



California Creative Learning Academy Middle School
Charter Renewal Petition
July 1, 2026 – June 30, 2028

Submitted to Los Angeles Unified School District on
November 13, 2025

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Assurances, Affirmations, and Declarations

California Creative Learning Academy Middle School (also referred to herein as “CalCreative MS,” “CalCreative Middle School,” and “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.

General Information

The name and title of the contact person for the Charter School is:	Dr. Linda Lee, Executive Director/Principal
The contact address for the Charter School is:	California Creative Learning Academy Middle School 2709 Media Center Drive Los Angeles, CA 90065
The contact phone number for the Charter School is:	(323) 539-2810
The current address(es) of the Charter School is/are:	California Creative Learning Academy Middle School 2709 Media Center Drive Los Angeles, CA 90065
The proposed Community of Schools to be served:	Glassell Park
Location(s) is/are in the LAUSD Board District:	5
Location(s) is/are in the LAUSD Region:	Central
The grade configuration of the Charter School is:	6th - 8th
The number of students in the first year (should align with that for Year 1 of the budget, as well as the rollout plan, as well as the in the petition, if applicable) will be:	110
The grade level(s) are:	6th - 8th
The total enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	225
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
The regular bell schedule will be:	M,W,Th,F Staggered: 8:30 a.m.-3:30 p.m. Tu Staggered 8:30 a.m. – 2:30 p.m.
If approved, the term of this Charter for Low performing schools (ensure term consistency throughout the document e.g., rollout plan, LCFF, etc.)	July 1, 2026 – June 30, 2028

Community Need for the Charter School

California Creative Learning Academy Middle School provides an alternative educational model for students in the Glassell Park and surrounding communities. We believe that students learn best when presented with learning experiences that include their voice, ideas, and creativity. It is important to note that our educational program is not a performance-based art program, but rather a program that teaches core curriculum in and through the arts. Although there are other charters and magnet schools in the area, we offer the community a progressive constructivist educational model.

In most middle school programs, the arts are presented to students as electives and are taught to students in isolation. In comparison, CalCreative MS' philosophy emphasizes an interdisciplinary approach that brings together the learning objectives of multiple disciplines, including the arts. The arts are valued as a core curriculum and are taught in parallel with the other disciplines so that the learning experiences and the skills developed in one academic area inform and enrich students' learning in other disciplines. Additionally, CalCreative MS' emphasis on project based learning and civic engagement nurtures the curiosity, confidence, collaborative skills, and innovation that students will need to be successful as 21st century learners.

Charter Renewal Criteria and Eligibility

Pursuant to *Education Code* Section 47607(c), as an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider a charter school's placement under the performance categories, which is based on the charter school's performance under the California School Dashboard ("Dashboard").

Under this criterion, a charter school is placed into one of the three performance level categories: high, middle, or low. The determinations for charter renewals for each category are as follows:

- **High:** A charter school in this category is eligible for a five-, six-, or seven-year renewal term.
- **Middle:** A charter school in this category may be renewed for a five-year term.
- **Low:** A charter school in this category may be renewed for a two-year term only if it meets the conditions under *Education Code* Section 47607.2(a)(4).

Based on the results of the 2024 Dashboard, CalCreative MS was placed in the Low Performing category under **Criterion 2:**

- The All Students indicators are not all the same or higher than the state (Math 24).
 - Does not pass into High Performing.
- There are at least two student groups receiving a color (Hispanic and Socioeconomically Disadvantaged ("SED")), and these have at least two academic indicators in each year (English Language Arts, Math).
- Of these indicators, CalCreative MS scored lower than the state on 5 out of 8 indicators.
 - Passes into Low Performing

Indicator	State Color	CalCreative Color	CalCreative Outperforms State?
ELA 23 All Students	Orange	Yellow	Yes
ELA 23 Hispanic	Orange	Yellow	Yes
ELA 23 SED	Orange	Orange	No
Math 23 All Students	Orange	Yellow	Yes
Math 23 Hispanic	Orange	Orange	No
Math 23 SED	Yellow	Orange	No
ELA 24 All Students	Orange	Orange	No
ELA 24 Hispanic	Orange	Red	No
ELA 24 SED	Orange	Red	No
Math 24 All Students	Orange	Red	No
Math 24 Hispanic	Orange	Red	No
Math 24 SED	Orange	Red	No

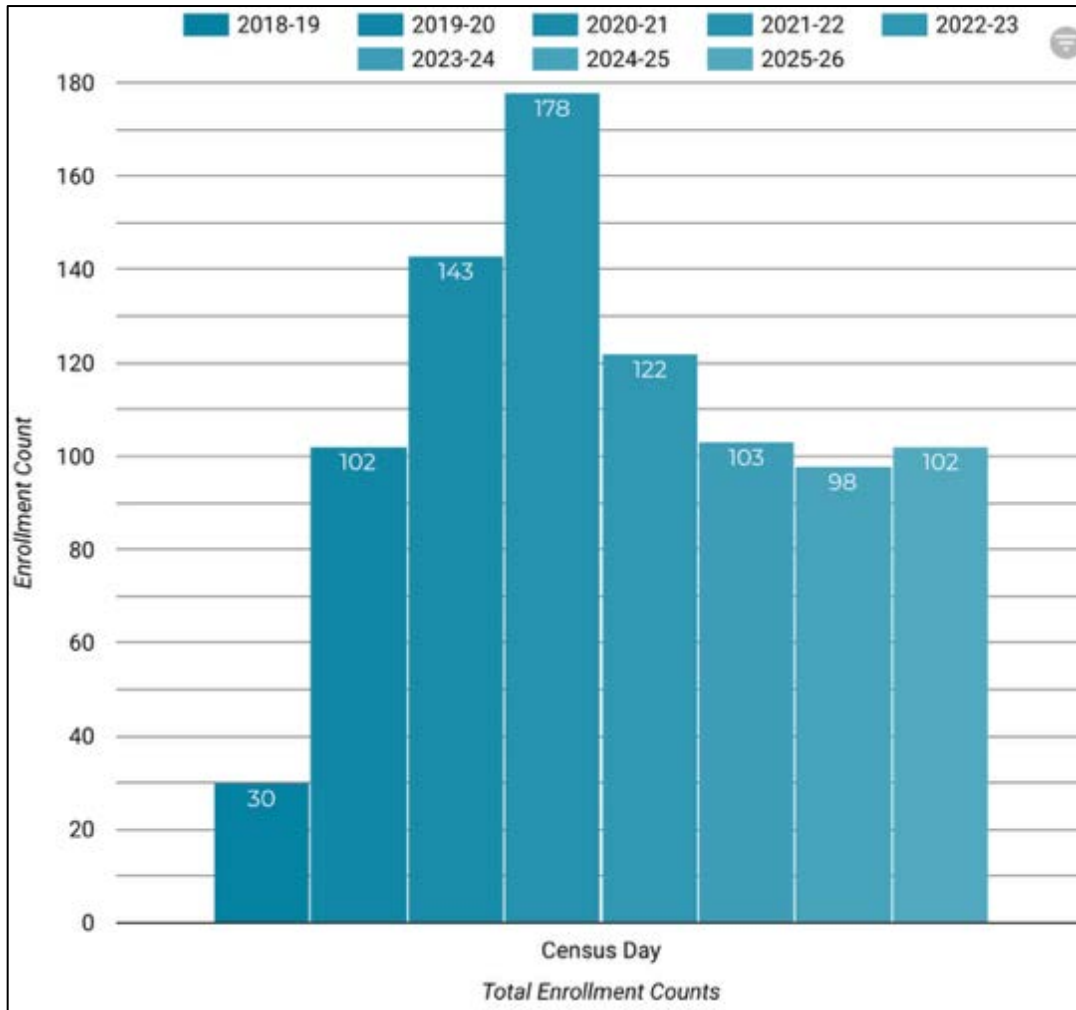
Under Education Code Section 47607.2(a)(1), a chartering authority may renew a charter school that has been identified as low performing by composing written factual findings specifying evidence of the following:

- (A) The charter school is making meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school, pursuant to Education Code Section 47607.2(a)(3)(4).

The CalCreative MS governing board has approved an action plan, described in the section labeled “School Action Plan” later in Element 1, to make meaningful steps to address the underlying causes of low performance, and the Charter School has achieved measurable increases in academic achievement, as will be demonstrated in this petition.

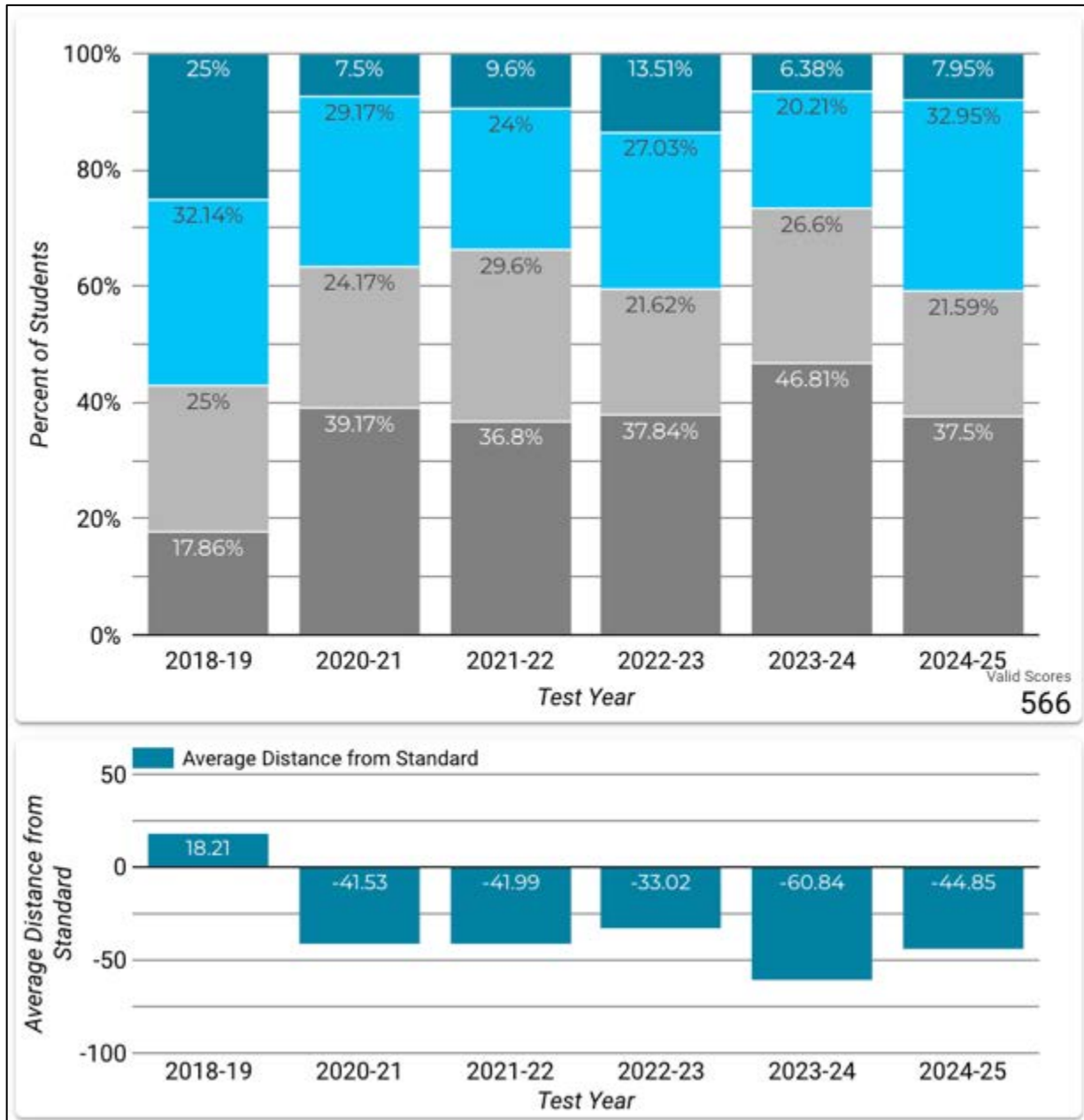
School Enrollment Over the Current Charter Term

The Charter School began with 30 students at the beginning of its current charter term in 2018-19. It grew to 178 students by 2022 and currently has 103 students.



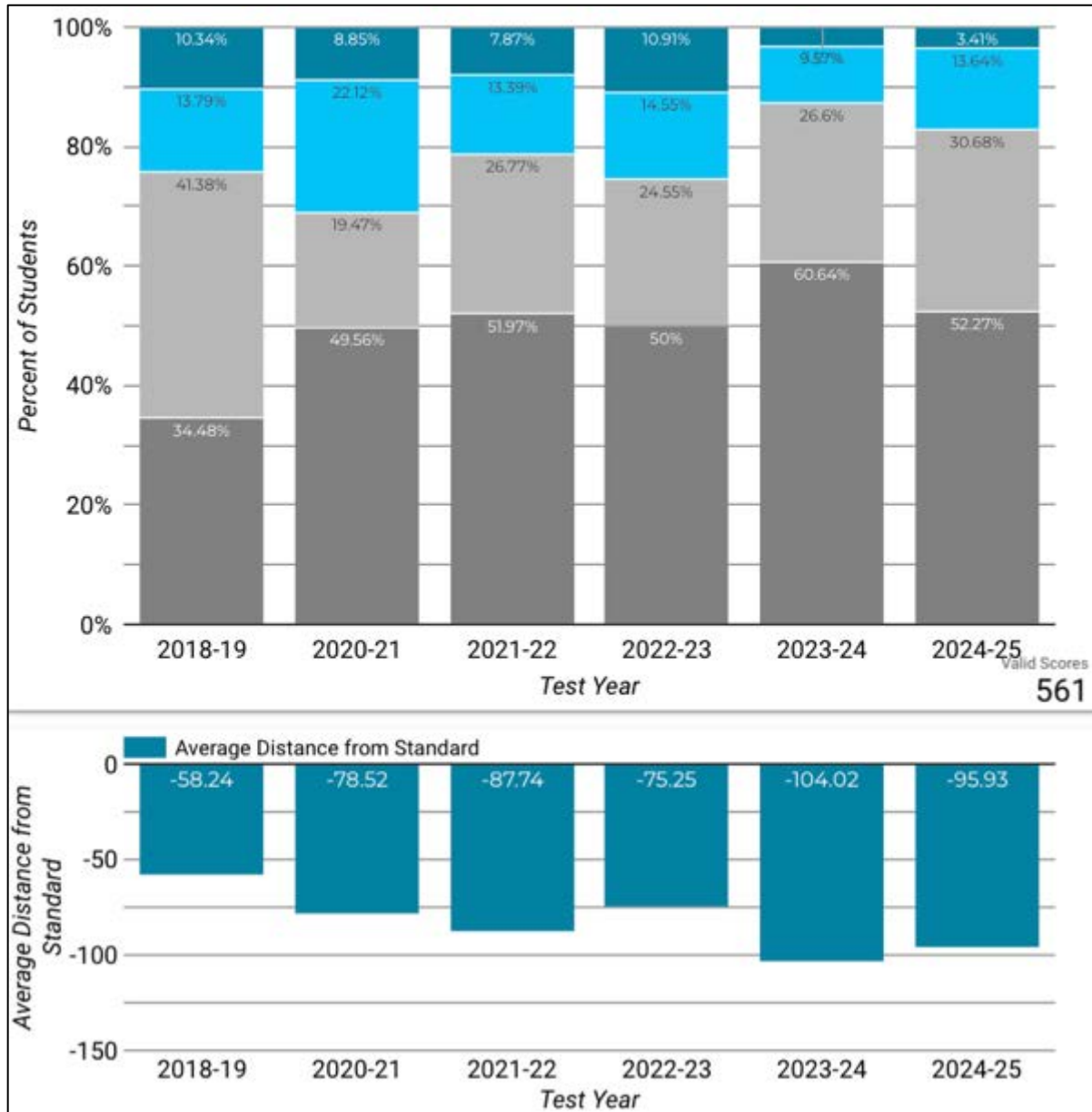
Student Performance over the Charter Term

CAASPP ELA 2019-2025



Source: Parsec and CAASPP and CA School Dashboard, ELA.

CAASPP Math 2019-2025



Source: Parsec and CAASPP and CA School Dashboard, Math.

As demonstrated the schoolwide English Language Arts (“ELA”) and Math scores in these charts, the Charter School suffered from learning loss during and after the pandemic, as did many schools. It was making positive strides toward academic recovery in 2023, but scores dipped again in 2024 due to a convergence of factors addressed in the School Action Plan. Since implementing these actions, student scores across all student groups have improved.

California School Dashboard Data over Charter Term

	2019	2020	2021	2022	2023	2024	2025
Enrollment	30	102	143	178	122	103	88
Chronic Absenteeism	41.7%			48.1% Very High	41.2	37.4%	37.7%
Suspension Rate	0%			0% Very Low	0%	0.9%	0%
English Learner Progress				57.1%	28.6%	36.4%	*
English/Language Arts	+6.5			-88.9 Very Low	-33.5	-60.8	-44.9
Mathematics	-58.2			-119.5 Very Low	-75	-104	-95.9

Source: California School Dashboard, 2019-2025

*Data suppressed: <11 students

5X5 Movement in ELA from 2024 to 2025

Academic Indicators					
English Language Arts/Literacy for Grades 3–8					
Performance Level	Declined Significantly from Prior Year (by 15.1 points or more)	Declined from Prior Year (by 3.0 to 15.0 points)	Maintained from Prior Year (declined or increased by 2.9 points or fewer)	Increased from Prior Year (by 3.0 to 14.9 points)	Increased Significantly from Prior Year (by 15.0 points or more)
Very High +45.0 points or more in Current Year	Green	Green	Blue	Blue	Blue
High +10.0 to +44.9 points in Current Year	Green	Green	Green	Green	Blue
Medium -5.0 points to +9.9 points in Current Year	Yellow	Yellow	Yellow	Green	Green
Low -5.1 to -70.0 points in Current Year	Orange	Orange	Orange	Yellow	Yellow
Very Low -70.1 points or fewer in Current Year	Red	Red	Red	Orange	Orange

Source: Parsec and CA Dashboard

The 2025 California School Dashboard demonstrates strong growth in ELA, with All Students “Increasing Significantly”, Hispanic students “Maintaining”, and SED students “Increasing.” We believe this is due to the implementation of actions we had started as part of our School Action Plan.

5x5 Movement in Math from 2024 to 2025

Mathematics for Grades 3–8					
Performance Level	Declined Significantly from Prior Year (by 15.1 points or more)	Declined from Prior Year (by 3.0 to 15.0 points)	Maintained from Prior Year (declined or increased by 2.9 points or fewer)	Increased from Prior Year (by 3.0 to 14.9 points)	Increased Significantly from Prior Year (by 15.0 points or more)
Very High +35.0 points or more in Current Year	Green	Green	Blue	Blue	Blue
High 0.0 to +34.9 points in Current Year	Green	Green	Green	Green	Blue
Medium -0.1 to -25.0 points in Current Year	Yellow	Yellow	Yellow	Green	Green
Low -25.1 to -95.0 points in Current Year	Orange	Orange	Orange	Yellow	Yellow
Very Low -95.1 points or fewer in Current Year	Red 2024 All Students 2024 Hispanic	Red 2024 SED	Red	Orange 2025 All Students 2025 Hispanic 2025 SED	Orange

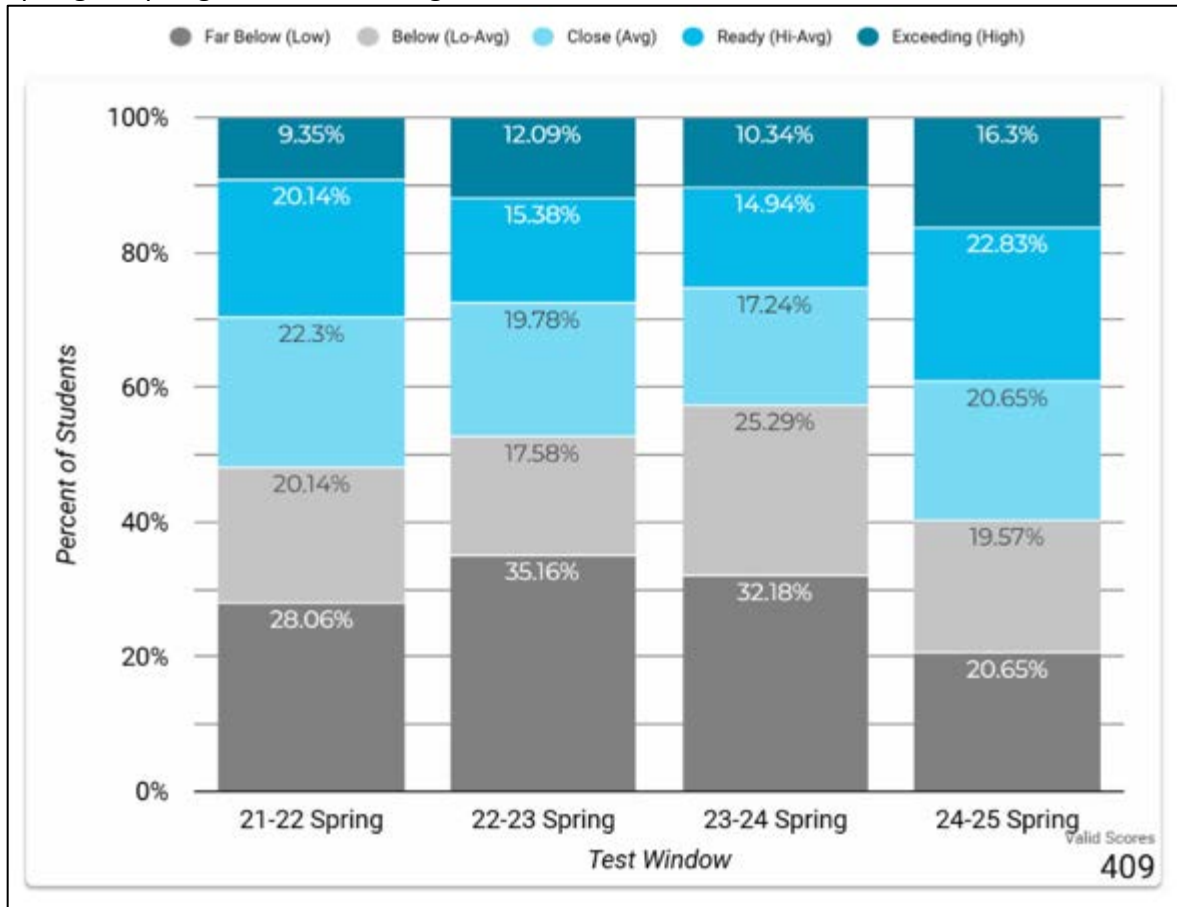
Source: Parsec and CA Dashboard

The 2025 California School Dashboard demonstrates growth in Math, as well, with All Students, Hispanic students, and Socioeconomically Disadvantaged students all “Increasing” from the prior year.

Verified Data

CalCreative MS uses NWEA as its local assessment to measure student growth over time. Historically, the Charter School was analyzing Spring to Spring data. Now that local educational agencies (“LEAs”) are using the Conditional Growth Index for same-year Fall to Spring scores, CalCreative MS has begun using those comparisons, as well. Both comparisons are included below for the years in which comparisons were available.

Spring to Spring Trends – Reading

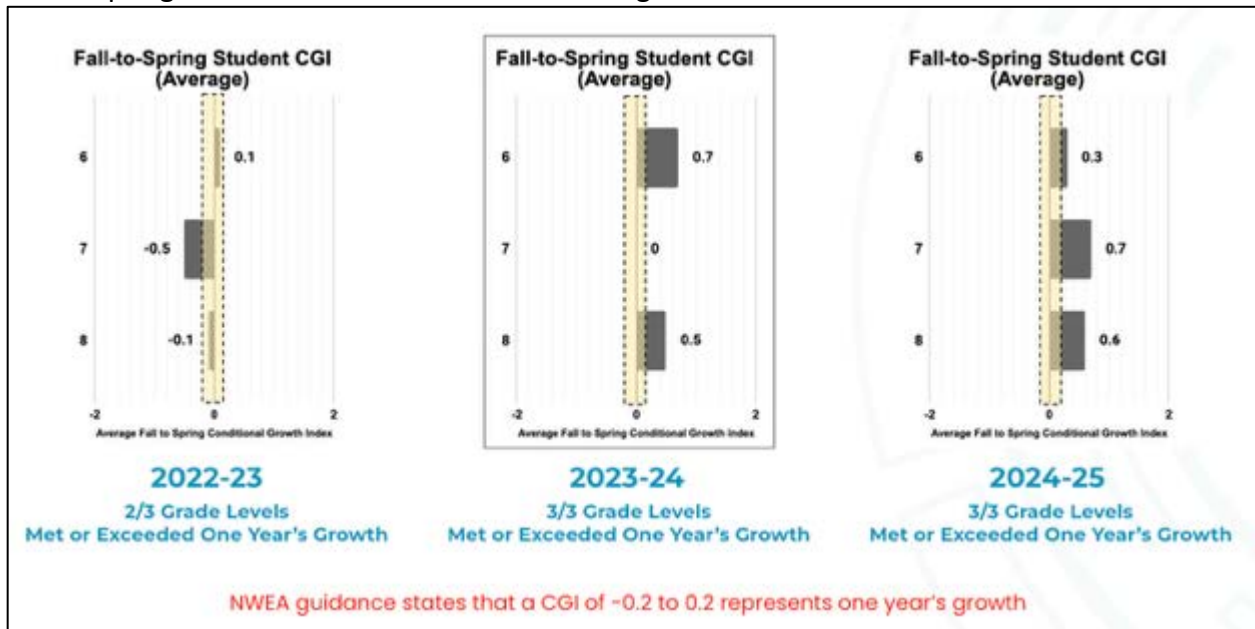


Source: Parsec and NWEA Spring Trends, 2022-2025

This chart shows Spring to Spring performance trends over the past four years that consistent Reading data has been collected. Since implementing strategies in our Action Plan for 2024-25, we noticed a 17.3% increase in Close, Ready and Exceeding levels.

Additionally, the percentage of students in the Far Below performance band has decreased by 11.5%.

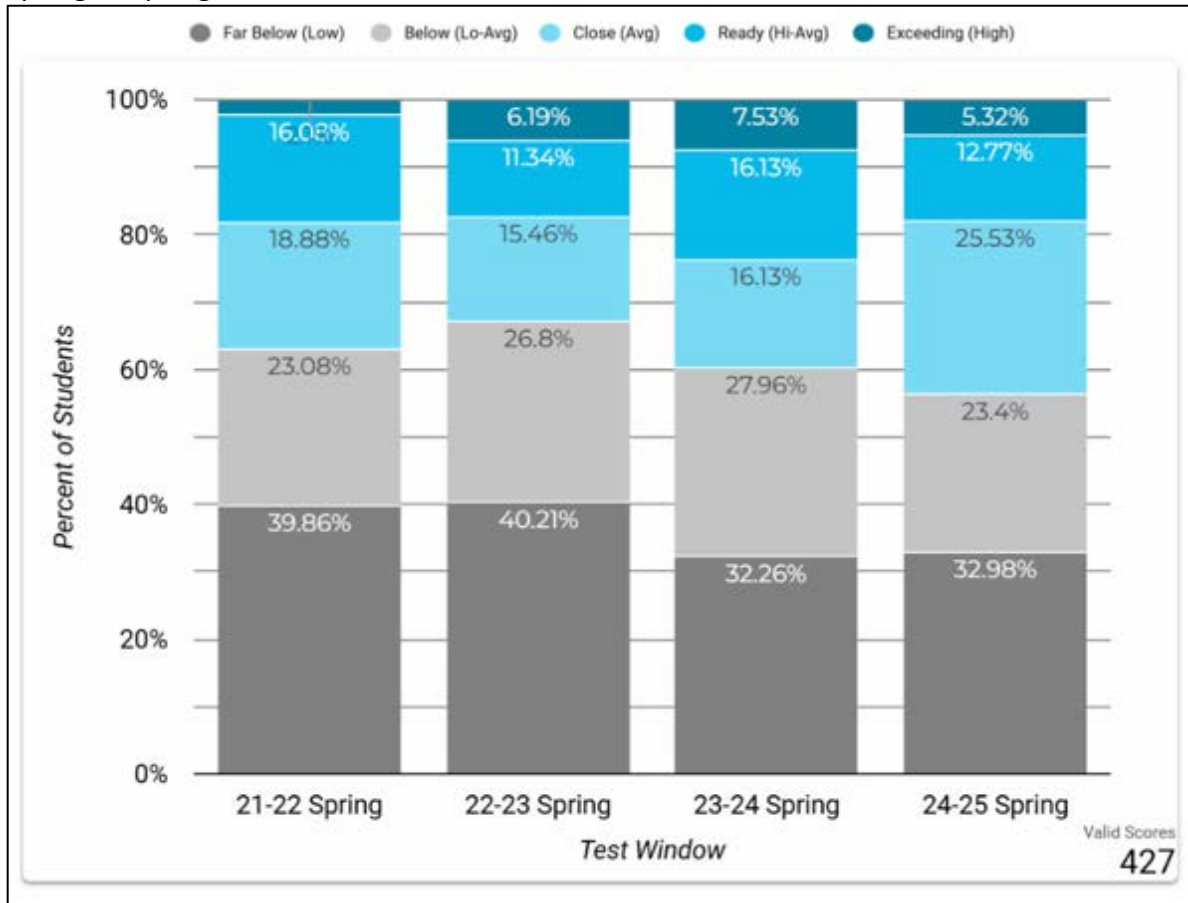
Fall to Spring Conditional Growth Index – Reading



Source: Parsec and NWEA based on new 2025 Norms.

