized through practical applications.

Grade 8. This course prepares students for high school algebra. Topics include linear equations, functions, the Pythagorean Theorem, and an introduction to quadratic functions. Students will solve complex problems, develop reasoning skills, and apply mathematical concepts to real-world scenarios.

#### History / Social Science

TK/Kindergarten. Students learn about themselves, their families, and their community. Topics include understanding rules, identifying community helpers, and exploring cultural traditions and holidays. Activities include storytelling, drawing, and simple map skills.

Grade 1. The focus is on understanding the local community and its history. Students learn about significant historical figures, local landmarks, and community traditions. Activities include storytelling, map exploration, and discussions about community roles and responsibilities.

Grade 2. Students explore the broader community, including the state and nation. Topics include historical events, important figures, and national symbols. Emphasis is on understanding the diversity of communities and the concept of citizenship.

Grade 3. The curriculum focuses on local history and geography, including the history of the student's state. Students learn about indigenous cultures, early settlers, and significant historical events. Map skills and understanding the relationship between geography and history are emphasized.

Grade 4. Students study the history and geography of the United States, including the regions and their characteristics. Topics include early exploration, colonization, the American Revolution, and the development of the nation. Emphasis is on understanding the cultural, political, and geographic diversity of the country.

Grade 5. The focus is on American history, from pre-Columbian times through the American Revolution. Students explore the lives of indigenous peoples, European exploration and colonization, and the founding of the United States. Emphasis is on understanding the causes and effects of historical events and the development of American democracy.

Grade 6. Students explore ancient civilizations and their contributions to the modern world. The curriculum includes studies of Mesopotamia, Egypt, India, China, Greece, Rome, and the Americas. Emphasis is on geography, culture, government, and the historical significance of these civilizations.

Grade 7. The focus shifts to world history and geography from the fall of Rome through the Renaissance. Students study the Middle Ages, the rise of Islam, the Byzantine Empire, medieval Europe, Mesoamerican and Andean civilizations, and the cultural rebirth during the Renaissance.

Grade 8. This course covers U.S. history from the colonial period through Reconstruction. Topics include the founding of the nation, the Constitution, westward expansion, the Civil War, and the Reconstruction era. Students will analyze historical documents, understand the development of American democracy, and learn the causes and effects of major historical events.

## Science

TK/Kindergarten. Students explore the natural world through observation and hands-on activities. Topics include plants and animals, weather, and simple physical properties of objects. Emphasis is on developing curiosity and inquiry skills.

Grade 1. Building on kindergarten concepts, first graders explore the basic needs of living things, weather patterns, and the properties of materials. Hands-on activities and simple experiments help students understand scientific concepts and develop observation skills.

Grade 2. Students investigate the characteristics of living things, the Earth's resources, and simple physical phenomena such as light and sound. Emphasis is on observation, classification, and understanding basic scientific principles through experiments.

Grade 3. The curriculum covers life cycles of plants and animals, the Earth's surface and its changes, and basic principles of force and motion. Students engage in hands-on experiments and projects to develop their understanding of scientific concepts and the scientific method.

Grade 4. Students explore ecosystems, the water cycle, and energy forms and transfers. The curriculum includes hands-on experiments, observations, and projects that enhance understanding of complex scientific concepts and the relationships between living and non-living things.

Grade 5. The focus is on the structure and properties of matter, the solar system, and the interactions of Earth's systems. Students engage in experiments, model building, and research projects to deepen their understanding of scientific principles and the scientific inquiry process.

Grade 6. Students are introduced to Earth Science, covering topics such as the structure of the Earth, plate tectonics, the water cycle, weather, and climate. Hands-on experiments and projects help students understand scientific concepts and the scientific method.

Grade 7. Physical Science concepts are covered, including the properties and states of matter, chemical reactions, forces and motion, and energy. Students engage in experiments, build models, and use scientific reasoning to understand physical phenomena.

Grade 8. Life Science is the focus, including the study of cells, genetics, evolution, and ecosystems. Students will explore the diversity of life, the structure and function of organisms, and the interdependence of living systems through labs and interactive activities.

#### Music

TK/Kindergarten – 8<sup>th</sup> Grade. Music education for TK-8th grade students includes singing, rhythm, and basic musical concepts. Students learn to appreciate different genres of music and are introduced to musical notation and simple instruments. Activities include singing songs, playing rhythm instruments, and engaging in movement to music. Each grade level builds on the previous one, increasing in complexity and skill level.

#### Art

TK/Kindergarten – 8<sup>th</sup> Grade. Art education includes exploring various art materials and techniques, such as drawing, painting, and sculpting. Students learn about color, line, shape, and texture while creating their own artworks. Art projects often connect with other subjects, such as history or science, and focus on creativity, expression, and developing fine motor skills. Each grade level builds on the previous one, expanding students' skills and understanding of art concepts.

#### Health & Physical Education

TK/Kindergarten - 8<sup>th</sup> Grade. Physical education focuses on developing gross and fine motor skills, teamwork, and an understanding of the importance of physical activity. Students participate in a variety of physical activities, including games, sports, and exercises that promote fitness and coordination. Health education includes topics such as nutrition, personal safety, hygiene, and mental well-being. Each grade level builds on the previous one, promoting lifelong healthy habits and physical fitness.

### **Instructional Methods & Strategies**

GEA looks to well-researched teaching and learning strategies that offer the most promise for its diverse multi-lingual, multi-cultural student body.

Reciprocal Teaching. Methods include the system developed by AnneMarie Palincsat and Ann Brown in the 1980s called reciprocal teaching or reciprocal reading, one of the most researched systems to demonstrate positive results (Rosenshine and Meister, 1994). Reciprocal strategies engage students in structured dialogues designed to create meaning from text using academic language patterns for questioning, clarifying, summarizing, and predicting. Such methods allow students to develop control of new academic language and learning strategies while working within

a constructive environment to create meaning cooperatively. As students grow in their capacity to create meaning in text, they grow their ability to consider various implications of the reading material. Reciprocal teaching provides an environment for learning mediated through language (Vygotsky, 1934, *Thought and Language*). It allows culturally-different ethnic and language communication styles to be compared with academic patterns (Gay, 2000, *Culturally Responsive Teaching*). Adopting an additive approach to linguistic differences, students add academic discourse patterns to participate in reciprocal reading groups effectively.

Graphic Organizers. A school-wide use of graphic organizers offers powerful tools for organizing complex information visually in all subject areas. Students of differing linguistic backgrounds use visual maps to make connections with prior knowledge, to collaborate with others, and successfully understand and communicate. The term ‘graphic organizer’ is used to describe a variety of visual mapping patterns, each designed to demonstrate a different relationship between or among ideas, facts, words, or events. Representing such relationships visually helps students think about what they have read. Different graphic organizers are designed to establish sequence, identify cause and effect, compare and contrast, predict based on evidence, and much more. Their use produces a statistically significant increase in retention and academic performance across grade levels, especially with students of differing linguistic backgrounds (Advancement of Research in Education, 2003).

Graphic organizers take many forms and create a visual language for thinking about information. The variety of available forms provides a variety of visual patterns to display relationships and derive new insights. Graphic organizers help:

- English learners associate new concepts and vocabulary with previous learning;
- All students, especially students with linguistic or academic learning needs, better understand what they read and build relationships between concepts;
- All students create a basis for questioning, comparing and contrasting, analyzing and synthesizing information;
- All students organize content for oral and written presentations.

Critical thinking skills are necessary for students to achieve academic success. Graphic organizers have been shown repeatedly to improve the ability to learn and retain knowledge. An independent review of research conducted by the Institute for the Advancement of Research in Education (2003) showed a statistically significant increase in knowledge retention and academic performance across grade levels.

Project-Based Learning. Project-based learning is a method wherein students work in teams to solve real-world problems. The teacher presents a problem to students and engages students in dialogue to propose solutions to the problems. The solution to the problem often involves a multi-disciplinary approach and requires students to access and utilize knowledge from various subjects.

For example, a project in kindergarten that would promote interaction could be centered on neighborhood beautification. Students would discuss ways to beautify the neighborhood, select the method they think is best, and organize their activities and work to complete the project. Along the way, students are discussing things as a whole group, in small groups, and in pairs. Similarly, in grade 4, students could organize a fundraiser for which they would be required to discuss the

benefits of various organizations, their plans for raising money, and financial pros and cons for specific courses of action. In such projects all students have a responsibility to engage, share, and work towards a common goal.

These kinds of projects also involve language and concepts from more than one content area. In the case of the neighborhood beautification project, students could be involved in art, science, and math as they plan and organize a project to beautify through the planting of flowers. For example, students would have to use art skills to plan a flower bed; science concepts to understand what a plant needs; and math to plan for how many flowers are needed. Similarly, the 4<sup>th</sup> grade project would require students to access multiple skills over several content areas.

Successful implementation of a project-based approach leads to “increased attendance, self-reliance, and improved attitudes” (Marx et al., 1997; Barron et al., 1998). Much of the research on the positive effects of project-based learning was confirmed by Lam et. At. (2009). The research demonstrates that PBL is effective in teaching students “complex processes and procedures such as planning, communicating, problem solving, and decision making.”

Inquiry Based Learning. Inquiry based learning facilitates the role of students as scientists. Students pose questions, observe and question phenomena, collect data, pose explanations, develop hypotheses, test hypotheses, collect additional data, and draw conclusions. This strategy can be used to answer questions not only in the field of science, but in mathematics, language arts, or history/social science as well.

Taking an example from the field of language arts, instead of explicitly teaching 1<sup>st</sup> grade students that quotation marks are used to note dialogue, the teacher could provide a set of examples for students to analyze. Students could note that all of the examples include special marks around words or word phrases. The teacher could lead students in a conversation that asks questions about the function of such marks. Students could come up with their own hypothesis about the function of said marks and design a research plan that would include analyzing additional text to see if their hypothesis could be verified. In this way, students are researchers unlocking the patterns of language themselves.

Inquiry based learning follows principles outlined by Dewey (1997) and Vygotsky (1962). Dewey noted the importance of allowing students to solve substantive and real-world problems. Vygotsky noted the importance of the role of the more knowledgeable peer, in this case the teacher, in guiding the student to complete a task, and that in so doing the learner is able to acquire skills and concepts within the Zone of Proximal Development.

Cooperative Learning. Cooperative Learning is a strategy in which students are organized into small groups or teams of heterogeneous abilities and engage in a variety of learning activities designed to increase understanding. Each member of the team is responsible for learning individually and for helping teammates to learn as well.

Johnson and Johnson (2009) propose five elements to cooperative learning that make it more successful:

1. **Positive interdependence** – Each group member has a belief that they are responsible for a portion of the learning.
2. **Face-to-face promotive interaction** – Members promote each other’s success and assist each other with understanding and completion of the task.
3. **Individual and group accountability** – Each student demonstrates mastery and is accountable for their learning.
4. **Social skills** – These skills are taught and include leadership, decision making, trust building, friendship, communication, and conflict management.
5. **Group processing** – Group members reflect on their actions and how to improve effectiveness.

As an example of cooperative learning, the teacher could provide students with a lesson on identifying inferences based on a literary passage. The lesson would be a model of direct instruction wherein the teacher presented and demonstrated the skill of identifying appropriate inferences relative to a literary passage. To facilitate application of the skill, students would be required in groups to read a series of passages and state and discuss with other group members whether or not they believe the inference is appropriate to the passage. Members could be required to document the opinions and rationale of each member and come up with a group consensus. This would be reported out to the class and the end of the project.

Other examples of group work include jigsaws, inside-outside circle, the Rally Table, Team Game Tournament, or the previously described Reciprocal Teaching. The effectiveness of cooperative learning has been documented through the research of such theorists as Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1994) and Ross and Smyth (1995).

Direct Instruction. Direct Instruction is a more traditional method that requires the teacher to “teach.” As alluded to in the previous section on Collaborative Learning, the teacher presents a skill or concept to students, engages the students in applying the skill, and then has the students demonstrate knowledge of the concept or application of the skill. This approach is in contrast to inquiry or project-based learning. While there are proponents on both sides of the spectrum, GEC schools have found that use of these various strategies has been successful. Use of an inquiry or project-based approach to facilitate learning of all required standards would be very time consuming.

Simply put, there is not enough time in the year to conduct an inquiry or do a project on every required piece of learning. The teacher must balance the use of these various strategies to ensure that students are learning how to become independent learners and are acquiring the mass of information that is required at each grade level.

GEC will ensure that teachers learn and practice successful implementation of direct instruction; ELD and SDAIE instructional strategies; the use of graphic organizers; reciprocal reading strategies that include the use of structured dialogues; strategies for integrating technology in the classroom; project-based learning; differentiated instruction; and understanding by design.

For the Korean and Spanish Language programs specifically, the following additional strategies are used:

*Delivering a Rigorous and Relevant Curriculum* – When teaching content in the target language, teachers ensure that: students are engaged in problem solving and critical thinking; students have access to materials, technology and resources in the target language; curriculum and teaching supports students’ understanding of instructional topics; high expectations build upon students’ strengths and needs; related content and materials are also provided in students’ primary language; and, students are provided with opportunities to transfer skills between the primary language and target language.

*Establishing Relevant Connections* – When teaching content in the target language teachers ensure that: instructional topics will be related to social conditions in the students’ community; students will be enabled to make connections between subject matter concepts and prior learning; and, content will build of life experiences and interests to make subject matter relevant and meaningful.

*Ensuring Comprehensibility* – When teaching content in the target language, teachers ensure that content is comprehensible by: using scaffolding strategies such as outlines, webs, semantic maps, compare/contrast charts, charting what students know, want to know, and have learned (KWL charts) etc.; amplifying student input through questioning/restating/rephrasing/expanding/contextualizing; explaining key terms and clarifying idiomatic expressions; using gestures and/or visuals to illustrate concepts; providing frequent feedback and checks for understanding; and using informal assessments of student learning to adjust instruction while teaching.

*Providing for Meaningful Interactions* – When teaching content in the target language, teachers ensure that students engage in meaningful interactions by: facilitating student autonomy and choice by promoting active listening, questioning, and/or advocating; making decisions about modifying procedures and rules to support student learning; effectively communicating subject matter knowledge in the target language; and using flexible groupings to promote positive interactions and accommodations for individual and group learning needs.

**Implementation & Mastery of State Standards**

The instructional methodologies used at Global Education Academy support implementation and ensure student mastery of State Standards. A description of each methodology and its alignment with the standards is shown in the table below. Alignment is made with the “shifts” associated with CCSS and the NGSS, specific references to which are noted in bold print. Teachers receive professional development in the methodologies and curriculum as outlined. Some teachers may already have experience in implementing these instructional methodologies and if so, they are partnered with newer teachers with less experience so that a mentor-mentee relationship can be established where the more experienced teacher can share strategies and provide support to the less experienced teacher.

Methodology	Alignment with California Standards
Cognitively Guided Instruction	<ul style="list-style-type: none"> <li>- Provides <b>focus</b> on a single problem over the course of the lesson, <b>deepening</b> the way time and effort is spent in the classroom.</li> <li>- <b>Links</b> problems <b>to major topics</b>.</li> </ul>

	<ul style="list-style-type: none"> <li>- Applies <b>problem solving</b> in a variety of flexible settings.</li> <li>- Develops <b>conceptual understanding</b>.</li> </ul>
Theme Based Instruction	<ul style="list-style-type: none"> <li>- Provides <b>focus</b> on single concept/theme.</li> <li>- <b>Links</b> concept/theme to content across the curriculum.</li> <li>- Develops <b>conceptual understanding</b> of abstract concepts/themes.</li> <li>- Provides <b>application</b> of concept/theme across the curriculum.</li> <li>- <b>Integrates</b> curriculum and concepts.</li> <li>- <b>Deepens</b> understanding of abstract concepts.</li> </ul>
Cooperative Learning	<ul style="list-style-type: none"> <li>- Can be used to build <b>knowledge</b> and ability to <b>cite evidence</b> as students share ideas with each other.</li> <li>- Helps students to deal with <b>complexity</b> and <b>rigor</b> as they work together to understand a given text.</li> <li>- Provides opportunities to share <b>problem solving</b> strategies with others.</li> <li>- As directed by the teacher, provides an opportunity for more practice to build <b>foundational skills</b> and <b>academic vocabulary</b>.</li> </ul>
Personalized Learning	<ul style="list-style-type: none"> <li>- Provides <b>focus</b> on areas of growth for the individual.</li> <li>- Develops <b>foundational skills</b>.</li> <li>- Provides and develops within the individual a <b>coherence</b> that spans several grade levels.</li> <li>- Allows time for the individual to develop <b>conceptual understanding</b>.</li> <li>- When needed, develops <b>procedural skill and fluency</b>.</li> </ul>
After-School Tutorial	<ul style="list-style-type: none"> <li>- Develops <b>foundational skills</b>.</li> <li>- Develops <b>procedural skill and fluency</b>.</li> <li>- Develops <b>conceptual understanding</b>.</li> </ul>
Direct Instruction	<ul style="list-style-type: none"> <li>- Provides <b>focus</b> on single concept or standard.</li> <li>- Builds <b>foundational skills, conceptual understanding, and procedural skill and fluency</b>.</li> <li>- When used in conjunction with a theme based approach, <b>links to major topics</b>, and provides <b>application</b> across content areas.</li> </ul>
Pull-Out Intervention	<ul style="list-style-type: none"> <li>- Provides <b>focus</b> on single concept or standard.</li> <li>- Builds <b>foundational skills, conceptual understanding, and procedural skill and fluency</b>.</li> <li>- Builds <b>knowledge</b>.</li> </ul>
Push-In Intervention	<ul style="list-style-type: none"> <li>- Provides <b>focus</b> on single concept or standard.</li> <li>- Builds <b>foundational skills, conceptual understanding, and procedural skill and fluency</b>.</li> <li>- Builds <b>knowledge</b> as interventionists are present to answer key questions.</li> <li>- <b>Links to major topics</b> as interventionists help students to focus on what is necessary for learning to occur.</li> <li>- Supports <b>rigor</b> as interventionists circulate to pose questions and guide thinking.</li> </ul>
GLAD	<ul style="list-style-type: none"> <li>- Provides <b>focus</b> on language development in an <b>integrated</b> fashion.</li> <li>- Helps students to focus on the <b>evidence</b> provided by language structure.</li> <li>- Builds <b>foundational skills</b> through use of strategies such as the language patterning chart.</li> <li>- Supports acquisition of <b>academic vocabulary</b></li> </ul>

	- Builds <b>knowledge</b> through the use of <b>informational text</b> and expert groups
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**Developing Technology-Related Skills and Ensuring Students are Prepared for Computer-Based State Standardized Assessments**

At Global Education Academy, we believe that technology skills are paramount in every aspect of students’ education. GEA staff incorporates use of technology in every subject area to ensure that students acquire strong computer skills necessary to succeed academically and outside school. Educators use various computer-based academic programs and games to ensure that all students are comfortable using technology for academic advancement and state standardized assessments. Some examples of the technology/software that middle grade students might use are Google Classroom and Google Apps such as Google Docs and Google Slides, Khan Academy, Minecraft, Reading Plus, NWEA, Illuminate, and the CAASPP website to access the interim assessments as well as the performance tasks. Technology enables students to learn at their own pace. For example, almost all apps allow for individualized instruction. Students can learn according to their abilities and needs.

By embracing and integrating technology in the classroom, we are setting our students up for a successful life outside of school. Students prefer technology because they believe that it makes learning more interesting and fun. Subjects that students often deem challenging or boring can become more interesting with virtual lessons, through a video, or when using a laptop or tablet. By using technology, students can collaborate and problem solve with one another in projects and other group activities. Students learn to communicate with each other via technology as well as face to face. These 21<sup>st</sup>-century skills are essential in order to be successful in this day and age. Jobs that may not have had a digital component in the past may have one now. Education isn’t just about memorizing facts and vocabulary words; it’s about solving complex problems and being able to collaborate with others. Ed-tech in the classroom prepares students for their future and sets them up for this increasing digital economy.

Further, GE ensures that students are equally competent in taking computer-based state assessments through the use of the following:

- *NWEA MAP* – the NWEA MAP test is a benchmark test aligned to the CCSS and mimics the SBAC, thus helping to prepare students for the different question types. It is given three times per year and allows students to practice their test-taking skills.
- *SBAC Practice Tests* – These are practice tests developed by the state that allow students to experience the SBAC in practice mode; another way to expose students to the content and features of the SBAC.

**Transitional Kindergarten**

GEA offers transitional kindergarten to any student whose 5<sup>th</sup> birthday falls between September 1 and June 2, for the 2024-25 school year, and, in the 2025-26 school year, and in each school year thereafter, a student who will have their fourth birthday by September 1. Students in transitional kindergarten are integrated with students in the kindergarten program and are taught the core

curriculum. However, TK students receive special supports to enable them to access the curriculum. These special supports include small group work, one-on-one with the teacher or Intervention Aide, extra time with manipulatives, extended play, etc. In addition, GEA provides students with... “(1) multiple means of engagement, (2) multiple means of representation, and (3) multiple means of expression.” GEA TK teachers “consider the individual interest levels and learning modalities of each student to ensure involvement in each lesson.” (*Transitional Kindergarten IMPLEMENTATION GUIDE*, the California Department of Education; 2013). GEA complies with all applicable requirements in Education Code Section 48000 regarding transitional kindergarten, including adult to student ratios and teacher qualifications.