For the past two of three years that Fall to Spring Conditional Growth Index information has been available for Reading, all grade levels met or exceeded one year's growth, with the largest growth occurring in 2024-25, after implementing Action Plan strategies in ELA.

Spring to Spring Trends - Math

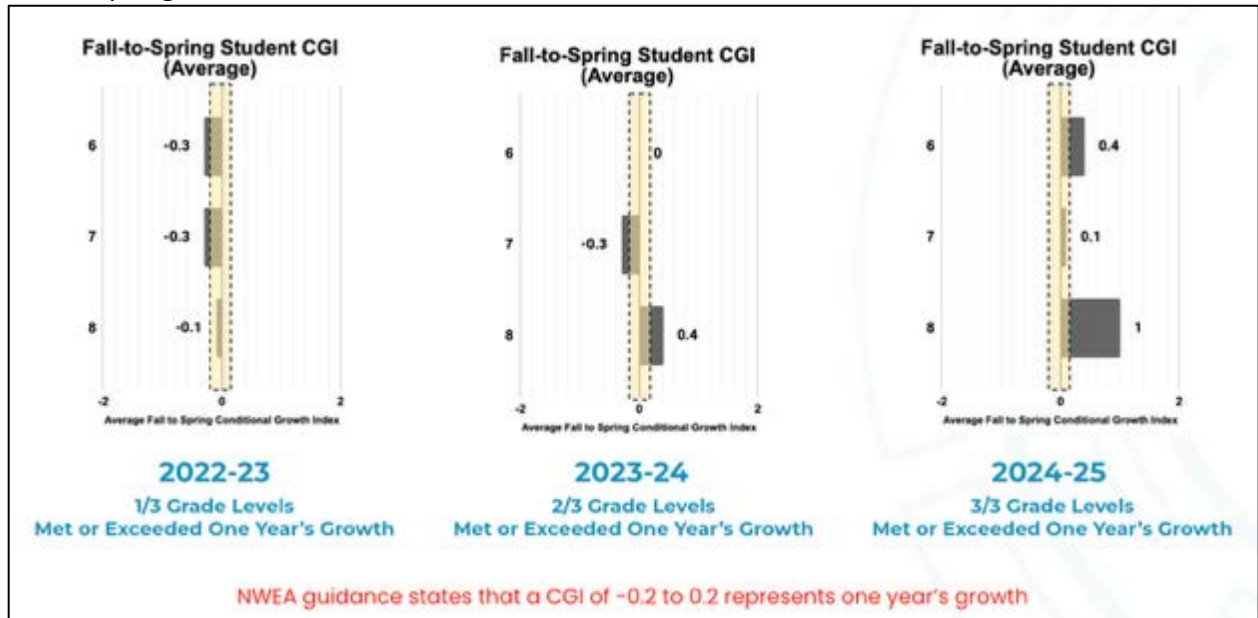


Source: Parsec and NWEA Spring Trends, 2022-2025

This chart shows Spring to Spring performance trends in Math over the past four years that consistent Math data has been collected. Since implementing strategies in our Action Plan for 2024-25, we noticed a 3.8% increase in Close, Ready and Exceeding levels.

While the percentage of students in the Far Below performance band did increase slightly (0.7%), the percentage of students in the Below performance band decreased by 4.6%.

Fall to Spring Conditional Growth Index – Math



Source: Parsec and NWEA based on new 2025 Norms.

For the past three years that Fall to Spring Conditional Growth Index information has been available for Math, growth had been slow until 2024–25, when all grade levels met or exceeded one year’s growth after implementing Action Plan strategies in Math.

Over the course of the charter term, California Creative Learning Academy Middle School, as a small school, was more significantly impacted by the challenges posed by pandemic-related learning loss and other factors that are identified in our School Action Plan. While ELA and Math scores experienced fluctuations in those years, the implementation of targeted strategies has led to measurable improvements across all student groups in 2025.

Both local assessments and California School Dashboard data confirm that students are making meaningful gains, with increases in proficiency levels, reductions in students performing in the lowest bands, and consistent growth as measured by the Conditional Growth Index. These outcomes underscore the effectiveness of our focused, data-informed interventions and highlight the school’s capacity to accelerate learning, close achievement gaps, and support all students in reaching their full academic potential.

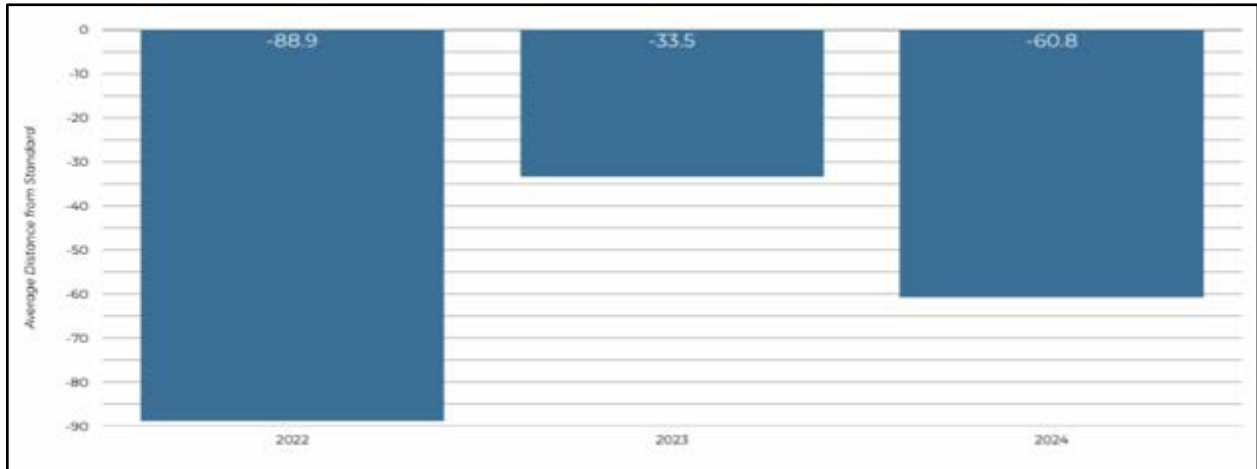
School Action Plan

California Creative Learning Academy Middle School is committed to fostering academic excellence and equitable growth for all students through its School Action Plan. This plan outlines a targeted, data-informed approach to improving student performance in English Language Arts, Mathematics, and English Learner progress, building on demonstrated gains and addressing persistent challenges. Through careful analysis of assessment data, root-cause investigations, and reflection on post-pandemic learning impacts, we have identified strategic actions to strengthen foundational skills, accelerate learning for students with disabilities, and enhance language development for English Learners. By combining evidence-based instructional practices, differentiated supports, teacher professional growth, and strong leadership, this plan provides a clear roadmap for accelerating achievement, closing gaps, and ensuring that every student is prepared for academic success and lifelong learning. The first section outlines the plan to improve academic performance in ELA, followed by actions for math, and the third section outlines actions to improve on the Dashboard’s English Learner Progress Indicator (“ELPI”).

Plan to Improve Academic Performance in English Language Arts

California Creative Learning Academy Middle School’s performance in ELA has shown significant growth from 2022 to 2023, with our **Distance from Standard (“DFS”) improving from -88.9 to -33.5**, and **substantial gain of 55.4 points**.

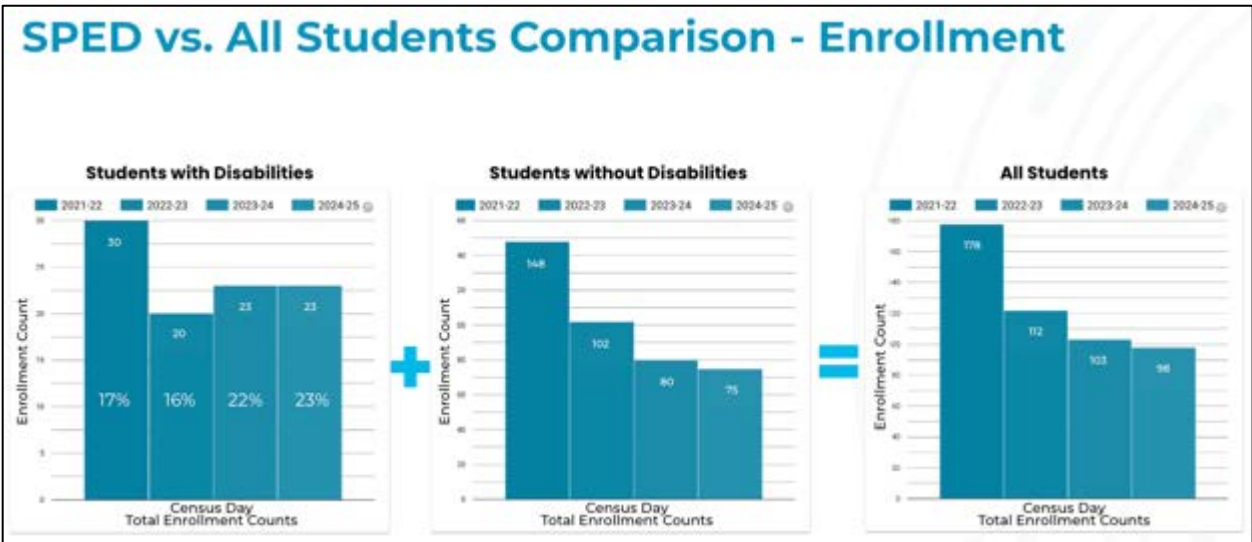
ELA DFS 2022-2024



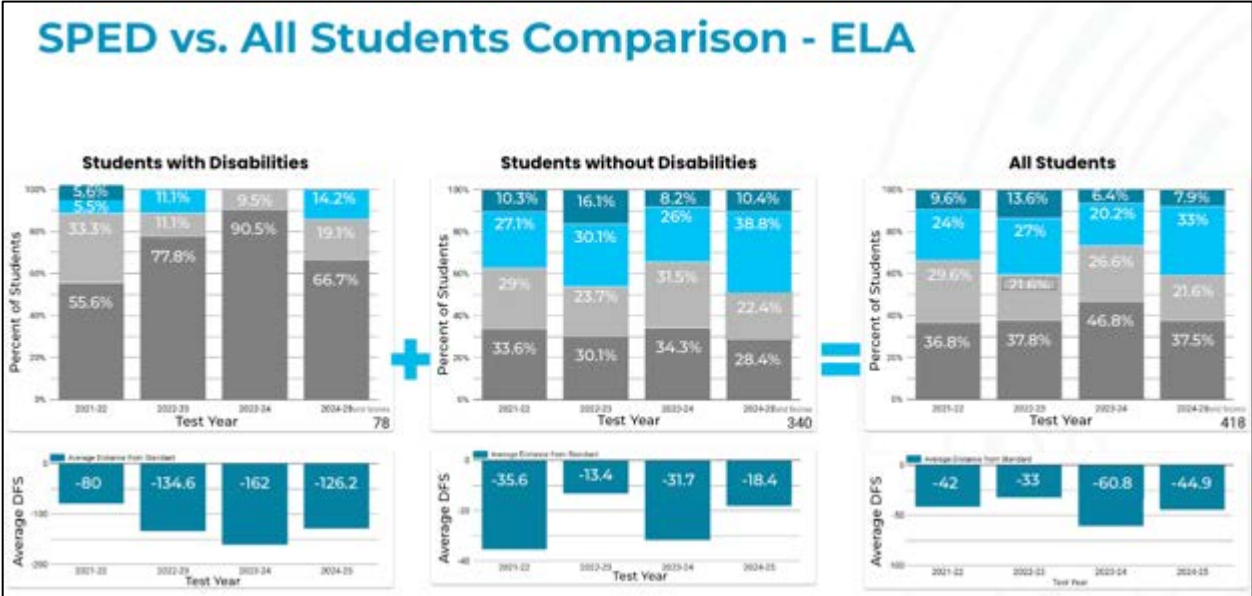
Source: Parsec and CA Dashboard

Root-Cause Analysis for Meaningful Improvement in English Language Arts

In analyzing California Assessment of Student Performance and Progress (“CAASPP”) scores, we noticed that a large number of our students with disabilities (“SWD”) were not meeting standards in ELA compared with other student groups. With the increasing percentage of students with disabilities in our student body, (almost 1 in 4) this was having a considerable impact on our overall academic achievement. The Parsec chart below demonstrates the growth in the percentage of Students with Disabilities from 17% to 23% from 2020-21 to 2024-25.



In the chart below, our DFS for 2025 shows a significant improvement from -60.8 in 2024 to -44.9 in 2025 - a significant increase of 15.9 points for All Students. We also demonstrated growth of 35.8 points in 2025 for our Students with Disabilities. Although we have increased significantly in ELA this past year, we continue to see the urgency of increasing the rate by which we close the gap, particularly for our students with disabilities, 66.7% of whom are still scoring in the “Not Met” category.



Source: Parsec and CAASPP and CA Dashboard 2022-2025. Note that the 2025 DFS for Students Without Disabilities was predicted, as that information was not available at the time of submission.

The area to leverage the strongest growth would be to address students’ foundational gaps in reading, with a strong focus on closing the gaps for our students with disabilities. Although we see that the area of writing has a slightly larger gap, we need to focus on strengthening students’ ability to read so that they are exposed to and can apply grammar, structure, vocabulary, and organization to their writing. Although they are not a significant subgroup, our students with

disabilities do present about 1 out of every 4 students. We need to provide stronger targeted support and access to our students with disabilities, as they are more significantly behind than other subgroups.

Many of our students’ reading gaps stem from the disruptions of remote learning in their early years. Our middle schoolers spent crucial foundational skills building years, K-2nd grades, learning virtually, which was ineffective for developing decoding, fluency, and comprehension. We continued to see the impact of this learning loss upon return to in-person learning, which was also compounded by the significant increase in mental health struggles after the shift to remote learning. Due to the isolation, increased screen time, and lack of activity and socialization students were exhibiting increased anxiety and depression, leading to more behavioral dysregulation.

In order to close these gaps in meaningful ways, we need effective teachers who are able to organize curriculum and differentiate learning experiences that are aligned with our constructivist, arts-integrated, and social emotional learning approach. In Los Angeles, post-pandemic mobility, high cost of living, and increased student needs have factored into teachers leaving the area. Before last year, we had struggled with teacher turnover, with both changes in teachers mid-year and having multiple assignments filled by long-term substitutes. This hindered our ability to provide strong and consistent teaching and learning opportunities for our students. In addition, we also experienced misalignment and turnover with our middle school administrator, which impacted the ability to support teachers in their work. Therefore, not only must we assign effective teachers, we must also invest in their ongoing growth and development. This includes strong support for onboarding new teachers and ensuring that the lead administrator is fully aligned with—and trained in—CalCreative’s pedagogy and practices.

Measurable Goal to Improve CalCreative MS’ ELA Performance

Continue to show stronger growth by decreasing the DFS in English Language Arts by 32 points for all numerically significant student groups by 2028.

Student Group	2024 DFS	2025 DFS	2026 DFS Projection	2027 DFS Projection	2028 DFS Projection
All Students	-60.8	-44.9	-35	-33	-28
SED	-85.3	-77.9	-75	-65	-55
Hispanic	-84.9	-83	-75	-65	-55

Actions for Improving ELA Performance

Continuing Strategies

We have implemented a multipronged approach to improving student achievement by strengthening support for students, teachers, and administrators.

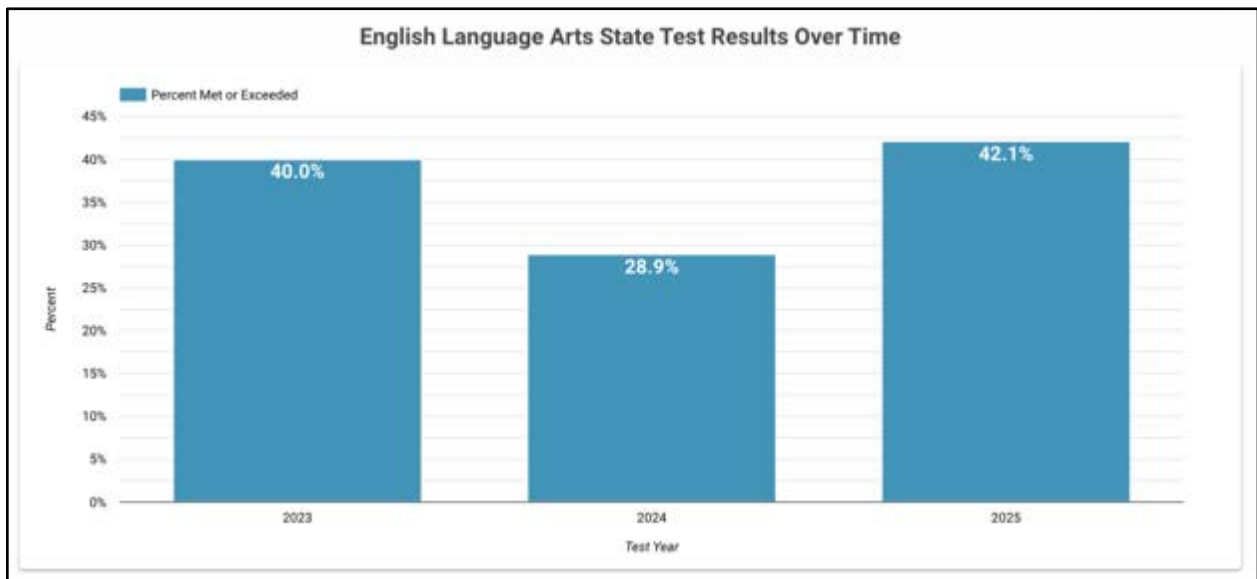
- **Professional Learning Communities: Data Focus on Subgroups & Teacher Inquiry**
Implementation of individual and subgroup performance tracking of student performance using NWEA MAP Growth scores with team SMART goals that identify areas for teacher learning and actions differentiated by subgroups. The Professional Learning Communities (“PLCs”) foster collaborative work that highlights the sharing of expertise with the goal of improvement of teaching practices and student achievement.
- **Schoolwide Focus on Differentiation**
With the wider spectrum of differentiated learning needs, we have made differentiation a schoolwide focus area. Teachers focus on differentiation in their grade level Professional Learning Communities as well as in the teacher evaluation system. They utilize a rubric to assess the level at which they are differentiating and in conjunction with the California Standards for the Teaching Profession Continuum, make learning plans for tailoring lessons to individual students' needs by adjusting the content, process, and product.
- **Dedicated Intervention Time**
We have a dedicated intervention time which allows for students to work on their areas of need individually and with the teacher.
- **Social Emotional Well Being & Restorative Practices**
Our program integrates Social-Emotional Learning and Restorative Justice Practices through explicit instruction, classroom integration, and schoolwide supports such as restorative circles and peer mediation. These practices are essential to creating a supportive middle school environment, especially in addressing post-pandemic social and emotional needs. They help students manage emotions, build empathy, and make responsible decisions, while restorative practices promote belonging, accountability, and community. Together, they strengthen relationships, reduce conflict, and build the resilience and confidence students need for academic and personal success.
- **Teacher Coaching**
We utilize Cognitive Coaching, a model that develops stronger individuals within a team and better organizational teams overall. With Cognitive Coaching, a coach guides a person to reflect on their goals, analyze challenges, and find their own solutions using techniques like open-ended questions and paraphrasing, rather than solving the problems for them. It deepens their reflective practices, leads to a more conscious and improved teaching style, and enhances their ability to plan, monitor, and adjust instructional methods.
- **Lead Administrator with Pedagogical Knowledge and Training**
We recognize the importance of having leaders who not only believe in the CalCreative’s mission and vision but are also skilled in supporting others to advance that work. In recent years, the organization has employed various administrators to guide the instructional

program but has faced challenges finding leaders who require minimal onboarding to effectively support teachers in constructivist and interdisciplinary practices. In 2024, the decision to have the elementary school principal, who has served the organization for thirteen years, lead the Professional Learning Communities resulted in stronger student academic performance.

- **Assignment of Teachers with California Creative Learning Academy Experience to Middle School**

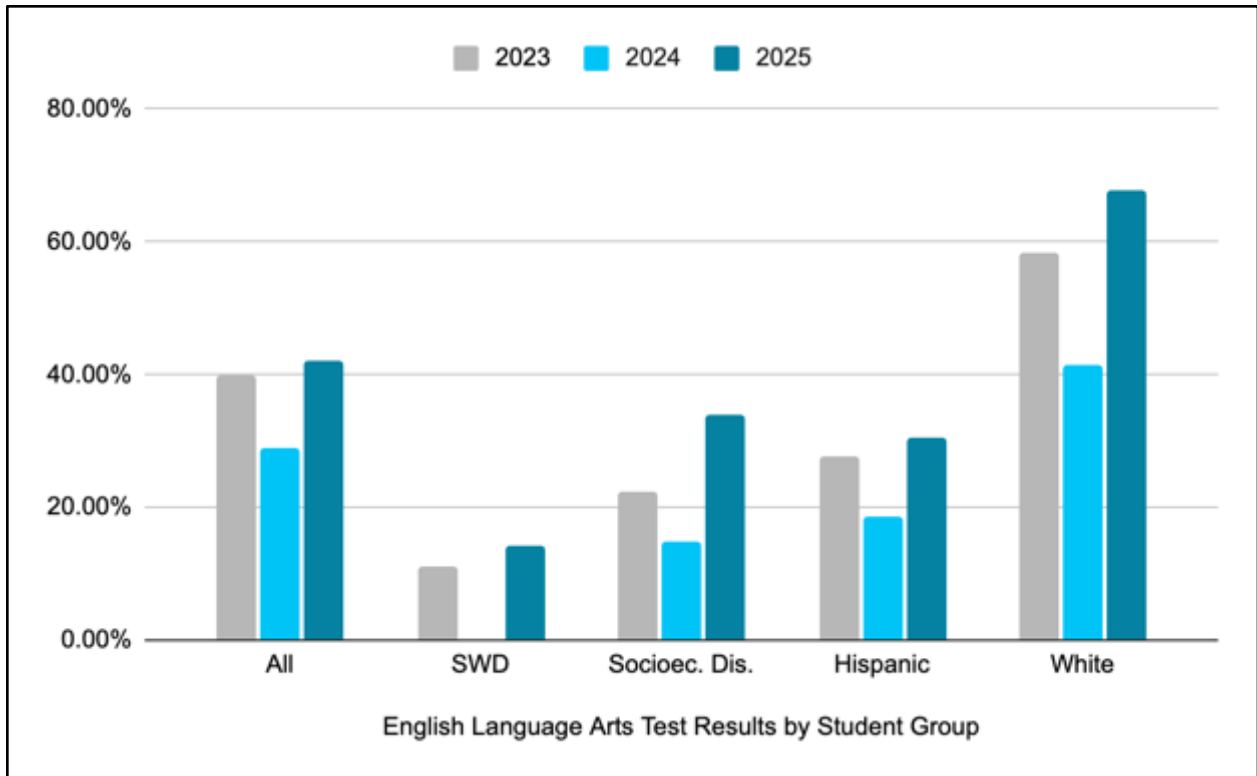
In response to the post-pandemic teacher turnover and the persistent challenge of recruiting experienced educators, the organization made a strategic decision in 2024 to assign several of its more experienced teachers within the California Creative Learning Academy program to the middle school. This initiative was undertaken to enhance instructional stability, maintain continuity in program delivery, and ensure that students receive high-quality instruction from seasoned professionals. The placement of our experienced educators in the middle school also aimed to strengthen mentorship opportunities, support professional collaboration, and uphold a consistent standard of excellence across the program.

With the implementation of these actions, students have already begun to show significant growth in ELA compared with prior years. The 2025 CAASPP results showed a **significant increase (up 13.2%) in the percentage of students meeting or exceeding standard**, which outpaced the statewide improvement of 1.8%, showing that our targeted strategies are closing the gap faster.



Source: Parsec and CAASPP ELA 2023-2025

In addition, the 2025 results also show that all students and all significant subgroups showed the highest percentage of met and exceeded across the past three years.



Source: CAASPP ELA 2023-2025

For 2024, in a comparison of Los Angeles County Charter Schools with a greater than 20% population of students with disabilities, CalCreative Middle School ranked 2nd highest in ELA performance, even though that was the year of our weakest performance.

Academic Accountability SPED Rankings SY24 ELA

Los Angeles County Charters with >=20% SWD

Year	Indicator	Group	District Name	School Name	First Name	Last Name	Email	LCAP	Color	DPS +	w/o Penalty	Change	Count	Enrollment	
1.	2024	ELA	All Students	Los Angeles Unified	PUC Inspire Chart...	Conception	Rivas	c.rivas@pucschools.org	Details	Yellow	-35.1	-35.1	31	206	224
2.	2024	ELA	All Students	Los Angeles Unified	California Creative...	Linda	Lee	linda@kodelisart.org	Details	Orange	-60.8	-60.8	-27.4	34	103
3.	2024	ELA	All Students	Los Angeles Unified	Bert Corona Chart...	Kevin	Myers	kmyers@corona charter...	Details	Yellow	-48.3	-48.3	16.7	538	348
4.	2024	ELA	All Students	Los Angeles County ...	Da Vinci RISE High	Estin	Whalen	ewhalen@davincischools...	Details	Red	-270.9	-26.8	-22.1	303	177

Source: Parsec 2024 rankings with similar schools

New Strategies

With the **increase in Special Education students from 16% to 23%**, it is imperative that we further modify our instructional practices to address the large spectrum of academic and social emotional learning needs.

To build on the strong and positive momentum that has been started, we will add the following new strategies:

- **Reduce Barriers: Training for Universal Design for Learning**

To support our Students with Disabilities, we will train teachers to proactively design learning environments that minimize barriers by offering a range of options for how information is presented, how students respond, and how they are engaged.

- **Reduce Barriers: Strengthen Structures for Collaboration between General Education and Special Education**

We will create a system to strengthen collaboration between the general education teachers and special education staff. By establishing clear protocols and regular conversations, (e.g. planning meetings, inclusion of Resource Specialists in the Professional Learning Communities) the collaboration among staff about students with disabilities will promote stronger access to the curriculum.

- **Increase Teacher Effectiveness & Retention: Onboarding Program**

We will create an onboarding/induction program to provide teachers new to California Creative Learning Academy with the training, support, and guidance needed to be more effective in their classrooms. A strong onboarding program can lead to higher retention rates by building teacher capacity and confidence in teaching in our program. Research shows that improving the preparation of new teachers is one of the most powerful ways to improve student achievement.

- **Monitoring & Evaluation: Implementation Committee**

We will create a committee that is composed of teachers, special education staff, parents, and students to ensure the realization of the activities planned and to monitor and assess the progress based on generated outcomes and data. By employing a multi-stakeholder approach, we are able to leverage diverse perspectives and ensure greater legitimacy and ownership of outcomes, which leads to more sustainable and durable results.

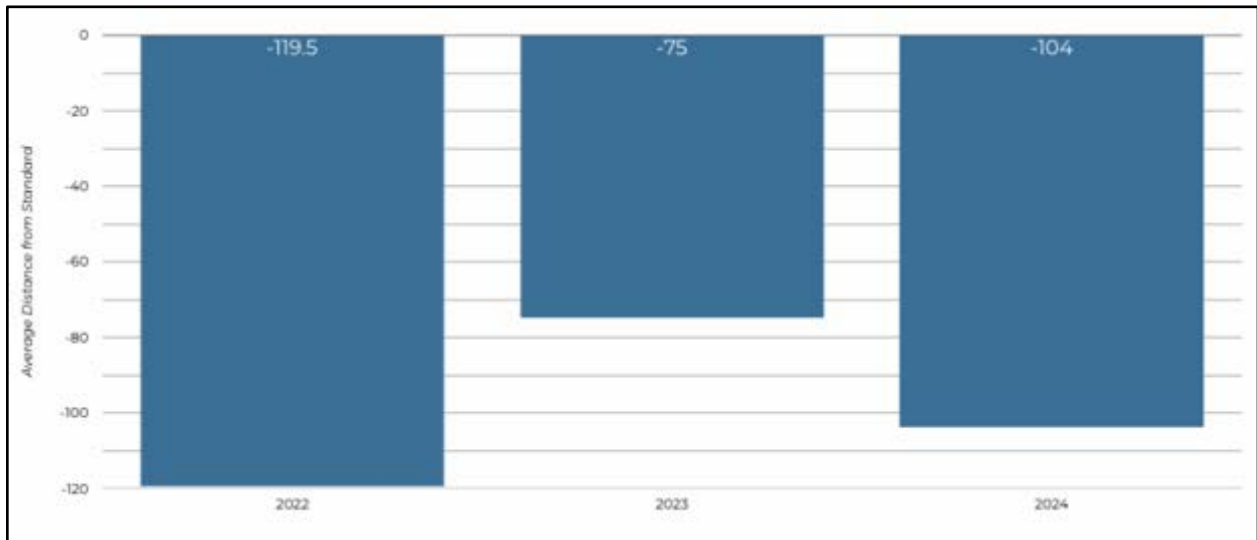
Our root-cause analysis has described the factors influencing ELA performance, with particular attention to the persistent achievement gap among students with disabilities. The findings underscore the critical importance of addressing foundational reading skills, ensuring instructional continuity, and investing in developing teacher expertise. The implementation of targeted strategies—including differentiated instruction, professional learning communities, and the strategic placement of experienced educators—has already yielded measurable gains, as evidenced by the 13.2% increase in the percentage of students meeting or exceeding standards on the 2025 CAASPP, outpacing statewide growth trends.

As we continue to strengthen instructional coherence and capacity, new initiatives such as training in Universal Design for Learning (“UDL”), enhanced collaboration between general and special education, and the development of a comprehensive teacher onboarding program will further support sustainable improvement. These actions reflect a deep institutional commitment to equity, access, and academic excellence. By maintaining a disciplined focus on data-driven practices and continuous professional growth, we are well-positioned to make significant improvements across all significant student groups, ensuring meaningful progress for every learner.

Plan to Improve Academic Performance in Math

California Creative Learning Academy Middle School’s performance in Math has shown significant growth from 2022 to 2023 with our **DFS improving from -119.5 to -75.5**, and **substantial gain of 44 points**. The scores then declined significantly from -75 to -104 from 2023 to 2024.

Math DFS 2022-2024



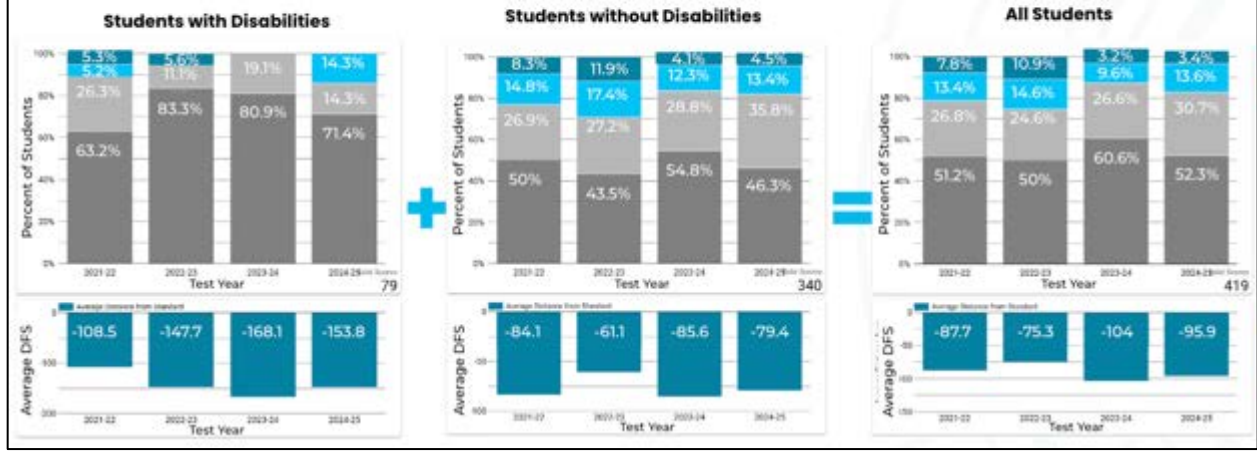
Source: Parsec and CA Dashboard 2022-2024

Root-Cause Analysis for Meaningful Improvement in Math

Similarly to the ELA analysis, a review of CAASPP mathematics data revealed that mathematics is an area that needs more intensive support than ELA. We are further impacted by the significant proportion of students with disabilities who are not meeting grade-level standards when compared with their peers. The increased percentage of students with disabilities within our student body to 23% has had a substantial impact on the school’s overall academic performance. The large achievement gap for all groups highlights the urgent need for targeted instructional support and interventions to accelerate growth and close achievement gaps in mathematics.

Although the CAASPP mathematics data had improved for 2024-25 compared to the prior year, we continue to see the urgency of increasing the rate by which we close the gap, particularly for our students with disabilities, 71.4% of whom are still scoring in the “Not Met” category.

SPED vs. All Students Comparison - Math



Source: Parsec and CAASPP and CA Dashboard 2022-2025. Note that the 2025 DFS for Students Without Disabilities was predicted, as that information was not available at the time of submission.

The area to leverage the strongest growth would be to address students' foundational gaps in math, with a strong focus on closing the gaps for our students with disabilities. In reviewing mathematics performance, students show the greatest difficulty in applying mathematical concepts and procedures to solve problems. Effective problem-solving requires both procedural fluency and conceptual understanding, with conceptual understanding being essential for flexibility and reasoning. To close the gap, instruction should focus on connecting ideas, using purposeful questioning, and providing opportunities for students to engage in productive struggle and explain their thinking.

Many of these gaps stem from disruptions during pandemic-era virtual learning, when students missed critical hands-on and collaborative experiences essential for building number sense, fluency, and reasoning. As a result, our teachers are seeing that foundational skills such as place value, number operations, fractions, and mathematical discourse were underdeveloped. Also, when in-person instruction resumed, our teachers reported that students often required significant reteaching of prerequisite skills to build both automaticity and conceptual understanding. Furthermore, similarly to ELA, our students with disabilities who represent 1 out of every 4 students are demonstrating a need for stronger targeted support and access, as they are more significantly behind than other student groups.

As with the root cause analysis in ELA, the issues of mental health struggles and the need for stable and effective teachers and lead administrators are also applicable in this analysis as well.

Measurable Goal to Improve CalCreative MS' Math Performance

Decrease the DFS in Math by 44 points for all numerically significant student groups by 2028.

Student Group	2024 DFS	2025 DFS	2026 DFS Projection	2027 DFS Projection	2028 DFS Projection
All Students	-104	-95.9	-80	-70	-60
SED	-125.5	-122.2	-110	-99	-82
Hispanic	-125.8	-122.7	-110	-99	-82

Actions for Improving Math Performance

Continuing Strategies

The multipronged approach used for ELA for improving student achievement by focusing on data, differentiation, and strengthening support for students, teachers, and administrators has also been employed for mathematics learning.

- **Focus on Foundational Skill Building and Targeted Individual Supports**

To address identified areas of need in mathematics, the school has implemented a comprehensive approach to strengthening foundational skills across grade levels. Teachers are employing a variety of evidence-based strategies, including Number Talks, math games, fluency sprints, and fact fluency routines to build students' number sense, computational accuracy, and mathematical reasoning. These strategies are critical for accessing higher-level problem-solving tasks.

In addition, students are engaging with MAP Accelerator (now Khanmigo), an adaptive digital platform that individualizes instruction based on each student's MAP Growth RIT scores. This ensures that practice and lessons are targeted to students' specific learning needs and provide opportunities for personalized skill development. Teachers utilize MAP data to monitor progress, adjust instruction, and identify students requiring additional intervention or enrichment. Together, these approaches create a coherent system of support aimed at developing strong mathematical foundations and fostering measurable growth on both formative and summative assessments.

- **Professional Learning Communities: Data Focus on Subgroups & Teacher Inquiry**

Implementation of individual and subgroup performance tracking of student performance using NWEA MAP Growth scores with team SMART goals that identify areas for teacher learning and actions differentiated by subgroups. The PLCs foster collaborative work that highlights the sharing of expertise with the goal of improvement of teaching practices and student achievement.

- **Schoolwide Focus on Differentiation**

With the wider spectrum of differentiated learning needs, we have made differentiation a schoolwide focus area. Teachers focus on differentiation in their grade level Professional Learning Communities as well as in the teacher evaluation system. They utilize a rubric to assess the level at which they are differentiating and in conjunction with the California Standards for the Teaching Profession Continuum, make learning plans for tailoring lessons to individual students' needs by adjusting the content, process, and product.

- **Dedicated Intervention Time**

The school has also implemented a dedicated intervention block that provides students with focused, data-driven support in their areas of need. During this time, students engage in individualized practice while teachers deliver targeted small-group instruction to reinforce foundational skills and close learning gaps. Together, these strategies create a coherent system of supports designed to strengthen mathematical understanding and promote measurable growth on both formative and summative assessments.

- **Social Emotional Well Being & Restorative Practices**

Our program integrates SEL and Restorative Justice Practices through explicit instruction, classroom integration, and schoolwide supports such as restorative circles and peer mediation. These practices are essential to creating a supportive middle school environment, especially in addressing post-pandemic social and emotional needs. They help students manage emotions, build empathy, and make responsible decisions, while restorative practices promote belonging, accountability, and community. Together, they strengthen relationships, reduce conflict, and build the resilience and confidence students need for academic and personal success.

- **Teacher Coaching**

We utilize Cognitive Coaching, a model that develops stronger individuals within a team and better organizational teams overall. With Cognitive Coaching, a coach guides a person to reflect on their goals, analyze challenges, and find their own solutions using techniques like open-ended questions and paraphrasing, rather than solving the problems for them. It deepens their reflective practices, leads to a more conscious and improved teaching style, and enhances their ability to plan, monitor, and adjust instructional methods.

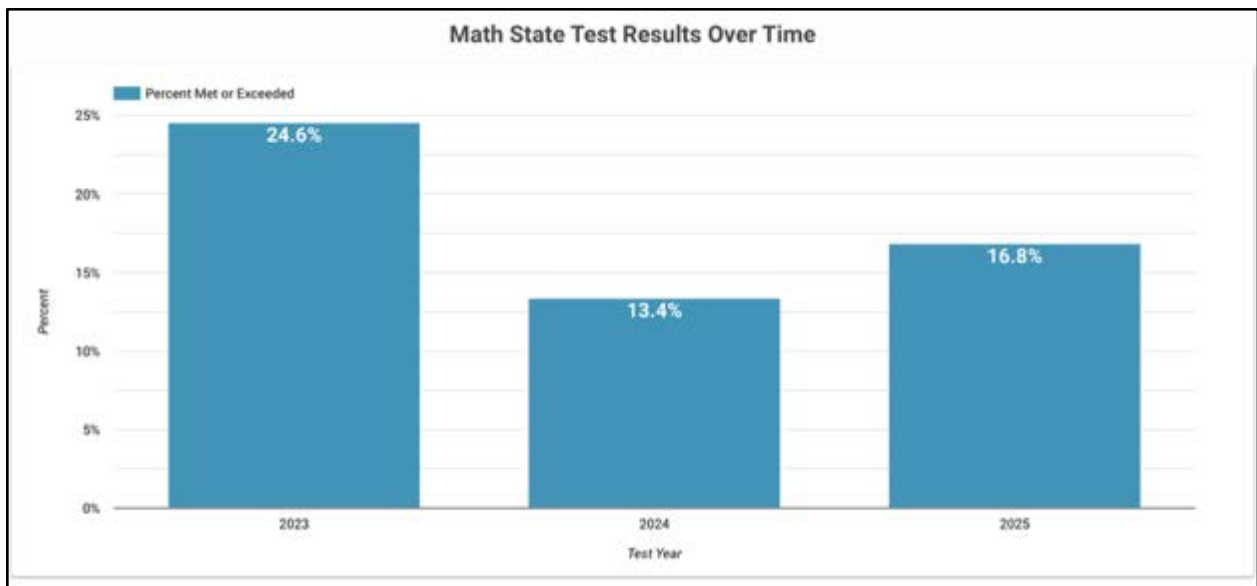
- **Lead Administrator with Pedagogical Knowledge and Training**

We recognize the importance of having leaders who not only believe in CalCreative's mission and vision but are also skilled in supporting others to advance that work. In recent years, the organization has employed various administrators to guide the instructional program but has faced challenges finding leaders who require minimal onboarding to effectively support teachers in constructivist and interdisciplinary practices. In 2024, the decision to have the elementary school principal, who has served the organization for thirteen years, lead the professional learning communities resulted in stronger student academic performance.

- **Assignment of Teachers with California Creative Learning Academy Experience to Middle School**

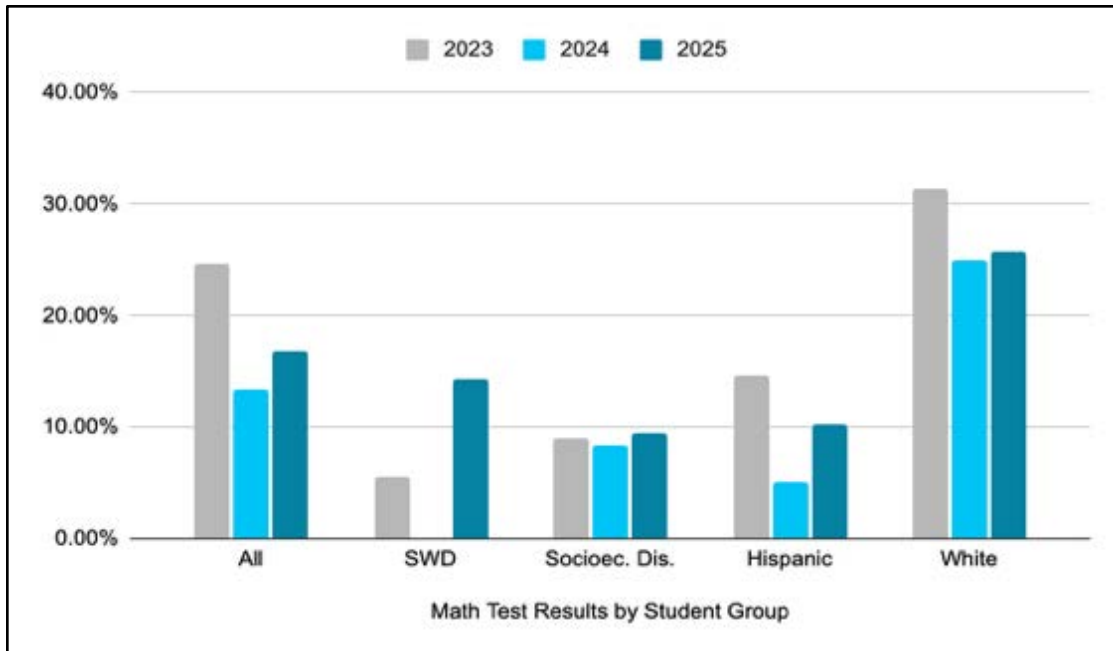
In response to the post-pandemic teacher turnover and the persistent challenge of recruiting experienced educators, the organization made a strategic decision in 2024 to assign several of its more experienced teachers within the California Creative Learning Academy program to the middle school. This initiative was undertaken to enhance instructional stability, maintain continuity in program delivery, and ensure that students receive high-quality instruction from seasoned professionals. The placement of our experienced educators in the middle school also aimed to strengthen mentorship opportunities, support professional collaboration, and uphold a consistent standard of excellence across the program.

After the initial implementation of these actions, students have already begun to show some growth in Math compared with the prior year.



Source: Parsec and CAASPP Math 2023-2025

In addition, the 2025 results also show that all students and all significant subgroups showed improvement compared to the previous year. There is still more to be done to continue to close the gap.



Source: CAASPP Math 2023-2025

Furthermore, in a comparison of Los Angeles County Charter Schools with a greater than 20% population of students with disabilities, CalCreative Middle School ranked highest in Math performance, and again, this was during the school’s weakest performance year.

Academic Accountability SPED Rankings SY24 MATH

Los Angeles County Charters with >=20% SWD

Year	Indicator	Group	District Name	School Name	First Name	Last Name	Email	LCAP	Color	DFS	w/o Penalty	Change	Count	Enrollment	
1	2024	MATH	All Students	Los Angeles Unified	California Creative	Linda	Lee	llee@calcreative.org	Details	Red	-104	-104	-29	94	103
2	2024	MATH	All Students	Los Angeles Unified	PUC Inspire Chart...	Concepcion	Shas	c.shas@pucschools.org	Details	Orange	-114	-114	8.4	209	224
3	2024	MATH	All Students	Los Angeles Unified	Bert Corona Chart...	Kevin	Myers	dmymys@corona charter...	Details	Red	-135	-135	-0.2	338	349
4	2024	MATH	All Students	Los Angeles County ...	Da Vinci RISE High	Evin	Whalen	ewhalen@divinichart...	Details	Red	-295	-162.6	-27.7	305	177

Source: Parsec 2024 rankings with similar schools

New Strategies

With a **23% population of students with disabilities and the larger achievement gap in mathematics**, it is imperative that we further modify our instructional practices to address the large spectrum of academic and social emotional learning needs.

To build on the strong and positive momentum that has been started, we will add the following new strategies:

- **Increase Teacher Effectiveness: Partnership with UCLA Center X for Supporting Teacher Content Knowledge**

We are working in partnership with UCLA Center X to enhance our teachers’ skill sets which in turn increases their students’ ability to succeed. Our teachers have identified

mathematics as their area of need for professional learning. We will be working to improve teachers' math content knowledge and pedagogical skills, as well as helping them understand how mathematical thinking develops so they can build on students' existing ideas.

- **Reduce Barriers: Revise Current Intervention Structure**

We currently have a designated time to support students in developing targeted skills based on data from formative assessments, with teachers providing additional one-on-one and small-group instruction as needed. Building on these practices, we will explore new ways to strengthen intervention delivery by leveraging recent training in UDL and enhancing collaboration between general and special education staff. This may involve restructuring schedules, establishing learning labs, creating cross-disciplinary support teams, and expanding PLC collaboration. Our approach emphasizes the use of ongoing assessments to identify student needs early, tailor interventions to specific skill gaps, and monitor progress consistently. Effective intervention delivery depends on strong collaboration among teachers, specialists, and families to align supports and reinforce learning across settings. By embedding interventions into the instructional day, incorporating small-group or individualized supports, and using engaging, evidence-based strategies, we can ensure interventions are timely, targeted, and impactful for every learner.

- **Reduce Barriers: Training for Universal Design for Learning**

To support our students with disabilities, we will train teachers to proactively design learning environments that minimize barriers by offering a range of options for how information is presented, how students respond, and how they are engaged.

- **Reduce Barriers: Strengthen Structures for Collaboration between General Education and Special Education**

We will create a system to strengthen collaboration between the general education teachers and special education staff. By establishing clear protocols and regular conversations, (e.g. planning meetings, inclusion of Resource Specialists in the Professional Learning Communities) the collaboration among staff about students with disabilities will promote stronger access to the curriculum.

- **Increase Teacher Effectiveness & Retention: Onboarding Program**

We will create an onboarding/induction program to provide teachers new to California Creative Learning Academy with the training, support, and guidance needed to be more effective in their classrooms. A strong onboarding program can lead to higher retention rates by building teacher capacity and confidence in teaching in our program. Research shows that improving the preparation of new teachers is one of the most powerful ways to improve student achievement.

- **Monitoring & Evaluation: Implementation Committee**

We will create a committee that is composed of teachers, special education staff, parents, and students to ensure the realization of the activities planned and to monitor and assess

the progress based on generated outcomes and data. By employing a multi-stakeholder approach, we are able to leverage diverse perspectives and ensure greater legitimacy and ownership of outcomes, which leads to more sustainable and durable results.

Our analysis of CAASPP mathematics data shows that math requires more intensive support than English Language Arts, with significant achievement gaps across student groups. Many students struggle to apply mathematical concepts and procedures to problem-solving, reflecting gaps in both procedural fluency and conceptual understanding. These challenges were compounded by pandemic-era virtual learning, which limited hands-on, collaborative, and guided instruction in early grades, requiring significant reteaching when students returned to in-person learning.

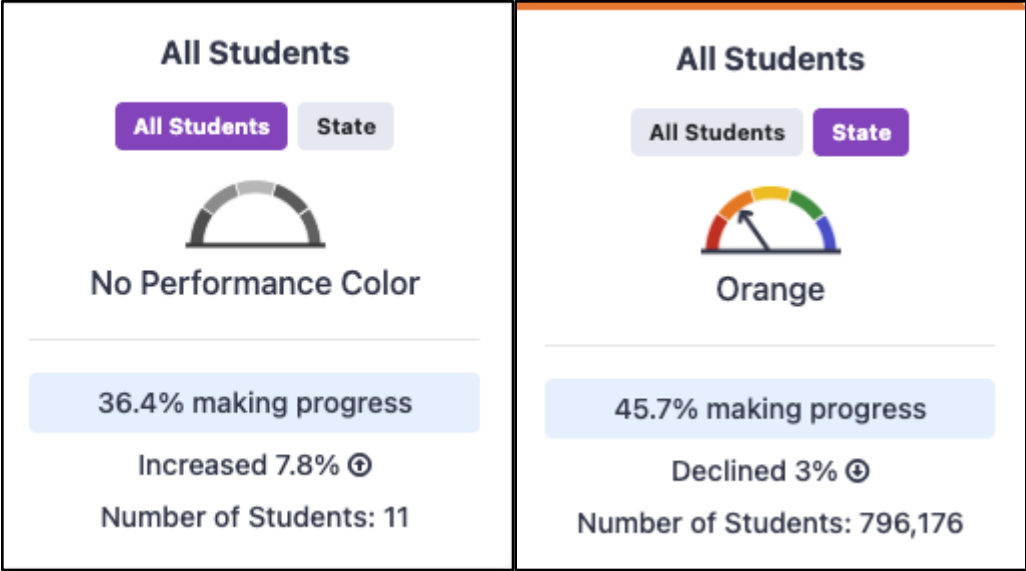
To address these gaps, CalCreative MS has implemented a multipronged approach: Professional Learning Communities focused on data and teacher inquiry, schoolwide differentiation, dedicated intervention time, teacher coaching through Cognitive Coaching, and the strategic placement of experienced California Creative Learning Academy educators at the middle school. Strong leadership support from a trained lead administrator has further reinforced instructional consistency and program fidelity. Early results show measurable growth across all student groups, with our school ranking highest in math performance among comparable Los Angeles County charter schools.

Building on this momentum, new strategies include enhancing teacher content knowledge through a partnership with UCLA Center X, revising intervention structures, providing Universal Design for Learning training, strengthening collaboration between general and special education staff, and implementing a structured teacher onboarding program. An implementation committee composed of teachers, staff, parents, and students will monitor progress to ensure accountability and continuous improvement.

By focusing on foundational skills, supporting teacher effectiveness, and reducing barriers to learning, CalCreative Middle School is committed to accelerating math growth, closing achievement gaps, and ensuring all students achieve grade-level proficiency.

Plan to Improve English Learner Progress Indicator Performance

California Creative Learning Academy Middle School's performance for ELPI on the 2024 Dashboard shows that 36.4% of the school's English Learners ("ELs") made progress toward English language proficiency or maintained the highest level. This is 9.3 percentage points behind the state's ELPI of 45.7%. **Our growth in the ELPI increased 7.8% as compared to a decline of 3% for the state.** Our 2025 Dashboard does not have performance metrics due to having fewer than 11 students. It is important to note that English Learners do not constitute a numerically significant student group, and the small sample size may contribute to greater variability in their test scores.



Source: CA Dashboard 2024. Note: There were no 2025 ELPI data available due to <11 students testing.

Root-Cause Analysis for Meaningful Improvement in ELPI

California Creative Learning Academy Middle School is committed to ensuring ELs succeed academically in English-speaking classrooms by strengthening their language foundation for literacy and cognitive development.

Our analysis indicates that the most impactful area for growth is improving differentiation during Designated English Language Development (“ELD”), combined with increased instructional time and targeted support for students who have declined one or more ELPI levels or are Long-Term English Learners (“LTELs”).

Measurable Goal to Improve English Learner Progress Indicator

Increase the percentage of English Learners making progress on the ELPI to 44% by 2028

ELPI	2024 Making Progress	2025 Making Progress	2026 Making Progress Projection	2027 Making Progress Projection	2028 Making Progress Projection
	36.4%	*	40%	42%	44%

*Data suppressed due to <11 students

Actions for Improving ELPI Performance

Continuing Strategies

- **Designated ELD Embedded in the Workshop Model**
EL students receive direct instruction in English language for 30 minutes daily within the workshop model. Students work with a teacher in small groups targeting their specific needs based on their progress reported in their ELD Progress Monitoring folder.
- **Integrated ELD Authentically Applied Through Our Interdisciplinary, Arts Integrated program.**
Because our program naturally supports multiple modalities, we embed the ELD standards into ELA, math, science, and social studies lessons. Teachers are able to employ purposeful language scaffolds (e.g. sentence frames, visual supports) to make grade level content comprehensible; support language development through cooperative group work; and differentiate by providing scaffolds to support comprehension.
- **Teacher Support & Professional Development**
As part of our professional development plan, the school is committed to providing ongoing training in ELD strategies that are fully aligned to the California ELD Standards. These professional learning sessions focus on effective instructional practices that promote language development across listening, speaking, reading, and writing, while supporting English Learners in accessing core academic content. With the training and monitoring of ELD progress via our monitoring portfolios, teachers are better equipped to meet the diverse language needs of English Learners and accelerate progress toward English proficiency and reclassification.

After the implementation of these actions, in 2024 students have shown some stronger growth than the state, as mentioned above. Also, in 2022 57.1% of the school's students are making progress towards English language proficiency as compared to the state's 50.3%.

In addition, for 2024, a comparison of small Los Angeles County Charter Schools with a greater than 50% population of socioeconomically disadvantaged students, with less than 15% English Learners, demonstrates that CalCreative Middle School ranked highest in the Listening and Writing performance bands.