## **Academic Calendar and Schedules**

**2025 – 2026**

Global Education Academy  
 School Year Calendar (190 days)  
 2025-2026

**August/September 2025 - 34 Instructional Days**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

8/11/25 First Day for Teaching Staff  
 8/13/25 First Day of Instruction  
 8/13/25~08/15/25 12:30 p.m. Dismissal for TK/Kinders  
 8/26/25 Board of Directors Meeting (4:00 pm)  
 8/29/25 Minimum Day – School out at 12:30 pm  
 9/01/25 Labor Day Legal Holiday  
 9/23/25 Board of Directors Meeting (4:00 pm)  
 9/26/25 Minimum Day – School out at 12:30 pm

**October 2025 - 22 Instructional Days**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

10/10/25 Minimum Day – School out at 12:30 pm  
 10/13/25 Pupil Free Day  
 10/28/25 Board of Directors Meeting (4:00 pm)  
 10/31/25 Minimum Day – School out at 12:30 pm

**November 2025 - 13 Instructional Days**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

11/10/25 Energy Conservation Day  
 11/11/25 Veteran's Day Legal Holiday  
 11/21/25 Minimum Day – School out at 12:30 pm  
 11/24/25~11/28/25 Thanksgiving Holiday (5 Days)

**December 2025 - 15 Instructional Days**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

12/5/25 Board of Directors Meeting/Retreat (8:00 am)  
 12/8/25~12/12/25 Parent/Teacher Conferences  
 Dismissal at 2:00 p.m.  
 12/19/25 Minimum Day – School out at 12:30 pm  
 12/22/25~1/02/26 Winter Break (10 Days)

**January 2026 - 19 Instructional Days**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1/05/26 Classes Resume  
 1/16/26 Minimum Day – School out at 12:30 pm  
 1/19/26 Martin Luther King, Jr. Legal Holiday  
 1/27/26 Board of Directors Meeting (4:00 pm)  
 1/30/26 Minimum Day – School out at 12:30 pm

Global Education Academy  
 School Year Calendar (190 days)  
 2025-2026

**February 2026- 19 Instructional Days**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

- 2/13/26 Minimum Day – School out at 12:30
- 2/16/26 Presidents' Day Legal Holiday
- 2/24/26 Board of Directors Meeting (4:00 pm)
- 2/27/26 Minimum Day – School out at 12:30 pm

**March 2026- 18 Instructional Days**

3/9/26 Pupil Free day

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 3/20/26 Minimum Day – School out at 12:30 pm
- 3/16/26~3/19/26 Parent/Teacher Conferences  
Dismissal at 2:00 p.m.
- 3/24/26 Board of Directors Meeting (4:00 pm)
- 3/27/26 Cesar Chavez Day
- 3/30/26-4/3/26 Spring Break Week (5 Days)

**April 2026- 19 Instructional Days**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 4/10/26 Minimum Day – School out at 12:30 pm
- 4/24/26 Minimum Day – School out at 12:30 pm
- 4/28/26 Board of Directors Meeting (5:30 pm)

**May 2026- 20 Instructional Days**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 5/08/26 Minimum Day – School out at 12:30 pm
- 5/25/26 Memorial Day Legal Holiday
- 5/26/26 Board of Directors Meeting (4:00 pm)
- 5/29/26 Minimum Day – School out at 12:30 pm

**June 2026- 11 Instructional Days**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 6/15/26 Last Day of Instruction Minimum Day No After School
- 6/16/26 Last Day for Teachers
- 6/19/26 Juneteenth
- 6/23/26 Board of Directors Meeting (4:00 pm)

Legend:

- Holiday/Breaks – No School
- Early Dismissal @ 2:30 p.m.
- Minimum Day Dismissal @ 12:30 p.m.
- Pupil Free Day
- Parent/Teacher Conference Dismissal @ 2:00 p.m.

*Bell Schedules*

TK- 5 Bell Schedule.

Sample Regular Day Schedule 2nd-5th Grades		
8:00 a.m.	30 min	Morning Work
8:30 a.m.	90 min	ELA/Designated ELD
10:00 a.m.		Recess
10:20 a.m.	90 min	Math
11:50 a.m.		Lunch
12:10 p.m.		Lunch Recess
12:30 p.m.	30 min	Writer's Workshop
1:00 p.m.	60 min	Social Science/Science
2:00 p.m.	30 min	World Language
2:30 p.m.	60 min	P.E./Art/Music
3:30 p.m.		Dismissal
Instructional Min.	390 min	

Sample Early Dismissal Schedule 2nd-5th Grades		
8:00 a.m.	30 min	Morning Work
8:30 a.m.	90 min	ELA/Designated ELD
10:00 a.m.		Recess
10:20 a.m.	90 min	Math
11:50 a.m.		Lunch
12:10 p.m.		Lunch Recess
12:30 p.m.	30 min	Writer's Workshop
1:00 p.m.	30 min	Social Science/Science
1:30 p.m.	30 min	World Language
2:00 p.m.	30 min	P.E./Art/Music
2:30 p.m.		Dismissal
Instructional Min.	330 min	

\*Different grades have different recess/lunch times

\*\*Integrated ELD occurs in all subject areas throughout the day

Sample Conference Week Schedule 2nd-5th Grades		
8:00 a.m.	30 min	Morning Work
8:30 a.m.	90 min	ELA/Designated ELD
10:00 a.m.		Recess
10:20 a.m.	90 min	Math
11:50 a.m.		Lunch
12:10 p.m.		Lunch Recess
12:30 p.m.	30 min	Writer's Workshop
1:00 p.m.	30 min	Social Science/Science
1:30 p.m.	30 min	World Language
2:00 p.m.		Dismissal
Instructional Min.	300 min	

Sample Minimum Day Schedule 2nd-5th Grades		
8:00 a.m.	30 min	Morning Work
8:30 a.m.	90 min	ELA/Designated ELD
10:00 a.m.		Recess
10:20 a.m.	60 min	Math
11:20 a.m.		Lunch
11:40 p.m.		Lunch Recess
12:00 p.m.	30 min	Writer's Workshop
12:30 p.m.		Dismissal
Instructional Min.	210 min	

Middle School Bell Schedule. Grades 6, 7 and 8 adhere to a block schedule model.

**Monday, Thursday**

**6th Grade**

Period		PUGA- Cohort A	GONZALEZ- Cohort B	Minutes
HR	8:00-8:30	Designated ELD	Designated ELD	30
1	8:30 - 10:10	Math	History	95
	10:10-10:25	Nutrition	Nutrition	
2	10:30-12:10	History	Math	95
	12:10-12:50	Lunch	Lunch	
3	12:55-2:15	PE	Music/SEL/Art	80
7	2:20 - 3:15	Elective	Elective	55
				355

**7th Grade**

Period		SALMERON- Cohort A	KIM- Cohort B	Minutes
HR	8:00-8:30	Designated ELD	Designated ELD	30
1	8:30-9:55	PE	Music/SEL/Art	85
2	10:00-10:30	Math	History	30
	10:30-10:45	Nutrition	Nutrition	
2	10:50-11:55	Math	History	65
3	12:00-12:25	History	Math	25
	12:25-1:05	Lunch	Lunch	
3	1:10-2:15	History (cont)	Math (cont)	65
7	2:20-3:15	Elective	Elective	55
				355

**8th Grade**

Period		NGUYEN- Cohort A	BENITEZ- Cohort B	Minutes
HR	8:00-8:30	Designated ELD	Designated ELD	30
1	8:30 - 9:55	Math	History	85
2	10:00 - 10:45	PE	Music/Art/SEL	45
	10:45-11:00	Nutrition	Nutrition	
2	11:05-11:55	PE	Music/Art/SEL	50
3	12:00-12:50	History	Math	50
	12:50-1:30	Lunch	Lunch	
3	1:35-2:15	History (Cont)	Math (Cont)	40
7	2:20-3:15	Elective	Elective	55
				355

\*\*Integrated ELD occurs in all subject areas throughout the day

**Wednesday, Friday**

**6th Grade**

Period		PUGA- Cohort A	GONZALEZ- Cohort B	Minutes
HR	8:00-8:30	Designated ELD	Designated ELD	30
4	8:30 - 10:10	Science	ELA	95
	10:10-10:25	Nutrition	Nutrition	
5	10:30-12:10	ELA	Science	95
	12:10-12:50	Lunch	Lunch	
6	12:55-2:15	Music/SEL/Art	PE	80
7	2:20 - 3:15	Elective	Elective	55
				355

**7th Grade**

Period		SALMERON- Cohort A	KIM- Cohort B	Minutes
HR	8:00-8:30	Designated ELD	Designated ELD	30
4	8:30-9:55	Music/SEL/Art	PE	85
5	10:00-10:30	Science	ELA	30
	10:30-10:45	Nutrition	Nutrition	
5	10:50-11:55	Science	ELA	65
6	12:00-12:25	ELA	Science	25
	12:25-1:05	Lunch	Lunch	
6	1:10-2:15	ELA (cont)	Science (cont)	65
7	2:20-3:15	Elective	Elective	55
				355

**8th Grade**

Period		NGUYEN- Cohort A	BENITEZ- Cohort B	Minutes
HR	8:00-8:30	Designated ELD	Designated ELD	30
4	8:30 - 9:55	Science	ELA	85
5	10:00 - 10:45	Music/Art/SEL	PE	45
	10:45-11:00	Nutrition	Nutrition	
5	11:05-11:55	Music/Art/SEL	PE	50
6	12:00-12:50	ELA	Science	50
	12:50-1:30	Lunch	Lunch	
6	1:35-2:15	ELA (Cont)	Science (Cont)	40
7	2:20-3:15	Elective	Elective	55
				355

**Tuesday**

**6th Grade**

Period		PUGA- Cohort A	GONZALEZ- Cohort B	Minutes
HR	8:00-8:10	Homeroom	Homeroom	
1	8:10-8:50	Math	History	40
2	8:55-9:35	History	Math	40
	9:40-9:55	Nutrition	Nutrition	
3	10:00-10:40	PE	Designated ELD	40
4	10:45-11:25	Science	ELA	40
	11:30-12:10	Lunch	Lunch	
5	12:15-12:55	ELA	Science	40
6	1:00-1:40	Designated ELD	PE	40
7	1:45-2:15	Elective	Elective	30
				270

**7th Grade**

Period		SALMERON- Cohort A	KIM- Cohort B	Minutes
HR	8:00-8:10	Homeroom	Homeroom	
1	8:10-8:50	PE	Designated ELD	40
2	8:55-9:35	Math	History	40
3	9:40-10:20	History	Math	40
	10:25-10:40	Nutrition	Nutrition	
4	10:45-11:25	Designated ELD	PE	40
5	11:30-12:10	Science	ELA	40
	12:15-12:55	Lunch	Lunch	
6	1:00-1:40	ELA	Science	40
7	1:45-2:15	Elective	Elective	30
				270

**8th Grade**

Period		NGUYEN- Cohort A	BENITEZ- Cohort B	Minutes
HR	8:00-8:10	Homeroom	Homeroom	
1	8:10-8:50	Math	History	40
2	8:55-9:35	PE	Designated ELD	40
3	9:40-10:20	History	Math	40
4	10:25-11:05	Science	ELA	40
	11:10-11:25	Nutrition	Nutrition	
5	11:30-12:10	Designated ELD	PE	40
6	12:15-12:55	ELA	Science	40
	1:00-1:40	Lunch	Lunch	
7	1:45-2:15	Elective	Elective	30
				270

**Minimum Day Fridays**

**6th-8th Grade**

Period		Cohort A	Cohort B	Minutes
HR	8:00-8:15	Homeroom	Homeroom	
Core 1	8:15 - 9:10	Math	ELA/Designated ELD	55
	9:15-9:30	Nutrition	Nutrition	
Core 2	9:35-10:30	ELA/Designated ELD	Math	55
	10:35-11:15	Lunch	Lunch	
HC	11:20-12:15	House Competition	House Competition	
				110

**Conference Schedule**

**6th Grade**

Period		PUGA- Cohort A	GONZALEZ- Cohort B	Minutes
HR	8:00-8:10	Homeroom	Homeroom	
1	8:10-8:50	Math	History	40
2	8:55-9:35	History	Math	40
	9:40-9:55	Nutrition	Nutrition	
3	10:00-10:40	PE	Designated ELD	40
4	10:45-11:25	Science	ELA	40
	11:30-12:10	Lunch	Lunch	
5	12:15-12:55	ELA	Science	40
6	1:00-1:45	Designated ELD	PE	45
				245

**7th Grade**

Period		SALMERON- Cohort A	KIM- Cohort B	Minutes
HR	8:00-8:10	Homeroom	Homeroom	
1	8:10-8:50	PE	Designated ELD	40
2	8:55-9:35	Math	History	40
3	9:40-10:20	History	Math	40
	10:25-10:40	Nutrition	Nutrition	
4	10:45-11:25	Designated ELD	PE	40
5	11:30-12:10	Science	ELA	40
	12:15-12:55	Lunch	Lunch	
6	1:00-1:45	ELA	Science	45
				245

**8th Grade**

Period		NGUYEN- Cohort A	BENITEZ- Cohort B	Minutes
HR	8:00-8:10	Homeroom	Homeroom	
1	8:10-8:50	Math	History	40
2	8:55-9:35	PE	Designated ELD	40
3	9:40-10:20	History	Math	40
4	10:25-11:05	Science	ELA	40
	11:10-11:25	Nutrition	Nutrition	
5	11:30-12:10	Designated ELD	PE	40
6	12:15-1:00	ELA	Science	45
	1:00-1:45	Lunch	Lunch	
				245

## Instructional Days and Minutes Calendar

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	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	126	360	36	300	19	210	9	300	190	36000	62850	26850
1	Yes	129	360	36	300	16	210	9	300	190	50400	63300	12900
2	Yes	129	390	36	330	16	210	9	300	190	50400	68250	17850
3	Yes	129	390	36	330	16	210	9	300	190	50400	68250	17850
4	Yes	129	390	36	330	16	210	9	300	190	54000	68250	14250
5	Yes	129	390	36	330	16	210	9	300	190	54000	68250	14250
6	Yes	129	355	36	270	16	110	9	245	190	54000	59480	5480
7	Yes	129	355	36	270	16	110	9	245	190	54000	59480	5480
8	Yes	129	355	36	270	16	110	9	245	190	54000	59480	5480
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

## Professional Development

On-going Professional Development. GEA offers a comprehensive staff development program designed to achieve long-term results and to address the Charter School goals, curriculum, instructional practices, key features, and evaluation. Additionally, professional development is adjusted annually to account for any new legal requirements, as applicable.

Professional development activities are selected and organized to meet needs identified through data collection and analysis. Data collected from the Smarter Balanced Assessment, publishers' assessments, NWEA benchmark exams, and SBAC results, classroom observations, performance evaluations, parent surveys, , etc. provide administrative staff with information to organize staff development activities. Needs identified through data collection are prioritized to maximize return on investment. For example, if data collection reveals greater student need in the area of reading comprehension, more resources (time and money) will be allocated to professional development that focuses on strategies for increasing proficiency in the area of reading comprehension. Completion of any staff development activity initiates a new round of data collection to assess efficacy and to plan for future professional development.

Professional development occurs on a weekly basis and periodically throughout the year. Every Tuesday afternoon from 3-4 p.m. is set aside for professional development activities for the entire teaching staff. An additional time slot (2:30 – 3:30 p.m.) is set aside each week for grade level specific issues. This occurs on different days for different grades as students receive instruction in physical education or the visual and performing arts from a rotating teacher. There are two pupil free days each year that are used for professional development as well as 10 minimum days.

GEA utilizes various sources to provide professional development to its staff. Professional development will be given by the administrative staff, experienced GEA teachers, and/or outside consultants, as well as through conference and workshop attendance. All training follows a research-based design to clarify roles and responsibilities, and to offer maximum support for teacher learning, including expert training followed by classroom demonstrations, in-class coaching, co-teaching with collegial support and feedback. Experienced teachers with expertise and the ability to demonstrate knowledge of methodology, instructional practices and assessment will assist and support new, inexperienced teachers in supportive peer collaboration.

GEA ensures that teachers have multiple opportunities to learn and practice successful implementation of 1) Common Core implementation; 2) direct instruction; 3) scaffolded instructional strategies; 4) the use of graphic organizers; 5) reciprocal reading; 6) the use of structured student discussion; 7) strategies for addressing language development in English, Spanish, and Korean at the various language development levels; 8) integration of technology in the classroom; 9) project-based learning in which students apply skills and concepts; 10) differentiated instruction; 11) *Understanding by Design*; 12) LGBTQ resources training.

Teacher teams meet regularly for grade-level articulation related to instructional practices and results, and to collaborate for the provision of differentiated instruction to meet special student needs, provide support services and extended or enhanced learning opportunities. Teacher groups meet regularly to articulate across grade levels to assure consistent alignment of instructional practices and lesson design, curriculum mapping, and instructional pacing for all grade levels.

GEA ensures that teachers have multiple opportunities to visit other classrooms, observe demonstration lessons, participate in peer coaching, co-teach lessons using newly acquired strategies, and discuss outcomes.

Parents participate in instructional workshops and classroom visits to learn about and observe instructional practices and examine student work related to standards. Parents participate in planning performance events and learning demonstrations that assist other parents to focus on standards, instructional pacing, standards-based evaluation and grading practices.

Implications of this focused and research-based professional development plan will be evident in student achievement of the Common Core State Standards, ability to use technology for a variety of purposes, knowledge of two more languages, and the ability to make practical real-world application of knowledge and skills learned.

*Annual Professional Development Calendar*

<b>Month</b>	<b>Topic</b>	<b>Grades</b>
<b>August</b>	World Languages – Implementing FLES program in English and Spanish Teaching Korean	TK-5
<b>September</b>	Phonics	TK-3
<b>October</b>	Rigorous and Relevant Instruction	TK-8
	Integrated/Designated ELD Instruction	TK-8

<b>November</b>	Data Analysis	TK-8
	CGI Math	TK-8
<b>December</b>	Team Building	TK-8
<b>January</b>	ELPAC Prep	TK-8
<b>February</b>	CAASPP Prep - CAT	3-8
	Data Analysis	TK-8
<b>March</b>	CAASPP Prep - Performance Tasks	3-8
	LGBTQ Resources and Training	TK-8
<b>April</b>	Review of Yearly Plans	TK-8
<b>May</b>	Summer School Planning	TK-8
	<i>End of Year Prep</i>	TK-8
<b>June</b>	Closing Out School Year	TK-8

Teacher Recruitment. Teachers are recruited using the following strategies:

- Networking using social media platforms such as Facebook, public bulletin boards, Craigslist, etc.
- Posting of positions on Edjoin and other job posting websites
- Participating in University and California Charter Schools Association job fairs
- Posting available positions in University schools of education
- Working with teacher education programs to identify potential candidates for intern positions
- Working with teacher education programs to identify potential candidates from the graduating class
- Promoting existing intervention teachers to full-time teacher status who meet ESSA requirements

Additionally, teachers are recruited to meet the language needs of the Charter School’s FLES program i.e., Korean and Spanish strands. This requires that six teachers for each strand TK-5 be either Spanish or Korean-speaking. Efforts are made to recruit Spanish and Korean teachers for grades 6-8 as well to offer the language as an elective.

Furthermore, GEA seeks to hire faculty and staff who represent the diversity of the community in which the Charter School is located, who are committed to the school’s vision/mission, who demonstrate excellence in teaching methodology, and who are compassionate and caring.

As part of the hiring process for teachers, candidates undergo a rigorous screening process that includes a formal interview, demonstration lesson in front of peers or a class, background clearance, credential verification, and reference checks. GEA adheres to all applicable requirements of Every Student Succeeds Act (“ESSA”) as it relates to the hiring of credentialed teachers and paraprofessionals.

GEA teachers will:

- Design curriculum around the California State Standards in the area of ELA, math, science, social studies, and other subjects.
- Teach standards-based lessons that are rigorous and relevant, make connections to prior learning and the students’ backgrounds, includes multiple opportunities for interaction, and is comprehensible for all students including ELs.
- Maintain a classroom environment that is conducive to learning.
- Collaborate with peers in a professional learning community that is data driven.
- Provide students with multiple opportunities to apply learning through the incorporation of project-based learning
- Seek to make connections and communicate with all stakeholders.

#### New Teacher Professional Development.

In the week prior to the beginning of each academic year, new and returning teachers are provided professional development to prepare them for the coming school year. This includes a review of the prior year’s assessment data, introduction to any new policies, procedures, curriculum, etc., in addition to grade level planning time. New teachers receive an additional full day of professional development that introduces them to GEA, its programs, and the resources available to them. New teacher cohorts form Professional Learning Communities to provide dedicated space and time to dig into topics that are of particular importance for new teachers.