ELPAC Accountability Rankings SY24

Los Angeles County Charters with Enrollment <=200, SED % >=50%, EL % <=15%

County	District	School	LEAP	Low Income	English Learner	ELPAC Percent +	Scores
1. Los Angeles	Los Angeles Unified	California Creative Learning Academy MS	Details	64%	11.0%	18.9%	11
2. Los Angeles	Duarte Unified	Opportunities for Learning - Duarte	Details	79%	9.7%	3.7%	28
3. Los Angeles	Los Angeles County Office of Education	The SEED School of Los Angeles County	Details	63%	8.43%	0%	14
4. Los Angeles	Los Angeles Unified	CATCH Prep Charter High, Inc.	Details	96%	8.94%	0%	11
5. Los Angeles	Action-Agus Dulce Unified	Empower Generations	Details	83%	1.57%	null	null
6. Los Angeles	Pasadena Unified	Pasadena Rosebud Academy	Details	69%	6.25%	null	9
7. Los Angeles	Los Angeles County Office of Education	Intellectual Virtues Academy	Details	67%	3.26%	null	5
8. Los Angeles	Inglewood Unified	Grace Hopper STEM Academy	Details	76%	7.5%	null	6

County	District	School	LEAP	Low Income	English Learner	ELPAC Percent +	Scores
1. Los Angeles	Los Angeles Unified	California Creative Learning Academy MS	Details	64%	11.0%	9.09%	11
2. Los Angeles	Duarte Unified	Opportunities for Learning - Duarte	Details	79%	9.7%	0%	28
3. Los Angeles	Los Angeles County Office of Education	The SEED School of Los Angeles County	Details	63%	8.43%	0%	14
4. Los Angeles	Los Angeles Unified	CATCH Prep Charter High, Inc.	Details	96%	8.94%	0%	11
5. Los Angeles	Inglewood Unified	Grace Hopper STEM Academy	Details	76%	7.5%	null	6
6. Los Angeles	Action-Agus Dulce Unified	Empower Generations	Details	83%	1.57%	null	null
7. Los Angeles	Pasadena Unified	Pasadena Rosebud Academy	Details	69%	6.25%	null	9
8. Los Angeles	Los Angeles County Office of Education	Intellectual Virtues Academy	Details	67%	3.26%	null	5

Source: Parsec ELPAC Rankings 2024

New Strategies

In order to make meaningful progress, and because we have a small percentage of English Learners, the school has identified two key areas of focus: stronger differentiation during Designated ELD and increased instructional time and targeted supports for LTELs and students declining at least one level on the ELPI. Additionally, because the school has demonstrated relative strength in Listening and Writing compared to similar schools in Los Angeles County, targeted focus will also be placed on Speaking and Reading.

- **Strengthen Differentiation in Designated ELD via Professional Learning**

The school will continue to refine instructional practices during Designated ELD to ensure lessons are intentionally differentiated based on students' current English proficiency levels and their next steps in language development. Ongoing professional learning and coaching will focus on high-impact ELD strategies, effective scaffolding techniques, and the use of formative assessment to guide instruction. This sustained support is designed to strengthen teacher capacity, promote consistency across classrooms, and improve student outcomes. To deepen implementation, the school will create a structured professional development plan for teachers who have LTELs and students who declined in ELPI, using the California Department of Education's Integrated and Designated ELD Video Series, which demonstrates the alignment between the California ELD Standards and state content standards in English Language Arts, mathematics, and science. These resources provide concrete examples of integrated and designated ELD instruction in action and support teachers in designing lessons that simultaneously build English proficiency, refine academic language use, and increase access to core content.

- **Increase Support for LTELs and students who have declined one or more ELPI levels**

Provide additional designated instructional time and targeted support for LTELs, with a focus on academic language development, literacy integration, and re-engagement strategies to accelerate progress toward English proficiency and academic achievement.

By identifying the root causes of EL student challenges and implementing targeted, evidence-based strategies, California Creative Learning Academy Middle School is positioned to accelerate English Learner growth and proficiency. Strengthening differentiation during Designated ELD, providing additional support and instructional time for LTELs and students who have declined ELPI levels, and expanding professional learning for teachers ensures instruction is both responsive and rigorous. These coordinated actions, grounded in data and aligned with California ELD Standards, provide consistent, individualized support for all English Learners, enabling them to build academic language, access grade-level content, and achieve measurable progress on the ELPI over the coming years.

Student Population to be Served

The Charter School serves a diverse population of students in grades 6 through 8 from the Glassell Park area and surrounding communities. Glassell Park is a diverse neighborhood in Los Angeles with a majority-Latino population, followed by white and Asian residents. The population is about 52.7% Latino, 24.3% white, and 17.8% Asian, and a significant portion of residents are foreign-born. Spanish is the most commonly spoken non-English language. The median household income is approximately \$67,479.

Demographic Changes: 2019-2025

The following chart demonstrates the demographic changes in enrollment over the course of the most recent charter term. As mentioned earlier, 2024 saw a large jump in the percentage of students with disabilities coming to CalCreative MS, and that number continues to climb.

	2019	2020	2021	2022	2023	2024	2025
Enrollment	30	102	143	178	122	103	98
SED	63.3%	47.1%	49%	43.3%	54.9%	65%	61.2%
EL	3.3%	12.7%	9.1%	10.7%	13.9%	13.6%	8.2%
Foster	0%	0%	0%	0.6%	0%	0%	0%
Homeless	3.3%	1%				1%	2%
SWD	16.7%	11.8%	16.8%	16.9%	16.4%	22.3%	23.5%
Hispanic	46.7%	49%	52.4%	49.4%	57.4%	60.2%	57.1%
2+	10%	4.9%	5.6%	7.9%	4.9%	7.8%	8.2%
White	43.3%	39.2%	37.1%	32%	29.5%	26.2%	29.6%
AfAm		2.9%		5.1%	3.3%		5.1%
Asian		2.9%	1.4%	1.7%	1.6%	1%	0%
Am. Indian			0.7%	0.6%			0%
Filipino			0.7%	1.7%	2.5%	1.9%	0%

Source: CDE Dataquest Enrollment Multi-Year Summary by Ethnicity 2019-2025, and Enrollment by Subgroup reports 2019-2025

Enrollment Rollout Plan

2-Year Term Enrollment/Rollout Plan		
Grade	2026-2027	2027-2028
6	32	36
7	38	38
8	40	38
Total	110	112

Goals and Philosophy

School Vision

California Creative Learning Academy Middle School is a place where students, teachers, parents, and the community collaborate to create a nurturing and inspiring learning environment where students can develop academic and life skills through creativity, inquiry, investigation, and reflection. Our arts integrated curriculum nurtures curiosity, confidence, collaboration, resilience, and civic engagement, enabling students to approach learning in different ways. Through project-based, constructivist learning, students are able to take risks and be actively engaged in their learning experience. In addition, CalCreative MS endeavors to become a model arts integration school and training facility that shares best practices and impacts our educational system and community.

School Mission

To engage children in an inspiring, challenging, and civically active educational experience that embraces learning through the arts.

Core Values

Focus on the Whole Child

At CalCreative MS, we challenge students to construct their own meaning from complex ideas and concepts. Acknowledging that students learn and demonstrate what they know in a variety of ways, our instruction allows children to see, hear, and express according to their individual learning styles.

Student-Centered Learning

We believe that differences in the way students learn and the different paces at which they learn are natural. An education that benefits all students must be adapted to individual learning styles. Teachers respect these differences and provide opportunities for students to be active participants in their own learning.

Project-Based

Our project-based curriculum is structured to allow students to pursue individual educational goals while at the same time requiring them to collaborate with others on a shared objective. Classroom learning is organized in meaningful, purposeful ways through rich, cross-disciplinary subject matter that corresponds to state standards. Project-based learning helps students develop the character, habits, and skills vital to our 21st century workforce.

Arts Integrated

The content and skills of dance, music, drama, and visual arts instruction are integrated into other content areas, such as math and language arts. Such integration enhances the learning of all subjects and gives all students meaningful access to the curriculum.

Authentic Family Involvement

Parents and guardians are viewed as partners and their involvement in all facets of school life, from volunteering in the classroom to sharing ideas with school leaders, is valued and encouraged. We will ask parents to help in whatever way they can, and we will inform them, via the parent handbook and website, that volunteering is not a requirement for acceptance to or continued enrollment at CalCreative MS.

Constructivism

At California Creative Learning Academy Middle School, our curricular program is founded on the constructivist philosophy of learning, where we strive to develop individual interests and potentials.

Constructivism is a learning theory that is rooted in the idea that individuals construct new knowledge from their experiences. Because each learner is a unique individual, with their own learning style, interests, and background, each learning experience is received and perceived differently. Constructivist practices promote problem solving, reflection, and multiple perspectives. By allowing for different perspectives and interpretations of learning, students are able to learn that the world is complex and that there are different ways to solve a problem. Innovation and creativity come from analyzing different solutions for their strengths and then applying them to foster the best possible outcome. At CalCreative MS, such practices are evidenced in our use of Developmentally Responsive Middle Grade Practices from Taking Center Stage – Act II¹, differentiated instruction, project-based learning, and interdisciplinary methods like Scottish Storyline and Different Ways of Knowing.

The following table offers a comparison of the difference between traditional and constructivist classrooms (Brooks & Brooks, 1993)².

¹ Taking Center Stage – Act II. <https://pubs.cde.ca.gov/tcsii/ch4/devresponmgprctces.aspx>

² Brooks, J. G., & Brooks, M. G. (1993). *In search of understanding: The case for constructivist classrooms*. Alexandria, VA: Association of Supervision and Curriculum Development.

Traditional Classroom	Constructivist Classroom
Students primarily work alone	Students primarily work in groups
Curriculum is presented part to whole, with emphasis on basic skills	Curriculum is presented whole to part with emphasis on the big concept
Strict adherence to a fixed curriculum is highly valued	Pursuit of student questions is highly valued
Curricular activities rely heavily on textbooks of data and manipulative materials	Curricular activities rely heavily on primary sources
Students are viewed as “blank slates” onto which information is etched by the teacher	Students are viewed as thinkers with emerging theories about the world
Teachers generally behave in a didactic manner, disseminating information to students.	Teachers generally behave in an interactive manner mediating the environment for students
Teachers seek the correct answers to validate student lessons.	Teachers seek the student’s point of view in order to understand student learning for construction of subsequent conceptions.
Assessment of student learning is viewed as separate from teaching and occurs almost entirely through testing.	Assessment of student learning is interwoven with teaching and occurs through teacher observation of students at work and through exhibitions and portfolios.

We believe that our mission, vision, and core values focus our work on providing a constructivist, student- centered, arts integrated educational program that is responsive to the varied needs of our diverse population. These goals address the needs of students by providing an educational program that engages their interests and thinking, differentiates to their needs, and builds their mastery of standards.

How Learning Best Occurs

As we consider how to educate our students, it is imperative that we not only explore the many theories of learning; but also use that exploration to push the classroom experience forward and create the “educated person of the 21st Century.” CalCreative MS pulls from an extensive scientific research base that incorporates a wide range of disciplines and perspectives: constructivist learning theory; theory of multiple intelligences; balanced literacy, English language acquisition; social emotional learning, project- based learning, interdisciplinary curriculum, the role of the arts in learning and authentic assessment. These theories, though applicable for all students, are especially suitable for serving the needs of English Learner, Socioeconomically Disadvantaged, and Special Education students. Students are supported with

opportunities for engagement using multiple modalities, peer support, collaborative learning strategies, hands-on learning, and access through differentiation.

CalCreative MS draws from these learning concepts in order to create a comprehensive learning program within a dynamic educational environment:

Learners Learn What Matters To Them

In line with the research of Jean Piaget and the Constructivist theory of learning, children choose how to construct their “mental models.” This choice by the student is what really matters. By developing an environment that provides each student with the opportunity to discover personal interest in a subject, it ensures the most significant learning occurs.

Learners Learn Deeply Through The Arts

Research³ has shown that the arts can be an effective vehicle for developing skills and habits that will benefit students throughout their academic, professional and personal lives. Arts education has been shown to improve the ability to approach all subjects more analytically and creatively, eliciting higher levels of engagement in classroom learning and therefore increased academic achievement.

Learners Construct Meaning for Themselves

The constructivist theory holds that students learn when their existing set of beliefs, theories and perceptions are challenged through conversation, hands-on activities or experiential activities. Arts-integrated instruction, combined with a constructivist approach, blend together to create an inventive learning structure where students expand innate knowledge about subjects, and compose new meanings that impact them individually.

Learners Use Multiple Intelligences

Learners must have access to several modalities to discover and enhance their learning. Howard Gardner’s Theory of Multiple Intelligences reminds us to incorporate all learning styles into instruction, as well as assessment for the students. An effective curriculum expands children’s multiple intelligence – their artistic, social, verbal, math, intuitive and logical thinking strategies.

Learners Use Content Knowledge And Skills as Tools to Learn More

Intellectual tools that will serve students for a lifetime should be developed through rich, cross-disciplinary⁴ research with a focus on a theme.

Learners Use The World As Their Laboratory

It is important for students to understand and appreciate their community. By exploring resources outside the classroom and inviting outside experts to share information, children come to recognize the entire world as their classroom.

³ Winslow, L. (1949). *The integrated school art program*. New York, NY: McGraw-Hill. Eisner, E. (2004). *What education can learn from the arts*. *International Journal of Education & the Arts*, 5(4), 1-13. Retrieved from <http://www.ijea.org/v5n4/index.html>

⁴ Jacobs, H. H. (1991). *Planning for curriculum integration*. *Educational leadership*, 49(2), 27-28.

Learners Explore Their Learning Over Multiple Drafts

Students explore, refine and elaborate their meanings, which they construct over multiple drafts and express their evolving understandings through a variety of presentational formats, which may include art, dance, drama and music as well as oral and written language.

Learners Never Stop Learning

The measure of true learning is not the recall of old material, but new questions addressing new possibilities, leading the learner into new realms of exploration. It is important to end not only with the question, “What did you learn?” but also “What will you learn next?”

Characteristics of An Educated Person in the 21st Century

In the 21st century, we find that the world is changing at a rapid rate, with more information, more communication, and more interconnections than ever before. In order to be an educated and productive citizen, a person needs to possess characteristics that promote life-long learning such as, perseverance, creativity, flexibility, resilience, reflection, collaboration and determination. In developing the individual, society benefits by having a richer and more diverse population from which ideas and innovations evolve.

Previously, education addressed the needs of the “Industrial Age” which was characterized by teaching and learning prescribed sets of facts, and of gathering the necessary information to be productive in adulthood. Currently, in the “Information Age,” facts, figures, and information of all types are readily available. Today’s educated person needs to utilize higher order thinking skills to discern what information is needed for a given situation, determine where to get it, and know what to do with it.

Furthermore, as a member of a diverse society, a person must be committed to understanding, respecting, and promoting acceptance of the differences and similarities of individuals and other groups. One must be able to solve problems through collaboration and communication, using skills that allow them to adapt to changing environments and diverse populations. We work to foster students’ ability to build bridges and foster collaboration over larger distances and understand robust and complex perspectives. At CalCreative MS, it is our charge to inspire such individuals.

We continue to advance our work in integrating technology within our curriculum by creating interdisciplinary projects that also integrate technology. More importantly, how we utilize technology avoids computer-centric, game-like programs and favors student-controlled tools. Our focus is to ensure that students utilize technology as a tool that allows them to create, research, publish, and edit media, and present learning.

The educational goals of California Creative Learning Academy MS are inevitably tied to our collective definition of an “educated person in the 21st century.” Our understanding of this concept guides the criteria for the curricula and helps determine how we chose to evaluate student work. According to our definition, the educated person in the 21st century:

Questions the world around them, taking into account different sources of information and the basis of differing opinions. They examine that which is given and that which is possible.

Communicates clearly, honestly, respectfully with the world, through multiple means of expression.

Respects oneself, others, and the environment we share. They have developed a sense of justice, integrity, and responsibility, with a healthy regard for truth and learning.

Pursues Knowledge of the surrounding world: nature, geography, languages, religion and culture; and knowledge of oneself: personal interests, needs, strengths and weaknesses; continuing that pursuit in order to effectively and empathetically navigate through life's big and small challenges.

Pursues Balance in life between leadership and cooperation. Matches responsibility of self and of service to others, and compliments self-confident actions with self-improvement efforts.

Challenges oneself, in mind, body and spirit, to see beyond their own individual needs. Pushing past the familiar in order to develop one's best skills and inspire those around to do the same.

Achieves their potential: intellectually, artistically, athletically and morally.

Helping students develop these characteristics for learning will both foster and strengthen our students' ability to learn the English and math knowledge and skills needed to qualify for and succeed in their chosen college or career. Many of the characteristics, in our definition of how an educated person in the 21st century learns, support students' college readiness, where they are developing the learning habits that are necessary to be successful in meeting A–G coursework, honors and Advanced Placement courses, and help lead to likely success in their postsecondary education. They are also aligned with California Department of Education's Standards for Career Ready Practice, which are woven through the grade levels with cross-disciplinary literacy expectations. Beyond academics, they support the acquisition of other skills students need to succeed outside the classroom, things like communicating ideas effectively, responsible use of technology, ability to inquire and research, and more.

These characteristics of a 21st century learner, along with the learning concepts described above, help our students become and remain self-motivated, competent, and lifelong learners.

Annual Goals & Actions

LCFF STATE PRIORITIES	
GOAL #1	
Increase achievement in English Language Arts	Related State Priorities: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" 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	
<ul style="list-style-type: none"> • Differentiated Training/Support (Readers & Writers, ELD, Phonics, Responsive Classroom, etc.) • Summer Intervention • Teams will review the vertical articulation of lessons/units in ELA to support students' learning experiences as they move up the grades. • Targeted Differentiation Strategies by Data in Grade Level Teams • Floating substitute to support teacher observations & support MTSS 	

Expected Annual Measurable Outcomes						
Outcome #1: Improve the DFS in ELA for all students and significant student groups. (Increase DFS if students are above standard and decrease DFS if students are below standard.)						
Metric/Method for Measuring: California School Dashboard						
Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	-44.9	-33	-27			
English Learner Students	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	-77.9	-65	-55			
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*			
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-83	-65	-55			

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*			
Students of Two or More Races	*	*	*	*	*	*

Outcome #2: 100% of students have access to standards-aligned instructional materials.						
Metric/Method for Measuring: Curriculum Map						
Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%			
English Learner Students	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	100%	100%			
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%			
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%			
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	100%	100%	100%			
Students of Two or More Races	*	*	*	*	*	*

Outcome #3: Implement standards for all students and provide English learners access to Common Core State Standards (“CCSS”) and English Language Development Standards.						
Metric/Method for Measuring: Local Indicators: Implementation Level						
Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	Full	Full	Full			
English Learner Students	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	Full	Full	Full			

Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	Full	Full	Full			
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Full	Full	Full			
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	Full	Full	Full			
Students of Two or More Races	*	*	*	*	*	*

Outcome #4: Provide all students with a broad course of study						
Metric/Method for Measuring: Local Indicators						
Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%			
English Learner Students	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	100%	100%			
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%			
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%			
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	100%	100%	100%			
Students of Two or More Races	*	*	*	*	*	*

Outcome #5: Increase the percentage of English Learners making progress toward English proficiency.						
Metric/Method for Measuring: ELPI						
Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized)	Year 4 of Term (Not applicable if categorized)	Year 5 of Term (Not applicable if categorized)

				as Low Performing)	as Low Performing)	as Low Performing)
All Students (Schoolwide)						
English Learner Students	NO 2025 DATA, <11	42%	44%	*	*	*
Socioecon. Disadv./Low Income Students						
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities						
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students						
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students						
Students of Two or More Races	*	*	*	*	*	*

Outcome #6: Increase the percentage of “Clear” teachers.						
Metric/Method for Measuring: Local Indicators-CDE DataQuest Teaching Assignment Monitoring Outcomes						
Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	80%	85%	95%			
English Learner Students	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students						
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities						
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students						
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

White Students						
Students of Two or More Races	*	*	*	*	*	*

LCFF STATE PRIORITIES	
GOAL #2	
Increase achievement in Mathematics	Related State Priorities: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" 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	
<ul style="list-style-type: none"> Differentiated Training/Support (Open Up Resources, Cognitively Guided Instruction ("CGI"), NumberTalks, Math Workshop, etc.) Summer Intervention Teams will review the vertical articulation of lessons/units in ELA to support students' learning experiences as they move up the grades. Targeted Differentiation Strategies by Data in Grade Level Teams Floating substitute to support teacher observations & support MTSS Math Support/Coaching for upper grade teachers 	

Expected Annual Measurable Outcomes						
Outcome #1: Improve the DFS in math for all students and significant student groups. (Increase DFS if students are above standard and decrease DFS if students are below standard.)						
Metric/Method for Measuring: California School Dashboard						
Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	-95.9	-70	-60			
English Learner Students	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	-122.2	-99	-82			
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*			
African American Students	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-122.7	-99	-82			
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*			
Students of Two or More Races	*	*	*	*	*	*

Outcome #2: Implement CCSS Math standards for all students						
Metric/Method for Measuring: Local Indicators: Implementation Level						
Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	Full	Full	Full			
English Learner Students	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	Full	Full	Full			
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	Full	Full	Full			
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Full	Full	Full			
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	Full	Full	Full			
Students of Two or More Races	*	*	*	*	*	*

LCFF STATE PRIORITIES		
GOAL #3		
Community & Climate: Justice, Equity, Diversity, & Inclusion	Related Priorities:	State
	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6	
	Local Priorities:	
	<input type="checkbox"/> :	

	□:
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> ● Attendance Support for Families - Alternative to School Attendance Review Team/School Attendance Review Boards ● Art Integration Specialists for JEDI lessons & units/projects ● Student Support: Counseling/Social Emotional Learning/Restorative Justice ● Outreach Plan - Ads/Campaigns ● 3 Big Parent Events - JEDI & Community focus ● Parent Workshops - Ruth Beaglehole ● Create physical improvements to learning spaces 	

Expected Annual Measurable Outcomes						
Outcome #1: Reduce chronic absenteeism						
Metric/Method for Measuring: California School Dashboard						
Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	37.7%	30%	25%			
English Learner Students	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	48.4%	40%	35%			
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*			
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	45.8%	40%	35%			
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*			
Students of Two or More Races	*	*	*	*	*	*

Outcome #2: Increase attendance rates						
Metric/Method for Measuring: Attendance reports from Local Student Information System (SIS)						
Applicable Student Groups	Baseline (Based on most recent)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term

	data available)			(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)
All Students (Schoolwide)	90.2%	92%	92.5%			
English Learner Students	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students						
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities						
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students						
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students						
Students of Two or More Races	*	*	*	*	*	*

Outcome #3: Increase Parent Survey return rate						
Metric/Method for Measuring: Parent Survey data						
Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students/Parents (Schoolwide)	20%	30%	40%			
English Learner Students	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students						
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities						
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students						
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students						

Students of Two or More Races	*	*	*	*	*	*
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Outcome #4: Increase overall parent volunteer hours in the Parent-Teacher-Student-Association (“PTSA”).
Metric/Method for Measuring: PTSA Rosters

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	250	275	300			
English Learner Students	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students						
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities						
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students						
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students						
Students of Two or More Races	*	*	*	*	*	*

Outcome #5: Maintain a 0% suspension rate
Metric/Method for Measuring: California School Dashboard

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	0%	0%	0%			
English Learner Students	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	0%	0%	0%			
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*			
African American Students	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0%	0%	0%			
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*			
Students of Two or More Races	*	*	*	*	*	*

Outcome #6: Maintain facilities in “good” or better repair						
Metric/Method for Measuring: Local Indicator: Facilities Inspection Tool						
Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	Good	Good	Good			
English Learner Students	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students						
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities						
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students						
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students						
Students of Two or More Races	*	*	*	*	*	*

These goals will enable students to become and remain self-motivated, competent, and lifelong learners by addressing the development of the whole person. Our approach focuses the whole child approach⁵ by focusing our efforts on not just academic progress, but rather the development of a continual learner who is knowledgeable, emotionally and physically healthy, civically inspired, engaged in the arts, prepared for work and economic self-sufficiency, and ready to be an advocate and steward in the world.

⁵ Whole child approach. <http://www.ascd.org/programs/The-Whole-Child/Whole-Child-Network.aspx>

Instructional Design

Innovative Components and Key Features of the Educational Program

According to Taking Center Stage Act II: Middle Grades Success (CDE, 2008)⁶ there are several key recommendations suggested for making standards-based education successful in a middle school program. These recommendations reflect research-based content and are aligned with practices already being employed in our middle school

Recommendation 1 — Rigor: Hold high expectations and provide numerous avenues of support so that each middle grades learner succeeds. Use California’s content standards, frameworks, adopted and aligned instructional materials, and common formative and summative assessments as the coherent foundation for rigorous curriculum and instruction.

Recommendation 2 — Instruction, Assessment, and Intervention: Engage middle grades students with challenging lessons and opportunities to think critically and demonstrate their learning in a variety of ways. Differentiate strategies to deliver standards-based, grade-level instruction that reflects individual student needs and results from ongoing common assessments. Use data on individual students' progress to deliver appropriate, accelerated classroom and schoolwide academic interventions and enrichment opportunities.

Recommendation 3 — Time: Institute flexible schedules that provide the recommended and required instructional minutes for core academic classes and accelerated interventions. Provide sufficient time before, during, and after school so that each student has access to additional academic and interest-based classes and opportunities to meet social and personal needs. Schedule regular common planning time for professional learning communities to analyze student data, coordinate instruction, and communicate with families.

Recommendation 4 — Relevance: Meet the needs of middle grades students by developing a rich set of courses and enrichment opportunities that infuse learning with technology, visual and performing arts, career/real-world connections, service- and project-based learning, and multicultural experiences. Engage students as lifelong learners by developing socially relevant cross-curricular understanding and opportunities for meaningful participation before, during, and after school.

Recommendation 5 — Relationships: Foster close relationships for accountability and engagement among students and with adults who share extended time through grade-level, subject-area, or interdisciplinary small learning communities. Provide an advisory program to ensure that each middle grades student has frequent contact with an adult mentor to plan and assess his or her academic, personal, and social development.

⁶ <https://www.cde.ca.gov/ci/gq/mg/tcsii-12recs.asp>

Recommendation 6 — Transitions: Work with elementary and high schools to inform students and families about academic and behavioral expectations and to promote seamless, articulated transitions.

Recommendation 7 — Access: Provide all middle grades students equal access to a well-prepared, qualified, caring staff and a rich learning environment that includes grade-level standards-based instruction; academic interventions; learning resources; leadership and recognition opportunities; exploratory programs; sports, clubs, and enrichment activities; and, to the extent possible, placement in heterogeneous classes.

Recommendation 8 — Safety, Resilience, and Health: Create and sustain a fair, safe, and healthy school environment through a policy of positive discipline; civic and character education; safe and engaging facilities; access to adult mentors and counseling; and school and community health and social services. Access detailed contents for Recommendation 8.

Recommendation 9 — Leadership: Foster distributed leadership, collaborative decision making, and regular data analysis to realize and sustain a middle grades vision for focused learning and continual improvement. Access detailed contents for Recommendation 9.

Recommendation 10 — Professional Learning: Build and sustain professional learning communities through recruitment, training, coaching, and interdependent collaboration. Use data, research, the California Standards for the Teaching Profession, and best practices as the basis for continuous professional growth and improvement in instruction and student achievement. Access detailed contents for Recommendation 10.

Recommendation 11 — Accountability: Organize all district, school, and community stakeholders to hold high academic and behavioral expectations for all middle grade students. Provide sufficient time, talent, training, and resources to support student learning and rigorous standards-based curriculum, instruction, and assessment. Analyze data on student progress on an ongoing basis. Be accountable for moving all students toward proficient performance levels and closing the achievement gap. Access detailed contents for Recommendation 11.

Recommendation 12 — Partnerships: Engage families, businesses, local and state agencies and organizations, higher education, and community members as partners in supporting middle grades student achievement.

All choices in pedagogy and curriculum reflect our objective to enable students to become self-motivated, competent, life-long learners.

- The theoretical principles of constructivist pedagogy define our classroom approach.
- The arts integration allows students to both learn the arts and demonstrate learning using the arts.

- The emphasis on valuing and developing “multiple intelligences” will allow students to develop skills and abilities within a positive context that utilizes their areas of strength. By fostering the ability to use one’s current strengths to develop skills, CalCreative MS will enable students to become life-long learners.
- The project-based nature of assessments resembles more authentic representations of knowledge than traditional tests and allows students to make choices and seek answers to their questions, thus becoming self-motivated learners.
- The “backward design” approach is used to create and adapt lessons and curriculum, to ensure that learning objectives and mastery of the CCSS are met by students.
- We ensure that the CCSS and other standards are being addressed within our daily lesson plans and long-term unit plans. Modifications as to what standards to emphasize are based on ongoing analysis of student mastery.

Multiple Intelligences

Using Howard Gardner’s *Theory of Multiple Intelligences*⁷ as a guide, teachers will create learning experiences that present material in several ways. Students will also be expected to present their knowledge and skills in multiple ways. While all students will be required to become competent in the verbal and mathematical intelligences measured by standardized tests, the multiple intelligence approach will value the other intelligences as distinct from each other and supporting of each other.

Strategies for implementing multiple intelligences include: Giving lectures and facilitating student note-taking (Linguistic Intelligence); using calculators, classification, problem-solving, quantification (Logical-Mathematical Intelligence); giving students opportunities to create visualizations, and using color cues and graphic symbols (Spatial Intelligence); using gross motor activities, ‘acting out’ content, hands-on materials and manipulatives (bodily-kinesthetic Intelligence); using rhythm, sounds, raps, music, or chants to represent content and concepts (Musical Intelligence); peer sharing, cooperative groupings, simulations (Interpersonal Intelligence); student reflection activities, connecting curriculum to students’ lives and feelings, giving students choices (Intrapersonal Intelligence). Teachers begin by first assessing their students in order to determine an appropriate balance to the lessons.

Project–Based Instruction

Teachers work in grade level teams to design units that employ project-based methods. Lessons on specific academic-related skills such as reading, writing, mathematical reasoning, scientific experimentation, and analysis will engage students because the skills will be presented as practical tools necessary for the completion of their project, not ends, in and of themselves, being learned in a vacuum. As students work through the project, they will be acquiring and exercising problem-solving and critical thinking skills in practical situations. Students will be given choices within each project in order to give them ownership of the learning process. With assistance from teachers and peers, learners will develop new insights, assimilate new ideas, and generate strong connections to previous learning. In addition, the student’s learning will have a public unveiling that will allow projects to be shared with family members, community members, and experts

⁷<https://www.niu.edu/citl/resources/guides/instructional-guide/gardners-theory-of-multiple-intelligences.shtml>

working in the related field of study; thus, students increase core competencies and improve practical skills, as well as complete a tangible, authentic project.

In their projects, students pursue solutions to problems and issues by:

- Asking and refining questions
- Debating ideas
- Making predictions
- Designing plans and/or experiments
- Collecting and analyzing data
- Drawing conclusions
- Communicating their ideas and findings to others
- Asking new questions, and
- Creating artifacts of learning

Backward Design of Curriculum Materials

CalCreative MS teachers will continually be developing and refining their understanding and application of the aforementioned pedagogy. CalCreative MS teachers will plan interdisciplinary units with other grade-level faculty using the ‘backward design’ guidelines described in *Understanding by Design* (Wiggins & McTighe, 2012)⁸. This strategy advises teachers to begin with the question, “What would we accept as evidence that students have attained the desired understandings and proficiencies – before proceeding to plan teaching and learning experiences.” There are three steps to this process:

1. Identify desired results: Using state educational standards and additional goals, teachers will determine a three-tiered hierarchical set of learning expectations:
 - Enduring understandings
 - Information and skills worth being familiar with
 - Important knowledge and skills
 - As teachers select and prioritize these learning expectations, they will use the following four questions to guide them:
 - To what extent does the idea, topic, or process represent a ‘big idea’ having
 - enduring value beyond the classroom?
 - To what extent does the idea, topic, or process reside at the heart of the discipline?
 - To what extent does the idea, topic, or process require exploration? (Meaning, what parts of these concepts do students typically have difficulty understanding.)
 - To what extent does the idea, topic, or process offer potential for engaging students?
2. Determine acceptable evidence: Teachers will select forms of evidence that can be assessed throughout the unit of study and will include such tactics as: informal checks, observation/dialogue, quiz/test, open-ended prompts, performance tasks, and projects.

⁸ http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

The type of evidence and assessment used in a unit will be based on the standards that are being taught, how those standards might be best demonstrated (e.g. in an integrated fashion with other standards, or on its own).

3. Plan learning experiences and instruction: Once learning expectations (knowledge and skills) have been identified, teachers will work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals. As much as possible, learning experiences should be selected so that the standards can be authentically applied.

Standards-Based Curricula

The curricula for CalCreative MS are based on the California Common Core State Standards, Next Generation Science Standards, the History-Social Science Framework, ELD Standards and the remaining State Content Standards (collectively referred to herein as “State Standards”) and California & National Arts Standards. As previously explained, a rigorous standards-based curriculum is designed to connect core subjects with arts integration in the form of interdisciplinary units guided by many of the tenants of constructivist learning.

Utilizing the backwards design model, teachers design units and lessons that attach to a theme; generally, a Scottish Storyline, Science theme, or Universal Concept. Within the theme, State Standards, National Arts, VAPA, and technology standards are integrated into the unit.

Teachers work to incorporate standards that are considered essential standards; standards that meet the following criteria:

- Endurance - The knowledge and skills are of greater value that last over time.
- Leverage - The standard provides leverage in learning other standards.
- Readiness – The knowledge and skills are necessary for the next level of learning.

CalCreative MS focuses on the essential standards within our project-based units and within our core instructional times. Other standards are also addressed in our regular core instructional times. In order to ensure that the standards are being covered sufficiently, grade level teams, with support from school leadership, create year-long plans that incorporate both our project-based units and daily core instruction.

Scottish Storyline Method, is a curricular method that teachers can draw from. It provides a structure for planning an interdisciplinary project-based learning experience. It is based on the theory that knowledge is complex and layered, that learning is guided by one's prior knowledge and experience, and that learners construct their own meaning through action and experience. The Storyline unit creates a context for learning with the active involvement of the child. It provides tasks that arise from the context, which the child sees as significant and meaningful within it. The Storyline topic gives the child opportunities to develop understanding and skills with the support of the context.

The essential elements of the Storyline topic are setting, characters and events. Creating a narrative provides structure and logic to curricula connections. The difference between thematic

studies and the Storyline Method is the presentation of key questions throughout the unit, which allows students to make deeper connections with the content.

A key feature of the approach is how it builds on students' existing experience and knowledge. It encourages a high degree of pupil involvement, both imaginatively and in practical problem solving. In a Storyline, students pose the problems and ask questions, and the students and the teacher explore ideas together. The approach is essentially experiential and constructivist. It draws the curriculum together using the environment and social subjects as a stimulus to explore, using expressive arts and language as a means of discussing, describing and explaining.

Storyline and other interdisciplinary methods are first framed by the grade level teaching teams, as they base their preliminary planning on universal concepts, guiding questions, and content/performance standards. Arts-integration is then layered into the frame, when the teachers and the Arts Specialist(s) co-plan the details of the unit.

Curriculum and Instruction

Published Programs

Not only are standards taught through teacher designed project-based units and lessons, they are also addressed through the use of published curricular programs. For English Language Arts, we will utilize a balanced literacy approach using the Teacher's College Reading and Writing Project ("TCRWP") to employ Readers and Writers Workshop. For writing, the Units of Study, middle school series, provides strong alignment to the State Standards by providing a systematic curriculum in the three types of writing – opinion/argument, information, and narrative writing. For reading, the Units of Study incorporate deeper engagement through skills such as, annotations of text, developing skills for assessing primary and secondary sources, and synthesizing within and across texts. For mathematics, we will be utilizing Open Up Resources, supplemented with Cognitively Guided Instruction. Open Up Resources has a curriculum map that will be used to align learning experiences within projects. For Science, we will be using the Teachers' Curriculum Institute ("TCI") Science Alive!, supplemented with other instructional materials to implement the NGSS. For History & Social Science, we will be using Teachers' Curriculum Institute TCI History Alive!, supplemented with other instructional materials. to support learning of the History & Social Science Framework. These published programs are used to support our arts-integrated, inquiry & project-based learning methods.

Reading (Core)

We utilize the Units of Study for Teaching Reading, developed by the Teachers' College Reading and Writing Project within a Readers Workshop model. The workshop model allows students to learn strategies for reading and comprehension. It allows teachers to differentiate and meet the needs of all their students. More importantly, it helps to foster a love of reading and gives students chances to practice reading strategies independently and with guidance. It is based on a few core principles: readers need long stretches to read; they need opportunities to read high-interest books of their own choosing; they receive explicit instruction; they need opportunities

to talk and respond to texts; and they receive assessment feedback that is specifically tailored to their strengths and needs through individual conferences.

Writing (Core)

We employ the Writers' Workshop model for all grade levels at CalCreative MS. We utilize a curriculum developed by the Teacher's College Reading and Writing Project: Units of Study in Opinion/Argument, Information, and Narrative Writing A Common Core Workshop Curriculum. Utilizing this curriculum, we help students learn that writing is a lifelong process during which we continually lift the level of our writing skills and continually grow as writers. Students learn that all writing has essential traits that are important when developing a writing piece. Writers learn various ways to find topics they wish to write about. They learn to make purposeful decisions about the structure and organization of a piece. They learn a repertoire of methods for elaborating. They learn to craft their pieces using literary language and devices and to employ the conventions of written language. Teachers can teach qualities of writing in whole-group mini-lessons, small-group strategy sessions, or individual conferences. The teacher can tailor teaching to the specific, individual needs of all the students in the class. The assessments within the Units of Study provide teachers with concrete tools, benchmark samples, and rubrics to further differentiate their instruction. Through conferencing, teachers can make an individual learning plan for each individual student.

Mathematics (Core)

The Open Up Resources Math Curriculum is a problem-based, student-centered mathematics program designed for grades 6-8, and has a strong emphasis on conceptual understanding, procedural fluency, and application. This program was chosen by our Curriculum Committee, as it is better aligned to our pedagogical approach, as it places a strong emphasis on developing mathematical thinking and language, not just rote procedures — which supports deeper understanding and student engagement. Tasks are problem based, and center around rich, real-world problems that invite students to explore, reason, and make sense of mathematics before formal definitions or procedures. It also supports mathematical practices throughout by embedding practices for orchestrating discussions, which support students in verbalizing, writing, and visualizing their mathematical thinking.

Cognitively Guided Instruction (CGI) is a means to help students develop their mathematical reasoning. It is based on the assumption that children bring an intuitive knowledge of mathematics to school with them and that this knowledge should serve as the basis for developing formal mathematics instruction. There is an emphasis on assessing the processes that students use to solve problems. In addition, we have been exploring the use of more hands-on methods, like Counting Collections and math workshop, a model that allows the teacher to more effectively differentiate to students' needs. This methodology prepares middle school students for their high school experience and beyond, where the focus is upon both mathematical content and practice standards. With the CGI model, students will be able to make sense of problems and persevere in solving them, construct viable arguments and critique the reasoning of others, model mathematics, etc. Our program will allow for the integration of mathematics within hands-on projects, thus allowing students to apply their learning.

Science (Core)

We will utilize the TCI Bring Science Alive! It is a hands-on, phenomena-based program designed for grades 6–8 and is fully aligned with the NGSS. Each unit engages students in exploring real-world phenomena through inquiry, experimentation, and engineering design, fostering deep understanding of core scientific concepts. The curriculum promotes equitable access through interactive lessons, digital simulations, and embedded supports for English Learners and students with diverse learning needs. Additionally, Bring Science Alive! naturally supports interdisciplinary learning by integrating connections to literacy, mathematics, and social studies, allowing students to apply scientific reasoning and problem-solving skills across subject areas. This approach nurtures curiosity, critical thinking, and collaboration, preparing students to connect classroom learning to real-world contexts.

Social Studies (Core)

We will implement TCI's *History Alive!* curriculum to engage students in active, inquiry-based learning aligned with the California History–Social Science Standards. The program immerses students in historical inquiry through simulations, primary source analysis, geography challenges, and collaborative projects that promote critical thinking and civic understanding. Lessons are designed to build historical literacy and foster connections across disciplines—integrating reading, writing, speaking, and critical analysis skills aligned with the English Language Arts Common Core Standards. By incorporating art, technology, and data interpretation, *History Alive!* supports an interdisciplinary curriculum that helps students understand the complexity of human experience while developing the communication, problem-solving, and analytical skills necessary for success across content areas.

With TCI we will also have opportunities to integrate Scottish Storyline or other Project-Based Learning methods. This is a powerful framework for implementing the History–Social Science Framework by engaging students in meaningful, inquiry-driven investigations of real-world issues through hands-on projects. Through these methods, students will explore historical events, civic concepts, and geographic relationships by asking compelling questions, conducting research, and developing evidence-based conclusions. This approach aligns with the State Standards' emphasis on critical thinking, historical analysis, and understanding multiple perspectives. By integrating disciplines such as literacy, the arts, and technology, it allows students to demonstrate their understanding through authentic products and presentations that connect past events to contemporary issues. In doing so, students not only gain content knowledge but also develop essential skills in communication, collaboration, and civic engagement—preparing them to be thoughtful, informed participants in a democratic society.

English Language Development (Core)

CalCreative MS utilizes both integrated and designated supports for English Learners based on English Language Development standards. With integrated ELD instruction, ELs are given effective instructional experiences throughout the day and across the disciplines that are interactive and meaningful, develop both content knowledge and academic English, and are appropriately scaffolded to help them become independent. There are also designated supports with respect to specific times where teachers help ELs in developing discourse practices, grammatical structures, and vocabulary. When possible, teachers group ELs by proficiency to

target specific language needs. Designated supports are structured times that are scheduled by the teachers within the instructional day, most often occurring, but not limited to, in Readers and Writers Workshops. The amount of designated time is determined by the level of support needed by the English Learners in the classroom.

World Languages

In learning a second language, students not only have the opportunity to utilize the language in our diverse city, they are also expanding their access to information from other parts of the world. It is important to understand that the acquisition of another language gives them opportunities to focus on various aspects of language such as communication, culture, structure and settings. We will engage students with these aspects of language development, and move through the stages from acquiring information and recognizing distinctive viewpoints by addressing discrete elements of daily life (Stage 1) through deeper levels of engagement with complex, concrete, factual, and abstract topics related to the immediate and external environment (Stage 4). The higher stages will be integrated into the topics of study and can be further explored.

Visual and Performing Arts (Non-Core)

Art Integration

Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process, which connects an art form and another subject area, and meets evolving objectives in both.

Learning Through the Arts

The content and skills of dance, music, drama and visual arts instruction are integrated into other content areas, such as math and language arts. Such integration enhances and enriches the learning of all subjects and gives students meaningful access to the curriculum. While it is important to emphasize that we are not a “performing arts” school, students are encouraged to use their knowledge of the arts to show what they have learned in other content areas. Example: dancing fractions, using music to understand the mathematical concept of fractions.

Music, dance and visual arts are taught and valued as individual subjects. Students regularly attend art classes in which they are taught the discipline and fundamentals of the arts and are encouraged to explore their own creative process through various modes of expression. Students show what they have learned by presenting a finished project or performance.

Music (Non-Core)

Students are taught to listen to, analyze, and describe music elements and forms. Students, as they learn content in music, they apply their knowledge in expressions of creative form that are integrated with core subject material they are learning in the general education classrooms.

Dance (Non-Core)

In Dance, students not only work on learning physical movements, accuracy, and control, they also do so while integrating Dance concepts as they relate the core subject material, they are learning in the general education classrooms.

Visual Arts (Non-Core)

In the Visual Arts classes, students develop their perceptual skills, artistic vocabulary, and analyze elements of art and design principles. They apply this knowledge towards creative expression, often integrating their learning of art within various historical and cultural contexts that are being studied in the general education classes. Students learn to use various forms/mediums such as painting, sculpting, weaving, woodworking, photography, videos, etc. We have recently begun to incorporate civic engagement opportunities and the study of critical media literacy.

Health/P.E. (Non-Core)

Our Health and Physical Education program focuses on improving students' academic achievement and health literacy. Students are provided 200 minutes per week of Physical Education classes. Within the Physical Education classes, students learn various forms of physical exercises, nutrition, injury prevention, sportsmanship, human development, and practicing health enhancing behaviors. In addition to physical wellness, CalCreative MS also focuses upon socio-emotional wellness through its Safe School System.

Innovative Components

Social Emotional Learning

We integrate several methods in our teaching to support students' social emotional development:

- Safe School Method & Cool Tools (adapted from the UCLA Lab School system⁹)
- Restorative Justice practices (adapted from Teaching Tolerance¹⁰)
- Social Justice Standards (Teaching Tolerance)
- Community Circles and Talking Circles
- Growth Mindset (Dweck¹¹)
- Mindfulness (Calm Classroom)

Safe School System

Our Safe School System offers a comprehensive approach to fostering children's physical, mental, and socio-emotional well-being. It is an approach that guides students towards becoming confident, well-adjusted and productive adults, and works to ensure all students' right to learn at their fullest potential. Under the Safe School guidelines, any kind of taunt, with attempt to hurt, whether in person or online, is unacceptable. The Safe School system teaches children skills for successful collaboration and conflict resolution.

When Safe School guidelines are not followed, the incident is viewed as an opportunity for learning.

⁹ <https://www.labschool.ucla.edu/teach/curriculum/safe-school/>

¹⁰ <https://www.tolerance.org/frameworks/social-justice-standards>

¹¹ <http://www.ascd.org/publications/educational-leadership/oct07/vol65/num02/The-Perils-and-Promises-of-Praise.aspx>

Students are encouraged to listen to multiple perspectives on a given incident and to express their own views. They are then helped to mediate a resolution that gives them replacement behaviors for similar problems in the future. Thus, teachable moments can become lifelong lessons.

The Safe School system is organized around seven critical components:

- Create a community of safety, where all members view the practices as a way of life
- Focus on prevention by setting up clear safeguards and rules
- Ensure an immediate response and follow-through for all incidents
- Offer instructional interventions to generate replacement behaviors
- Monitor and advocate for the system
- Integrate lessons on responsible behavior into the academic program
- Use ongoing assessments to guide development of the system and meet the changing needs of children and the Charter School community

Safe School Procedures

All students will have discussions, guided by the teacher, on how to create a safe school environment and together set up classroom norms. All stakeholders are expected to participate in the Safe School mediation process. When incidents occur, teachers and/or administrators guide those involved to work out problems by discussing what happened and the effect of their choices on others and themselves. When incidents involve children, the adults will assist them in figuring out safe options or strategies that could have helped resolve the problem. Sometimes they will ask the class to resolve the problem together. When all points of view are considered, mediations are productive ways to help children work through their part in the problem and find resolution in terms of safer strategies they could use the next time a similar situation arises. If resolution is not possible, a parent conference or other type of follow-up intervention may be arranged. When incidents involve adults, a similar process is followed.

Safe School Guidelines

As a Safe School, we are committed to a caring community for learning in a safe environment, whether in person or online. Therefore, we will adhere to the following guidelines.

1. We will respect differences of all types—physical, mental, emotional, social and spiritual. We will choose our words and actions to help, not hurt, others. We will work to keep our school free of verbal and nonverbal put-downs regarding the following:
 - academic progress
 - age
 - appearance/body image/mannerisms
 - athletic ability
 - belief systems
 - cultural, ethnic and/or racial background
 - family background and family composition
 - friendships

- languages
 - learning styles
 - physical challenges
 - sexual harassment of any type, including gender stereotypes and homophobic taunts
2. We will use language appropriate for school
 3. We will not tolerate physical abuse, taunts or threats

As a Safe School, we will accept responsibility for our words and actions without excuses.

Cool Tools Documents

We will use “Sort-It-Out” forms to help children capture the conflict and reflect on the repair.

Cool Tools curriculum is built around the belief that the social-emotional student health is fundamental to learning and was developed at Corrine A. Seeds University Elementary School at UCLA. Using metaphors and props, Cool Tools guides students toward positive decision-making strategies that are empowering. Below are examples of some of the Cool Tools strategies your child will be learning

Put Ups not Put Downs

A put up is saying something supportive and encouraging, recognizing good behavior, acknowledging special efforts. The emphasis is on highlighting the positive rather than calling attention to the negative. The put ups need to be authentic statements.







The students learn that it takes 5 put ups to repair a single put down, but because put downs are like toothpaste squeezed out of a tube, negative or hurtful statements cannot ever be completely taken back, and they should work on not making them to begin with.




Repairs








Conflicts that don’t get resolved on the playground may end up as “repairs.” Children are instructed to put their name and the name(s) of those they need to make “repairs” with on the Repair Square. They are empowered to make “repairs” on their own; however, if they need support, they can enlist help from their teacher.

Cool Tools

In the elementary school, particularly with the lower elementary grades, there has been a focus on the right side of the chart, which are the “tools” used to teach lower elementary children about the values using concrete objects. As students mature, they grow out of this language and we encourage and model the use of the left side of the chart, the values. The use of the values language generally starts in the upper elementary years. For CalCreative MS, it is appropriate to be focusing on the values language when in discussions, community circles, or conducting repairs. We decided to maintain both together to help students recall earlier connections, and as a possible scaffolding tool for students who are still developing their conceptual understand of the different values to use (i.e. English Learners or Special Education students).

Value	Reminds Us	Cool Tool
Consideration	Respect each other's bubble or personal space.	Bubble 
Inclusion	Always include others in our play and our learning.	Magnet 
Decision Making	That there are three different types of decisions: <i>Green</i> - Decisions made by <u>ourselves</u> <i>Yellow</i> - Decisions made together <i>Red</i> - Decisions made by grown ups	Traffic Signal 
Self-Respect	Let people know you do not like something by respectfully asking them to stop. If they are unwilling or the problem escalates with no compromise, exit the situation.	Stop and/or Exit 
Integrity	Choice of voice- The tone of our voice and our attitude affect our message and a situation.	Microphone (Choice of Voice) 
Kindness	Helps us to practice giving thoughtful and	Bucket Filling 

	meaningful put-ups to our friends, especially when we need to repair a problem.	
Honesty	Go straight to the truth when solving a problem by using an "I" statement.	Straight Pretzel 
Responsibility	We are in charge of the words we use. Repairs help heal a problem but do not take away all of the hurt. We need to choose our words carefully.	Toothpaste Challenge 

Respect and Responsibility	The cool domino effect is when we copy helpful behaviors. The un-cool domino effect is when we copy those that are not.	Domino Effect 
Perspective/Empathy	If we try to understand the perspective of others, we are better able to understand and solve problems.	Kaleidoscope 
Forgiveness	Once a problem has been solved, we have to show compassion and forgiveness so we can start fresh.	Big Mistakes Eraser 
Determination/Perseverance	We have to consider each person's point of view and then think critically to create a solution that attempts to meet the needs of everyone involved.	Maze 
Consideration	We must think with our head and feel with our heart before deciding what to say.	Chattering Teeth 
Self-Regulation	Sometimes we need to cool down using our chill skills (coping skills) before working to solve a problem.	Ice Cube Tray 
Self-Worth	I have the ability to reflect independently, let go and move forward.	Garbage Can 

Teaching Tolerance Social Justice Standards

The Social Justice Standards¹² are a set of anchor standards and age-appropriate learning outcomes divided into four domains—identity, diversity, justice and action (“IDJA”). The Social Justice Standards provide a common language and organizational structure: Teachers can use them to guide curriculum development, and administrators can use them to make schools more just, equitable and safe. The Social Justice Standards are leveled for every stage of K–12 education and include school-based scenarios to show what anti-bias attitudes and behavior may look like in the classroom.

Teaching about IDJA allows educators to engage a range of anti-bias, multicultural and social justice issues. This continuum of engagement is unique among social justice teaching materials,

¹² https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf

which tend to focus on one of two areas: either reducing prejudice or advocating collective action. Prejudice reduction seeks to minimize conflict and generally focuses on changing the attitudes and behaviors of a dominant group. Collective action challenges inequality directly by raising consciousness and focusing on improving conditions for under-represented groups. The standards recognize that, in today's diverse classrooms, students need knowledge and skills related to both prejudice reduction and collective action.

The Anti-bias Framework¹³ is based on the work of *Louise Derman-Sparks's four goals for anti-biased education*:

1. Demonstrate self-awareness, confidence, family pride, and positive social identities.
2. Express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.
3. Increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.
4. Demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.

Community Circles and Talking Circles

Adapted from Responsive Classroom and Teaching Tolerance curriculum, the classroom community discusses issues that impact the group. This can be a way to address conflict in the classroom, disruption of shared norms, or an instructional opportunity to teach specific Cool Tools or Social Justice Standards.

Growth Mindset

There is a body of research that investigates motivation and personality development. In particular, Dweck (2007)¹⁴ investigated effects of mindset on student learning and performance. From her studies she identified two forms of mindsets: fixed and growth. Dweck defines these as:

"In a fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed traits. They have a certain amount and that's that, and then their goal becomes to look smart all the time and never look dumb. In a growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don't necessarily think everyone's the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it."

Our classrooms will employ growth mindset methods for students as well as the adults.

Mindfulness

Research indicates that mindfulness and meditation may lessen anxiety, promote social skills, improve academic performance, and help executive functions (Beauchemin, Hutchins, Patterson,

¹³ https://www.learningforjustice.org/sites/default/files/general/TT%20anti%20bias%20framework%20pamphlet_final.pdf

¹⁴ *Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention.* L.S. Blackwell, K.H. Trzesniewski, & C.S. Dweck. *Child development*. 78 (1), 246-263.

2008; Flook, Smalley, Kitil, Galla, Kaiser-Greenland, Locke, Ishijima, & Kasari, 2010) Classrooms will practice mindfulness techniques at least twice a day.

Technology Integration

Technology is intentionally integrated as a creative and collaborative tool that enhances our project-based, arts-integrated, and constructivist approach to learning. Students use digital tools to research, design, create, and present projects that connect academic standards to authentic, real-world contexts.

Technology supports artistic expression, interdisciplinary inquiry, and problem-solving through platforms that enable multimedia production, coding, digital art, and data analysis. By combining digital creativity with meaningful data use, students become active creators and reflective learners, developing the digital literacy, problem-solving, and analytical skills essential for success in the 21st century.

Teachers leverage technology to differentiate instruction, foster collaboration, and extend learning beyond the classroom, ensuring equitable access to innovation and creativity for all learners.

Enrichment and Intervention Opportunities

Enrichment opportunities will be naturally offered within CalCreative MS' instructional program. We will provide varied experiences that connect with our curriculum, like interactions with Artists in our Artist in Residency program, guest speakers and performers that are connected with their content learning, community events such as community clean up or Build Day, and so much more. We also believe that our students have continual opportunities for enrichment with our arts-integrated approach, where students are able to attend, visual arts, music, and dance on a regular basis.

With respect to intervention, CalCreative MS will differentiate its curriculum to meet students' needs. Struggling students will be provided extra support through our MTSS program. In this program, students will receive extra intervention support through both a push-in and pull-out model, depending upon the need.

Independent Study

We offer a traditional independent study program that can be used on a short-term or long-term basis. It is provided as an alternative instructional strategy, not an alternative curriculum. Independent study students work independently, according to a written [parent-school] agreement, and under the general supervision of a credentialed teacher. Our policy is consistent with applicable law and criteria such as attendance is earned based on time value of assignments, offers synchronous and/or asynchronous instruction based on cumulative days, identifies procedures for reengagement, and notification of lack of participation, to name a few.

Curricular and Instructional Materials

Area	Program	Grade(s) offered
English Language Arts	Teacher’s College Reading and Writing Project	6-8
Math	Open Up Resources 6-8 Math	6-8
History/Social Science	TCI History Alive	6-8
Science	TCI Science Alive	6-8

Middle School Sample Course List

Subject	Course	Grade(s) offered
Humanities	English & Ancient Civilizations	6
	English & Medieval and Early Modern Times	7
	English & United States History and Geography	8
Math	Math 6	6
	Math 7	7
	Math 8	8
Science	Science 6	6
	Science 7	7
	Science 8	7
Arts	Visual Arts	6-8
	Media Arts	6-8
	Music	6-8
	Dance	6-8
Language	Spanish	7
Physical Education	Physical Education	6-8
	Topics integrated w/ Core <ul style="list-style-type: none"> ● Social Emotional Learning ● Social Justice Standards ● Civic Engagement ● Technology 	6,7,8

Flexible Scheduling & Levels of Integration

CalCreative MS believes that flexible scheduling with designated core subject times in middle school supports our mission and educational philosophy.