### **Meeting the Needs of All Students**

#### *English Learners*

GEA is required to timely identify potential English Learners and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

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

- How English Learners’ needs will be identified
- What services will be offered

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

**GEA has adopted LAUSD’s English Learner Master Plan. Should GEA decide to adopt its own EL Master Plan, it shall submit its Plan to LAUSD/CSD.**

GEA shall provide to the CSD an annual report of its EL program assessment. Upon request, GEA shall provide a copy of its current EL Master Plan to the CSD. GEA shall administer the ELPAC annually in accordance with federal and state requirements. GEA shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

The Charter School will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Process for Identifying English Learners. Appropriate California Dept. of Education procedures and assessment will be used to identify English learners, assess their level of English and home language development, and monitor their progress toward proficiency in English in accordance with California guidelines for reclassification. GEA will comply with all legal prescribed procedures in this area including, but not limited to the following:

The Charter School will administer the home language survey upon a student’s initial enrollment into a California public school. GEA will establish a system for enrollment that assures trained staff will assist parents of potential English learners. Parent responses on the Home Language Survey will determine whether or not to proceed with English language assessment.

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (ELPAC). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards. The ELPAC Initial Assessment (“IA”) will be administered within thirty (30) school days of enrollment for all incoming Kindergarten students and any students who are new to the public school system. Any student with a score of Novice or Intermediate will be classified as an English Learner. In addition, students in grade 1 and above who receive an overall score of 4 but do not meet or exceed the standards on the CAASPP assessment, or do not score at or above the 60<sup>th</sup> percentile on the NWEA MAP Reading Assessment will be classified as an English Learner.

Parents will be notified of test results and offered ample opportunity to consult with the Charter School regarding required and appropriate services.

ELs will take the ELPAC Summative Assessment (“SA”) every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. 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.

Educational Program for English Language Acquisition. GEA will provide instruction in English language development based on each student’s level of English proficiency and instruction will be designed to support the academic content areas using state adopted ELD materials. Instruction will take place for 30-40 minutes each day using a designated ELD model. Designated ELD will occur in the classroom. English learners from all language strands will be mixed to participate in appropriately leveled ELD activities designed and implemented by a trained, qualified teacher.

Language and content instruction are inseparable (Cummins, 1981). GEA will modify instruction to make the academic language of instruction comprehensible without compromising the core content, providing an ideal environment for language acquisition and cognitive development.

Specially Designed Academic Instruction in English and other ELD models such as the language through content approach will be used to ensure appropriate instruction across the curriculum while developing academic English. Teachers will use Into/Through/Beyond framework in structuring lessons and include, where appropriate, preview/review of the core skills and concepts in the primary language. All teachers will be trained and qualified to deliver SDAIE in all academic content areas.

Access to Full Curriculum. GEA will provide access to the full curriculum for all EL students using integrated ELD instruction. Integrated ELD instruction is the practice including ELD instruction within the context of content instruction. Integrated ELD instruction occurs using a variety of strategies.

For example, while teaching a unit on Native American tribes in the state of California, a third grade teacher could incorporate **GLAD strategies** to help students learn the language used to describe these peoples and their culture. GLAD strategies include a variety of techniques designed to build language while delivering content: content maps; vocabulary charts; sentence patterning charts; etc.

Teachers will also provide full access to the curriculum by delivering content using **sheltered strategies**. Sheltering is a way of providing content such that it is rigorous and relevant; comprehensible; provides opportunities for interaction; and makes connections with prior learning, student interests, and the community. The specific protocol that GEA uses to monitor such lessons is the **Observation Protocol for Academic Literacy (“OPAL”)**.

The OPAL was designed by Loyola Marymount University to guide teachers in their development and delivery of lessons that are meaningful to students and offer maximum potential to learn language and content. All lessons at GEA are delivered with the OPAL in mind. Informal and

formal observations of teacher lessons include a discussion of the OPAL, and training in the OPAL is provided to all teachers as part of the professional development plan.

GEA will promote a hands-on, multi-modal approach that makes extensive use of manipulatives, reciprocal reading, graphic organizers, and other SDAIE strategies. GEA will also support and value the home languages of its students within an instructional framework consistent with current laws and regulations on language use in the classroom. As a promoter of global education, the development of the home language will receive special emphasis, where possible.

How the Program Will Meet Current ELD Standards. Progress in ELD will be evaluated using regularly scheduled performance assessments and yearly ELPAC results. It is expected that all English learners will work toward mastery of ELD Standards and make annual progress. Adequate ELD progress is defined as mastery of one ELD level each school year.

Services and Supports to Accelerate Progress for ELs. GEA will closely monitor student progress and will provide additional in-class, after-school, weekend, and summer opportunities for reinforcement and practice designed to help students meet expectations. Much of this support is based on results from the ELPAC and various assessment tools used to evaluate EL progress described in the subsequent section “Process for Monitoring Progress of ELs and Reclassified (“RFEP”) Students.” This same section also describes how the data will be used and what supports will be given as a result.

Process for Annual Evaluation of EL Program. On a yearly basis, data related to the progress of EL students will be presented to the Instruction and Curriculum Committee of the Global Education Collaborative board. Data to be collected will include the following:

- % meeting yearly progress on the ELPAC
- % attaining proficiency on the ELPAC
- % reclassifying
- CAASPP results
- Results of internal benchmarks

The committee will use the data to prepare an evaluation of the EL program. The evaluation will include a description of the program, commendations, and recommendations for improvement. The committee will submit the evaluation to the GEC Board for their review and consideration. The results of the evaluation will also be made available to the Charter School Division.

Process and Specific Criteria for Reclassification. Per the LAUSD English Learner Master Plan, students will be identified for reclassification based on the following criteria:

- Overall score of 4 on the Summative ELPAC Assessment
- Meet or exceed standards for ELA CAASPP Assessment or score 60th percentile or higher in NWEA Map Benchmark: Reading
- Teacher evaluation based on student grades/progress report marks - meet or exceed standards on ELA standards
- Parent consultation and approval

The Charter School team will review all referrals for reclassification and examine evidence submitted to substantiate claims that the student has no academic deficit in any academic area. When the team determines that all current reclassification criteria have been met, parents will be notified and the student will be reclassified.

Process for Monitoring Progress of ELs and Reclassified Students. Progress of ELs and RFEP students will be monitored on a yearly, monthly and weekly basis. Progress will be monitored using a variety of assessment and evaluation tools that will provide feedback to teachers and administrators as they design educational opportunities for these groups of students. Each of the evaluation tools used to monitor progress and how the results are used are described below:

**ELPAC** – Annual results of the ELPAC test will indicate whether or not ELs are making adequate yearly progress (one level or more). Results will be analyzed yearly as they are made available in January/February. Students who have not made adequate yearly progress will be assigned to specialized pull-out groups in the afternoon to receive intensified designated ELD instruction (in addition to that which occurs in the classroom) for up to four times per week.

**NWEA MAP** – Results from this triennial benchmark test will provide teachers and the ELD coordinator with information regarding progress of both ELs and RFEPs in ELA and Math in comparison with national norms. The test also provides goals for students in both of the aforementioned subject areas and reports growth made in meeting these goals. Information from these data points will inform creation of pull-out groups in the afternoon designed to meet needs of students who are on the cusp of proficiency.

**Grades** – Triennial grade reports will apprise administrators and the ELD coordinator of progress made in learning English and content. This aggregated and disaggregated information will be used in the development of school wide strategies to meet the needs of ELs and RFEP students. Such strategies may include after school tutorials, Saturday School, study clubs, pull-out and push-in groupings, etc.

In order to monitor the progress and effectiveness of support for Long-Term English Learners (LTELs) and students who are “at-risk” of becoming LTELs, the Charter School is taking a whole-child approach and implementing a multi-tiered system of supports. Not only will the Charter School look at academic data—formative and summative classroom assessments, report card grades, NWEA benchmark scores, state test scores (grades 3-8)—LTELs and “At-Risk” of becoming LTEL students will have their social emotional needs monitored along with their attendance, behavior, and mental health supports. This comprehensive monitoring of our students will provide the Charter School with accurate information of the students’ needs and how the students are progressing. The effectiveness of supports will be measured by whether or not the students are progressing at least one level on their ELPAC and/or qualification to reclassify.

The National Education Association sponsored a report compiled by Lauri Olsen (Olsen, 2014) that describes supports required for Long Term English Learners. Supports for Long-Term English Learners are varied and can be summarized from the report in the following sections. Each of the supports in bold print is described in context with GEA practices and strategies.

1. **Provide LTELs with Academic Language Development** – This will be provided to LTELs in the middle grades through differentiated and integrated instruction occurring throughout the day and during the designated ELD portion of the day that is shown in the aforementioned schedules. Teachers will use strategies such as those found in GLAD to introduce key vocabulary terms that are part and parcel of the middle grades curricula. This academic vocabulary will be reinforced through reading of authentic and informational texts described earlier. Close reading of these texts will further cement the acquisition of key academic vocabulary.
2. **Place LTELs in rigorous, grade-level classes, with many English-fluent peers.** All LTELs will be placed in classrooms with English-fluent peers as classes will be heterogeneously mixed by language ability. This mixing will promote peer-to-peer interactions among all students as reinforced by teachers who use collaborative teaching strategies.
3. **Explicit Language and Literacy Development** – All teachers will receive professional development in the use of strategies to promote explicit language development through integrated and designated ELD. Teachers will use strategies such as GLAD to present content in ELA and History/Social studies that includes development of academic language. Teachers will also receive instruction in the use of CGI to promote use of language to describe functions within the subjects of math and science. Lessons delivered by teachers in the middle grades in all subjects will also include language development objectives through the incorporation of the ELD standards.
4. **Primary Language Development** –During the world language portion of the day, students will receive instruction in a world language. Instruction in Spanish for students’ whose primary language is Spanish, at-risk of becoming LTELs, and LTELs will help to develop skills and content that is transferable to English.
5. **Systems for Monitoring Progress and Triggering Support and a Master Schedule Designed for Flexibility and Movement as Students Progress:** Students will receive a variety of summative and formative assessments to determine their progress in English. These summative and formative assessments have been described in detail in the original petition and include items such as the NWEA MAP test, publishers’ end of unit exams, quizzes and tests, and teacher developed informal assessments designed to give on-the-spot feedback from students. Use of these assessments will allow teachers to modify curricula and lessons to meet student needs and to ensure student learning. The flexibility that is offered by having students taught in self-contained classrooms in the middle grades will allow for differentiated instruction that meets students’ needs at a higher level. For example, having all three sixth grade classes focus on ELA at the same time, will permit teachers to organize students into differentiated groups that will be taught in each of the 6<sup>th</sup> grade classes. Based on the data from these assessments as well as classroom observations, students who are identified as performing below grade level will be able to receive intervention support in the differentiated groups. Depending on how the teachers plan for these differentiated groups, students performing below grade level may receive intervention support from one of the multiple subjects credentialed teachers. The intervention teacher or aide may also pull out these students based on their needs and provide intervention support using resources and strategies provided by the credentialed classroom teacher. The classroom teacher will monitor the progress of their students in the

classroom based on their assignments and assessments. It will also be monitored during the data analysis meetings that will occur once a month. If progress is not being made with these intervention supports, students may need to be referred to the Student Support and Progress Team, which is comprised of the administrator, classroom teacher, Resource Specialist Teacher, and parent. The team will come up with specific intervention supports within a designated time period, and the classroom teacher will be responsible for keeping track of the data specifically aligned to the intervention plan. If there is little to no progress made over the period of the few months of the SSPT, the student may need to be referred to be evaluated for an IEP. The majority of our students will be socio-economically disadvantaged. This is identified by the enrollment packet the parents fill out at the beginning of the school year. Because they make up the majority of our student population, all teachers, certificated and intervention, will be providing instructional support for these students. Content and instruction will be socially and culturally relevant, real-life experiences will be brought to the students by means of various online resources, students may be taken on field trips to experience first-hand the content being taught, and experts and other community resources will be sought out to come and speak about the content being taught.

6. **School-Wide Focus on Study Skills, Metacognition, and Learning Strategies:** Study skills and learning strategies for LTELs will be taught throughout the day in conjunction with each subject area focus. For example, GLAD strategies will be taught to students during English language arts and history/social science periods of the day while CGI strategies, which focus more intently on metacognition, will be taught and used during the science and math periods. Study skills will be taught throughout the day in all subject areas and will be reinforced for students during the after school tutorial.
7. **Data Charts and Testing Accommodations:** All students at GEA have a data portfolio that includes relevant data from benchmark tests, the CAASPP, writing benchmarks, and the ELPAC. Teachers use the data portfolio to discuss progress made and goals to be achieved. This occurs on a quarterly basis and as test data becomes available. Students use the data portfolios to present and discuss data with parents at student/parent/teacher conferences. Testing accommodations as noted in the IEP are made for all students taking standardized tests. These accommodations are monitored and coordinated by the Special Education Team. All teachers are made aware of testing accommodations through documentation that is provided to teachers at the beginning of the year.
8. **Affirming School Climate and Relevant Texts:** GEA creates an affirming school climate through the promotion of global education. A wide variety of cultural facts and information is shared with students on a daily basis through assemblies, Time for Kids, and relevant readings that focus on many different countries, including those from which the children come. GEA also creates an affirming school climate through the use of positive behavior supports.

Monitoring Effectiveness of Supports. GEA evaluates the effectiveness of its education program for ELs by (a) adhering to adopted benchmarks by language proficiency level and years in a support program to determine annual progress; (b) monitoring teacher qualifications and the use of appropriate instructional strategies based on program design; (c) monitoring student identification and placement; (3) monitoring parental program choice options; (e) monitoring availability of adequate resources.

*Gifted and Talented (“GATE”), Students and Students Achieving Above Grade Level*

GEA recognizes the existence of giftedness, and that there are multiple forms of ability: intellectual, high achievement, leadership, creative, and visual and performing arts. Gifted students are identified through the use of formative assessments, universal screenings, parent and teacher input. Students identified in this manner receive an enriched curriculum that is to be delivered by the classroom teacher and designated intervention staff as part of the push-in or pull-out model. This enriched curriculum does not simply mean additional work, but rather focuses on depth of knowledge as it relates to each of the abilities. Gifted students are engaged by the depth, complexity, novelty, and acceleration of the curriculum. Administrator and teacher oversight indicates whether or not the strategies have been successful.

In order to better meet the needs students thus identified, GEA develops an individualized curriculum. This individualized curriculum may focus on one or the other of the aforementioned forms of giftedness. For example, a student who demonstrates leadership ability may be given opportunities to lead classroom discussions, moderate a group of students performing a task, represent the school at community functions, or serve on a student council.

Students who are gifted also benefit from the same system of differentiated supports designed to meet the needs of struggling students. Gifted students will be involved with a variety of groupings in and out of the classroom. For example, homogeneous groupings of gifted students will allow the teacher/provider to accelerate the curriculum and go into greater depth than otherwise possible. Heterogeneous groupings allow the gifted student to take leadership roles as the student teaches and assists other students with their learning. Variable groupings inside and outside the classroom will be the norm.

Identification for GATE Eligibility. Potential candidates for identification as gifted and talented will be referred for assessment by a parent, teacher, friend, or by self-referral. The referral will be screened and the recommendation to continue the process will be made by certificated personnel and supported by school records. Identification will be accomplished through a process that consists of the following steps: 1) search and referral, 2) preliminary review and screening by certificated personnel to determine potential eligibility, 3) assessment/case review as appropriate (such as auditions/demonstrations/ high achievement/ psychological services assessment for intellectual ability) and 4) parent notification of eligibility.

How the School Will Meet the Educational Needs of this Subgroup. The GEA curriculum provides an enriched curriculum for students to:

- Acquire a world language beginning in kindergarten
- Develop awareness and respect for world cultures and languages, and
- Develop communication and leadership skills to responsibly participate in the future global community.

GEA assures that its program of curriculum and instruction will prepare all students, including underrepresented students, for identification as gifted and talented and provide opportunities that promote student achievement. GEA will take definite steps to ensure that students of diverse groups are not excluded or isolated from clusters and classes.

GEA will offer both pull-out enrichment programs that have been found to be effective by researchers (Rogers, 2005) as well as in-class clustering of heterogeneous and homogeneous groups with differentiated instruction.

How the School Will Monitor this Subgroup. Student assessment systems, which emphasize portfolio and performance-based tasks, will be used to allow for a wider differentiation of instruction and performance by students of varying skill levels. Additional results on the NWEA MAP will allow comparison of students in this sub-group with peers nationwide.

GEA Principal will be the designee for parents to contact regarding anything related to the GATE program.

*Students Achieving Below Grade Level*

GEA will use a variety of tools to identify students achieving below grade level. Collectively, these tools represent a broad array of assessments that can be used at various stages of the learning process to identify struggling students. Their use in identifying students in this category is described below.

Assessment	How It Is Used
NWEA MAP	A benchmark exam given three times per year in ELA and math. Provides information as to how students are meeting/not meeting standards. Also provides comparison with national norms.
Classroom Writing Benchmark	Given multiple times per year along with the rubric used to score the writing samples provides information as to whether or not students are at grade level in their writing performance. Provides both summative and formative information.
CAASPP	Tests such as the SBAC are given once a year and provide stakeholders with concrete information regarding the achievement of standards. The information can also be used formatively to modify learning structures and inputs.
End-of-Unit / Chapter Tests	Typically, publishers’ tests that provide summative information regarding a student’s application of knowledge and learning over the course of a unit. Can be used formatively as it often informs re-teaching strategies to meet needs of struggling students.
Informal Assessments Given on the Spot	These include a variety of strategies designed to provide information to teachers regarding student learning during the course of a lesson. These include such things as clickers, hand signals, questioning, and monitoring of pair shares or group work. Teachers gain insight into how struggling students are learning or not learning and are able to redesign lesson strategies on the fly to meet the needs of these students.

How the School Will Meet and Monitor the Educational Needs of these Students. When the classroom teacher identifies a student as achieving below grade level, they will receive support through a highly structured intervention program as described in the section “Intervention and Enrichment Programs.”

Teachers, intervention staff, and administrators will monitor progress of students in this category using the aforementioned assessment tools. If a student is not able to achieve at grade level with supports of the MTSS, intervention program, or the SSPT as described previously, and upon exhaustion of all interventions and supports, he/she may be evaluated for special education services.

*Socioeconomically Disadvantaged / Low-Income Students*

The overwhelming majority of students at GEA fall into this category. Students are identified as socio-economically disadvantaged primarily through participation in the free/reduced-price meal program and secondarily through exhibition of traits associated with being so disadvantaged. Conditions associated with this category include emotional and social challenges; acute and chronic stressors; cognitive lags; and, health and safety issues.

Each of these conditions will be treated as described in the table below.

Condition	School Response	Person(s) Responsible
Emotional and Social Challenges	<ul style="list-style-type: none"> <li>- Embody respect by giving it to students</li> <li>- Encourage discipline through positive relationships</li> <li>- Embed development of social skills throughout the day</li> <li>- Be inclusive by using affiliate language such as “our school”, “our class”</li> <li>- Celebrate effort as well as achievement</li> <li>- Thank students for small things, such as making it to class</li> </ul>	All Staff, All the Time
Acute and Chronic Stressors	<ul style="list-style-type: none"> <li>- Recognize the signs of stress – apathetic/rude behavior</li> <li>- Seek positive discipline processes for correcting such behavior</li> <li>- Alter the environment by reducing parallels with prison, reducing homework stress, using cooperative structures instead of top-down authoritarian structures</li> <li>- Empower students by introducing conflict resolution skills, teaching the value of restitution, teaching social skills and stress reduction techniques</li> </ul>	All Staff, All the Time
Cognitive Lags	See “Students Achieving Below Grade Level”	
Health and Safety Issues	<ul style="list-style-type: none"> <li>- Conducting health screenings</li> </ul>	Administrative staff to schedule during the 1 <sup>st</sup> trimester of each year
	<ul style="list-style-type: none"> <li>- Provide parent training in areas of critical needs</li> </ul>	Administrative staff to schedule

		and provide throughout the year
	<ul style="list-style-type: none"> <li>- Providing links to community resources for providing needed services</li> <li>- Provide an enrichment school environment: minimize negative stress; cognitively challenging curriculum; tutoring and pullout services; foster close relationships; plenty of exercise options</li> </ul>	All Staff, All the Time
Lack of Enrichment Opportunities	- Provide field trip opportunities	Administrative staff
	- Provide after school enrichment program	Administrative staff in conjunction with after school program coordinator
	- Providing enriching curriculum through Global Education, Language immersion, and music instruction	All Staff, All the Time
	- Provide access to community resources offering enrichment activities: County Museums; Local sports clubs; Tutorial programs; Boys & Girls Clubs; YMCA/YWCA	Administrative staff at the beginning and end of the year
	- Organize various events to enrich educational program: Harvest Festival; Winter/Spring performances; Inspire Week; Theme Day	All staff, throughout the year
	- Provide high quality instruction using a variety of related approaches and strategies: inquiry-based instruction; project-based instruction; brain-based learning; cognitive approaches	All Staff, All the Time
Lack of School Uniform <sup>2</sup>	<ul style="list-style-type: none"> <li>- Referral to cost effective sources of uniforms</li> <li>- Access to school uniforms owned by the school</li> <li>- Facilitation of uniform exchanges and uniform hand-me-downs</li> </ul>	All Staff, All the Time

Meeting the challenges of the socio-economically-disadvantaged will require that all staff including teachers, administration and support staff implement these strategies on a daily basis. Some of these actions will require administrative support such as the scheduling of assessment, recruiting the best staff, scheduling health screenings, and providing academically enriching activities and parent training.