Traditional middle schools generally have departmentalized structures that are characterized by a fixed number of periods, which are equal in length, and uniformly scheduled. Rather than this fixed model, we believe in the need for organizational structures that are responsive to the needs of students, rather than having students conform.

In our educational model, curriculum decisions are made, not based on the number of periods in the school day, but based on student needs.

Flexible scheduling

Flexible scheduling allows for a range of integrated activities. The integration model is typically characterized as two to five teachers who "ignore subject area lines and instead draw from any subject on the problem or issue at hand," which is of interest to the students (Beane, 1990).

Flexible scheduling allows teachers the freedom to make time frame decisions to meet the instructional outcomes for ultimate student achievement. For example, core teachers (math, science, social studies and English) plan to teach an integrated unit on indigenous people of the area. In their planning, they may decide that on Monday and Wednesday for the next month they will allow students project time to investigate sources or plan with peers. Please refer to the proposed schedule following the proposed unit below.

Levels of Integration

Association of Middle Level Education ("AMLE")¹⁵ has described various levels of integration that can be used as an organizational structure for curriculum development and delivery of instruction. (Hanover Research, 2012).

Basic Level: Involves a few teachers or teams who collaborate to select content to complement that be taught by other teachers, encouraging students to see connections and apply learning in one subject matter to another.

More Sophisticated: At this level AMLE describes this as teacher teams actively plan to teach simultaneous classes focused on an interdisciplinary concept. In their example, a team of teachers could plan lessons around the American Civil war. In this model language arts classes can investigate that era of our history through explorations of its own literature, through subsequent literature about the time period, and through its popular culture. Art and music classes can research the arts of that time, while social studies classes can examine the economics and politics of the era, as well as its famous people and battles. At the same time, science classes can focus on scientific exploration and discoveries of that period, along with its technological achievements and their impact. These are still separate classes, connected by a common concept.

Higher Level of Integration: AMLE argues that this level features teachers in a partnered team that "could team-teach a common, unified course. Teacher teams examine a shared

¹⁵ Hanover Research (2012). *District Administration Practice*

interdisciplinary topic in a single space and a larger block of time, thus freeing them of needing to change classes periodically.

Most Intensive level: They argue that it is the same concept of what was noted above, with the addition of working with students collaboratively to plan the curriculum. They state that the focus would likely shift to a larger theme with real-world implications; a theme determined through a questioning process...that relates students' concerns about themselves to those about their world within a democratic environment, emphasizing consensus building. This allows for four types of relationships that impact how middle school students learn:

- Relationship between learner and content
- Relationship between learner and teacher
- Relationships among learners
- Relationships within the content

AMLE strongly argues that the more the curriculum is integrated, “the greater the benefits” and that a fully integrated program results in the greatest degree of success.

This type of interdisciplinary curriculum is core to the California Creative Learning Academy organization’s educational model. The example unit below demonstrates the types and depths of integration to be offered to CalCreative MS students.

Example Interdisciplinary Unit for one Trimester

School Theme	Human Impact
Guiding Question	How do humans impact their environment and each other?
Grade Level	6 th grade
Universal Concept	Change
Humanities	Ancient Civilizations
Science	Earth & Life Science, Engineering
Math	Ratios, number systems, geometry
Arts	Visual Arts, Theater Arts
Social Justice	Justice and Action
Taking Action	Play or film for public advocacy

6th Grade Ancient Civilizations Unit

Schoolwide Theme: Human Impact
 Topic: Early Humans to Ancient Civilizations (10,000 BCE - 300 CE)
 Universal Concept: Change
 Essential Questions: What innovations or events influenced humans to change from hunter gathers into civilizations?
 How did humans impact the environment and each other in early civilization times and vice versa?
 How are those changes still reflected in our world today?
 Integrated subjects: Humanities, Science, Math, Visual Arts, Theater Arts
 Research sources: Internet, Library of Congress, primary sources, literature, videos

Immersive Experience

In this year-long unit, students will learn content through an immersive experience. Students take the perspective of the early humans about foraging as a way of life, the development of tools, agriculture, etc., and how those changes caused the emergence of civilizations. They also learn about the impact of geography, environmental issues, political systems, and power structures on civilizations.

In the first trimester, Phase I, students will know what it feels like to live in pre-civilization times, by creating their own village in a particular geographic area. They will study the area itself to understand its resources, and then begin inhabiting the area as early humans (e.g. pre-wheel, pre-pottery, pre-farming, etc.) As they “live” day to day, the teacher introduces “incidents” which causes their community to develop and evolve. This is not simulating a particular group or area that existed in history, rather this is simulating a “new” village. They explore how humans utilized their resources in order to live in their environment, and how their “communities” changed as events occurred or innovations were discovered.

In Phase II, their community has developed into a civilization, and they have more complex tools and processes available to them (e.g. social hierarchies, politics, laws, religion, trade, etc.) In this phase, the immersive experience becomes more about the evolution of a society and how humans impact each other and their environment. Incidents will be introduced to cause shifts in power, information, resources, etc., and the learning will be how the inhabitants respond to those incidents.

Phase III occurs in the last trimester, where students will apply their experiences, of evolving from early human existence to an early civilization, to the history and development of actual civilizations (e.g. Mesopotamia, Mesoamerica, Egypt, Greece, India, China), as well as analyzing how fundamental ideas about citizenship, freedom, morality and law continue to exist in today’s modern world. They culminate the year with a dramatic synthesis of learning about the development of civilizations, the parallels in today’s modern world, and recommendations they would make for the challenges that we continue to face.

Phase I: Early Human Life Simulation 10,000 BCE - 4,000 BCE

Students are told that they are being taken back in time to understand how our world has evolved. Each class will be assigned a different region so that students can eventually see how the different groups changed over time. Each class will begin by studying the geography and ecosystems of their particular region, and from their research, they will re-create the environment via a physical model/frieze. They will then become inhabitants of these regions and simulate daily patterns of living. Through “incidents”, which are teacher-introduced concepts or artifacts, the students will then experience how inventions or events begin to change their way of living (e.g. stone tools, discovery of pottery, meeting other villages, natural disasters, the development of a communication system, and so much more). At the end of this phase, each class will become “anthropologists” and study the other class’ early human community and how it evolved.

Phase II: Early Civilization Simulation 4,000 BCE - 300 BCE

The simulation will then shift where each class' community will have developed into their own civilization (e.g. introduction of the wheel, writing, farming, domesticated animals). Through purposeful "incidents" the students will begin to see how changes began to create certain concepts or structures in their civilizations. (e.g. the development of politics, religion, merchants, taxes). The majority of this simulation will be focused on experiencing conflicts and how the inhabitants decide to respond to the conflict (e.g. an incident could be introduced where one group obtains more resources and thus is able to purchase individuals to do their labor). This phase ends with the civilization having created a system of food production, communication, social class, laws, monetary units, transportation, etc.

Phase III: Actual Civilizations

At this point the simulation has ended, and students would have been journaling their experiences through time. This next step is the introduction of actual civilizations in history. Groups of students will research the historical civilizations and collaboratively create presentations and timelines to instruct each other about them (e.g. Mesopotamia, Mesoamerica, Egypt, Greece, India, China). Students will then compare and contrast the historical ancient civilizations to understand fundamental characteristics that are similar, as well as the differences that evolved.

From these understandings, students will draw conclusions about parallels to our modern day civilization, the challenges of these models in present day (e.g. what is negatively impacting humans and the environment), and what might be some things they would advocate to change or innovate in order to address these challenges.

These new ideas will be synthesized into a final dramatic piece (e.g. play, video) that will serve as an advocacy piece for the changes they wish to see.

Teacher Assignments

Our instructional program is founded upon teachers teaching interdisciplinary core subjects. Our model allows for multiple subject credential teaching assignments for the general education classroom, in a core setting, in order to best utilize flexible scheduling to ensure that we are able to implement our interdisciplinary curriculum. There may be a need to also have teachers with single subject authorizations. With respect to teacher assignments, we will follow the Commission on Teacher Credentialing guidelines.

Academic Calendar and Schedules

Academic Calendar

We follow a traditional single-track calendar, with 180 instructional days, with up to 7 Pupil Free days that are used for both Parent Conferences and Pupil Free Days for professional development. We follow a staggered bell schedule to facilitate smooth drop-off and pick-up operation. In addition, each Tuesday is an early dismissal day to allow teachers time for professional development and/or planning. See calendar below.

2026-2027 Academic Calendar



Bell Schedule

Due to the fact that the facility is located in a light industrial business complex, we employ a staggered schedule to be able to operate smoothly with respect to traffic. We utilize shortened days in order to give grade level teams and arts specialists the ability to collaboratively plan arts integrated, project-based lessons and units. From year to year, this staggering in the schedule may fluctuate slightly to help ensure efficient operations.

GRADES	START	Recess	Lunch	MWRF PICK UP	TUE PICK UP
6th	8:30 AM	10:40 AM (20 min)	12:30 PM (40 min)	3:20 PM	2:20 PM
7th	8:40 AM	10:40 AM (20 min)	12:30 PM (40 min)	3:30 PM	2:30 PM
8th	8:40 AM	10:40 AM (20 min)	12:30 PM (40 min)	3:30 PM	2:30 PM

Instructional Days and Minutes

Each fiscal year, CalCreative MS will offer, at a minimum, grades 6-8, inclusive, 54,000 minutes and 180 instructional days, barring emergency school closure(s). CalCreative MS exceeds the State requirement of 54,000 minutes by 6660 minutes.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of 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.
6	Yes	141	350	39	290	0	0	0	0	180	54000	60660	6660
7	Yes	141	350	39	290	0	0	0	0	180	54000	60660	6660
8	Yes	141	350	39	290	0	0	0	0	180	54000	60660	6660

Sample Daily Schedules

Regular Day Schedule (Sixth Grade Teacher Team)				
		Teacher A – Math Content Lead	Teacher B – Science Content Lead	Teacher C – Humanities Content Lead
8:30 AM	15 min	Advisory (Group A)	Advisory (Group B)	Advisory (Group C)
8:45 AM	90 min	Humanities w/ ELD (Group A)	Humanities w/ ELD (Group B)	Humanities w/ ELD (Group C)
10:15AM		Nutrition/Recess	Nutrition/Recess	Nutrition/Recess
10:35 AM	70 min	Math6/Science6 (Group A)	Math/Science (Group B)	Math/Science (Group C)
11:45 AM	45 min	Physical Education/Electives (prep/planning for Teachers)	Physical Education/Electives (prep/planning for Teachers)	Physical Education/Electives (prep/planning for Teachers)
12:30 PM		Lunch	Lunch	Lunch
1:10 PM	40 min	Math 6 (Group B Focus)	Science 6 (Group C)	Interventions/ Extensions or Elective (Group A)
1:50 PM	40 min	Math 6 (Group C Focus)	Science 6 (Group A)	Interventions/ Extensions or Elective (Group B)
2:30 PM	40 min	Math 6 (Group A Focus)	Science 6 (Group B)	Interventions/ Extensions or Elective (Group C)
3:10 PM	10 min	Closing/Self-Reflections (Group A)	Closing/Self-Reflections (Group B)	Closing/Self-Reflections (Group C)
3:20 PM		End of Day	End of Day	End of Day
Instructional Minutes:	350			

Note: Using Teacher A as an example...

This is a 2 core model with 2 hanging periods.

The teacher is teaching ELA with History/Social Studies (Humanities) in one core, and Math and science as another core. There are two hanging periods, where teacher A is teaching math to two other groups.

Core Setting

Some middle grade assignments may be in a core setting, which is an option that blends the self-contained and departmentalized settings. Education Code Section 44258.1 authorizes a teacher who holds a credential authorizing instruction in a self-contained classroom to teach in any of grades 5 to 8, inclusive, in a middle school, provided that the teacher:

- Teaches two or more subjects to the same group of students in the same day, and;
- The student population for the class(es) remains substantially the same.

Core assignments also allow for educators to be assigned a “hanging” fifth period. The “hanging” fifth period allows an educator to teach another period of one of the subjects already being taught in their core assignment. To ensure correct core assignment with a “hanging” fifth period, the extra period(s) must:

- Be in one of the exact same subjects already being taught in one of the core assignment;
- Be at the same grade level as the core assignment;
- Cannot constitute more than half of the teacher's total assignment.

It is important to note that Education Code Section 44258.1 does not specify which subjects may be taught in a core setting or whether the subjects can be academic or elective. Therefore, any two or more subjects may be “cored.” In addition, classes in a core assignment do not have to be consecutive periods of the day, but the students in the core assignment must remain the same.

Regular Day Schedule (Sixth Grade student)		
8:30 AM	15 min	Advisory
8:45 AM	90 min	Humanities6 w/ ELD
10:15AM		Nutrition/Recess
10:35 AM	70 min	Math6/Science6
11:45 AM	45 min	Physical Education
12:30 PM		Lunch
1:10 PM	40 min	Math 6 Focus
1:50 PM	40 min	Science 6 Focus
2:30 PM	40 min	Intervention/Extension or Elective
3:10 PM	10 min	Closing/Self-Reflections
3:20 PM		End of Day
Instructional Minutes:	350	

Regular Day Schedule (Seventh Grade student)		
8:40 AM	15 min	Advisory
8:55 AM	90 min	Humanities 7 w/ ELD
10:25AM		Nutrition/Recess
10:45 AM	70 min	Math 7 /Science 7
11:55 AM	45 min	Physical Education
12:40 PM		Lunch
1:20 PM	40 min	Math 7 Focus
2:00 PM	40 min	Science 7 Focus
2:40 PM	40 min	Intervention/Extension or Elective
3:20 PM	10 min	Closing/Self-Reflections
3:30 PM		End of Day
Instructional Minutes	350	

Regular Day Schedule (Eighth Grade student)		
8:40 AM	15 min	Advisory
8:55 AM	90 min	Humanities 8 w/ ELD
10:25AM		Nutrition/Recess
10:45 AM	70 min	Math 8/Science 8
11:55 AM	45 min	Math 8 Focus
12:40 PM		Lunch
1:20 PM	40 min	Physical Education
2:00 PM	40 min	Science 8 Focus
2:40 PM	40 min	Intervention/Extension or Elective
3:20 PM	10 min	Closing/Self-Reflections
3:30 PM		End of Day
Instructional Minutes	350	

Shortened Day Schedule (Sixth Grade Student)		
8:30 AM	15 min	Advisory
8:45 AM	75 min	Humanities6 w/ ELD
10:00 AM		Nutrition/Recess
10:20 AM	70 min	Math6/Science6
11:30 AM	40 min	Physical Education
12:10 PM		Lunch
12:50 PM	40 min	Math 6/Science6 Focus
1:30 PM	40 min	Intervention/Extension or Elective
2:20 PM	10 min	Closing/Self-Reflections
2:30 PM		End of Day
Instructional Minutes	290	

Professional Development

Our professional development (“PD”) program is intentional, data-driven, and focused on improving student learning through the growth of educators. In our professional development model, we ensure:

- Alignment with Charter School goals and standards where our PD is tied directly to the Charter School’s mission, improvement plan, and State Standards, ensuring coherence and relevance.
- Data-Informed focus areas based on Student achievement, classroom observations, and teacher feedback inform the focus areas, making PD responsive to real needs.
- Our PD is continuous, not a one-time event, with opportunities for follow-up, coaching, reflection, and refinement.
- Centering on Professional Learning Communities or cross-disciplinary teams to analyze student work, share strategies, and solve problems together.
- Support via coaching and mentorship by providing individualized feedback and support, helping teachers reflect and implement new strategies effectively. The use of Cognitive Coaching focuses on developing the teacher’s self-reflection, metacognition, and decision-making rather than simply prescribing instructional strategies. Cognitive Coaching helps educators analyze their own thinking, set goals, and problem-solve independently, fostering long-term professional growth. This reflective approach builds teacher capacity, promotes autonomy, and encourages sustained improvement in instructional practice, which not only improves classroom instruction but also cultivates a culture of continuous learning and collaboration within the Charter School.

- Using an active and job-embedded learning model, where we connect theory to practice through lesson studies, co-teaching, peer observation, and real classroom application.
- Differentiated and Personalized Support – PD meets teachers where they are by addressing different experience levels, content areas, and professional goals.

Professional development topics are addressed at several levels of the organization:

- School-wide topics identified by analysis of student data, classroom observations, and stakeholder input.
- Grade level teams topics identified in Professional Learning Communities
- Individual topics identified the Teacher Evaluation process

Schoolwide Professional Development

At the school wide level, professional development topics are chosen from several sources: student outcome data for areas of growth, teacher identified needs, and any new information or programs (e.g. standards, assessments). The Curriculum Committee analyzes these sources of information and then makes a multi-year professional development plan, which it then proposes to our School Site Council. The School Site Council reviews, revises, and makes suggested budget allocations to the plan. The plan is then recommended to the Board of Directors, for ultimate budget and organizational resource approval. The plan is revisited on an annual basis.

Professional Learning Communities

With the grade level teams, professional development is further differentiated to their needs through the Professional Learning Communities and Lesson Studies, where teams, through collaborative inquiry, create action plans and analyze instruction. At the individual level, teachers are supported through peer observations, cognitive coaching, and teacher evaluations.

Ongoing Professional Development Opportunities

Onboarding for New to CalCreative MS Staff

To support “New to CalCreative MS” staff in delivering our rich interdisciplinary curricula, we employ pre-service professional development days for both onboarding and planning. The focus of this pre-service is to provide training in the curricular methods that focus on our core values and constructivist methods. Any new team member, regardless of years of teaching, is provided this training.

Summer Institute

Each year, the week prior to the start of the year, teachers, aides, intervention/special education staff, after school instructors, etc., attend the “Summer Institute” training. During the Institute, differentiated training is provided to the various teams, and schoolwide, we review our progress, discuss new goals, and collaboratively troubleshoot schoolwide issues. The Summer Institute serves as both a training and team building opportunity. For CalCreative MS, it is important that our staff see their contributions to the Charter School overall.

Specifically for teachers, because of the focus on supporting the change in our demographics (e.g. very high percentages of students with disabilities), we will continue to have Middle School professional development to support the training and development in our Middle School Action Plan.

Ongoing Professional Development Models

During the year, grade level teams and peer-to-peer support is naturally embedded in our planning time. In addition, CalCreative MS creates a differentiated professional development plan that addresses both teacher professional development as well as student academic needs. At the individual level, cognitive coaching is used to help individuals identify areas of growth, plan for growth, and reflect on change. In order to deliver a constructivist, arts-integrated, project-based curricula, we have structured two hours of professional development/planning time weekly. In addition, our Pupil-Free days also serve as professional development time to address schoolwide needs.

Professional Learning Communities

This type of professional development is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve¹⁶. CalCreative MS uses this model to implement a school wide effort focused on improving student outcomes. Grade level teams meet at the beginning of the year to review data, determine an area of focus, and create a SMART goal¹⁷ (Sustainable, Measurable, Attainable, Results-Oriented, and Time Bound) action plan. Within this action plan, teachers determine instructional practices, materials, and lessons that are to be investigated to help address the identified area of need. The process is cyclical and iterative. Teachers meet to review progress in their action plan at least twice during the year, and at the end of the year, they meet to reflect on the successes and challenges that deepened their individual and collective learning.

Lesson Studies

Lesson study is a professional development process that teachers engage in to examine their practice, with the goal of becoming more effective. Throughout the year, teacher teams collaborate on studying specific lesson topics to improve their curriculum development and instructional delivery. These studies focus on a small number of "study lessons" which are topics selected by the team based on needs identified from both student assessment data and areas of challenge in instructional delivery. The process involves planning, teaching, observing, and critiquing the lessons. To provide focus and direction to this work, the teachers select an overarching goal and related research question that they want to explore. This research question then serves to guide their work on all the lesson studies.

While working on a study lesson, teachers jointly draw up a detailed plan for the lesson, which one of the teachers uses to teach the lesson in a real classroom (as other group members observe

¹⁶ <http://www.allthingsplc.info/about>

¹⁷ Schmoker, M. (1998). *Results: The key to continuous school improvement* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

the lesson). The group then comes together to discuss their observations of the lesson. Often, the group revises the lesson, and another teacher implements it in a second classroom, while group members again look on. The group will come together again to discuss the observed instruction. Finally, the teachers produce a report of what their study lessons have taught them, particularly with respect to their research question.

Questions teachers use to guide their selection:

- Think about the aspirations that you have for your students. What kind of students do you want to foster and help develop at your school? What qualities do you want your students to have by the time they leave your school?
- What gaps do you see between these aspirations and how children are actually developing at your school?
- Discuss these gaps with your group. As a group, select a “gap” that you would like to focus on with your lesson study. What “gap” have you selected?
- Write a group goal that states the quality you would like to develop in your students, in order to address the gap that you have chosen.

The process is iterative, and teachers continue to study the topic until they determine the need to change to a subsequent topic.

CalCreative MS harnesses the power of the lesson studies by asking teacher teams to select topics of study based on identified schoolwide areas of need.

Peer Observations

This is also a job embedded model of professional development. Teacher-driven observation empowers teachers to refine their instruction. Through teacher-driven observation, teachers engage peers in gathering and analyzing classroom data—data that speak to the unique context of their own classrooms. This approach has demonstrated potential to meaningfully improve instruction and student achievement. CalCreative MS encourages teachers to self-select when they want to share, and for those who want to observe. We believe that by providing support to conduct observations, without administrators, empowers teachers to reflect on practice without the added component of evaluation. Within the teacher evaluation process, there is also a peer support component, however it is more formalized, and serves to inform a teacher’s evaluation.

Cognitive Coaching

Cognitive Coaching is a model that supports individuals and organizations in becoming self-directed, and in turn, becoming self-managing, self-monitoring and self-modifying. The results are stronger individuals within a team and better organizational teams overall¹⁸. This model resonates with CalCreative MS’ core values that “Learners never stop learning.”

Cognitive Coaching capitalizes upon and enhances cognitive processes. The process invites the individual and others to shape and reshape their thinking and problem-solving capabilities and modifies their capacity to modify themselves. In the Cognitive Coaching model, the person being

¹⁸ Costa, A.L., Garmston, R. J. (2002). *Cognitive Coaching: A Foundation for Renaissance Schools*.

coached evaluates what is effective or ineffective about their work. It can be utilized to help individuals plan, reflect, and resolve conflicts. This model of professional development mirrors our constructivist ideals, where the learner is in control of their learning.

In this model, the “coach” is actually a mediator whose goal is to help the “coachee” become more aware of what is going on inside their head, as it is important for the individual to “see” the thinking that goes on behind their behavior. The model is based on, and fosters, trust and rapport with the person being coached.

External Experts

CalCreative MS also invites external experts to work with teachers in various areas of professional development. The determination of whom to invite is based on the professional development plan, and the needs established in our Local Control and Accountability Plan (“LCAP”).

Teacher Recruitment

To ensure the recruitment of teachers capable of delivering our educational program, we implement practices designed to attract candidates who align with the Charter School’s mission and core values. Recruitment strategies include posting openings on online job boards, attending career fairs, and participating in the Los Angeles Charter School Teacher Residency Consortium—a collaborative network of charter schools, universities, and educational partners focused on recruiting, training, and retaining diverse, high-quality teachers. The consortium aims to develop a pipeline of educators who are deeply connected to the communities they serve, with a strong emphasis on social justice and equity.

At our site, we assess candidates’ fit through a multi-step interview process that includes formal interviews, demonstration lessons evaluated against selected California Standards for the Teaching Profession, post-lesson reflections, and an analysis of an arts-integrated interdisciplinary unit plan. This comprehensive approach ensures that new hires possess the instructional skills, pedagogical alignment, and commitment to our Charter School’s core values necessary to support student learning and success.

Meeting the Needs of All Learners

ELs and CalCreative MS’ English Learner Master Plan

The Charter School implements its own English Learner Master Plan. At CalCreative MS our English Learner Master Plan describes how the Charter School will support the needs of English Learners. English Learners face the challenging task of concurrently learning the academic curriculum and a new language. In addition, they need to learn English quickly enough and fluently enough to participate in and learn grade level mathematics, reading/language arts, social studies, and science standards. Described below is our plan on how to identify, assess, instruct, monitor, and reclassify English Learners within our educational program.

Process For Identifying English Learners

Initial Assessment

Upon enrollment, the staff will identify any Home Language Survey that indicates a language spoken at home other than English. We administer the English Language Proficiency for California (“ELPAC”) to all students whose home language is not English within 30 calendar days after the pupil’s date of initial California public school enrollment, or, if administered prior to the pupil’s initial date of California enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the pupil’s initial enrollment. The ELPAC will be given once each year to ELs until they are reclassified as Fluent English Proficient (“RFEP”).

We shall notify the parent or guardian, in writing, of the results within ten calendar days of the completion of its scoring of the initial assessment, including whether or not the pupil met the ELPAC initial assessment criterion for proficiency. The notice shall include contact information for use if the pupil’s parent or guardian has questions or concerns regarding the pupil’s classification.

- If the pupil does not meet the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as an English Learner
- If the pupil meets the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as Initial Fluent English Proficient.
- A pupil shall be administered the initial assessment only once over the course of the pupil’s enrollment in the California public school system, as verified by the LEA through a review of the California Longitudinal Pupil Achievement Data System (“CALPADS”) data prior to administering the initial assessment to a pupil. NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313, 60810 and 60900, Education Code; and 20 U.S.C. Sections 6311, 6312, 6821, 6823, 6825 and 6826; Public Law No. 114-95, Section 8002.

Summative Assessment

We shall administer the ELPAC summative assessment to all English Learners during the annual summative assessment window, between February and May, until they are reclassified as English Proficient. The Charter School shall notify each pupil’s parent or guardian of the pupil’s test contractor-scored summative assessment results within 30 calendar days following receipt of the test results from the test contractor. Parent(s) or guardian(s) will, in writing, be informed of their rights, and they will be encouraged to participate in the reclassification process.

Educational Program(s) for English Language Acquisition

In the classrooms, teachers use sheltering strategies such as connecting to student’s prior knowledge, providing pictorial input, building academic language through the content areas, and by providing ample opportunities for students to express themselves orally in order to practice language objectives. Students’ progress is monitored by teachers via an ELD monitoring folder,

which allows teachers to track students' progress in the three proficiency levels of emerging, expanding, and bridging. This progress is reviewed by teachers and an administrative staff member, at a minimum, per trimester, to determine whether adequate progress is being made.

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

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

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

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

What services will be offered to students who are English Learners?

The ELD program is designed to enhance self-confidence and promote language proficiency for personal, social, and academic purposes. ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD. We approach ELD through both integrated and designated ELD settings.

Integrated ELD is provided to ELs throughout the school day, and across all subjects by all teachers of ELs. The California ELD Standards are used in tandem with the CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

Designated ELD time occurs within the English Language Arts block where teachers help ELs in meeting the ELD standards. English Learners will receive designated ELD instruction on a daily basis, at their specific proficiency level (emerging, expanding, bridging). The activities during this time will be connected to the Readers and Writers workshop curriculum. The workshop models allow for targeted lessons and instruction. The amount of designated time is determined by the level of need. LTLs or ELs who are behind by several grade levels, will have longer designated periods, ranging from 30 – 50 minutes per day.

A balanced literacy program is used which encompasses Specially Designed Academic Instruction in English (“SDAIE”) strategies to address the needs of our second language learners. This allows our ELs to develop their ability to use English to communicate with others, gain knowledge, and acquire skills. All ELD lessons have a targeted form and/or function that are based on students’ language proficiency needs. Reading comprehension is emphasized, and students engage in oral discussions highlighting the relevance of literature to their life. Writing instruction is presented, using SDAIE strategies, through the techniques of modeling. Various multi-cultural experiences are incorporated into the curriculum instilling self- confidence and self-esteem. Cooperative learning techniques and project-based instruction are used to enhance social and academic development. These high leverage strategies promote differentiation and also allow students to engage in high-level vocabulary, increased literacy and increased comprehension skills.

We use the Units of Study for Teaching Reading created by Teachers College Reading and Writing Project, published by Heinemann, as our core reading curriculum. This curriculum utilizes leveled reading books and grade level libraries, which includes approximately 3000 titles.

We use the Units of Study for Writing also created by Teacher’s College for its core writing curriculum. The Units of Study for both Readers and Writers workshop are aligned, at each grade level, with the CCSS for English Language Arts as well as California ELD Standards.