Charter School’s administrators will monitor progress of students in this category by collecting data on behavior referrals, suspensions, expulsions, and student surveys.

*Students with Disabilities*

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<sup>2</sup> Charter School has a uniform policy, which requires all students to wear uniform. For families who are unable to purchase uniforms due to financial difficulty, the school is able to provide these students with uniform using the uniform donations from families.

Please see Federal, State, and District Required Language at the beginning of Element 1.

*Students in Other Student Groups*

Foster Youth. Foster youth at GEA are identified at the time of enrollment when filling out enrollment forms. Foster youth face a litany of problems that are not uncommon to other subgroups that will be monitored at GEA. These problems include health, behavioral, and social issues, disruption in general, gaps in education, and poor academics. Issues related to social/emotional skills, poor academics, and the need for medical services have been described above in the section on socioeconomically disadvantaged students. Other issues specific to Foster Youth are described below.

Condition	School Response	Person(s) Responsible
Attendance at Multiple Schools	<ul style="list-style-type: none"> <li>- Provide a welcoming environment</li> <li>- Assign an individual to be the point person for all issues related to foster youth. At GEA, this person is the Principal.</li> <li>- Provide a stable environment at the school: maintain daily schedules and routines; provide consistency in supports; keep child informed of upcoming changes.</li> <li>- Maintain contact with prior/future schools in order to facilitate transfer of information and documentation.</li> </ul>	All Staff All the Time and the Principal
Gaps in Education	<ul style="list-style-type: none"> <li>- Enroll students as quickly as possible</li> <li>- Enact policy to enroll foster youth even in the event not all enrollment information is readily present</li> <li>- Identify educational needs as quickly as possible and begin intervention process to address needs if present</li> </ul>	GEA Administration
Disruption	<ul style="list-style-type: none"> <li>- Provide informal/formal counseling to student to help them deal with the many disruptions that arise as a result of foster home placement</li> </ul>	School counselor on an as-needed basis

Students in this category will be monitored by administrators, all support staff—office staff, intervention staff, yard supervisors, and teachers using student surveys, informal/formal assessments, and daily observations.

The Foster Youth Liaison is the Principal of the Charter School.

Standard English Learners. As discussed above, standard English learners will be identified through the home language survey, teacher observation, the ELPAC, and data collected through informal assessments of English language usage. (All students at GEA are given the ELPAC upon enrollment in kindergarten.) The needs of students in this subgroup will be met through a variety

of activities as described in the section entitled “Academic Language Development for non-mainstream speakers of English (Core).”

The progress of students in this subgroup will be monitored using teacher observation and data collected through informal assessments of English language usage.

### **High-Performing Schools: Sharing Promising Practices**

GEA has achieved its high-performing status through intentional design of the student experience. Students in grades TK-5 are in classrooms of no more than 22 and no more than 25 in grades 6-8, achieving a low teacher-to-student ratio that allows for individualized attention and instruction. GEA will meet the staffing requirements of Education Code Section 48000(g) in TK classrooms. The GEA school day is longer than most traditional school models and the school year extends past the required number of instructional days. Teachers provide rigorous hands-on lessons to students and assess their progress toward grade-level standards through regular benchmark testing and data analysis. This approach ensures teachers and instructional support staff have ‘just-in-time’ data on which to act—adjusting instructional delivery methods, returning to previously taught concepts, spending extra time on certain lessons—all in service of ensuring students are internalizing the information needed to succeed. GEA also places particular emphasis on writing instruction, as this lays the foundation for success across subject areas and ensures students know how to communicate well. GEA uses Cognitively Guided Instruction in math, a research-based framework for math instruction that centers the student (as opposed to rote memorization). Additionally, technology is integrated across subject areas and used as a tool for enhancing and individualizing instruction. Beyond academics, all GEA students receive socio-emotional support during the instructional day and have access to mental health resources should they be needed.

The Charter School will share these promising practices by presenting at various conferences for educators. Teachers are highly encouraged to share their practices at such conferences. The resource specialist teacher presented at the Council for Exceptional Children Conference last school year, and one of our special education paraprofessionals was the recipient of the 2024 Outstanding Paraeducator Award from the Council of Exceptional Children. GEA is also a member of the California Charter School Association and shares such practices with other charter schools in regular meetings convening charter schools across Los Angeles County.

### **A Typical Day**

#### *TK-5<sup>th</sup> Grade*

A typical day at the GEA campus in South Los Angeles begins with the global education assembly. To develop a sense of school unity, all students will line up by class and grade level. Students will recite the Pledge of Allegiance and the student pledge. The student pledge is as follows:

*I pledge to respect my friends, family, school and my community.*

*I will work hard each and every day so that I can be the change I wish to see in the world.*

Students will have the opportunity to sign up to lead the student body in these pledges. After reciting the pledge, the principal will address the students to make announcements and/or provide instruction to the school as a whole.

Students are led to their respective classrooms where they begin work on their language arts instruction. Using motivating and well-planned lessons, teachers guide students through a rigorous oral and written language development program, fostering a love of reading and the promotion of critical thinking skills. Students are engaged in both small-group and large-group instruction, with several centers set up in the classroom to provide a variety of literacy and language experiences.

Students then participate in a hands-on, manipulative-based math lesson, where mathematical concepts are illustrated and made relevant through a dynamic approach to numeracy. Teachers are seen using hands-on methods, including the use of realia, picture files, storytelling and re-telling, visual aids, and graphic organizers to make the language comprehensible to students.

During language arts and math instruction, intervention staff are in the classrooms to provide differentiated support to the students at the direction of the classroom teacher. The support takes place in the classroom and/or outside of the classroom depending on the need of the classroom teacher. Intervention staff may help students by closing the learning gap and providing reteaching in foundational skills so that students are able to meet the grade level standards, or they may be working with the students who are performing above grade level by providing them with enrichment supports and activities.

Students then move to World Language instruction, Social Studies, Science, Physical Education, and music or Arts instruction, depending on the day of the week. During Korean World Language instruction, students watch videos and learn songs and dances to help with their language and vocabulary acquisition. They learn about the Korean culture through holidays, the food they eat, popular music, traditional clothing, and more. In Spanish, the teachers read books aloud in Spanish and have discussions about the story to develop listening and oral comprehension skills. Social Studies, students are engaged in lively discussions of historical narratives meant to bring alive their interest in the past and the world around them. Science students participate in experiments designed to demonstrate basic scientific principles, with ample use of manipulatives and real-world materials. Physical Education classes are geared to the appropriate large-motor skills of the students, and foster a sense of respect, teamwork, and fair play. In art class, students are exposed to a variety of media and participate actively in the creation and appreciation of all areas of the performing and fine arts.

During the day, students have a structured and supervised recess for 20 minutes. Recess will be staggered by grade level. Students and teachers have staggered 40-minute lunch break, which include a 20-minute recess. After students return to their recesses, teachers lead various social-emotional learning activities such as “Circle Time” where students are given the safe space to share their feelings, resolve conflicts, and address any issues or concerns they have, time to relax and meditate, or practice breathing exercises for self-regulation. These social emotional learning activities are important because it allows the students to have their emotional needs met in order to have the capacity to focus on their academic learning.

Students are dismissed by 3:30 pm, sent home with the homework tasks and other materials to enhance learning throughout the day. However, GEA also offers an after-school program, which

includes supervised homework time, enrichment activities, and preview/review activities coordinated with the regular school day curriculum.

It is evident to any visitor that GEA students are orderly, yet enthusiastic, respectful of one another and other cultures, active and curious children who are anxious to learn and acquire skills across the curriculum.

### *Middle School Grades*

A typical day at the GEA campus in South Los Angeles for middle grade students begins with the principal addressing the students to make announcements to the school as a whole. All students walk to their respective classrooms where they begin morning work while teachers take roll and attend to any administrative tasks that need their attention.

In an 8th grade class, using motivating and well-planned lessons, the teacher guides students through a rigorous oral and written language development program, fostering a love of reading and the promotion of critical thinking skills. Students are engaged in both small-group and whole group instruction, to provide a variety of literacy and language experiences that include the use of technology such as Google Docs, Google slides, *StudySync* ELA platform, etc.

The theme for the current unit of instruction is *change*. And, since English Language Arts is cored with History/Social Science, the reading material selected for perusal is taken from the Social Science text. Today, students in this 8th grade class are reading a biography about Priestly, a famous American chemist, and noting how “change” was implicit in his life.

After ELA, students enjoy a nutrition/recess break for 15 minutes.

Then, after returning to class, students prepare for a session in the cored subjects of math/science. Students participate in a hands-on, manipulative-based science lesson wherein the task is to create models that represent the food chain of specific biomes.

For the math lesson, instead of using Direct Instruction, the single subject math teacher uses Cognitively Guided Instruction and gives students a problem that they are to attempt to solve on their own. Individually, in small groups, and then in whole group, students try out their strategies and share rationales for balancing a chemical equation. The teacher and the intervention aide circulate around the classroom probing students with questions, helping them to clarify their thinking. Finally, the teacher presents the standard algorithm.

At this time, students begin their lunch/recess and enjoy another break for 40 minutes.

After lunch break, students then move on to Physical Education. Using the theme of *change*, the teacher engages students in a conversation about how the body changes as a result of exercise. Allusions are made to the chemical changes that occur in the muscles as this will be further developed in science class. Following this discussion, students engage in calisthenic exercises, the immediate effects/changes of which are noted by the teacher and students.

Students return to class and begin ELD instruction. The teacher has noted that the majority of students, both the EL and RFEP students, have had difficulty using commas in their writing. The teacher begins the whole group lesson by presenting a series of sentences to show how the meanings *change* with various inflections. The teacher continues by reflecting these changes and inflections with the use of commas. Students are instructed to work in groups to come up with at least three sentence pairs, the meanings of which are changed through comma placement. The teacher, during this time, pulls a group of EL students to the kidney table to reteach the lesson. Finally, all students share out, and the sentences are recorded on a piece of poster paper that is posted in the classroom as evidence of their work.

For the visual arts portion of the day, students are given a task: using the media software skills they have learned thus far, they are to *change* an American folk painting to make a humorous statement. Students begin by sharing their ideas in small groups, and when they have defined what it is that they want to do, they begin their work.

Up next, and last for the day, is about an hour of Universal Access (UA) time. Students are provided with enrichment activities or intervention support based on their academic needs. Those who are not yet meeting grade level standards will receive intervention support in Math/ELA while those who are at or above grade level participate in enrichment activities such as student government, world language instruction, or film studies.

Students are dismissed by 3:30 pm, sent home with the homework tasks and other materials to enhance learning throughout the day. However, GEA also offers an after-school program, which includes supervised homework time, enrichment activities, and preview/review activities coordinated with the regular school day curriculum. Teachers communicate with parents regularly via various communication applications such as Class Dojo. Parents and teachers are able to message with one another regarding any question, issue, and positive notes are sent home as well as updates in the classroom. This application also allows teachers to share what activities and instruction are occurring in the classroom as well as any behavioral updates. Teachers and parents can also reach one another by phone and scheduling meetings for before or after school. Administrators communicate regularly with parents via weekly newsletters and monthly meetings, such as Coffee and Tea with the Principals and School Site Council Meeting.

It is evident to any visitor that GEA students are orderly, and enthusiastic students who are respectful of one another and other cultures. They are active and curious children who are anxious to learn and acquire skills across the curriculum.

**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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(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(c)(5)(C).)*

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

**STANDARDIZED TESTING**

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

**Measurable Goals of the Educational Program**

*Charter School Annual Goals for All Pupils, including Goals Unique to Charter School*  
Please see the completed LCFF State Priorities table in Element 1.

**Measurable Pupil Outcomes: Summative Assessment Performance Targets**

*Performance Targets Aligned to State Priorities & Other Performance Targets*  
Please see the completed LCFF State Priorities table in Element 1.

## Other Performance Targets

Please see the completed LCFF State Priorities table in Element 1.

## Methods for Measuring Pupil Progress Toward Outcomes: Formative Assessment

It is imperative that students, teachers, parents, and administrators have a clear and accurate idea of the Charter School's goals for the instructional program as well as the necessary benchmarks required to measure progress and master State Standards. When assessing students from a diverse population such as the one served by GEA, it is particularly important to ensure that measurement is done in a culturally responsive, valid and reliable way. The job of any school is to meet the required standards and expectations of the state and district where it resides, and this will also be the case for GEA. Overall, GEA believes that assessment should follow these core principles:

1. Continuity – assessment should be on-going so that it provides a useful body of evidence in judging performance;
2. Integration – assessment should be an integral part of the curriculum planning and instruction in a classroom;
3. Involvement – all stakeholders should have an investment in the results and are part of the process at each step;
4. Appropriateness – assessments should respect the cultural and linguistic varieties present in the student population, and be free of any bias; and
5. Collaboration – teachers, parents and students are part of a larger team seeking the best and most appropriate forms of assessment and instruction

With the aforementioned in mind, GEA will conduct a variety of ongoing assessments throughout the school year. Progress in English language arts will be assessed using periodic *Wonders* reading assessments at approximately 6-week intervals. NWEA benchmark assessments will be given three times per year according to a schedule outlined previously.

Teachers will work together to provide special assistance or re-teaching for students within a grade level who need to improve in any given area, and will plan enrichment for students who can move ahead.

A similar analysis of progress using quarterly McGraw-Hill *MyMath* assessments will take place. Analysis of results will seek patterns of success and weakness will identify remediation and enrichment, as appropriate.

End-of-unit assessments in McGraw Hill Social Studies and Foss Kits will be utilized to assess progress. In addition, grade-level assignments will be selected to demonstrate mastery of standards in social studies and science monthly. Teachers will establish a system of rubrics – in- house assessments - for each subject area that will be used to standardize the scoring of student products in social studies and science. Teachers will meet at least twice a month by grade level to agree on criteria for four-point rubrics that will describe desired academic behavior and identify differences between scores that clearly communicate what students must do to be successful.

Criteria will serve to evaluate products and teachers will work with students to help them understand how to achieve the highest scores. Teachers will assure consistency of scoring by collaborating to consistently apply rubric criteria to writing and other assignments. Samples of student products will be kept in an academic portfolio to display progress over the year.

Teachers will collaborate to plan school events that showcase artistic endeavors and display learning in all subject areas to create an enriched environment. In each display of student accomplishment, a clear connection will be made between the product or performance and standards that were mastered to accomplish the task.

In addition to the above, use of NWEA MAP benchmark testing on a quarterly basis will allow teachers to measure progress in meeting state standards in the areas of English language arts and math. For science, Illuminate will be used on a quarterly basis to assess students in their progress in meeting state standards. Results on these quarterly benchmark tests will guide curriculum development and lesson planning to meet identified needs.

The following table outlines some of the specific formative assessments that will be used within each subject area.

Subject Area	Ongoing Formative Assessment
English Language Arts	<p>Students will demonstrate the ability to read, write, speak and listen as shown on periodic California Wonders (grades TK-5) skill assessments every week, StudySync Assessments (grades 6-8) every 2-3 weeks, fluency assessments (grades TK-5) every 6-8 weeks, and written performance assessments (grades 2-8) every 6-8 weeks.</p> <p>To meet state and federal expectations, GEA expects a minimum of 60% of all students to demonstrate adequate reading progress each year by meeting growth targets on the NWEA MAP test each quarter in order to meet or exceed the standard on the CAASPP test.</p>
Mathematics	<p>Students will develop an understanding of the formal, logical reasoning system that governs mathematical inquiry, from basic computation to higher forms of numeracy by successfully completing weekly math assessments along with end-of-unit McGraw-Hill Math periodic assessments given every 2-3 weeks with scores of 70% or higher in grades TK-5. Students in grades 6-8 will take end of unit Illustrative Math assessments every 2-3 weeks with scores of 70% or higher.</p> <p>Students will also take the NWEA MAP test quarterly to assess progress in mathematics. To meet state and federal expectations, GEA expects a minimum of 60% of students to demonstrate adequate mathematics progress each year by meeting growth targets on the NWEA MAP test each quarter in order to meet or exceed the standard on the CAASPP test.</p>
English Language Development	<p>English learners in grades TK-8 will demonstrate mastery of listening, speaking, reading and writing standards at their assessed ELD level, as shown on performance assessments given every 4-6 weeks. Students will be assessed on a quarterly basis for both oral and written English proficiency, scoring 65% on their grade appropriate Informal Reading Inventory administered by their teachers.</p>

	Overall, students will make at least one year of progress in one academic year as shown by completing the standards for one ELD level each academic year.
Social Studies	<p>All students will demonstrate mastery of standards in history, geography, and other social studies areas by successfully completing periodic end-of-unit McGraw Hill Social Studies assessments given every 4-6 weeks with scores of 70% or higher.</p> <p>Students will also participate successfully in grade-level multi-task projects designed to apply critical concepts and skills as well as general knowledge of current events, as appropriate. These projects will be documented in portfolios and reflective journals.</p> <p>All assignments and projects will be graded on an established standards-based four-point scale using grade-level in-house assessment rubrics developed to guide student performance and assessment. Students will achieve a 3 or higher on the four-point scale.</p>
Science	<p>All students will demonstrate mastery of science standards, including fundamental concepts in the fields of life sciences, physical sciences, earth science by completing investigations and engaging successfully in scientific methodology, and successfully completing Foss end-of-unit assessments given every 4-6 weeks with a score of 75% or higher.</p> <p>Additionally, all assignments and projects will be graded on an established four-point scale using grade level in-house assessment rubrics to guide student performance and assessment. Students will achieve a 3 or higher on the four-point scale.</p> <p>Assignments and projects will be scored and recorded in a science journal.</p>
World Language	Students will make at least one year of progress in one academic year as shown by completing the standards for one world language level each academic year as derived from the American Council on the Teaching of Foreign Languages. Students will also take a teacher-developed standards-based assessment at the end of each year demonstrating 70% accuracy or greater.

**Data Analysis and Reporting**

*Type of Data to be Collected*

As outlined in the table above, a variety of data will be collected. This data comes in the form of quarterly benchmark assessments using the NWEA MAP test, publishers’ unit assessments, informal reading inventories, and grade tasks, projects, and portfolios. The data collected in this fashion is both summative and formative and is used to inform curriculum and instruction as described in the section below.

*Role and Use of Data to Inform Curriculum and Instruction*

Teachers and administrative staff will use the formative assessment data to inform curriculum and instruction.

A central GEA mission is to teach the Common Core State Standards in ELA, math and other subject areas. All formative assessment data collected will be measuring the degree to which students have achieved these standards.

The responsibility for ensuring that students master the standards falls ultimately with the principal working in close collaboration with teachers. A key component in that process is an accurate, reliable student reporting system that offers appropriate and useful information to teachers, the principal, and parents. Accurate and reliable data that addresses the integrity of the instructional program and school-wide outcomes will be used to inform all stakeholders.

Teachers will meet individually with the principal and as a team to review all the appropriate evidence, including portfolios, writing samples, reading records, classroom observations, self-monitoring data, standardized tests and assessments, and other data that sheds light on student performance. Students who are not meeting the standards will be assisted in that effort through instructional changes and additions as warranted by the skill or knowledge area.

The principal and teachers will discuss in a structured, systematic fashion the progress students are making toward the required standards and objectives. Periodic monthly meetings will be supplemented by team meetings, where the principal will function as a facilitator and guide to introduce new ideas for improving instruction, on the basis of outcome data. A primary use of data will be to inform methods of differentiated instruction and tiered intervention. Based on assessment data, students may be assigned to one-on-one or small group sessions with an intervention teacher or aide. These sessions may be designed using a push-in or pull-out model depending on the needs of the students.

Ultimately, the administration and use of classroom assessments falls to the teacher, and each teacher's implementation is monitored by GEA's principal.

#### *Role and Use of Data to Monitor and Improve the Educational Program and Operations*

As described above, the use of data will inform and improve instruction by guiding curriculum development and providing differentiated instruction to students. Additionally, data will be used to improve the educational program and operations by informing the following:

- Development of a budget aligned to identified needs
- Hiring of intervention teachers and intervention aides
- Selection and purchase of additional instructional materials
- Selection and acquisition of various software programs
- Type of professional development offered
- Provision of informal counseling to students
- Creation of an after-school program
- Strengthening of the home-school connection

For example, if the formative assessments given at the beginning of a school year indicate that a majority of students are not meeting targets in English language arts, the Charter School could coordinate the following: development of a budget that provides more money to strengthen the English language arts program; hiring of intervention teachers and aides with specific expertise in

developing English language proficiency; purchase of additional reading programs including more fiction and non-fiction titles for class libraries; purchase of reading software programs such as Reading A-Z, LEXIA, and Accelerated Reader; provision of PD to teachers in the area of English language arts and English Language Development; provision of informal counseling to students whose anxiety levels about testing in ELA may be high; development and creation of an after-school program aligned with the regular day program goals of improving ELA achievement; strengthening the home/school collaboration by providing parents with skills to help children develop literacy skills at home.

Data from NWEA MAP assessments, ELPAC assessments, and CAASPP assessments are presented to the GEC Board. Based on the data presented, the GEC Board asks questions and provides feedback to the principal on how to improve in the future. The GEC Board also has an ad hoc Curriculum and Instruction Committee, who helps the administrators make decisions that will ultimately improve student achievement.

*Role and Use of Data to Inform Stakeholders of School Performance*

Charter School performance data, and in some cases individual data, will be shared with stakeholders including parents, students, staff, the GEC Board, and the community. The following table outlines the role and use of data for each of these stakeholders.

Stakeholder	Role and Use of School and Individual Performance Data
Parents	<ul style="list-style-type: none"> <li>- Elicit support for school wide initiatives</li> <li>- Promote school through collective understanding of school goals and achievement</li> <li>- Give parents information about needs of students so that they can help at home</li> <li>- Keep parents informed to make decisions regarding school choice options</li> </ul>
Students	<ul style="list-style-type: none"> <li>- Keep informed of individual and school wide progress</li> <li>- Develop meta-cognitive understanding of the role of data</li> <li>- Establish personal achievement goals</li> <li>- Develop a sense of shared responsibility</li> </ul>
Staff	<ul style="list-style-type: none"> <li>- Guide selection of school wide initiatives</li> <li>- Elicit support of school wide initiatives</li> <li>- Promote sense of shared responsibility</li> <li>- Provide information used to guide organization of professional development</li> <li>- Provide motivation and information to develop a differentiated instruction</li> <li>- Guide development of curriculum designed to meet student needs</li> </ul>
GEC Board	<ul style="list-style-type: none"> <li>- Provide information for decision making processes in general</li> <li>- Promote connectedness with the school</li> <li>- Approve budgets aligned with school needs</li> <li>- Provide focused support to administration</li> <li>- Elicit support for school wide initiatives</li> </ul>

GEA considers parents to be an integral part of the educational process. As such, GEA will make every effort to share relevant data with parents in a timely fashion. The following outlines how this data will be shared.

Student Progress Marks. This data is conveyed to parents in a report card format three times per year at the end of each reporting trimester in November, March, and June. Classroom teachers are responsible for preparing the report cards. The first two reporting periods (November/March) coincide with parent/teacher conferences, and it is during the conference session that the report is explained and given to the parent.

NWEA MAP. Individual benchmark scores are shared with parents at parent conferences. A report downloaded from the system is given to parents to take home. Overall scores of the CharterSchool in meeting growth targets are shared with parents in newsletter format at the conclusion of testing in January and June.

CAASPP Data. Individual data from the state testing system is shared with parents through mail and in person. The mailing of individual reports occurs in the summer as they are made available by the state. In person explanation of the data occurs at the parent conference. Schoolwide progress on the CAASPP is reported to parents during parent meetings such as Coffee with the Principals as well as in the newsletter format sometime during the fall when this data is made available by the state.

ELPAC Data. Individual data from this test is shared with parents as it becomes available in the summer. Teachers share this data by sending home report sheets developed by the state. This data is also covered during the parent conference.

Meeting Annual Measurable Achievement Outcomes. This schoolwide data is shared with parents in newsletter format as it is made available in the fall.

LAUSD Site Visit. Data from this visit is shared with parents at some point during the year as the visit is completed and the scores are made available.

### **Grading, Progress Reporting, and Promotion/Retention**

GEA believes that grading policies must include consideration of several variables that indicate student progress toward achievement of grade-level standards: standardized assessments, teacher-designed performance assignments and assessments, teacher observation, and other factors. GEA will offer multiple opportunities for students to demonstrate their learning in a variety of diverse assignments and assessments in all areas of instruction, including but not limited to periodic end-of-unit tests, performance assignments and assessments, projects and performances.

Students are scored in all elements of the educational program using a consistent criterion described in a 4-point in-house assessment rubric for each assignment. All curricula, instructional activities, materials, textbooks and assessments will be aligned to support student progress toward achievement of standards. At the beginning of each year, teachers will inform students and parents

of the scope of standards to be met for the grade-level as well as instructional strategies designed to promote language development, academic success, and respect for differences.

GEA will focus on the meaningful application of language arts concepts and skills to other curriculum areas and provide varied opportunities for students to read and understand text across the curriculum. Periodic writing assignments will be designed to measure the application of language arts standards to the social studies and science standards.

For grades TK-5, student progress toward achievement in all curricular areas will be assessed using a 4-point scale, as indicated below.

Score	Level	Explanation
E	Exceeded	Student completes assignment correctly and with ease. Examination of the work product indicates that the student has already attained beyond the grade level standard.
M	Met	Student completes assignment successfully. Examination of the work product indicates that the student has mastered the standard and is ready for the next step. There may be some minor errors, but nothing to indicate that the standard has not been met.
N	Nearly Met	Student completes the assignment with difficulty. Examination of the work product indicates that the student has struggled with elements of the standard. Key portions of the assignment are left undone or are done incorrectly.
NM	Not Met	Student is unable to complete the assignment. Examination of the work product indicates that the student has not understood the standard or its application. Most of the assignment is left undone or is completed incorrectly.

Student progress toward global citizenship and awareness is also assessed using a 4-scale rating. A basic rubric for scoring work, attitude, and application in this area is presented as follows:

Score	Level	Explanation
E	Exceeded	Student understands concept and is able to make viable plans to solve real world problems. Sees the problem in context and is able to make connections to other issues.
M	Met	Student understands concept and is able to make viable plans to solve real world problem. May or may not see problem in context and has difficulty making connections to other issues.
N	Nearly Met	Student has limited understanding of the concept. Can make only rudimentary plans to solve real world problems. Sees no connection with other issues or problems.
NM	Not Met	Student has little to no understanding of the concept. Can make no cohesive plan to use concept in solving real world problem. Sees no connection with other issues or problems.

For grades 6-8, student progress is measured on a 4-point letter scale, as indicated below.

Score	Level
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A	≥90%
B	≥80% -89%
C	≥70% - 79%
F	≤69%

Beginning in kindergarten and then again in 6<sup>th</sup> grade, rubrics will be established that define the specific academic performance behaviors necessary to achieve each of the four scores in each subject area. Teachers and students will use the system of rubrics daily when modeling new academic behavior, when assessing the progress of an assignment, or when evaluating a final product. Charter School consensus among classrooms and grade levels will establish consistent grading criteria across each grade level and among grade levels. Rubrics will clarify and explain each score so that academic behavior is related to growth toward mastery of standards. It is the expectation of GEA that students will meet grade-level standards as expected following the year’s academic pacing plan.

Classroom assignments and assessments will be judged on the basis of established rubrics for the grade level and subject. Teachers will discuss the evaluation process with students so that students will understand the differences between scores and be able to work toward a higher score. Teachers and students will discuss the evaluation process with parents so that parents will understand the differences between scores and be able to support their children to work toward higher achievement. Quarterly scores will be assigned after considering growth over the short term and an assessment of the student’s improvement.

When state assessment results are consistent with teacher evaluation, evaluation can be more easily made on the basis of the student’s current demonstration of progress. When state assessment results are not consistent with teacher evaluation, the teacher and principal will discuss discrepancies and determine possible areas for investigation. Monitoring of student progress will establish the student’s current learning patterns. Opportunities to improve a student’s performance in standardized assessment or in daily learning will be provided.

*Type and Frequency of Progress Monitoring*

The type of progress reporting using a four-point scale has been described in the previous section. Progress reporting will take place every trimester in TK-8<sup>th</sup> grades with interim reports at trimester halfway marks in grades 6-8.

*Promotion / Retention Policy and Procedures*

It is the intention of the GEC Board that no student be retained. Given the lack of evidence regarding the positive impact of retention and the overwhelming evidence that retention has a negative effect on student self-esteem and academic progress, the GEC Board requests that measures other than retention be used to promote student success. These measures may include but are not limited to the following:

1. Differentiated instruction
2. Team teaching
3. Participation in push-in and pull-out intervention
4. Tiers 1-3 strategic intervention

5. One-on-one tutoring
6. Participation in the afterschool and summer enrichment/bridge programs
7. Assessment for special education services

If the aforementioned strategies fail to result in academic improvement, retention may be considered when all of the following criteria are met:

<b>Grades 1<sup>st</sup> through 5<sup>th</sup></b>	
English Language Arts (EO, IFEP, RFEP, ELD 5)	Progress report score for ELA of “NM” for all reporting periods.
Mathematics (EO, IFEP, RFEP, ELD 5)	Progress report score for Mathematics of “NM” for all reporting periods.
English Language Development (EL students only; levels 1-4)	Student remains at the same ELD level for two or more years based on the overall score of the annual ELPAC.  Progress report score of “NM” in all four sections of ELD Reading, ELD Writing, ELD Listening, and ELD Speaking for all reporting periods.
Primary Grades Only (K-2)	It is strongly recommended that primary grade students not be retained.
<b>Middle Grades, 6<sup>th</sup> through 8<sup>th</sup></b>	
English Language Arts (EO, IFEP, RFEP, ELD 5)	Progress report score for ELA of “F” for all three reporting periods.  A score of “Standard Not Met” on the ELA CAASPP from the previous year.
Mathematics (EO, IFEP, RFEP, ELD 5)	Progress report score for Math of “F” for all three reporting periods.  A score of “Standard Not Met” on the Mathematics CAASPP from the previous year.
English Language Development (EL students only; levels 1-4)	Student remains at the same ELD level for two or more years based on the overall score of the annual ELPAC.  Progress report score of “F” in ELD in all three reporting periods.

The parent will be notified by the second trimester report that there is a possibility of retention. All cases of recommended retention will be reviewed by a committee composed of the classroom teacher, the principal, the Resource Specialist Teacher, and the parent. The committee will review the student’s profile and academic progress to date during the 2nd semester and make a decision for retention or promotion based on the aforementioned criteria and any other pertinent information. The committee will meet no later than sixty (60) days prior to the end of the school year. A decision for retention must be unanimous. If parents disagree with the recommendation to retain their child, they may submit a written request to appeal the recommendation for retention within 5 days after receiving the recommendation for retention. The appeal will be reviewed by an ad hoc GEC Board committee and a final decision will be made within 5 days of receiving the request to appeal by the parent.

## **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(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

### **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.

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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). 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.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

### **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.

### **Non-Profit Public Benefit Corporation**

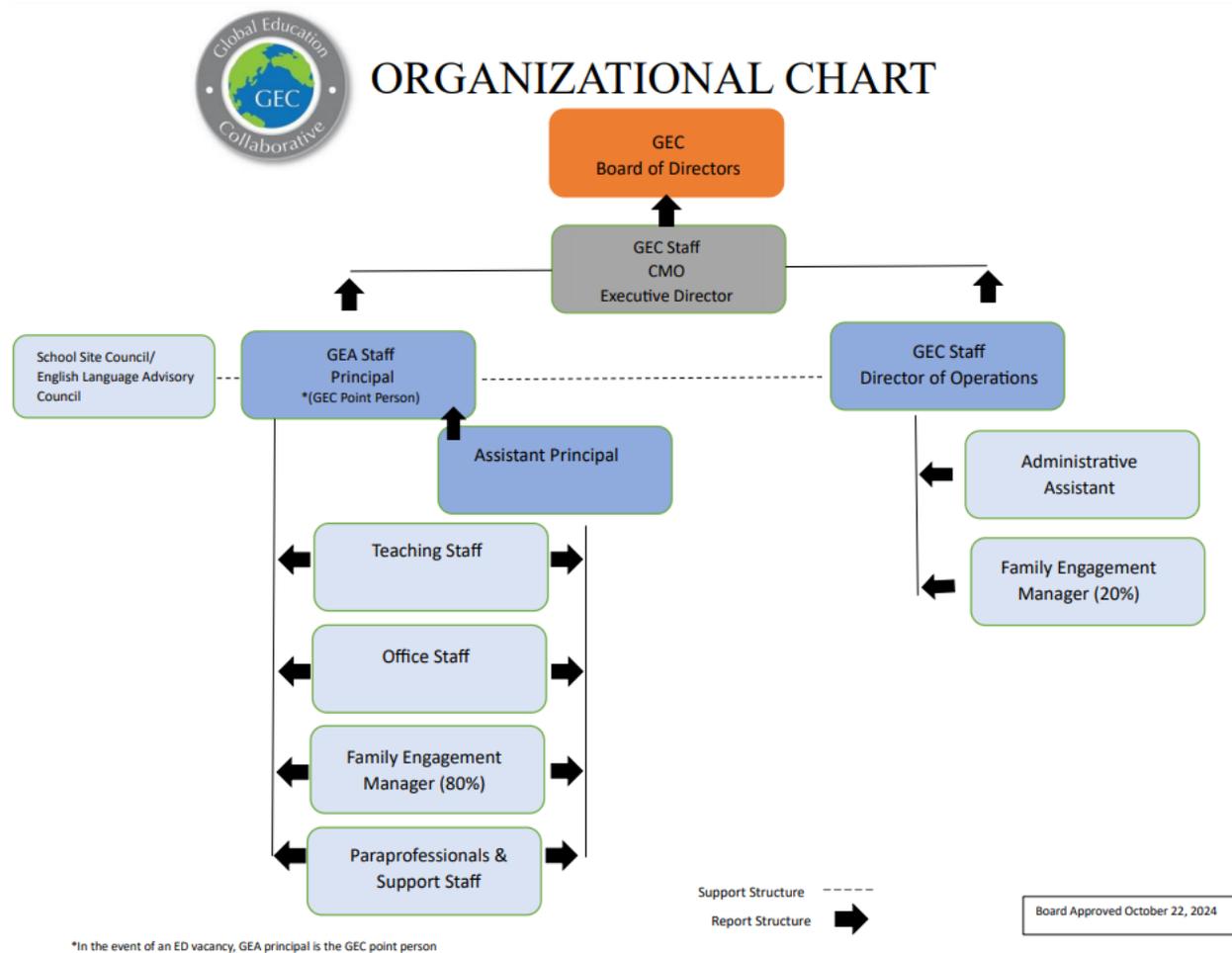
The Charter School is a directly funded independent charter school and is operated by Global Education Collaborative ("GEC"), a California non-profit public benefit corporation. The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required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

GEC's Board bylaws, Conflict of Interest Code, and Conflict of Interest Policy are included as part of the Charter School's application for renewal. The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules,

and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is included with the submission.

### Governance Structure

Decision-making at GEA takes place under a set organizational structure, which is designed to make maximum use of the resources in the Charter School and the community, which respecting the fundamentally democratic concerns of all constituents. The following organizational chart outlines the structure and communication channels in place at GEA.



### Major Roles and Responsibilities

Global Education Collaborative Board of Directors. The GEC Board of Directors (“GEC Board”) shall govern and is responsible for the operations of GEA. This oversight will include, but not limited to, approving the annual audit, approving monthly/yearly/quarterly and all interim budget reports that are to be filed with LAUSD, the State, or Federal Government, hiring/firing of the Executive Director and the principals, establishing and approving the general instructional program of the Charter School, approving contracts with vendors over \$10,000 made on behalf of

the Charter School, approval of facilities contracts, development of the organization’s vision and mission statements, approval of various handbooks and policies, etc.

The GEC Board shall also have the responsibility to ensure that the academic performance of the Charter School is such that it meets criteria for renewal established by the State. Additionally, the GEC Board shall ensure the fiscal health of the Charter School by reviewing budgets on a monthly basis as part of the approval process described above. Furthermore, the GEC Board shall govern the Charter School as it relates to matters in general, which may include such things as governance and organizational management, all of which are categories of evaluation by the Charter Schools Division.

In performing these various duties, the Executive Director, Principal, and/or the Director of Operations will report to the GEC Board, on a regular basis, to the following data points as described in the table below.

<b>Month</b>	<b>Report(s)</b>
August	<ul style="list-style-type: none"> <li>- Enrollment / Attendance data</li> <li>- Financial Reports</li> <li>- Teacher Roster / Staffing Report</li> <li>- Parent / Student Handbook</li> </ul>
September	<ul style="list-style-type: none"> <li>- Spring NWEA Benchmark Data Results from prior year</li> <li>- CAASPP results from prior year</li> <li>- Enrollment / Attendance data</li> <li>- Financial Reports</li> </ul>
October	<ul style="list-style-type: none"> <li>- Fall NWEA MAP Benchmark Data Results</li> <li>- Enrollment / Attendance data</li> </ul>
November	<ul style="list-style-type: none"> <li>- Enrollment / Attendance data</li> <li>- Financial Reports</li> </ul>
December	<ul style="list-style-type: none"> <li>- Enrollment / Attendance data</li> <li>- First Interim Financial Report</li> </ul>
January	<ul style="list-style-type: none"> <li>- Recruitment / Retention Plan</li> <li>- Enrollment / Attendance Data</li> </ul>
February	<ul style="list-style-type: none"> <li>- Enrollment / Attendance data</li> <li>- Financial Reports</li> <li>- 2<sup>nd</sup> Interim Financial Report</li> </ul>
March	<ul style="list-style-type: none"> <li>- Recruitment</li> <li>- Enrollment / Attendance data</li> <li>- Winter NWEA MAP Benchmark Data results</li> </ul>
April	<ul style="list-style-type: none"> <li>- Recruitment</li> <li>- Enrollment / Attendance data</li> </ul>
May	<ul style="list-style-type: none"> <li>- LCAP draft (public hearing)</li> <li>- Administrator Evaluations</li> <li>- Administrator Contracts</li> <li>- Enrollment / Attendance data</li> </ul>
June	<ul style="list-style-type: none"> <li>- LCAP</li> <li>- Proposed school budget for upcoming school year</li> <li>- Recruitment / Retention Plan</li> <li>- Enrollment / Attendance data</li> </ul>

Executive Director. The Executive Director oversees and advances all Global Education Collaborative Schools. They embody and advocate for the mission, vision, and strategic direction of the school. S/he is responsible for implementation of all GEC Board policies and directives. At the Charter Management Organization (CMO) level, they directly manage all positions in the CMO including the Director of Operations and all Business Managers, makes recommendations to the GEC Board on hiring/firing issues, develops board policies for approval by the GEC Board, and oversees budgetary processes and reporting. At the school level they oversee implementation of board policies, oversees and assists principals with their jobs, evaluates principals yearly, and facilitates communication among all principals.

Director of Operations. The Director of Operations generally oversees budgetary processes for all schools in the collaborative and the collaborative itself. They also assist business managers and principals in the development of budgets that are aligned with the vision/mission of the Charter School. They assist the Executive Director in collecting and analyzing a variety of data to present to the GEC Board to enable it to make decisions and approve policy.

Principal. The Principal oversees implementation of GEC Board policies and directives at the school site. They are responsible for the day-to-day operations of the Charter School. The principal has direct responsibility for the operational and instructional programs designed to deliver services to students and their families. They develop curriculum with the teachers and organize and provide professional development. They evaluate teachers and staff on a yearly basis and hire and fire staff. The principal develops a budget that aligns with the vision and mission of the Charter School, with help of a business manager or director of operations. The principal approves expenditures in alignment with the budget. Any expenditures over \$10,000 will need GEC Board approval.

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

### *Board Composition*

The GEC Board of Directors is the governing board of GEA.

GEA is governed pursuant to the bylaws and guidelines established by the Board of Directors. The GEC Board consists of three (3) to fifteen (15) voting members representing the diversity of experiences and backgrounds that are representative of the Charter School and its community. Each member is appointed for a period of three (3) years. Pursuant to Education Code Section 47604(c), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may appoint an additional member to ensure that the GEC Board is maintained with an odd number of directors.

The GEC Board is composed of members whose qualifications provide the requisite knowledge to manage the educational programs under its jurisdiction. The composition of the GEC Board reflects the interests of the community it serves. In this way, the GEC Board is able to support administrative staff in their efforts to meet the needs of the community.

Current GEC Board members include:

- Board President

- Board Vice President
- Secretary
- Board Members

*Selection of GEC Board Members*

Board members are elected through a nomination process. The Board President may appoint a committee to designate qualified candidates for appointment to the GEC Board at least thirty (30) days before the date of any appointment of directors. The nominating committee, formed on an ad hoc basis, shall make its report at least seven (7) days before the date of the appointment or at such other time as the GEC Board of Directors may set and the secretary shall forward to each board member, with the notice of the meeting required by the GEC bylaws, a list of all candidates nominated by committee.

The criteria and qualifications for nomination of candidates to the GEC Board and potential considerations shall include at a minimum:

- Experience at a managerial or administrative level in either a public or private setting
- Dedication to the vision and mission of Global Education Collaborative schools
- Knowledge of budgets and development of budgets consistent with the vision and mission
- Belief that all students can achieve success with the appropriate inputs
- Basic knowledge of educational systems and their organization
- Possession of unique skill/knowledge that will benefit the organization

Additionally, GEC Board members will fully comply with all of the responsibilities set forth below:

- Establish all educational policies and procedures consistent with the charter and state policies and LAUSD regulations regarding charter schools;
- Approve changes to the Charter School’s overall goals, visions, and curriculum;
- Approve and adopt an annual operating budget for the Charter School;
- Review and approve all grant and fundraising requests and receipts; Approving compensation schedules and employee benefits offerings;
- Review and approve all purchases and vendor contracts \$10K or over;
- Select the Charter School’s independent auditor to produce an annual financial audit according to generally accepted accounting practices and reviewing the auditor's report;
- Encourage and promote parental involvement in the Charter School through community outreach and parent education and training;
- Select and evaluate the Executive Director of the CMO.
- Establish ad hoc GEC Board committees as needed;
- Regularly measuring progress of both student and staff performance;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submitting requests for material revisions as necessary to the District for consideration;

The GEC Board will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics, conflicts of interest and the Brown Act.