Additionally, we implement the Scottish Storyline method, which is intended to develop learners’ all-round communicative competence across content areas. Learners work in small groups and take on and retain the roles of characters in a story, which is set in a particular time and place. The story develops through the use of open-ended guiding questions that elicit student production of language via oral and written responses. The collaborative nature of this method encourages students’ language production in a more natural approach.

These key questions are created by the teacher on the basis of the curriculum content to be covered. Work on the key questions integrates theoretical and practical subjects. In the case of English language development, the aim is to create meaningful tasks and practice in a holistic way, the skills of reading, writing, speaking and listening. Activities provide practice for grammatical structures and vocabulary with which the learners are familiar, at the same time, it also creates opportunities for learning new grammar and vocabulary.

Another way in which CalCreative MS supports students in developing their listening, speaking, reading, and writing skills is through the implementation of project-based units that are inquiry based, arts-infused, interdisciplinary, and social studies based. Students have the opportunity to practice a variety of verbal and nonverbal strategies that support their English language development.

Speaking and Listening strategies:

- Planning
- Gaining a sense of audience
- Questioning

- Debating
- Critiquing
- Interviewing
- Projecting
- Discussing
- Evaluating
- Communicating with voice, body, actions, images
- Creating
- Collaborating
- Taking turns
- Compromising
- Making group decisions

How, where and by whom the services will be provided?

English Learners will receive English Language Development instruction throughout the day and across content areas by classroom teachers. Classroom instruction is differentiated to address the English Language Development Standards. In addition, students can also be identified for additional support with our MTSS program. In addition, CalCreative provides ongoing staff training in the area of English Language Development to help teachers accomplish both integrated and designated ELD support. We will adhere to federal, state, and district mandates regarding ELD education and will be vigilant about timely reclassification of EL students.

How will students who are English Learners be evaluated each year and how will the results of this evaluation be used to improve those services?

The ELPAC is one of the measures used to determine whether students progress from English Learners to Fluent English Proficient students. Students are also evaluated in other ways beyond the ELPAC test. School-based assessments include both formative and summative assessments. The following is a list of school-based assessments used at CalCreative MS to track ELD level progression:

- Basic Phonics Skills Test
- Reading Level Assessment – Fountas & Pinnell / TCRWP
- On demand writing piece
- End of writing unit piece
- Response to literature journal entry
- Presentation checklist
- Discussion checklist

Teachers collect student work samples like these and evaluate students' progress in meeting the ELD standards. All teachers providing ELD services track students' ELD level progression span throughout the year. To effectively track student progress, we utilize CalCreative MS's English Language Development Monitoring Folder. These monitor progress made based on school-based assessments at least three times a year, which coincides with our reporting periods.

Reclassification

The goal of the English Learner Program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. We use multiple assessment tools to determine a student’s English Language proficiency level. Once students are determined to be English language proficient, they are eligible to exit the English Learner program.

The reclassification of students is a four-step process that begins with the review of annual ELPAC results for English Language Proficiency. For this criterion, students need to meet the ELPAC definition of proficiency. The ELPAC has four performance level descriptors: 4 – well developed; 3 – moderately developed; 2 – somewhat developed; 1 – minimally developed. Students need to demonstrate a level 4 or 3, which is correlated with the English Language Development Standards upper range of “Expanding” through “Bridging.” Students must also be at Met or Exceeds Standard on the state standardized testing in English Language Arts and Mathematics. In addition, teachers monitor student progress through an ELD folder, which tracks individual progress in ELD standards. Teachers review folders at each progress reporting period to determine advancement. When a student demonstrates progress at the “bridging” level, the student is eligible to reclassify. Prior to reclassifying, the teacher is asked to report on the student’s academic progress in reading and writing and whether or not the student is ready to reclassify. Once a teacher recommends reclassification, the parent is consulted and asked to approve or decline the reclassification from English Learner to Redesignated Fluent English Proficient.

Reclassification Criteria Grades 6-8
Annual ELPAC scores: Student achieves a level 3 or 4 overall; with each domain requiring a level 3 or higher.
Performance in Basic Grade Level Skills: Met or Exceeded Standard level on State Standardized tests (I.e. CAASPP)
Progress Report: Received marks of 3 or 4 in English Language Arts.
Teacher Evaluation/ELD folder: Score reflects “bridging” the standards, as indicated on the ELD monitoring card.
Parent Notification, Consultation and Approval

Reclassification of English Learners with Disabilities

SWD, including those on the alternate curriculum, are to be provided the same opportunities to be reclassified as students without disabilities. Therefore, Individualized Education Program (“IEP”) teams may use appropriate measures of English Learning Progress and performance in

basic skills, and minimum levels of proficiency on these measures that would be commensurate to a native English-speaking peer with similar disabilities in the same grade level.

When students in 4th grade or above who have completed their fourth year of EL instruction and do not meet the four criteria for reclassification as established by the master plan, it is recommended for the IEP team to consider reclassification based on criteria outlined below, and to consider how the student’s disability might impact the student’s ELP.

Note: If the IEP team believes that a student will continue to benefit from ELD services because they have not fully developed English language proficiency, reclassification may not be appropriate.

When considering the reclassification IEP teams are authorized to follow the guidelines if the student meets all the following criteria:

- Student has completed four (4) full years of U.S. schooling.
- Student is in the 4th grade or above.
- Student has had the benefit of and completed four (4) or more years of ELD services

Student has an active IEP and is eligible for special education services at the time the reclassification process is initiated. The IEP in which the reclassification is determined must be in at least Pending status. Reclassification may not take place during an initial IEP meeting. Additionally, it is recommended that IEP teams wait at least 1 year to consider reclassification after a student’s initial IEP team meeting and implementation of special education services. This is to ensure that the student has been provided full access to the ELD and ELA curriculum.

Four Criteria for Reclassification Consideration for Students with Disabilities

Criteria	Additional Information/Alternative Options
Annual ELPAC scores: Student achieves a level 3 or 4 overall; with each domain requiring a level 3 or higher.	The IEP has determined the student has demonstrated an appropriate level of English Language Proficiency commensurate with their abilities when compared to English proficient students with similar disabilities; therefore, proficiency was determined using other indicators as follows: <ul style="list-style-type: none"> • Analysis of growth in ELD areas (listening, speaking, reading and/or writing) from one year • Comparison of student’s formative assessment data with that of native English-speaking peers with similar disabilities in the same grade level.
Progress Report:	The IEP team has determined the student has demonstrated an appropriate level of academic performance commensurate with their abilities when compared to English proficient students with

Received marks of 3 or 4 in English Language Arts.	<p>similar disabilities in the same grade level; therefore, proficiency may be determined using other indicators as follows:</p> <ul style="list-style-type: none"> ● Progress towards meeting ELA/ELD goals as determined in the student’s IEP. ● Progress on curriculum-based measures or formative assessments. ● Student artifacts/work samples.
Parent Opinion and Consultation	<p>The parent/guardian must participate in the IEP team meeting where the student’s progress toward the criteria for reclassification is discussed. The IEP team should obtain parent/guardian opinion throughout the discussion and document it in the ELD Present Level of Performance section by adding a subsection titled “Parent Input.” If the District and parent/guardian determine that the student has demonstrated an appropriate level of English Language Proficiency commensurate with their abilities and no longer needs ELD Services, the student will be recommended for reclassification.</p>
Comparison of Performance in Basic Skills	<p>The IEP team has determined the student has received ELD services for more than four years and has demonstrated an appropriate level of performance in ELA basic skills commensurate with their abilities when compared to native English-speaking peers with similar disabilities in the same grade level.</p>

Ongoing Monitoring of Reclassified Students, Long-Term English Learners, and for students “At Promise” of becoming LTELs

We will also monitor the progress of students reclassified as RFEP for two years following reclassification to ensure that these students maintain English proficiency. When students appear to not maintain proficiency, we will provide necessary support and intervention. For Long-Term English Learners, the ELPAC and ELD monitoring folders will be used to determine areas of need for LTELs. They will be given additional support to address these identified needs (e.g. increased designated ELD time from the classroom teacher, extra support from our MTSS Specialists, access to after school tutoring, etc.). Parents will be notified of their LTEL status, the characteristics of LTEL students, and the risks associated with LTEL status, as well as benefits to reclassification and ways to support reclassification.

Professional Development

Every teacher who provides instructional services to an English Learner shall be authorized to provide specialized instruction for those English Learners. This instruction would either 1) help the ELs to understand instruction that is taught only in English, 2) help the ELs develop their ability to listen, speak, read and write in English, 3) be provided in the ELs' primary language as English is acquired, or 4) be taught in a language other than English for those ELs in a dual immersion program. These are more commonly referred to as ELD, SDAIE, also referred to as “integrated” language development, and bilingual instruction.

In addition to this certification, teachers are trained at least twice annually regarding English Language Development instruction, differentiation, and monitoring of progress.

Annual Evaluation of the EL Master Plan

We will utilize the following benchmarks to determine areas of strength and need within our EL program. The percentages of students:

- Annual percentage of students meeting the ELPAC proficiency levels
- Annual percentage of students reclassified
- Annual reflection from teachers on the implementation of the ELD monitoring folders
- Monitoring the percentage of Long-Term English Learners and determining further supports.
- Monitoring, for four years, the percentage of Reclassified students who are able to maintain academic proficiency.

We have included benchmarks for monitoring English Learner subgroup progress in our Local Control and Accountability Plan. Progress will be monitored throughout the year, and formally reviewed annually by teachers, our School Site Council and our Board of Directors.

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

CalCreative MS' instructional program is designed to differentiate instruction for students at different levels. Gifted and Talented Students and students achieving above grade level are given access points beyond what is expected in the grade level standards. For example, in Readers Workshop, a classroom can have students reading at a wide range of levels. In addition, CalCreative MS' project-based curriculum incorporates Gardner's multiple intelligences and is designed to allow all students to pursue their learning in an in-depth way and at a challenging pace. Most of our curricular programs have differentiation inherently built in. With our instructional methods, students are viewed to be learning on a continuum, rather than being “capped” at a grade level standard. Our Readers and Writers Workshops, DWOK, Scottish Storyline, and Cognitively Guided Instruction methods all give teachers the capacity to instruct students beyond the grade-level standard.

The Charter School will work to refer students for various GATE considerations through parent referrals, teacher referrals, and by Charter School referrals for students who have attained

advanced benchmarks in the State standardized tests. Referral applications are reviewed by the Charter School's G.A.T.E. Committee for approval for referral for testing. The Charter School will formally identify students through a fee-for-service to have a LAUSD school psychologist conduct the assessment. Students in our GATE program are monitored by their classroom teachers and are not part of a separate program. Teachers are responsible for monitoring, differentiating, and extending the assignments for gifted students. The Director of Student Support Services is the onsite designee for GATE questions and referrals.

Students Achieving Below Grade Level

CalCreative MS uses a comprehensive Multi-Tiered System of Support (MTSS) to ensure every student receives the instruction, interventions, and enrichment they need to thrive. Through ongoing data analysis, we identify students who are performing below grade level and provide targeted, evidence-based supports across academic, behavioral, and social-emotional domains. Classroom teachers, specialists, and support staff collaborate to deliver tiered interventions, monitor progress frequently, and adjust strategies based on student growth. By integrating high-quality instruction with individualized supports and family partnership, our MTSS framework helps us respond proactively to student needs and close achievement gaps so all learners can succeed. Supports for students are divided into a three-tiered model.

Tier 1 (Core) interventions occur within the classroom and are implemented through the classroom teacher's core instruction and lesson planning. These interventions are considered normal interventions (i.e. differentiation of instruction via mini-lessons, small group work, individual conferencing) that are utilized within our general curriculum.

Tier 2 (Strategic) interventions occur for students who are struggling to reach grade level benchmarks and are not demonstrating enough progress at the classroom level. Typically, students in Tier 2 receive intervention as a supplement to core instruction. Through school wide assessments, students are identified and referred to different intervention support systems, one of which is support from our MTSS Team, which is currently comprised of the intervention specialists, our special education coordinator, and administrator. Another example of a Tier 2 support may be to convene a Student Support and Progress Team ("SSPT"), which is generally comprised of parents, classroom teachers, administrators, and any other concerned parties. This team meets to share strengths and challenges in the classroom, pertinent health/home information, and collaborates on developing an action plan to support the student's next step(s). The plan may include supports to be provided by the teacher as well as other intervention strategies for families to implement at home and outside of school (e.g. additional personalized assignments, chunking or scaffolding of assignments, preferential seating, behavior contracts, pro-social skills, etc.). The plan is monitored by the SSPT team and revisited by the team to evaluate progress and determine next steps. Generally, within the first six to eight weeks of school, using existing, if available, and new assessment data, teachers begin to identify students in need of Tier 2 supports. Parents are notified of interventions in writing, or via meetings like the SSPT (which is formalized through an SSPT plan).

Tier 3 (Intensive) supports are for a smaller percentage of the population, where students who show little or no progress from the Tier 1 and Tier 2 interventions may be supported through a

504 plan, behavior support plan, specialized instructional materials, establishing communication norms for progress, additional support from different instructors or referred for evaluation for Special Education Services.

With most intervention programs, the students are pulled away from their normal classroom lessons in order to “catch them up.” Generally, students who are below grade level expectations are very self-aware they are “behind” their peers, and this awareness can be further heightened when they are pulled out for extra help. Also, pulling students out for intervention services can contribute to disruption in learning, due to the fact that students often miss part or all of important classroom lessons while receiving intervention. Therefore, CalCreative MS’ model of MTSS support pushes into the classroom. It does not just focus on helping students develop specific reading and math intervention strategies, it also works to protect the students’ socio-emotional development by providing services that are integrated in the classroom, in a manner that does not outwardly identify their challenges.

Currently, students are identified through school wide assessments (e.g. MAP Growth, Fountas and Pinnell Reading Assessments, CGI benchmark assessments) to determine areas of need. We then employ our MTSS Specialists to provide targeted support for students who are not in receipt of Special Education Services. The MTSS team meets on a regular basis to work out protocols and processes to help ensure efficient delivery of services. In order to not stigmatize the “targeted” students, the MTSS specialists first focus on developing relationships with students, prior to focusing on their challenge areas. By building strong rapport, the children are better able to feel safe to take learning risks or be more comfortable in making mistakes. It is through the identification of the mistakes that we are able to target their misunderstandings and help correct them.

Students in Tiers 2 and 3 of the MTSS program are formally assessed at each trimester to determine:

- If intervention services need to continue, or
- If the student has achieved benchmark
- If the student has not made progress and may need to be considered for additional services.

Socioeconomically Disadvantaged/Low Income Students

The Charter School identifies students who are socioeconomically disadvantaged/low income through the National School Lunch Program applications or the Direct Certification program. We annually survey economically disadvantaged parents for their feedback on our program, what informational topics they might find to be helpful, how supported they feel, etc. These results help us better understand how to implement stronger supports.

With respect to academic needs, socioeconomically disadvantaged students are offered the same interventions and strategies that are employed school wide. In addition, for those who are underperforming, they are offered supplemental education services in the form of afterschool tutoring. Student progress is monitored by the administrators and the teachers of the students.

Our community makes strong efforts to provide support by fundraising so that the Charter School can continue to offer discounts or scholarships for enrichment activities or goods (e.g. yearbook, book fair certificates). This support is provided in a way that protects the identity of students who are participating in the National School Lunch Program.

Students with Disabilities

NOTE: The FSDRL contains all provisions necessary to address matters related to students with disabilities and special education.

Students in Other Groups

The Charter School provides the following supports to address the needs of foster youth and students experiencing homelessness:

Foster youth can benefit from many of the services provided for other subgroups, and we would assign a staff member to serve as the liaison between the Charter School and the foster family or home, any others working with the child. Foster youth are identified through the statewide matching system in CALPADS, or they can also be locally matched through the Child Welfare System/Case Management System.

Students in subgroups such as foster and homeless youth have a designated staff member that serves as the liaison between the Charter School and all care providers.

Administrators, teachers, and any other relevant service providers will monitor progress for students in all the subgroups. The foster youth liaison or homeless liaison will remain in regular contact with all care providers to share data and develop systems that will meet the needs of each student.

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

The measurable goals of the program are aligned to the State priorities. Please refer to the Local Control Funding Formula table in Element 1.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Performance targets are aligned to the State priorities. Please refer to the Local Control Funding Formula table in Element 1.

Other Performance Targets

Other performance targets are aligned to the State priorities. Please refer to the Local Control Funding Formula table in Element 1.

Methods for Measuring Pupil Progress Toward Outcomes

California Creative Learning Academy MS uses a variety of assessments, both formative and summative, standardized and local, to monitor and report student progress on learning and mastery of standards.

The following lists describe the types of assessments we utilize:

State Standardized Assessments	Grades	Type	Frequency
CAASPP English Language Arts and Math	6-8	Summative	Annual
English Language Proficiency Assessments	6-8	Summative	Annual
California Science Test	8	Summative	Annual
California Alternate Assessments	6-8	Summative	Annual
Physical Fitness Test	7	Summative	Annual

Local Assessments	Grades	Type	Frequency
NWEA MAP Growth: ELA and Math	6-8	Formative & Summative	3x/year
SBAC Interim Assessments: ELA and Math	6-8	Formative	As Needed
Teacher's College Reading and Writing Project	6-8	Formative & Summative	Ongoing Weekly
Open Up Resource Math & CGI	6-8	Formative & Summative	Ongoing Weekly
TCI Science Alive!	6-8	Formative & Summative	Ongoing by Unit
TCI History Alive!	6-8	Formative & Summative	Ongoing by Unit

Teacher-Created Assessments and Rubrics	6-8	Formative & Summative	Ongoing by Unit
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Formative Assessment

Teachers utilize many forms of formative assessments to monitor and measure student progress. They are employed regularly through our published curricular programs, and at specific, relevant points in our project-based units. Following are descriptions of the types of assessments teachers utilize to inform their instruction. Many of these are measured by rubrics, and we work to employ student self- assessment and peer assessment within many of our rubrics. Formative assessments inform teachers on students’ progress towards mastery of State Standards and can also help the student understand where they are in that trajectory. Formative assessment information can come from questioning and discussion with students, from their work (e.g. quizzes, assignments, portfolios, journals, etc.), or from direct observation of students doing their work. When students and teachers are able to share data about the quality of student work relative to the learning targets, learning improves.

Authentic Assessment

Students’ performance will also be assessed authentically throughout the year via teacher created assessments. In this form of assessment, students are asked to construct their own responses rather than select from ones presented. Authentic assessments replicate challenges faced in the real world. All assessments will be directly connected to State Standards and universal concepts taught throughout CalCreative MS.

- Traditional -----Authentic
- Selecting a Response -----Performing a Task
- Contrived-----Real-life
- Recall/Recognition-----Construction/Application
- Teacher-structured-----Student-structured
- Indirect Evidence-----Direct Evidence

Product

In response to a prompt (assignment) or series of prompts, students construct a substantial, tangible product that reveals their understanding of certain concepts and skills and/or their ability to apply, analyze, synthesize or evaluate those concepts and skills. Examples include:

Product-like examples

- Short-answer essay questions
- "Show your work"
- Brief summaries

- Peer editing
- Journal response; literary journal reflections
- Homework reflections; article reflections/rubric
- Evaluating work of others
- Self-assessment
- Self and group evaluation
- Reflections

Response items

- Essays, stories, or poems
- Projects / rubric
- Literary analysis
- Character analysis
- Argument analysis / rubric
- Analyzing primary sources
- Surveys
- Preparing for a discussion
- Posters
- Collages, Pamphlets, Brochures, Magazine covers
- Games
- Comic strips
- Books, Booklets

Performance

In response to a prompt (assignment) or series of prompts, students construct a performance that reveals their understanding of certain concepts and skills and/or their ability to apply, analyze, synthesize or evaluate those concepts and skills. It is similar to a constructed-response item in that students are required to construct new knowledge and not just select a response. However, performances typically are more substantial in depth and length, more broadly conceived, and allow more time between the presentation of the prompt and the student response than constructed- response items.

Examples include:

- Conducting an experiment
- Skits
- Role-plays
- Book talks
- Debates
- Panel discussions
- Fishbowl discussions

MAP Growth Assessments

CalCreative Middle School has adopted the Measures of Academic Performance (“MAP”) Growth Test. It is a computerized adaptive test that tracks students’ individual growth over time. We

believe this tool will give us access to more information in a more efficient manner as compared with the SBAC Interim Assessments. MAP Growth uses a RIT (Rasch Unit) scale to help measure and compare academic growth. It represents the level where a student is ready to learn, also known as the Zone of Proximal Development. The test finds that level by pinpointing where a student would just as likely answer incorrectly as correctly, the point between knowing and not knowing answers. Because the scale measures levels in academic difficulty and extends equally across all grades, we can then compare a student's score at various points throughout their education. By using MAP Growth as both a formative and summative tool, we are able to make data-informed instructional decisions that support targeted interventions, differentiation, and overall student achievement.

SBAC Interim Assessments

SBAC Interim Assessments—the Interim Comprehensive Assessments, Interim Assessment Blocks, and Focused Interim Assessment Blocks — The teacher teams will determine which assessments to employ and the appropriate frequency of administration. Teachers receive training to understand the differences between the three types of interims, as well as guidance on locally scoring constructed responses and essays. These interim assessments will provide valuable, actionable data, allowing teachers to identify student strengths and areas for growth, monitor progress toward mastery of the Common Core State Standards, and adjust instruction in a timely manner. By using interims as both formative and summative tools, educators can make data-informed instructional decisions that support targeted interventions, differentiation, and overall student achievement.

Data Analysis and Reporting

Cycle of Inquiry

As a professional learning community, we utilize an ongoing process in which teachers and administrators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for our students. We utilize an ongoing process that fosters continual improvement by:

- Gathering evidence of current levels of student learning
- Developing strategies and ideas to build on strengths and address weaknesses in that learning
- Implementing those strategies and ideas
- Analyzing the impact of the changes to discover what was effective and what was not
- Applying new knowledge in the next cycle of continuous improvement

Teachers analyze data throughout the year, both formally and informally. As grade level teams, data about current instructional practices and the levels of achievement of the students are utilized to inform the development of SMART goal action plans for identified areas of need. Along with the data, teams also explore both best practices in teaching and best practices in learning to help inform the activities in the action plan.

Progress towards SMART goals is monitored at various times in the year, with a culminating reporting of results towards the end of the year. The time spans between monitoring points are determined by the action plan, where some actions may have a quick action and can be revisited within a few weeks, to a longer span that may require monitoring by trimester. To track student achievement data, teachers, administrators, and related service providers, will be using a grade level assessment tracker to enter, disaggregate, analyze, and report student performance. This will occur, at various intervals, usually at the end of units, and at a minimum, by trimester. Teachers and administrators are able to monitor schoolwide progress along with significant subgroups, minimally by trimester. Results from data analysis are used to inform instruction, create intervention groups, and to report on student progress three times a year.

Teacher teams are expected to formally monitor their SMART goal progress during the Pupil Free days scheduled during the year. Pupil Free Days are often a combination of professional development, planning, progress monitoring, and reflection on team and schoolwide goals. Each team’s progress on its plans is monitored by the grade level chair and administration by trimester.

Grading, Progress Reporting, and Promotion/Retention

Grading Policy

Teachers utilize a variety of assessments to inform grades. Grade level teams determine the assessments to be used to inform progress reporting and final grades, so that we can ensure standardization. We utilize a 4-point scoring system for both academic grades and learner habit grades. Below is a breakdown of what each rubric score represents.

	1	2	3	4
Progress Reporting	Making No Progress	Making Some Progress	Making Adequate Progress	Standard Exceeded
Final Grades	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded

Student Progress Reports

Each individual student’s progress is evaluated at the end of each grading period. There are formal grading periods by trimester, and students and families are given feedback throughout the trimester with respect to progress on unit assessments. Grades are given in the form of a rubric score and narrative comments. Parent-Teacher conferences are scheduled twice a year to coincide with these assessments. A final report card is sent home at the end of the school year.

CalCreative MS teachers collaborate on the development of the Charter School's narrative Progress Report, which is issued at the end of each trimester. A four-point rubric, developed by teachers across all grade levels, is used to grade students on progress towards achievement of academic standards in the following content areas: English Language Arts, Mathematics, History/Social Studies, Science, Physical Education, Arts, and Foreign Language.

Social Skills and Learning Habits are graded using a rubric describing the student's practice of the skill and habit. A comment section allows teachers opportunities for further written elaboration about the student and their development and achievement towards goals.

Parents are informed of student progress and achievement of standards through face-to-face teacher-parent conferences at the end of Trimester 1 and 2. The final Report Card is given to parents at the end of Trimester 3. Parents or teachers may also request interim conferences as necessary to confer on increased support for academic or behavioral issues.

Schoolwide Progress Monitoring

Each year the Charter School leadership publicly reports its student progress via the School Accountability Report Card, its annual review and update of the LCAP, and via Back to School Night presentations. The School Site Council and Board of Directors, supported by Charter School leadership, review disaggregated student subgroup information to determine whether adequate progress has been made, and to monitor the effectiveness of action plans. The work of analysis first begins with our School Site Council, which meets monthly to review data, determine needs, create or amend action plans, and proposes the next year's LCAP and other significant plans, to our Board of Directors. Our Board of Directors considers the recommendations and can make adjustments prior to final approval.

Promotion/Retention

Due to the Charter School's capacity for differentiation, retention is not often used as a method to address student needs. The Light's Retention Scale is used as one tool to inform discussion on retention. A student's socio-emotional, physical, academic, and linguistic needs are considered. The Charter School first addresses students who don't make progress through various supports (e.g. MTSS, SSPTs, and grade level differentiation). Any request for promotion and retention requires a meeting with parents, teacher, and the Charter School administration.

Students under consideration for Retention will undergo the following process:

- Teacher/Parent request for retention is submitted to the administrator prior to the last 6 weeks of school, as this would have allowed for enough yearlong data to be collected on student performance.
- The Executive Director/Principal or designee will review the student's progress reports and student work. If the student is demonstrating significant lack of progress in core subjects, the Charter School will utilize Light's Retention Scale as a tool to determine whether the student is a good candidate for retention.
- A meeting is then held with the parents, teacher and Executive Director/Principal or designee to discuss whether retention is appropriate.
- The Executive Director/Principal makes the final decision on whether to retain the student.
- Parents can appeal the Executive Director/Principal's decision by submitting a written appeal within five (5) business days after receiving the Executive Director/Principal's decision. The appeal will be reviewed by the Executive Director/Principal who will make the final decision on the appeal within five (5) business days after receiving the written request for appeal from 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.