## **Governance Procedures and Operations**

### *Locations and Frequency of GEC Board and Committee Meetings*

The location of board meetings is as follows:

1. 4141 S. Figueroa St., Los Angeles, CA 90037
2. 2009 W. Martin Luther King Jr. Blvd., Los Angeles, CA 90062
3. Via Teleconference, with meeting link provided on agenda for public access

The GEC Board meets on a monthly basis, currently on the 4<sup>th</sup> Tuesday, in accordance with the Brown Act and Education Code Section 47604.1(c), with the exception of November and July when there is no meeting, and the December meeting is moved to the beginning of the month to account for the holidays. Ad hoc Board committee meetings can be called as needed.

### *Process and Timeline for Setting the Annual Calendar of GEC Board Meetings*

The process for setting the annual calendar of GEC Board meetings is as follows:

1. The Director of Operations prepares an initial draft of the Charter School calendar in February for the school year that begins in July of the following calendar year. The school calendar includes the dates for each of the regular board meetings from July through June of the following year.
2. The calendar is reviewed by the Executive Director who then asks for feedback from school staff by the end of March. After receiving feedback, and when deemed appropriate, the calendar is revised accordingly.
3. The calendar is submitted to the GEC Board for review in the April board meeting. Suggestions, if any, are made at this time, and the calendar is revised accordingly.
4. The calendar is submitted to GEC Board for official approval in May.

### *Location for Posting GEC Board Meeting Agendas*

All GEC Board meeting agendas will be posted physically at the front entrances of the Charter School. All GEC Board meeting agendas will also be posted online on the Charter School's website and that of Global Education Collaborative. Teleconference details will be included on the agenda. For regular board meetings, the posting will occur at minimum 72 hours prior, and for the special board meetings 24 hours prior.

### *Procedures to Ensure Compliance with Brown Act Requirements*

The GEC Board ensures that all actions taken by the GEC Board are in compliance with Brown Act requirements. The procedures used to ensure this are as follows:

- The GEC Board, the Executive Director, and Director of Operations will receive Brown Act training once a year.

- The Executive Director and Director of Operations will review key Brown Act requirements at selected board meetings with the board members throughout the year.
- The Executive Director and Director of Operations will consult frequently with legal counsel to ensure that procedures consistent with the Brown Act are followed

Agendas for regular board meetings will be posted at least 72 hours in advance at the front entrances of the Charter School location and on the Charter School’s website. Agendas will additionally be posted at each location from which a GEC Board member is calling in or video-conferencing. For special board meetings, the agendas will be posted at least 24 hours in advance at locations previously specified. And for emergency meetings, the agendas will be posted at least 3 hours in advance at locations previously specified.

### *Decision-making Procedures*

Quorum Requirements. A quorum of GEC Board members is required to initiate any GEC Board meeting and to take action on any agendized item. The quorum is defined as a majority of the total board members then in office.

GEC Board Action (Voting) Requirements. The GEC Board will vote on agendized action items only. Each board member shall have a single vote on each action item. A majority of board members present at which a quorum is present in the GEC Board meeting shall prevail on each action item presented to the GEC Board. The GEC Board may vote to delay action until a later meeting, whether regular or special.

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the GEC Board of directors, unless the articles of incorporation or bylaws of this corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions related to appointment of committees (Section 5212), approval of contracts or transactions, and indemnification of directors (Section 5238(e)), require a greater percentage or different voting rules for approval of a matter by the board.

Meetings of the GEC Board shall be presided over by the President of the board, or, if no such person has been so designated or, in their absence, the Vice President of the Board or, in their absence, the Secretary. The Secretary shall act as secretary of all meetings of the GEC Board, provided that in his or her absence, the presiding officer shall appoint another person to act as secretary of the meeting.

Abstention and Participation. Board members should abstain from any vote on any action item in which they have a potential conflict of interest.

GEC Board members’ participation in meetings shall be in compliance with all Brown Act requirements.

### **Stakeholder Involvement**

## *Stakeholder Involvement Plan*

Role of Parents in the Governance of the Charter School. The role that parents and staff play in the governance of the Charter School is of utmost importance. Parents and staff will be involved in the governance of the Charter School through their participation in the School Site Council (“SSC”) meetings.

The governance structure of the Charter School is meant to reflect the concerns and desires of the community that it serves. Decision-making must therefore be driven not only by state-mandated standards, but also by that community. GEA believes strongly in the power of collaboration, cooperation, and continuity in its commitment to its students, their parents and staff.

Process for Consulting All Stakeholders to Develop LCAP and Annual Update. GEA administrative staff will consult all stakeholders to develop its LCAP and the annual update. The Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled GEC Board meeting. The process for consulting stakeholders can be generally described as follows:

1. Director of Operations calculates funding for LCAP based on state projections using the LCFF. This includes base, supplemental, and concentration grant monies.
2. The principal in special LCAP meetings and at staff meetings presents budget data and elicits suggestions from parents and staff as to how the money should be spent based on the Charter School’s needs.
3. Suggestions from parents, teachers, students, staff are then relayed to the SSC. The SSC prioritizes the suggestions.
4. A preliminary LCAP is developed by the Director of Operations and principal based on the suggestions given by the SSC.
5. The LCAP is presented to the parents at a SSC meeting for their review..
6. A Public Hearing for the LCAP is held in May for input from various stakeholders.
7. The LCAP is presented to the GEC Board for final approval.
8. The LCAP is submitted to the LACOE and the District.

Process for Consulting with Parents and Teachers Regarding the Charter School’s Educational Program. To ensure full participation, GEA will institute ongoing communication through newsletters, emails, phone calls, and other communication methods to keep parents, community members, and staff to keep them up-to-date on the Charter School’s activities. Bilingual information in Spanish and English will be available for parents, and partnerships with community groups will be formed to assist in the outreach activities. Local libraries, churches, and other community institutions will be enlisted to disseminate news about GEA and its mission.

GEA will reach out to other community-based organizations, faith-based institutions, neighborhood-based non-profit groups, and neighborhood councils and associations in an effort to develop the most effective means of involvement for all concerned.

GEA will use a variety of methods to consult with students and parents regarding the educational program. These include:

- *Student-Teacher Conferences.* Teachers will conference periodically with students about their progress at all grade levels. Teachers will provide oral and written feedback to students, in addition to soliciting their input on certain curricular matters when appropriate.
- *Parent-Teacher Conferences.* Teachers will conference with parents on a regular basis, at least twice per school year, about the progress of their child at GEA. These conferences will include a review of the student's academic work as well as any other issues pertinent to overall success of the child at GEA. Conferences will be held on dates and times that accommodate the parent's work schedules.
- *Parent Workshops.* The GEA principal will work with parents and staff to identify areas of need for the parents at GEA and provide workshops for parents to address these needs. Workshops may be led by teachers, staff, administrators, and/or other organizations.
- *Coffee with the Principals.* The GEA principal will host an informal meeting once a month to discuss any topic that parents bring to the table. Issues will be addressed directly at these meetings, or the subject matter will be referred to the SSC for extended discussion and action.
- *Calls and Emails.* When appropriate, teachers and staff members will communicate directly with parents by means of phone calls and, for non- confidential matters, email when it is accessible. These electronic forms will facilitate rapid communication and resolution of issues involving the student.
- *OneCalls.* Reminders and announcements will be sent out to parents using our mass messaging system to ensure all parents are informed about school events.
- *ClassDojo.* Keeps parents informed about upcoming events, what is happening in the classrooms, and is a way for parents and teachers to message each other directly.
- *Newsletters and Announcements.* GEA will periodically publish a newsletter in a language that is used by parents, which explains upcoming events, general information, and policies of the Charter School.
- *Letters.* GEA will communicate certain matters with regards to its policies and practices via traditional letters sent to the homes of the children. This will supplement other forms of communication and consultation.

Additionally, GEA uses its website and parent communication platform (Class Dojo) to make timely announcements. On the website, there are dedicated pages for events and news and announcements. The GEC Board's meeting calendar is also published along with information needed to participate. GEA sends push notifications through Class Dojo when necessary, and communication between teachers and parents, or parents and administrators is an option through Class Dojo.

Composition, Selection, and Operating Procedures for Parent Committees. At the beginning of the school year, the Principal shall be responsible for forming the School Site Council. The SSC will meet monthly. The SSC will provide input to the GEC Board on the operations of the Charter School, and on issues of concern to staff, teachers, parents, and students. It will provide input and make recommendations regarding the Charter School's policies and procedures. It will review and

provide input in the annual development of the LCAP. It will review and make recommendations regarding Title I and Title III monies. The English Language Advisory Council (“ELAC”), which consists of parents of English Learners can decide to delegate their responsibilities to the SSC.

Based on the California Department of Education’s guidelines, the SSC will consist of 10 members: the Principal or Designee, 3 classroom teachers, 1 staff member, and 5 parent or community members. In all cases, there shall be parity between the number of parents and other members of the committee. The diverse composition of the council will ensure all stakeholders are represented.

## **Element 5 – Employee Qualifications**

*“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(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(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

### **Employee Positions and Qualifications**

The following is a list of Charter School employees including administrators, certificated staff, instructional support staff, and classified staff. The list includes descriptions of responsibilities and qualifications and is divided into two sections: employees of the CMO (Global Education Collaborative) and employees of the Charter School.

#### *Global Education Collaborative*

**Executive Director.** The Executive Director (“ED”) oversees and advances all Global Education Collaborative schools. They embody and advocate for the mission, vision, and strategic direction of the school. They are passionate and completely dedicated to Global Education Collaborative schools’ mission and has a steadfast belief that all students deserve an excellent public education in preparation for middle school, high school and college. The ED must have an unwavering belief that all students, regardless of demographics, can achieve at the highest academic levels and can effectively communicate and inspire such beliefs to all aspects and positions of the schools. The ED directly manages all positions in the CMO.

#### **Responsibilities:**

- Monitor and sustain the high expectations for a rigorous academic program and school culture.
- Ensure compliance with requirements outlined in the school's charter, laws and policies related to charter schools established by the Los Angeles Unified School District, State of California and Every Student Succeeds Act.
- Function as the primary spokesperson for the Charter School and present a consistent message to all external audiences, including investors, media, community partners, government agencies, educational organizations, and local leaders.
- Advise GEC Board committees in their efforts to establish policy and procedures for a well- functioning school.
- Provide professional development for the CMO staff and all Charter School administrators.
- Coordinate correlation meetings with Charter School principal and CMO staff.
- Oversee grant writing efforts to expand Charter School resources.
- Locate, secure and improve facilities for current Charter School and for future sites. Present finding to GEC Board and facilitate collection and communication of all relevant information.
- Analyze and negotiate funding and contracts for facilities.
- Manage strategic planning processes for Charter School.

#### Qualifications:

- Bachelor's or Master's Degree in education or related field
- Several years of urban teaching experience preferred
- Management and development of a business or a non-profit organization.
- Demonstrated success in realizing significant business/academic gains leading a company or a school
- Experience and success in management of higher-level positions including such positions as principal, director of operations, business manager, etc.
- Critical thinker and decision maker who has achieved success with complex organizational challenges.
- Inspirational leader who has a proven record of success
- Strong communicator capable of effective public speaking as well as persuasive writing and able to attract and maintain support from a broad range of constituents
- Openness to feedback and desire to learn from mistakes.
- Capability to oversee the complex administrative and financial responsibilities associated with opening and operating highly successful charter schools.
- Ability to attract and retain an exceptional team of administrators and leaders

Director of Operations. The Director of Operations works with the Executive Director to ensure operational consistency among all Global Education Collaborative schools and has general oversight of budgetary and finance issues for all schools in the collaborative.

#### Responsibilities:

- Oversee budget development process for all GEC schools and provide guidance and support to local business managers
- Organize and provide professional development and training to business and office managers related to their specific duties

- Assist Executive Director with oversight responsibilities by collecting and analyzing data related to the functioning of Charter School.
- Work with vendors of products designed to meet needs of GEC
- Assist the executive director in organizing monthly GEC Board meetings

Qualifications:

- Possess four-year degree, preferably in business, accounting, or other related field
- Experience working in an educational setting
- Experience working in a managerial position
- Ability to work well with a diverse group of people
- Ability to work under the direction of the executive director

*Global Education Academy School Site Employees*

Principal. The Principal is responsible for realizing the Charter School’s mission and vision. The Principal accomplishes this through frequent observations and coaching, requiring peer cross-evaluations and by promoting positive, constructive communication among the GEC Board, administrative staff, teachers, students, and parents. The Principal is a student-focused leader committed to implementing a standards based curriculum and using data and assessments to drive instructional decisions. They create, monitor, and sustain, the high standards of a rigorous school climate and school culture. The Principal is directly responsible to the Executive Director.

Responsibilities:

- Instructional leadership and accountability for implementation of curriculum
- Facilitating communication between all school stakeholders
- Hiring and terminating (with cause) all other employees according to the mission, philosophy, and obligations defined in the charter
- Overseeing the day-to-day operations of the school
- Assisting with student discipline
- Reporting to the GEC Board on the progress of the school in achieving educational success
- Opening and closing the campus
- Maintaining a balanced budget and drafting an annual budget proposal for GEC Board review and approval
- Other duties as assigned

Qualifications:

- Clear teaching credential recognized by the State of California (Multiple or Single Subject)
- 4-5 years administrative experience in an educational setting
- Bilingual ability in one or more languages taught at the school
- Ability to organize school processes and procedures
- Familiarity with Federal, State, and local mandates
- Ability to craft a budget and manage school finances
- Experience working with a diverse group of students
- Ability to conduct professional development for teachers and other staff

Assistant Principal. The Assistant Principal at Global Education Academy Charter School assists the Principal in realizing the school’s mission and vision. The Assistant Principal supports the Principal in providing instructional leadership, managing daily school operations, fostering a positive school climate, and ensuring effective communication among all stakeholders. This role requires a student-focused leader committed to implementing a standards-based curriculum and using data and assessments to inform instructional decisions. The Assistant Principal is directly responsible to the Principal and collaborates closely with the Executive Director, Principal, and Director of Operations to sustain high standards of academic excellence and school culture.

**Responsibilities:**

- Assist the Principal in implementing and monitoring the curriculum.
- Conduct frequent classroom observations and provide constructive feedback to teachers.
- Support the development and implementation of professional development programs.
- Collaborate with teachers to analyze student data and drive instructional decisions.
- Assist in developing and enforcing school policies related to student behavior.
- Handle disciplinary issues and provide support to students in maintaining positive behavior.
- Facilitate communication between teachers, students, parents, and the broader school community.
- Organize and participate in school events, parent meetings, and community outreach programs.
- Promote a positive and inclusive school culture through regular interactions with all stakeholders.
- Assist in the hiring, training, and evaluation of school staff.
- Help manage day-to-day school operations, including opening and closing the campus.
- Support the Principal in maintaining a balanced budget and monitoring financial activities.
- Assist the Principal in developing and implementing school improvement plans.
- Monitor and report on the progress of the school in achieving academic and operational goals.
- Participate in GEC Board meetings and present updates as needed.
- Step in for the Principal during absences or as needed.
- Perform other duties as assigned by the Principal to support the school's mission and goals.

**Qualifications:**

- Clear teaching credential recognized by the State of California (Multiple or Single Subject)
- 2-3 years of administrative experience in an educational setting
- Bilingual ability in one or more languages taught at the school
- Strong organizational skills and the ability to manage school processes and procedures
- Familiarity with Federal, State, and local educational mandates
- Basic understanding of budgeting and financial management in a school setting
- Experience working with a diverse student population
- Ability to support and conduct professional development for teachers and staff
- Excellent communication and interpersonal skills

**Teaching Staff**

Teachers. GEA teachers will meet the requirements for employment of Education Code sections 47605(1)(1) and 47605.4(a). Teachers will be required to hold the Commission on Teacher Credentialing (“CTC”) certificate, permit or other document required for the teacher’s certificated assignment. These documents will be maintained on file at GEA and made available to LAUSD upon request. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by the Charter School during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment

As required under Education Code Section 48000(g)(4), and subject to any future amendments, all Charter School teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015 will possess, by August 1, 2025, at least one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by the Charter School, professional experience in a classroom setting with preschool age children that is comparable to 24 units of early childhood education, or childhood development.
- A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

Responsibilities:

- Creating units and lesson plans with a global perspective that includes viewpoints from other countries and cultures.
- Preparing and implementing academically rigorous lesson plans that lead to student investigations and demonstrations of understanding
- Assessing student progress and maintaining accurate records
- Attending professional development
- Maintaining frequent communication with students, student’s families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance
- Other duties as assigned

Qualifications:

- Bachelor’s Degree.
- Multiple Subject Credential with world language (Korean or Spanish) BCLAD or EL authorization either embedded in credential or added as CTC authorization or Single Subject Credential in the subject matter with an additional 18 semester units in another core subject area
- Understanding and commitment to GEA’s mission
- Steadfast belief that all students can achieve academic success.
- Professional attitude and demeanor.
- Willingness to engage in frequent dialogue and to be self-reflective with peers in a professional learning community
- Commitment to developing professionally as a teacher/leader

- Commitment to analyzing student’s academic achievement results and using assessment data to inform instruction

Math Teacher on Special Assignment (“TOSA”). The Math TOSA works closely with teachers, administrators, and staff to improve instructional practices, align curriculum with standards, and use data to drive instructional decisions. This role requires a deep understanding of mathematics pedagogy, effective teaching strategies, and a commitment to improving student achievement in mathematics.

Responsibilities:

- Provide coaching and mentoring to mathematics teachers to enhance instructional practices.
- Model effective teaching strategies and co-teach lessons to demonstrate best practices.
- Assist teachers in developing and implementing standards-based math curriculum and assessments.
- Lead professional development sessions focused on mathematics instruction and curriculum.
- Collaborate with teachers to ensure the math curriculum is aligned with state standards and school goals.
- Develop and recommend instructional materials, resources, and tools to support effective math instruction.
- Review and analyze student performance data to identify areas for curriculum improvement.
- Support teachers in using formative and summative assessment data to inform instruction.
- Assist in developing and implementing intervention strategies for students struggling in mathematics.
- Monitor student progress and provide feedback to teachers on instructional practices and student outcomes.
- Facilitate collaboration among math teachers through regular meetings, professional learning communities, and team planning sessions.
- Communicate effectively with teachers, administrators, and parents about math programs and student progress.
- Identify and provide resources to support math instruction, including technology, manipulatives, and supplemental materials.
- Stay current with educational research and trends in mathematics education to bring innovative practices to the school.
- Assist in the selection and implementation of math-related programs and initiatives.
- Perform other duties as assigned by the Principal or other school administrators to support the school's mission and goals.

Qualifications:

- Clear teaching credential recognized by the State of California with a specialization in Mathematics
- 4-5 years of successful teaching experience in mathematics
- Demonstrated expertise in mathematics curriculum development and instructional strategies

- Experience in coaching or mentoring teachers preferred
- Strong understanding of data analysis and using data to inform instruction
- Excellent communication and interpersonal skills
- Ability to collaborate effectively with teachers, administrators, and other staff
- Commitment to ongoing professional growth and development

### **Office Staff**

**Office Manager.** The Office Manager will be selected by the Principal and/or the Director of Operations on an application and interview basis. Selection will be based on experience in the same or a similar position and the ability to perform the job duties for that position.

#### Responsibilities:

- Answering phones/interfaces with the public
- Filing reports
- Enrolling students
- Managing and monitoring office operations
- Ordering and purchasing supplies and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Bilingual translation and communication with parents
- Preparing correspondence, reports, bulletins, files, forms, memorandums
- Other relevant duties as assigned

#### Qualifications:

- AA degree or above
- Ability to perform basic bookkeeping duties
- Ability to access, upload and monitor student data through systems such as CALPADS and PowerSchool
- Ability to work under the direction of the Business Manager and Principal
- Experience working with students and parents
- Bilingual ability in Spanish and English

### **Paraprofessionals**

**Intervention Teacher.** GEA intervention teachers are instructional aides who provide supplemental instruction under the direct supervision or with the teacher of record and will hold a bachelor's degree from a recognized college or university, plus a credential or 30-day sub permit from the California Commission on Teacher Credentialing ("CTC"). These documents will be maintained on file at GEA and made available to LAUSD upon request. They act as a lead for all of the intervention staff and provide pull-out intervention support in the afternoons.

#### Responsibilities:

- With the support of the classroom teacher, organize lessons to meet academic needs of students one-on-one or in a small group setting.
- Assessing student progress and maintaining accurate records

- Attending professional development when appropriate
- Maintaining frequent communication with students, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance
- Other duties as assigned

Qualifications:

- Must have obtained a bachelor's degree or higher.
- Must hold a 30-day Substitute Credential
- Must be creative yet organized, independent and self-motivated, enthusiastic, dependable, detail-oriented, flexible, and driven by a desire to help children succeed.
- Must possess good communication skills in oral and written form, including accurate grammar and use of business correspondence forms.
- Must have great interpersonal skills and the ability to work with a variety of different personality types.
- Must present a neat, professional appearance.
- Must be able to adjust schedules, tasks and focus in the event of changing deadlines and priorities

Intervention Aides. GEA Intervention Aides will assist with instruction under the direct supervision of a qualified teacher and will hold an associate's degree from a recognized college or university or have completed 2 years of college with a minimum of 60 semester units (or 90 quarter units) from a recognized college or university. These documents will be maintained on file at GEA and made available to LAUSD upon request.

Responsibilities:

- Supervise children during indoor and outdoor activities to ensure a safe environment at all times.
- Assist with instruction under the supervision of the classroom teacher.
- With the support of the classroom teacher, organize lessons to meet academic needs of students one-on-one or in a small group setting.
- Prepare instructional materials needed to implement the daily activity plans with the classroom teacher.
- Provide a wide variety of age appropriate activities that offer physical and emotional growth.
- Teach children to become responsible for their own behaviors in a positive way that teaches self-respect along with respect for others and the community around them.
- Promote positive interactions at all times.
- Maintain open lines of communication to ensure smooth operations.
- Provide supervision during field trips and other school-related activities.

Qualifications:

- Must have (1) Completed high school; or, (2) Obtained GED.
- Must be creative yet organized, independent and self-motivated, enthusiastic, dependable, detail-oriented, flexible, and driven by a desire to help children succeed.

- Must have great interpersonal skills and the ability to work with a variety of different personality types.
- Must present a neat, professional appearance.
- Must be able to adjust schedules, tasks and focus, in the event of changing priorities.

After School Education Safety (ASES) Program Coordinator. The ASES Program Site Coordinator at Global Education Academy (GEA) oversees the after-school program for grades K-8 across two campuses. The coordinator ensures the program runs smoothly, supporting students' academic, social, and emotional development through a balanced curriculum.

Responsibilities:

- Coordinate and manage the after-school program.
- Supervise and support after-school staff.
- Develop and implement program activities.
- Ensure the program aligns with GEA's educational goals.
- Monitor student progress and program effectiveness.
- Maintain a safe and engaging learning environment.
- Communicate with parents and staff about program activities and student progress.

Qualifications:

- Minimum completion of 60 semester units or 90 quarter units from a recognized college or university.
- BA/BS or above is highly preferred.
- Experience with ASES programs preferred.
- Experience in leading/managing a team.

After School Education Safety (ASES) Instructor. The ASES Instructor is responsible for teaching, supervising, and managing a class of up to 20 students in an after-school setting. The instructor will design and implement engaging curriculum and lesson plans, ensuring a positive and productive learning environment. This role requires strong classroom management skills, a positive attitude, and ability to work cooperatively with other staff members.

Responsibilities:

- Teach, supervise, and manage a class of 20 students.
- Design and implement curriculum and lesson plans.
- Maintain strong classroom management skills.
- Enjoy working with children.
- Exhibit a positive attitude and work cooperatively with other staff.
- Prior experience in teaching/tutoring students in ELA and Math is strongly preferred.
- Prior experience in teaching PE, art, music, technology, Spanish, or Korean is a plus.

Qualifications:

- Minimum completion of 60 semester units or 90 quarter units from a recognized college or university.
- BA/BS or above is highly preferred.

## **Support Staff**

**Yard Supervisor.** The Yard Supervisor at Global Education Academy (K-6) is responsible for providing academic support, supervising students during yard and cafeteria duty, and managing groups during independent work time and after-school enrichment programs.

### Responsibilities:

- Provide academic support under the supervision of certificated staff.
- Supervise students during yard and cafeteria duty.
- Work with groups of students during independent work time and after-school programs.
- Ensure student safety and manage disciplinary issues effectively.
- Assist in lunch program/service.

### Qualifications:

- High school diploma or GED.
- Experience working with students K-6.
- Knowledge of basic school safety and security.

**Campus Aide.** The Campus Aide at Global Education Academy assists in ensuring the safety and well-being of students throughout the school day. This role involves maintaining student discipline, overseeing transitions, and supporting a positive school culture.

### Responsibilities:

- Supervise campus during nutrition, lunch, and transitions.
- Maintain student safety and enforce school rules.
- Report incidents to administration.
- Promote respect and order among students.
- Prevent vandalism, theft, and unauthorized activities.
- Perform additional duties as required by the Site Administrator.

### Qualifications:

- High school graduate or equivalent.
- Experience working with middle school students is recommended.
- Bilingual Spanish speaker is a plus.

**Family Engagement Manager.** The Family Engagement Manager at Global Education Academy is a motivated leader responsible for creating and managing systems to drive and support family engagement efforts across campuses. Reporting to the Executive Director, the role involves collaboration with site administrators, staff, students, parents, and community organizations to enhance relationships between families and the school community.

### Responsibilities:

- Family Engagement and Support:
  - o Plan and develop school-wide events, parent workshops, and community partnership events.

- Recruit and train parent volunteers to enhance involvement and student success.
- Manage a calendar of events for parent activities.
- Student Attendance:
  - Monitor chronic absenteeism with site administrators and office managers.
  - Manage attendance systems and reports.
  - Hold meetings related to student attendance and engagement.
  - Prepare documents for SSPT, SART, SARB meetings, and informal parent meetings.
- Recruitment and Enrollment:
  - Support recruitment efforts to increase student enrollment.
  - Assist with recruitment fairs, meetings, and community events.
  - Establish partnerships with neighboring schools.
- Parent Communication:
  - Connect parents with appropriate staff.
  - Assist with and provide content for newsletters.
  - Recruit parents for success stories for websites and social media.
  - Provide translation at meetings and events.
  - Facilitate resolution of parent complaints and inquiries.
  - Encourage parent involvement in ELAC/DELAC meetings and Parent Advisory Councils.

#### Qualifications:

- High school diploma or equivalent and/or higher.
- Strong organizational and leadership skills.
- Experience in family and community engagement.
- Bilingual Spanish speaker is a plus.
- Ability to work independently and take initiative.
- Excellent communication skills.
- Proficiency in Microsoft Office and Google Suite.

The Charter School may hire other part-time and full-time personnel such as office receptionist and resource manager.

## **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 require all of the following:*

*(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*

*(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(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 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.

### **Comprehensive School Safety Plan**

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related

functions; and (2) 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, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- 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 at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

### **CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING**

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 Education Code section 44691.

### **Medication in School**

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. 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.

### **ATHLETIC PROGRAMS**

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

### **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.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

### **TRANSPORTATION SERVICES**

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

### **WORKPLACE VIOLENCE PREVENTION PLAN**

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

### **HOMICIDE THREATS**

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

### **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 related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, 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.

### **MENTAL HEALTH EDUCATION**

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

### **MENTAL HEALTH INFORMATION**

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

### **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.

### **GUN SAFETY NOTICE**

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California’s child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

### **SUICIDE PREVENTION POLICY**

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, 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 and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

### **HUMAN TRAFFICKING PREVENTION RESOURCES**

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

### **FEMININE HYGIENE PRODUCTS**

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

### **ALL GENDER RESTROOMS**

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

### **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 school day.

## **RECESS**

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

## **CALIFORNIA HEALTHY YOUTH ACT**

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

## **BULLYING PREVENTION**

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

## **LGBTQ RESOURCES TRAINING**

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

## **TRANSPORTATION SAFETY PLAN**

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

The Charter School shall comply with all applicable current law, including Education Code Section 47605(c)(5)(F), which is not reflected in the District's FSDRL.

*Custodian of Records*

Global Education Academy  
Charter Renewal Petition 2025-2032

The Custodian of Records per California Department of Justice requirements will be the Director of Operations.

### *Promoting Health and Wellness*

Physical Education. Physical Education (“P.E.”) classes are a priority at Global Education Academy. GEA offers its students a minimum of 100 minutes of P.E. per week taught by the classroom teacher in grades TK-5, and 200 minutes of P.E. per week taught by a credentialed P.E. Teacher in grades 6-8. This is supplemented with in-class movement sessions designed to give students a break from their rigorous academic program. P.E. sessions incorporate the California State Standards for Physical Education and include lessons focusing on psycho-motor skills, body movement, game play and rules, and sportsmanship. Students will be well prepared to take the 5<sup>th</sup> and 7<sup>th</sup> grade physical fitness tests as offered by the State of California.

GEA Wellness Plan. The Health and Wellness Committee has developed a wellness plan. The Health and Wellness Committee is composed of Charter School staff, parents, students, and community members. The plan outlines expectations regarding, among other things, food offerings at the Charter School and promotion of physical exercise for all students. The Health and Wellness Committee is also responsible for evaluation of the plan’s implementation. The evaluation is presented to the GEC Board once a year in July.

Academic and Counseling Support. GEA offers students in need the opportunity to meet with contracted certified wellness counselors to discuss issues related to mental health and academic achievement. These sessions may be conducted as a small group or one-on-one. They are generally offered once a week for 30 minutes at the Charter School unless circumstances require more time. The purpose of these sessions is to provide students with the skills necessary to cope with school, peers, or stressful family situations.

Community Resources and Referrals. GEA has partnered with various community organizations that provide support and services to students and their families. These organizations meet student and family needs from tutoring and academic services to medical and dental clinics. Included in this list of organizations is KEDREN, Children’s Institute, St John’s Well Child and Family Center, Crystal Stairs, South Central Los Angeles Regional Center, USC School of Dentistry, Family Crisis Center, A Place Called Home, Evans Community Adult School, Los Angeles Public Library, Los Angeles Regional Food Bank, Children’s Hospital of Los Angeles, Mexican American Legal Defense and Education Fund, etc.

## **Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance**

*“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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.

### **Court-Ordered Integration**

#### *Maintaining LAUSD’s Racial and Ethnic Balance*

The goal of Global Education Academy is to provide a high quality education to students regardless of racial and ethnic, special education, or English Learner background. It is expected that our student body will consist primarily of students of color reflecting the ethnic make-up of the surrounding community. However, GEA will actively recruit among all ethnicities, abilities, and linguistic backgrounds to reflect the general population residing within the territorial jurisdiction of the Los Angeles Unified School District.

The plan for achieving racial and ethnic, special education, and English Learner balance includes the following:

- Distribution of informational materials in English and Spanish to various community organizations, community religious organizations, agencies that serve ethnic populations,

- public libraries, recreation centers, local businesses, etc. in the local Exposition Park/Vermont Square and Leimert Park neighborhoods (July – September, March – May)
- Presentations at various preschools in the 90037, 90062, and 90089 zip codes (July - September)
- Presentations at various multiethnic events such as fairs and festivals in the 90037, 90062, and 90089 zip codes (as events come up)
- Announcements in English and Spanish in local media such as La Opinion (September and March)
- Outreach meetings with local businesses and organizations located in 90037, 90062, and 90089 zip codes (throughout the school year)
- Development of promotional materials in various languages, which are providing to the community in the form of flyers and online postings (English and Spanish) (throughout the school year as needed)

These activities will occur throughout the year, but a higher concentration of activity will occur between December and August. GEA will also conduct an analysis of enrollment trends to identify gaps and lack of balance with race, ethnicity, special education and EL students, in comparison to the District. A committee comprised of the principal, administrative support staff, parents, and teachers, will meet to discuss the solutions and strategies designed to meet enrollment needs.

*How this Plan will Achieve and Maintain the LAUSD Racial and Ethnic Balance Goal*

This plan will help to achieve and maintain the LAUSD racial and ethnic balance goal by increasing the number of ethnically diverse students entering the lottery during the open enrollment period. For example, if as result of community outreach the lottery pool for kindergarten contains 50% African American and 50% Hispanic students, our chances of having equal numbers from both groups in the matriculating class is almost guaranteed. That is, an increase in the number of ethnically diverse lottery applicants will proportionally increase the number of admitted students who represent this diversity. The population of African American students enrolled at GEA has more than tripled since the 2017-18 school year. An increase in the number of diverse applicants has led to an increase in the number of African American students.

*How GEA will Achieve a Ratio of Students in Special Education, and English Learners, including Redesignated Fluent English Proficient Pupils that is Reflective of the General Population Residing within LAUSD*

Students enrolled in GEA live in the immediate community that GEA is located in. Word of mouth amongst parents has increased our population of students with disabilities. GEA has implemented a successful Special Education program that is in compliance with all IEP timelines. About half of the students enrolled in GEA are classified as English Learners, which is reflective of the community in which GEA is located. GEA does not offer preferential enrollment, and our admissions policy strictly states that GEA does not discriminate enrollment based on special education needs, language needs, etc.

GEA will look at the ratio of students in special education, English Learners, and those who have been identified as redesignated fluent English proficient students before Open Enrollment, which is in October of every school year and compare it with the ratio of these students for the population in the District in the neighborhood. Recruitment materials will be distributed in English and Spanish to assist families of English Learners, and information about the Charter School’s Special

Education program and ELD program will be included in the recruitment materials as well as the Charter School's website to encourage families to enroll in GEA. Spanish speaking staff will be able to support families who speak Spanish only and provide detailed information about the Charter School's educational program. Parent meetings, orientations, and other marketing efforts will be held in English and Spanish. GEA will make every effort to recruit and maintain students to achieve a ratio of students in special education, English Learners, and redesignated fluent proficient students that is reflective of the general population residing in LAUSD.

## **Element 8 – Admission Policies and Procedures**

*“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(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 will 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, including immigration status, 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.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not

limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

### **PREGNANT AND PARENTING STUDENT ACCOMMODATIONS**

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

### **SEXUAL HARASSMENT POLICY NOTICE**

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

### **Admission Requirements**

### *Student Recruitment*

GEA will actively recruit a socio-economically and ethnically diverse student population from the District and surrounding areas that values our commitment to global education and to our pedagogical and philosophical mission. All students in California are eligible to attend GEA, and the Charter School will adhere to all applicable laws governing the minimum age for public school attendance.

In accordance with our vision of a diverse student population, we have developed a recruitment and admission process designed to reach out to all families and to enable the Charter School to have an environment that facilitates our pedagogical plan for global education.

By nature of the demographics of its planned location, GEA's recruitment plan focuses on recruiting academically low-achieving and economically disadvantaged students. In recruitment materials and at recruitment meetings, information regarding the success of GEA in helping students with a history of low academic performance and of low socio-economic status are highlighted.

The Charter School will also actively seek to include special needs students in its recruitment plan by stating in recruitment materials and at recruitment meetings that GEA offers a special education program for students with disabilities.

Parents/guardians of admitted students will be encouraged to attend an orientation meeting to learn about the educational program offered at the Charter School. Those students whose parents/guardians have attended an orientation will also receive an informational packet to ensure that the school's educational focus, student expectations, and key policies and procedures are conveyed and understood. Multiple orientations will be held at various times to accommodate all families. Informational packets for families unable to attend orientations will be made available. Parents are informed that attendance is not required in order for students to be enrolled at GEA.

### *Lottery Preferences and Procedures*

Students who are enrolled at Global Education Academy are exempt from the lottery and are guaranteed admission in the following school year. The Charter School gives preference to siblings and children of GEA staff (limited to 10% of charter school staff). If the Charter School receives a number of applications that exceeds the number of available spaces, a public random lottery is conducted, with preference for available spaces given in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Children of GEA staff (up to 10% of charter school's total enrollment)
3. Students who reside within the boundaries of LAUSD
4. All other students

Priority enrollment is provided to keep families together at GEA.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

### *Random Public Drawing*

In the event that applications for enrollment exceed capacity at any grade level, the Charter School will conduct a random public drawing. Public notice will be given on the procedures for the lottery in advance to all interested students. This notice will be posted on the Charter School's website, on the Charter School's premises, and be included as part of the orientation meeting for parents. Students whose parents have included personal contact information on the application form will receive notice via regular USPS mail, phone call, or e-mail.

Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

Only interest forms received during the open enrollment period will be included in the primary public random drawing. Open enrollment begins March 1 of the school year prior to which matriculation occurs and ends the first Friday in April that school is in session. Parents are informed by phone call, regular USPS letter or e-mail at the time of open enrollment that a lottery will occur if the number of applicants exceeds capacity. The interest form serves as automatic entry into the lottery. If the number of applicants exceeds capacity before the close of open enrollment, the lottery is held on the first Monday that school is in session following the close of open enrollment. Parents do not need to be present at the lottery. Following the lottery, the Office Manager informs parents of the results by phone call and by letter. Parents will have two weeks to respond after the phone call was made or the letter was sent, whichever is later, to let the Charter School know that they will be enrolling their child and picking up an enrollment packet. When parents come in to pick up the enrollment packet, they also make an appointment to turn in the packet by the end of the school year prior to enrollment.

Procedures that will be followed and related materials used will be made available to the LAUSD Charter School's Division. LAUSD's Charter School's Division and Charter Office staff is welcome to observe the Random Public Drawing should one be necessary.

The lottery will occur on Charter School premises. The lottery will be held at 4:00 p.m. on the first Monday that school is in session following the close of open enrollment to allow the maximum

number of attendees. Once open enrollment period ends, all applicants will receive invites via US mail and telephone of the date and time for the random public drawing. Families will be encouraged to attend the public drawing. During the lottery, names of applicants will be drawn for the available spaces. Once maximum enrollment has been reached, the remaining names will continue to be drawn and placed on a waiting list in the order drawn.

In the event of vacancies during the school year, students will be admitted from the waiting list in the order they were drawn. In no circumstance will a waitlist carry over to the following school year. Parents/Guardians of students selected through the lottery or later promoted off the waiting list will be contacted via phone and mail by the Office Manager. Parents/guardians must respond within two weeks of the call or mailing date, whichever is later. Parents are to respond in person by coming to the school to sign a confirmation notice provided by the school. Parents may also send a letter of confirmation via registered mail.

Wait lists are maintained for the current enrollment year. Any enrollment forms received after the open application deadline will be held in abeyance for a subsequent lottery, if needed.

Once on a waitlist, a student will remain on the list until one of the following occurs:

1. The student is accepted into the Charter School as a space becomes available and enrolls in the school;
2. The parent/guardian requests in writing that the student be removed from the waitlist;
3. The academic year ends.

GEA will keep copies of all notices and announcements regarding the lottery in a separate binder. GEA will keep copies of all interest forms received during the open enrollment period in this application binder. The date received will be noted on all forms, and the names of parents and children will be logged on an applicant roster. When the open enrollment period ends, and if the number of applicants exceeds capacity, notice will be given to all parents/students via methods described above. Copies of letters sent to parents and a log of calls made to parents will be kept in the binder as well. Evidence of public notice of the lottery will also be placed in the binder. As parents inform the Charter School of their intent to enroll subsequent to the lottery, corresponding confirmation or rejection letters will be placed in the binder.

Notwithstanding the foregoing, GEA may refine lottery policies and procedures in accordance with a written policy adopted by the GEC Board of the Charter School .

All lottery and enrolment procedures are explained at the informational meetings, upon request at the front desk, in writing in the form of announcements and bulletins, and on the Charter School's website. The Executive Director and principal shall maintain fairness in administering all admission, lottery and wait list procedures by overseeing the random public drawing and checking in with the office staff to ensure subsequent random drawings are held to determine the order of the waitlist.

## 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(c)(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)(c)(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

#### *Persons Responsible for Contracting with Audit Provider*

The ad hoc fiscal committee consisting of three GEC Board members selects an independent auditor through a request for proposal process. The auditor will have, at minimum, a CPA and experience working with educational institutions (preferably charter schools) and approved by the State Controller on its published list as an educational audit provider.

#### *Positions at the Charter School Responsible for Working with the Auditor*

The Executive Director, Director of Operations, and the Principal work with the back office provider who in turn works with the independent auditor to supply requested information.

#### *State Controller’s List of Approved Auditors*

To ensure that the auditor selected is approved by the State Controller and is on its published list as an educational audit provider, the Director of Operations shall provide said list to the ad hoc fiscal committee prior to releasing its request for proposal to the public. The request for proposal released by the ad hoc fiscal committee will include the requirement that any applicant be on the published list of educational audit providers. The ad hoc fiscal committee will use the list to qualify/disqualify potential candidates in the initial stages of review.

*Process to Address and Resolve any Deficiencies, Findings, Material Weaknesses, Audit Exceptions*

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by December 15 of each year.

The Executive Director, along with the GEC Board's ad hoc fiscal committee, will review any audit exceptions or deficiencies, and report them to the GEC Board with recommendations on how to resolve them. The GEC Board makes recommendations for curing audit findings. The GEC Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same, with the goal being to address the finding before the following month's meeting. Any audit exceptions will be addressed at the GEC Board meeting following receipt of the initial audit report. The independent fiscal audit of the Charter School is public record to be provided to the public upon request.

The person responsible for ensuring the completed audit is submitted shall be the Director of Operations.

## **Element 10 – Suspension and Expulsion Procedures**

*“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*

*(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(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.. 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.

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 in this section.

#### **HOMEWORK TO SUSPENDED STUDENTS**

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

#### **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 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, involuntary removals, 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.

The Charter School shall comply with all applicable current law, including Education Code Section 47605(c)(5)(J), which is not reflected in the District's FSDRL.

## School Climate and Discipline System

GEA has developed and maintains a comprehensive set of student discipline policies that clearly describe the school's expectations for attendance, positive behavior supports, incentives, student work, mutual respect, and safety. In accordance with the mission and goals of the GEA, parents/guardians, students, and staff will periodically review student discipline policies and their implementation at the Charter School. Recommendations will be made to the GEC Board for review. These policies and updates will be included in the school's Parent-Student Handbook. Parents/guardians will be asked to verify that they have reviewed and understand the policies prior to enrollment. The policies at GEA emphasize prevention over punishment through a school culture of caring and respect, and through clear and consistent policies. Individuals who are a part of the school community—teachers, staff, parents, and other community members—provide a context of self-awareness, considered action, and reflective response that encourages students to make meaningful choices for their own lives as well as for their communities.

### *School-Wide Positive Behavior Intervention and Support*

GEA believes that the development of a schoolwide positive behavior support plan is key to maintaining positive school environments. The positive behavior support plan, in accordance with District discipline policies, will focus on preventative measures first and then appropriate consequences when issues do arise. The following strategies are used as part of the school's positive behavior support and discipline prevention program:

- **Rigorous / Relevant Instruction:** When students are engaged in learning that is rigorous and relevant, they will be more engaged. The more engaged a student is with learning, the fewer the behavior problems. Rigorous and relevant curriculum will be measured through the use of the Observation Protocol for Academic Literacy, a peer observation tool developed by Loyola Marymount University.
- **Cultural Awareness:** Teachers and staff will receive professional development in this area to expose them to various cultural norms that may be in contrast with those of the school. Teachers and staff will recognize that certain culturally deployed behaviors are not necessarily indications of disrespect.
- **Consistency:** Teachers and staff will provide consistent feedback to students regarding their behavior. Consistency of feedback will be utilized across time and with all students. This will allow students to develop a knowledge of school norms behaviors.
- **Positive Reinforcement:** Positive reinforcement of student behavior will take many forms. School wide, as part of the adoption of Character Counts!, students will be given blue raffle tickets when they exemplify positive traits related to the Six Pillars (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship). These tickets may be used for the monthly raffle or at the student store. Names of students exemplifying these traits will also be posted in a Six Pillars chart in each classroom. Within the classroom, positive reinforcement will also occur. In-class support includes the use of points, names on the board, publishing parties, Bring Your Own Technology Days, Free Time, etc. for those students exemplifying the six traits.

### *Tiered Behavior Intervention*

GEA utilizes a tiered system of supports to promote and encourage positive behavior. Tier I focuses primarily preventative strategies, while Tiers II and III represent progressive consequences that ensue when Tier I strategies fail.

<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>
<ul style="list-style-type: none"> <li>- Development of school wide positive culture</li> <li>- Positive reinforcement of exemplary behaviors</li> <li>- Consistent feedback and messaging</li> <li>- Rigorous/Relevant lessons</li> <li>- Collaboration with families</li> </ul>	<ul style="list-style-type: none"> <li>- Individualized support plans</li> <li>- Collaboration with families</li> <li>- Informal counseling</li> <li>- Academic support through the intervention program</li> <li>- Behavior contracts</li> <li>- Classroom management support for teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Alternatives to suspension</li> <li>- Informal counseling</li> <li>- Student Success Team meeting with regards to behavior</li> <li>- Use of outside resources/agencies</li> <li>- Behavior contracts</li> <li>- Screening for Special Education Services</li> </ul>

### *Restorative Justice Practices*

GEA believes that restorative justice practices are essential to building a positive school community where students learn how to navigate disagreements and social conflicts. When a conflict arises and harm has been done, students are encouraged to repair that harm through self reflection as well as through face-to-face communication that is mediated by staff members. Through these practices, students are able to learn which behaviors are suitable for the school environment, and over time they are able to make more appropriate behavior choices. Students will be required to decide how they can repair their relationships/damage that was caused by their actions.

### *Alternatives to Suspension*

GEA believes that suspension is to be used as a last resort and that the student’s best interests are served if the student can remain at school in a learning environment. Alternatives to suspension that the school will employ are listed as follows:

- Restorative Justice
- Culturally Responsive Teaching
- Parent conferences
- Reflective journaling and letter writing
- Behavior contracts
- Informal counseling
- Individualized Behavior Support Plans

### *Professional Development*

GEA will provide professional development to certificated and classified staff so that a positive environment can be maintained. This professional development will occur during the two-week orientation that occurs before the school year starts and during selected Tuesday afternoon PDs throughout the year. Topics covered during the professional development sessions will include the following:

- Creating a positive environment
- Age-level appropriate consequences

- Culturally Responsive Teaching
- Developing Behavior Support Plans
- The SST Process
- Classroom management techniques
- Creating a constructivist classroom

### *Using Data*

GEA has implemented the use of a MTSS platform called *Panorama Education*. This allows teachers and staff to see various data for our students in one place—attendance, academic achievement, ELPAC, CAASPP, and NWEA scores. On this platform, teachers are able to include any behavior incidents/referrals, which allows staff and administrators to support the whole child. The use of *Panorama* will make the monitoring of behavior data more streamlined and pulling data will be much easier.

### **In-School Suspension**

GEA believes that attendance at school and participation in the class is of utmost importance. However, in-school suspensions may be required when a student fails to respond to strategies listed above under the section *Alternatives to Suspension*.

A student who is the recipient of an in-school suspension will receive classwork from the teacher. The teacher will go over the required classwork at the beginning of the day and will provide follow-up and feedback on the work at the end of the day. The student may also be required at this time to complete a reflective journaling exercise and/or write letters of apology to the offended party. This time may also be used to facilitate interaction with a contracted certified wellness counselor to help the student understand the context and consequences of his/her behavior. The student will at all times be supervised by certificated personnel in an area that is conducive to study and reflection—usually in the administrator’s office. The student will have access to the administrator or certificated personnel supervising the student if they need academic support during this time. An administrator notifies the parent(s)/guardians or the foster child’s educational rights holder, attorney, and county social worker via telephone of an in-school suspension, and a meeting is held when needed/requested.

The maximum number of days that a student can receive an in-school suspension is two days per incident and ten total days during one academic year. In school suspension will not be an option for the following 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 district personnel;
- Made terrorist threats against school officials or school property, or both

### **Grounds for Out-of-School Suspension and Expulsion/Suspension and Expulsion Policy and Procedures**

The Suspension and Expulsion Policy and Procedures (“Policy”) have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In

creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations. All suspension and expulsion procedures will comply with federal and state constitutional procedural and substantive due process requirements applicable to all students and inclusive of foster youth and their representatives. Additionally, the Charter School's process for investigating incidents and collecting evidence will be fair and thorough.

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 this 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<sup>3</sup> are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Principal's Office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

## **A. Grounds for Suspension and Expulsion of Students**

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<sup>3</sup> The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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

## **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- 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 a student's own prescription products by a student.
- 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 policy, “hazing” means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, “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 policy, “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 their own safety or for their 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 their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, 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 provision shall apply to students in any of grades 4 to 8, 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 their age, or for a person of their 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 their physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with their academic performance.
    - iv. Causing a reasonable student to experience substantial interference with their 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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe,

or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 policy, “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 student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student 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 or other dangerous object of no reasonable use to the student 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 Principal or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

- b) Brandished a knife at another person.
  - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
  - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for the following offenses when it is determined the student has repeatedly failed to bring about proper conduct despite multiple opportunities for student to reflect upon and correct their behaviors through restorative methods:
- 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 a student's own prescription products by a student.
  - 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 policy, “hazing” means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, “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 policy, “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 their own safety or for their 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 their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 8, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, 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 provision shall apply to students in any of grades 4 to 8, 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 their age, or for a person of their 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 their physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with their academic performance.
    - iv. Causing a reasonable student to experience substantial interference with their 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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
- (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 policy, “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 student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student 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 or other dangerous object of no reasonable use to the student 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 Principal or designee’s concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or GEC Board 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 destructive 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 student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- 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 any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

### **C. Out-of-School Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher or staff member who referred the student to the Principal or Administrative Designee (designated credentialed teacher).

The conference may be omitted if the Principal or Administrative Designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference.

Penalties shall not be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian, at the conference.

## 2. Notice to Parents/Guardians

At the time of the suspension, the Principal or Administrative Designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. 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 and twenty (20) school days in one school year. For students with an IEP and students with a Section 504 Plan, the total number of days the student may be suspended from school shall not exceed ten (10) school days in any year. If a suspension reaches 10 school days, the Charter School shall provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights, and a hearing adjudicated by a neutral officer within a reasonable number of days. At which the pupil has the right to bring legal counsel or an advocate.

Upon a recommendation of expulsion by the Principal or Administrative Designee, the student and the student’s parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. The maximum time for an extended suspension is 40 school days until a final decision has been made on the expulsion recommendation. 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

student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. During the time of the suspension, the student will be placed on independent study, if the student and parent/guardian agree. The student will be provided with instructional materials used in the classroom to be taken home along with the assignments that students are expected to complete in class and at home.

This determination will be made by the Principal or Administrative Designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. The teachers of the student will provide the parent with a listing of all classroom and homework assignments and a brief explanation thereof. The parent may return all assignments to the teachers for grading. If there is a test that will be missed, the teacher at his/her discretion will offer a make-up test upon the student's return. The parent will acknowledge receipt in writing of all homework and class assignments and any other relevant texts and/or materials that the student will be using at home. If the student or parent has questions regarding the assignments, the teacher will provide phone/teleconference assistance to the student, not to exceed normal working hours of the teacher, and not to interfere with instruction time.

A student/parent may appeal a suspension to the Executive Director within three school days following the suspension. The student/parent shall submit a letter to the Executive Director, which shall state the name of the student, the offense, and why the suspension should not take place. The Executive Director shall make a determination on the appeal within two school days following receipt of the appeal. The decision of the Executive Director is final. During the appeal, the student shall have access to his/her educational program as normal.

#### **D. Authority to Expel**

As required by Education Code Section 47605(c)(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 either upon the recommendation of a neutral and impartial hearing officer or a neutral and impartial Administrative Panel, to be assigned by the Executive Director as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the GEC Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Hearing Officer or Administrative Panel shall make the final determination for expulsion.

GEA will enter a Memorandum of Understanding (MOU) with LAUSD to provide educational

placement in LAUSD alternative placement programs for students residing in LAUSD's geographic boundaries prior to the expulsion proceedings. GEA will enter in similar MOUs with other school districts for students who reside outside of LAUSD boundaries.

### **E. Expulsion Procedures**

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

The Principal or designee shall either select a Hearing Officer or appoint an Administrative Panel to hear and consider the recommendation for expulsion. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA unless the student 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 at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. 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.
9. A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

### **F. 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 student.

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 their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness 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 entity conducting the expulsion hearing (Hearing Officer or Administrative Panel), the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness 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 entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness 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 entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their 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 entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **G. 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. A copy of the recording is available to the student and/or parent/guardian within ten (10) business days of a written request.

### **H. 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 Hearing Officer or Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Hearing Officer or 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 student, 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 their testimony heard in a session closed to the public.

### **I. Expulsion Decision**

The Hearing Officer or Administrative Panel shall make a final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing.

If the Hearing Officer or Administrative Panel decides not to recommend expulsion the student shall immediately be returned to their previous educational program.

## **J. Written Notice to Expel**

The Principal or designee, following a decision of the Hearing Officer or Administrative Panel to expel, shall send written notice of the decision to expel, including the adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; (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; and (c) Information about reinstatement eligibility, rehabilitation plan, and alternative educational placements during the expulsion.

The Principal 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.

## **K. 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.

## **L. Expulsion Appeal Process**

Parents/Guardians may appeal the expulsion decision of the Hearing Officer or Administrative Panel by making a written request and submitting it to the GEC Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a GEC Board meeting is convened at which time the parent(s)/guardian(s) must attend to present their appeal. The appeal hearing with the GEC Board will be convened within ten (10) school days of receipt by the Charter School of any parent or guardian appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the hearing, the GEC Board will make a final decision based on the information presented by the parent(s)/guardian(s) and information from the original expulsion hearing. The Principal or designee will send written notice to the parent/guardian of the Board's decision within seven (7) calendar days of the appeal hearing. If the Charter School Board decides to uphold the entity conducting the hearing's decision to expel, the decision shall be final.

## **M. Expelled Students/Alternative Education**

Students 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.

## **N. Rehabilitation Plans**

The rehabilitation plan shall include at minimum:

- Date when student may reapply for admission
- Description of student offense for which expulsion was recommended
- Description of social/emotion and academic needs of student
- Goals related to student progress in social/emotional and academic areas
- Description of related benchmarks and/or objectives
- Supports Charter School will offer during expulsion period
- Persons/entities responsible for providing supports
- Description of and timelines for progress monitoring
- Persons responsible for monitoring progress of student

### **O. Readmission or Admission of Previously Expelled Student**

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the GEC Board following a meeting with the Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the GEC Board following the meeting regarding the Principal's or designee's determination. The GEC Board shall then make a final decision regarding readmission or admission of the student 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 student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Expelled students shall have the right of return after one calendar year of expulsion or upon the date given in the rehabilitation plan, whichever is sooner, providing space is available. If space is not available at Charter School, student will be placed on wait list. Readmission is made pending review of progress made on rehabilitation plan. If the goals have not been met as established in the rehabilitation plan, the GEC Board will produce a description of the following:

- Progress made during the expulsion period
- Areas of continued student need
- Academic and social/emotional supports school will continue to offer after readmission
- Persons/entities responsible for providing supports
- Progress monitoring plan during the course of enrollment

### **P. Notice to Teachers**

The Charter School shall notify teachers of each student 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.

## **Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**

### 1. Notification to District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District for the discipline of any student with a disability or student that the Charter School or the District would be deemed to have knowledge that the student had a disability.

### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## **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(c)(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.

### **Certificated Staff Members**

GEA certificated teaching and certificated administrative staff will participate in the State Teachers Retirement System (“CalSTRS”). GEA will work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. Employees will accumulate service credit years in the same manner as all other members of STRS. The Charter School will pay into CalSTRS – administered by LACOE, Division of School finance. The Charter School plans to work with Hess and Associates for reporting the payroll transactions for our CalSTRS employees.

Upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with Internal Revenue Code Section 414(d), related regulations, and the government plan’s requirements.

As Charter School participates in CalSTRS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code.

The staff member responsible for the onsite fiscal management (currently the Director of Operations) will be responsible for ensuring that appropriate arrangements for the aforementioned coverages have been made for certificated staff members.

### **Classified Staff Members**

All other full-time staff including non-certificated administrative support staff will participate voluntarily in a 403(b) or similar plan and the federal social security system.

The person responsible for ensuring that appropriate arrangements for the aforementioned coverages have been made is the Director of Operations.

### **Other Staff Members**

All staff positions are covered above.

## 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(c)(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.

GEA will inform parents/students of their right to choose to attend other public schools in their district of residence or pursue inter-district transfers using the following notification methods:

- Through marketing literature given to parents before submitting interest and lottery forms
- Verbally and in writing at the time of enrollment
- Through postings on the Charter School website
- Through Class Dojo
- Through one call message
- At informational and orientation meetings

## 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(c)(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(c)(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 section 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, 20th Floor  
Los Angeles, California 90017

Principal Linda Lee  
Global Education Academy  
4141 S. Figueroa St.  
Los Angeles, CA 90037

- 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, 20th Floor  
Los Angeles, California 90017

Principal Linda Lee  
Global Education Academy  
4141 S. Figueroa St.  
Los Angeles, CA 90037

- 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, 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, 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(c)(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(g) 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 Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

### **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(f)) 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(k) and 47607(j), 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 Schools Closure - Requirements and Recommendations” 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.

In the event that the Charter School shall close, the Executive Director and Principal will serve as the Charter School’s agents responsible for ensuring all closure-related procedures and activities are completed.

### **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 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period 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 30th 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 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. 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. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.

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. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and 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.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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). (Ed. Code § 47606.5(b).)

## ADDENDUM

### Assurances, Affirmations, and Declarations

Global Education Academy (also referred to herein as “GEA” and the “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(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”). Preferences shall not result in limiting enrollment access for 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, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- 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, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(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 “Federal, State and District Required Language” (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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, 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(c)(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(c)(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(c)(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(d).)

#### **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.

#### **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 Master Plan for English Learners and Standard English Learners *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). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

### **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.

## **Use of District’s Special Education Policies and Procedures and Data Systems**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

### **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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(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(c)(5)(C).)*

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

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(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(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

#### **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.

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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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 and all student confidentiality and privacy laws

including compliance with the Family Educational Rights and Privacy Act (FERPA). 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.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

### **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(c)(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(1). 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 require all of the following:*

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*
- (ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(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 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.

### **Comprehensive School Safety Plan**

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) 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, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- 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 at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

### **CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING**

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 Education Code section 44691.

### **Medication in School**

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. 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.

### **ATHLETIC PROGRAMS**

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

### **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.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

### **TRANSPORTATION SERVICES**

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

### **WORKPLACE VIOLENCE PREVENTION PLAN**

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

### **HOMICIDE THREATS**

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

### **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 related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, 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.

### **MENTAL HEALTH EDUCATION**

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

### **MENTAL HEALTH INFORMATION**

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible

to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

### **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.

### **GUN SAFETY NOTICE**

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

### **SUICIDE PREVENTION POLICY**

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, 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 and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

### **HUMAN TRAFFICKING PREVENTION RESOURCES**

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

### **FEMININE HYGIENE PRODUCTS**

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

### **ALL GENDER RESTROOMS**

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter

School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

### **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 school day.

### **RECESS**

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

### **CALIFORNIA HEALTHY YOUTH ACT**

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

### **BULLYING PREVENTION**

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

### **LGBTQ RESOURCES TRAINING**

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

### **TRANSPORTATION SAFETY PLAN**

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care

motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

### **Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance**

*“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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 Policies and Procedures**

*“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(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 will 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, including immigration status, 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.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

### **PREGNANT AND PARENTING STUDENT ACCOMMODATIONS**

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

### **SEXUAL HARASSMENT POLICY NOTICE**

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

### **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(c)(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)(c)(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:

- k. Provisional Budget – Spring prior to operating fiscal year
- l. Final Budget – July of the budget fiscal year
- m. First Interim Projections – November of operating fiscal year
- n. Second Interim Projections – February of operating fiscal year
- o. Unaudited Actuals – July following the end of the fiscal year
- p. Audited Actuals – December 15 following the end of the fiscal year
- q. Classification Report – monthly according to Charter School’s Calendar
- r. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

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

## **Element 10 – Suspension and Expulsion Procedures**

*“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*

*(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(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.. 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.

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 in this section.

### **HOMEWORK TO SUSPENDED STUDENTS**

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

### **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:

- C. Was the misconduct caused by, or directly and substantially related to the student's disability?
- D. 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 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:
  - C. Was the misconduct caused by, or directly and substantially related to the student's disability?
  - D. 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, involuntary removals, 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(c)(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(c)(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(c)(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(c)(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 section 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:

- 6) 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, 20th Floor  
Los Angeles, California 90017

Principal Linda Lee  
Global Education Academy  
4141 S. Figueroa St.  
Los Angeles, CA 90037

- 7) 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.
- 8) 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.
- 9) 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.

- 10) 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:

- 5) 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, 20th Floor  
Los Angeles, California 90017

Principal Linda Lee  
Global Education Academy  
4141 S. Figueroa St.  
Los Angeles, CA 90037

- 6) 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.

- 7) 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.
- 8) 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.
- 9) 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(c)(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(g) 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 Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

### **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(f)) 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(k) and 47607(j), 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 Schools Closure - Requirements and Recommendations” 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:

9. 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.
10. 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.
11. 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.
12. 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.
13. 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.
14. 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.
15. 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.
16. 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:

5. The effective date of the closure of Charter School

6. The name(s) and contact information for the person(s) handling inquiries regarding the closure
7. The students' school districts of residence
8. 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:

3. A description of the circumstances of the closure
4. 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:

4. Information on how to enroll or transfer the student to an appropriate school
5. 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
6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the closure of Charter School
5. The name(s) and contact information for the person(s) handling inquiries regarding the closure
6. 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:

10. 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.
11. 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.
12. 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.
13. 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.
14. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
16. 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.
17. 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.

18. 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:

4. 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.
5. 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.
6. 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:

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports

## 8. 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:

5. 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.
6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
8. 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:

- d. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- e. Make final federal tax payments (employee taxes, etc.)
- f. 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 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period 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 30th 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:
  - (iii)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
  - (iv)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.
  - (iii)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.

(iv) **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:

5. 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 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. 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.
6. 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.
7. 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.

8. 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.
10. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
11. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
12. 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. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.
13. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
14. 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. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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, 28th Floor, Los Angeles CA 90017 at the outset of the Charter

agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and 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.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District’s and Its Board of Education’s status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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). (Ed. Code § 47606.5(b).)