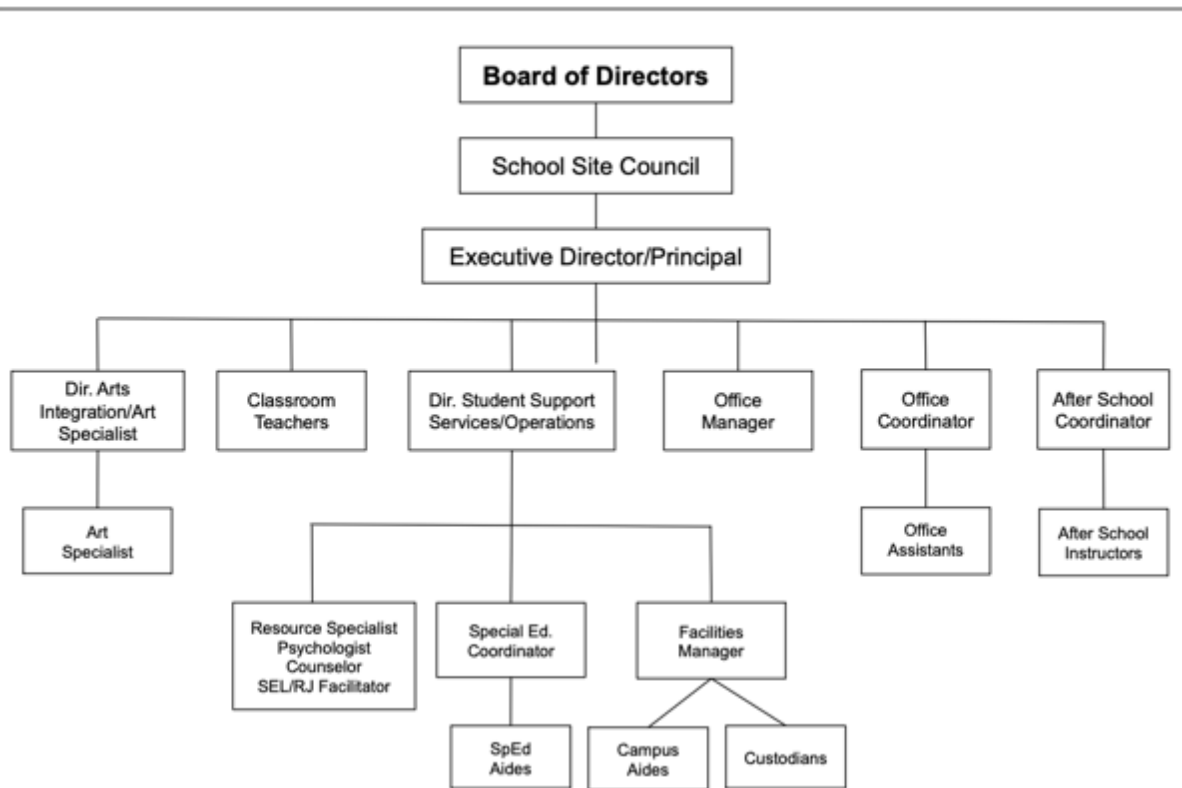
Governance Structure

California Creative Learning Academy Middle School is governed by the California Creative Learning Academy, Inc. ("CalCreative") Board of Directors ("Board" or "Board of Directors"). The Executive Director/Principal will oversee both the elementary and middle school, and is evaluated directly by the Board of Directors. Shared staff, such as the Director of Student Support Services/Operations, Office Manager, Arts Integration Director, and Office Coordinator will be supervised by the Executive Director/Principal.

Charter School committees often operate on discrete issues, and should there be a major item that requires substantial funding or programmatic change, a committee shares that need with the School Site Council, and, depending upon the issue, it could be shared with the Board of Directors. The SSC has advisory input related to the development of the LCAP and the use of LCFF

funding. SSC has decision-making authority over the use of funding allocated to school sites through the Consolidated Application process.

Organizational Chart



CalCreative is a nonprofit public benefit corporation and operates in accordance with the Articles of Incorporation and Bylaws established by the CalCreative Board of Directors. The Board of Directors has the fiduciary responsibility to effectively direct and provide oversight for the Charter School, including but not limited to enactment and monitoring of policies and procedures to ensure the Charter School’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education.

The work assignments and cost of salaries and benefits for the following shared employees will be divided among the two schools on an ADA percentage basis. For example, if CalCreative MS accounts for 40% of the apportionment revenue of the corporation, then it will contribute 40% of the costs of salaries and benefits for the shared employees. Anticipated shared employees include, but are not limited to:

- Executive Director/Principal
- Director of Student Support Services/Operation
- Office Manager
- Arts Integration Director
- Art Specialists
- Resource Specialists

Governing Board Composition and Member Selection

Per the Bylaws of California Creative Learning Academy, the number of directors shall be no less than five (5) and no more than fifteen (15) unless specified otherwise by amendments to the Bylaws. If LAUSD appoints a representative to serve on the Board pursuant to Education Code Section 47604(c), the Board may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative appointed by LAUSD and the parent representative(s), shall be designated by the existing Board.

The Board shall strive for the following composition:

- (a) One (1) or two (2) parent representatives (parent/legal guardians of currently enrolled students in the CalCreative organization);
- (b) At least two (2) educators with expertise in K-12 education;
- (c) Representatives of Charter School partnerships and the local community;
- (d) At least one (1) Director with expertise in School Business Management;
- (e) In accordance with Education Code section 47604(c), LAUSD may appoint a representative to the Board;
- (f) At least one (1) Director be Spanish speaking;
- (g) At least one (1) Director be an arts practitioner;
- (h) There can never be 50% or more of Board members with children currently enrolled in California Creative Learning Academy and California Creative Learning Academy Middle School.

In addition to these specific roles, the Board will strive for members that have the requisite skills, relationships, knowledge, etc. in the areas of need as determined by the Charter School's strategic goals (e.g. real estate, law, development, etc.)

The California Creative Learning Academy, Inc. Board of Directors are responsible for the academic, financial, and operational soundness of the Charter School. Its responsibilities include, but are not limited to:

- Setting the direction for the Charter School's mission and vision
- Strategic planning
- Board governance (e.g. bylaws, officers, membership)
- Budget approval and monitoring
- Fiscal management monitoring
- Policy approval and monitoring
- Fund Development
- Approve contracts over \$50,000
- Hires, monitors, and evaluates the Executive Director/Principal

Selection of Directors

Parent/legal guardians: Parents will choose their representatives for the Board. There will be open nominations for candidates. Candidates will give brief presentations regarding their qualifications for service, and parents will vote by secret ballot.

Educators/representatives of school partnerships/community members: Representatives from the Board, along with the Executive Director/Principal, will give potential candidates a school tour and interview them for their ability and desire to support the Charter School's mission and vision work. Upon a successful interview, the candidate will then be introduced to the entire board, and the Board will vote on the candidate's membership. Solicitations for Board members are given with an attempt to achieve the desired mix of skills and expertise necessary to effectively govern the Charter School.

Term of Office

Each director shall hold office, unless otherwise removed from office in accordance with the Bylaws, for two (2) years and until a successor director has been designated and qualified. Directors may serve up to three (3) consecutive terms of two (2) years. A term expires at the Annual Retreat (summer meeting) after the director's completion of their term(s). This allows for a smooth transition of members who are also officers of the Board or lead committees. A director that has served three (3) consecutive two (2) year terms is eligible to serve as a director after the expiration of a one (1) year hiatus from the Board. A partial term of less than two (2) years does not count for purposes of the consecutive term limitation. If a Board member joins between July 1st to December 31st, they will be considered to be fulfilling one full year. If a Board member joins between January 1st to June 30th, this will be considered to be a partial year, and not count towards a full year in a term.

Governance Procedures and Operations

Charter School Business

Board of Directors meetings will include business matters for both charter schools that it operates, California Creative Learning Academy and California Creative Learning Academy Middle School. The Board will review, consider, and take action on such items much in the same way a school district board of education operates multiple traditional public schools. Funds between the two charter schools shall not be commingled. The fiduciary duty that directors owe to the corporation will ensure that they always operate in the best interest of the charter schools.

Meeting Frequency

Meetings of California Creative Learning Academy Board of Directors will be held at 2709 Media Center Drive, Los Angeles, California 90065. The CalCreative Board of Directors may also designate that a meeting may be held at any place within Los Angeles County boundaries, which has been designated by the Board by resolution and by proper notice under the provisions of the Ralph M. Brown Act ("Brown Act"), California Government Code Section 54950.

At least 72 hours before a regular meeting, at the location of the meeting, on the outside community bulletin board of the Charter School, and on the Charter School's website, the Board of Directors, or its designee posts an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. At least 24 hours before a Special Meeting, at the location of the meeting, on the outside community bulletin board of the Charter School, and on the Charter School's website, the Board of Directors, or its designee, posts an agenda, containing a brief general description of each item of business to be transacted or discussed at the meeting.

The agendas are distributed to the Board of Directors and interested parties prior to the meeting. The secretary keeps minutes of all the Board of Director's meetings, electronically and in hardcopy. The minutes are typically approved at the following meeting, placed on the Charter School's website, and kept in a binder in the Charter School office for public viewing.

Regular Meetings

Regular meetings of the Board of Directors shall be held in alternating months and then consecutive months of May and June. Special meetings will be scheduled at the discretion of the Board of Directors.

Committees of the Board

In addition to whole Board Meetings, the Board of Directors also operates a committee structure, where members participate in specific work to support the work of the full Board. These committees meet on a regular basis and are also subject to Brown Act. At least 72 hours before a regular committee meeting, the committee chair, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The agenda will be posted on the outside community bulletin board of the Charter School at 2709 Media Center Drive, Los Angeles, California, 90065. It will also be posted on CalCreative MS's website.

The process and timeline for setting the annual calendar is decided upon by the Board at our Annual Board retreat. Initial committee meetings are scheduled at the retreat by the committee members, and there is an expectation that the chair of each committee schedules subsequent meetings. The Finance and Executive Committees meet in the alternating months when the Board is not meeting.



Annual Retreat

An Annual Board Retreat will be held once a year. The purpose of the retreat is for team building, strategic planning, elections, and the integration of new Board members into the culture of the organization. In addition, the Board ensures initial and ongoing governance training to ensure that all members are able to effectively serve (e.g. Brown Act, Conflict of Interest Policy,

compliance monitoring, policy review, etc.). The Charter School Board of Directors will attend an in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest and the Brown Act.

Special meetings of the Board of Directors may be called in accordance with the Brown Act. The Chairperson of the Board of Directors or a majority of the Board of Directors may call a special meeting, for any purpose at any time. The Board of Directors shall determine the place, date, and time of any such special meeting to be held within the boundaries of the territory of local jurisdiction. Notice of a special meeting will be provided to the Board of Directors and to the public at least 24 hours prior to the special meeting. At least 24 hours before a special meeting, the Board of Directors, or its designee, the Principal, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, at the location of the meeting, on the outside community bulletin board of the Charter School, and on the CalCreative MS website.

Teleconference Meetings

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- (a) At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of Los Angeles County;
- (b) All votes taken during a teleconference meeting shall be by roll call;
- (c) If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice agenda of the meeting.
- (d) All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda
- (e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- (f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Quorum

A majority of the directors then in office shall constitute a quorum. If a quorum is present, the affirmative vote of a majority of the directors present shall be a decision of the Board, unless a greater number be required by law or by the Bylaws. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors if any action taken is unanimously approved or approved by at least a majority of the required quorum for such meeting. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Educational Partner Involvement

In order to consult with parents and teachers, the Charter School conducts an Annual Survey to better assess the needs and priorities of our community. Questions in the survey address topics such as our core values, curriculum, safety, individual student support, etc. We will use the data from this survey to help understand what our community feels we have done well, and what areas we need to continue to develop and improve. The feedback is shared with the community and informs both the School Site Council and Board of Directors. In addition to the survey, the Charter School will hold monthly meetings for parents, to engage on topics related to the annual goals, obtain feedback regarding actions, address concerns, etc. Furthermore, annually, parents and staff are asked to evaluate the Executive Director/Principal's performance.

In addition, educational partners (i.e. parents and staff) are involved in governance at many levels of the organization, from helping to address issues at the classroom, committee, School Site Council, and Board of Directors levels. Many of the Charter School's committees (e.g., School Site Council, Curriculum, Technology, Safety, etc.), including our Board of Directors are expected to have parents and staff as members. The committees operate to support the Charter School's mission and vision work. Committees may make recommendations to either the School Site Council or the Board of Directors in the form of funding requests or submission of action plans, such as the LCAP.

The Charter School uses its website to support educational partner involvement by posting the LCAP, annual updates, Board meeting agendas, descriptions of the full educational program, parent resources, and access to the student portal at all times.

LCAP Feedback and Meetings for all Educational Partners

Educational Partners are able to contribute to the LCAP planning process via the Annual Survey, Parent Advisory Committee meetings, Board of Directors meetings, and school site-based meetings.

The Charter School holds LCAP informational sessions, town hall meetings, and sends out surveys to gather input from parents, teachers, and community members to be considered when reviewing progress on goals, potential next steps and any new goals from data points. The Parent Advisory Committee reviews and comments on the LCAP before it is presented to the community for a public hearing and eventually to the CalCreative Board of Directors for approval. The Charter School shall present a midyear 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 nonconsent item at a regularly scheduled Board meeting.

Parent Advisory Committee

The PAC's primary function is to review and provide comments on the Charter School's draft LCAP.

The PAC consists of a majority of parents or legal guardians of currently enrolled students, including parents of low-income students, English Learners, and students with disabilities. Additionally, at least two student members are full participants in the PAC. The PAC follows the

Greene Act. Agendas are posted at least 72 hours before the meeting, and meetings are open to the public.

School Site Council

The School Site Council is composed of representatives of our learning community, parents, teachers, Principal, and other non-credentialed staff members. Agendas are posted at least 72 hours before the meeting, and meetings are open to the public. The School Site Council is composed of 10 members (5 employees, 5 community members), selected by their peers. The 5 employees include 3 certificated classroom teachers, 1 non-certificated staff member, and the Executive Director/Principal who is an ex-officio voting member. The remaining 5 members are parents or community members. The SSC has decision-making authority for consolidated applications, as it is the decision-making authority for all programs funded through the Consolidated Application. The PAC follows the Greene Act and Robert's Rules of Order. Agendas are posted at least 72 hours before the meeting, and meetings are open to the public.

Parent Teacher Student Association

CalCreative has a strong PTSA that brings together its parents, staff, and students to enhance the students and families' school experience. The PTSA sponsors activities and programming that brings our organization's community together and improves the relationship between school and home. The CalCreative PTSA Executive Board works with the administration to determine areas of need and brings actions to the PTSA membership to vote on use of funds. The PTSA is part of a statewide network of PTSAs that advocate for students across California.

School Level Committees

In order to foster a shared decision-making culture, we implement multistakeholder committees. Teachers serve on various committees to make decisions that further the mission and vision of the Charter School such as the Curriculum Committee, Human Resources, Site Council, Social Emotional Learning, Inclusion, etc. There are also Teacher Representative positions for both the Board and the PTSA. These positions serve as liaisons between the teachers and the Board and PTSA. Parents also serve on some of these committees, as well as specific committees which are formed to address Charter School goals and areas of needs such as the Parent Teacher Association, Build Committee, Technology Committee, Room Parents, Garden, etc.

Executive Director/Principal

The Executive Director/Principal's responsibilities include, but are not limited to:

- Work towards the mission, vision, and strategic plan
- Guide and mentor the administrative staff and supervisors
- Oversee the Academic Program, Operations, Human Resources, Administration, and Financial/Business Services.
- Enforce the Charter School's policies and procedures

The Executive Director/Principal is responsible for the implementation of decisions from the Board of Directors and School Site Council. The Executive Director/Principal oversees the Academic Program, Operations, Human Resources, Administration, and Financial/Business Services. They will ensure the delivery of high-quality educational programming while managing

growth and enforces the Charter School's policies and procedures and comply with all applicable State of California and Federal laws for the staff and students, operations and facilities. The Executive Director/Principal will be evaluated by the Board of Directors.

Contracted Business and Operations Management Services

CalCreative utilizes a back office provider. This enables school site staff to focus on instructional and curricular issues. The business services provided include budgeting, fiscal planning, vendor management, accounts payable, attendance tracking systems, completion and submission of compliance reports, monitor adherence to applicable laws, and serve as a liaison with the District. The contracted organization employs generally accepted accounting principles.

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(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

The Charter School will recruit professional, effective, and well qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities through advertisements on reputable career boards and referrals. The Charter School believes that all of its employees play a key role in creating a successful learning environment and we recruit qualified employees throughout the organization.

CalCreative MS will continue its current employee hiring practices and comply with any applicable Every Student Succeeds Act legal requirements in addition to all applicable California Commission on Teacher Credentialing (“CCTC”) requirements. Teachers shall hold the CCTC certificate, permit, or other document required for that teacher’s certificated assignment. CalCreative MS complies with background checks for DOJ clearance, tuberculosis (“TB”) testing and retirement reporting. Prior to the first day of employment, all employees who may interact with students are required to submit fingerprints (Livescan), TB screening and clearance, and complete Mandated Reporter Training.

CalCreative MS shall not discriminate against any applicant on the basis of their 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, or association with an individual who has any of the aforementioned characteristics).

Employee Positions and Qualifications

Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at the Charter School will meet all requirements for employment set forth in applicable provisions of law, including credential requirements as stated in Education Code Section 47605(1)(1). The educational and skill-level qualifications and job descriptions of teachers to be employed in the Charter School shall meet the educational goals as outlined by this charter petition. The Executive Director/Principal will verify credentials prior to hiring any certificated personnel.

The following is a list of current employee positions:

- Executive Director/Principal
- Director of Student Support Services/Operations
- Classroom Teacher
- Resource Specialist
- School Psychologist
- School Counselor
- Director of Arts Integration/Visual Arts Specialist
- Art Specialist
- Office Manager
- Office Coordinator
- Special Education Coordinator
- Office Assistant
- Facilities Manager
- Social Emotional Learning/Restorative Justice Facilitator
- Special Education Aide
- Campus Aide
- Custodian
- After School Coordinator
- After School Instructor

The Charter School’s key staff members will meet the following qualifications:

Administrators
<p>Executive Director/Principal Reports to: Board of Directors</p> <p>The Executive Director/Principal is an individual who is committed to the arts, child-centered learning, and fostering a collaborative and engaged learning environment. To thrive in and</p>

contribute to our learning community this individual must be an excellent communicator, a flexible and resourceful problem-solver, a life-long learner, a deep critical thinker, very comfortable with interdisciplinary collaboration, and able to support and develop leadership in others. This individual's personal and professional values are aligned with the organization's values: child-centered, constructivist, project based, arts integrated, family involvement, character education and service learning. In this role, the Executive Director/Principal will support and nurture a very collaborative and transparent leadership model wherein all staff and directors have direct access to the Board, and teachers and directors regularly report to the Board and the community.

Purpose Statement

The Executive Director/Principal will guide and mentor the administrative/supervisory staff and oversee Academic Program, Operations, Human Resources, Administration, and Financial/Business Services. The Executive Director/Principal will ensure the delivery of high-quality educational programming while managing growth. The Executive Director/Principal will enforce the agency's policies and procedures and comply with all applicable State of California and Federal laws for the Charter School's workforce and students, operations and facilities

Leadership

- Uphold the values and mission of the CalCreative organization while making significant professional contributions
- Support, develop and engage the Board of Directors charged with providing guidance, actively supporting fundraising goals, and increasing networks for the CalCreative organization throughout Los Angeles.
- Lead strategic Board development, training and recruitment efforts.
- Manage fundraising activities including developing foundations relationships, corporate sponsorships and individual donor solicitation strategies
- Provide inspirational leadership and direction to the Leadership Team and staff of California Creative Learning Academy and California Creative Learning Academy Middle School to ensure the continued development of a professional, collaborative and efficient school culture.
- Assure alignment of CalCreative's mission, vision and values to the established goals and objectives at its school sites.
- Continually look for creative and innovative ways to meet the needs of the community and implement sustainable business models to ensure consistency in the operations of its school sites.
- Work collaboratively with the Board in leading and aligning the budgets, staff and priorities with the CalCreative organization's strategic plan.
- Work with community volunteers to promote greater community involvement; lead community engagement efforts engaging parent community, PTA, Board and external stakeholders and partners.
- Oversee the fiscal activities of California Creative Learning Academy and California Creative Learning Academy Middle School in partnership with the back office provider,

including budgeting, reporting and audits to ensure financial accountability and guide the Board on all fiscal decisions.

- Cultivate a strong and transparent working relationship with the Board and ensure open communication about the financial, fund development and programmatic performance of the CalCreative organization.
- In partnership with the Board, help build a diverse and inclusive Board representative of the community that is highly engaged with the goals of the CalCreative organization.
- Perform personnel functions (e.g. interviewing, evaluating, supervising, mentoring, determining release of employees etc.) to maintain adequate staffing, enhancing productivity of personnel and achieving objectives within budget.
- Guide and support the Director of Student Support Services/Operations, Facility Manager, and the Office Manager in all personnel matters, with overall responsibility for compliance with California and federal employment laws and regulations (e.g. benefits, retirement, medical leaves, etc.).
- Assist LAUSD Charter Division in reviewing programs for compliance with the rules and standards of the Educational Code and other state and federal laws and regulations.

Instructional Leadership:

- Oversee the development and implementation of instructional goals and guidelines.
- Report directly to the CalCreative Board of Directors on all matters relating to academic and curricular vision, goals and plans.
- Coordinate with administrators, Board and staff to provide staff development to improve student achievement
- Collaborate with internal and external stakeholders (e.g. District personnel, community organizations, parents etc.) to implement and maintain services or programs, and to identify and assess student needs
- Develop long and short-range plans/programs to ensure that the CalCreative charter schools' resources are effectively utilized to improve student achievement for all students

Infrastructure and Operations

- Oversee operations, ensuring local, state and federal laws and city ordinances for each facility are enforced including, safety planning, suspension/expulsion, technology, valid permits, licenses and privileges granted by LAUSD and the towns served.
- Facilitate collaboration and strengthen internal communication with Charter School staff, the Board and families.
- Create and promote a positive, culture and work environment that supports consistency throughout CalCreative's strategy, operational methods and data collection needs.
- Oversee the financial status of the Agency including developing long and short-range financial plans, monitoring the budget and ensuring that financial controls are in place.
- Set financial priorities accurately to ensure CalCreative is operating in a manner that supports the needs of the programs and services being offered.

- Work with the Leadership Team and the Board in setting the annual budget and meeting financial goals.
- Ensure appropriate resources are available to support operations, staff, special projects and facilities.

Marketing, Fund Development and Communication

- Provide leadership and guidance in the development of communication, marketing and branding strategies.
- Participate in the development and promotion of community events that inform the public of opportunities to enter the CalCreative organization, with the goal of ensuring that the organization maintains the diversity in population set forth in its charter and by LAUSD Charter Division targets.
- Interact with parents, school officials and community members in addressing issues and complaints or seeking new methods for improvement.
- Maintain and build strong working relationships with staff, community partners, LAUSD, Town and City Managers/Administrators and other community partners that add value to CalCreative MS.

Required Skills, Experience and Attributes:

- Commitment to the mission, vision and values of the CalCreative organization
- Possession of a master's degree or higher (MBA, MPP, MPA, EdD, PHD)
- Current California Administrative Services Credential or enrollment in an approved program leading to the credential is desirable
- Minimum ten years (10) of progressive experience in leadership of a school, nonprofit, business and/or government that provide diverse services to the community
- Knowledge of the cultural landscape of Los Angeles and surrounding communities and an ability to build collaborations with a variety of existing and new community contacts
- Strong experience managing a highly capable team using outcomes measurement and goal setting
- Entrepreneurial self-starter and creative thinker with experience producing results in a rapidly growing, deadline-driven, fast-paced, dynamic environment
- Significant fiscal management experience and budget development for budgets over \$2 million is required
- Human Resources knowledge and understanding of California and Federal employment laws and regulations
- Proven experience leading organizational success and promoting employee growth and development
- Strong knowledge of LAUSD Charter School systems, policies and procedures
- Keen analytical, organizational and problem-solving skills that support and enable sound decision making
- Financially savvy with strong analytical skills and knowledge of public sector budget development
- Strong fiscal management experience with the ability to lead financial planning and understand trends

- Possesses the ability to plan, organize and oversee all programs offered by CalCreative
- Sound unbiased judgment with the ability to analyze facts, review challenges and come to conclusions that balance the needs of the students, the community and CalCreative
- Experience creating and maintaining high-level relationships within the philanthropic community, school districts, government and private sector
- Any equivalent combination of education and experience that meets the minimum requirements.

Communication Skills

- Excellent communication and community-building skills
- Excellent partnership building skills with an ability to communicate and work effectively with a variety of internal and external stakeholders
- Persuasive negotiator that can achieve consensus amongst differing opinions, while developing leadership in others
- Possesses the ability to interpret and translate complex data and information
- Politically astute leader with the ability to respond to inquiries or complaints from families, regulatory agencies, and the community
- Outstanding presentation skills and proclivity to be an outgoing spokesperson and relationship builder
- Possess the ability to write speeches and articles for publication that conform to prescribed style and format

Education and Experience

- Minimum 5 years administrative experience within a public school setting
- Experience working at the elementary or middle school level
- Charter School experience preferred
- Master's degree in education or higher preferred
- Current California Administrative Services Credential or enrollment in an approved program leading to the credential is desirable
- Valid CCTC certificate, permit, or other document.
- Bilingual preferred

Director of Student Support Services/Operations

Reports to: Executive Director/Principal

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

Student Support Services/Operations will support and nurture a very collaborative and transparent leadership model wherein all staff and directors have direct access to the Board, and teachers and directors regularly report to the Board and the community.

The Director of Student Support Services/Operations supports the Executive Director/Principal in implementing the Charter School's vision and mission, building the capacity of the faculty and staff in supporting students' needs.

Purpose Statement

The job of the Director of Student Support Services/Operations was established for the purposes of implementing and maintaining necessary student support service programs (e.g., Special Education, SSPT, 504, Positive Behavioral Interventions and Supports ("PBIS"), GATE, counseling, and Social Emotional Learning) in conformance with District and State guidelines; providing information and serving as a resource to others; overseeing facility needs; ensuring that the defined objectives are achieved in compliance with established policies and within budget; and providing administrative assistance as assigned by the Charter School's Executive Director/Principal.

Essential Functions

- Upholds the values and mission of the CalCreative organization while making significant professional contributions
- Administers and coordinates SSPTs, 504, Social Emotional Learning, PBIS/Safe School, GATE and Special Education services
- Manages a wide variety of program components: student support services, counseling and guidance, prevention and early intervention programs, professional development training, and related parent education programs) for the purpose of delivering services that conform to established guidelines and regulations within related timeframes
- Supervises internal and external personnel for the purpose of implementing and maintaining services and programs in both general education and special education
- Oversee daily operations including facilities, transportation, food services, technology, and safety protocols.
- Develop, implement, and monitor operational policies and procedures to ensure efficiency and compliance with applicable laws, regulations, and best practices.
- Ensure compliance with local, state, and federal regulations, including health, safety, and educational standards.
- Oversee maintenance of accurate records for audits, reporting, and accreditation purposes.
- Oversee the development and implementation of emergency preparedness and crisis management plans.
- Develops long and short-range plans aligned to annual budget for the purpose of ensuring that resources are effectively utilized
- Compiles data from a wide variety of sources for the purpose of analyzing issues and developing as well as evaluating programs in compliance with financial, legal and administrative requirements

- Organizes, facilitates, and/or actively participates in meetings, workshops, and seminars for the purpose of supporting staff, conveying and/or gathering information required to perform functions and representing the Charter School and programs as appropriate
- Assists with personnel functions (e.g., interviewing, evaluating, supervising, training) for the purpose of maintaining adequate staffing, enhancing productivity of personnel, and achieving objectives within guidelines
- Prepares a wide variety of often complex materials (e.g., plans, funding requests, proposed budgets, reports, data analysis, recommendations, procedures) for the purpose of documenting activities and issues, meeting compliance requirements, providing audit references, and providing support materials for requested actions
- Researches a variety of topics required to manage programs and services (e.g., relevant policies, new regulations, current best practices) for the purpose of developing master plans and programs, ensuring compliance, securing general information, and responding to requests
- Composes a wide variety of documents in both written and electronic formats (e.g., reports, memos, letters, policies) for the purpose of documenting activities, providing written reference, and conveying information
- Responds to issues involving staff, conflicts in policies and regulations, community concerns, parental requests that may result in negative impact or liability if not appropriately addressed for the purpose of identifying the relevant issues and recommending or implementing a plan of action that will efficiently resolve the issues
- Provides general supervision to students
- Hire, support, supervise, train and evaluate staff
- Serves as administrative head of the Charter School in the absence of the Executive Director/Principal.
- Maintains positive relationship with parents and community
- Assists in other administrative duties to support the Charter School's infrastructure as assigned

Skills

Specific skills required to satisfactorily perform the functions of the job include learning a variety of pertinent software applications, ability in planning and managing projects, preparing and maintaining accurate records, analyzing data, creating reports on the Charter School's progress in established data benchmarks and actionable items.

Knowledge

Specific knowledge required to satisfactorily perform the functions of the job include instructional practices, conflict resolution, principles of student support programs, budget preparation, pertinent federal, state, and local regulations, personnel processes, standard business practices, program planning and development, concepts of due process, and stages of child development.

Ability

Specific abilities required to satisfactorily perform the functions of the job include building collaborative teams, adapting to changing work priorities, communicating with diverse groups, meeting deadlines and schedules, setting priorities, working independently as well as a team member, and working with detailed data / information.

Education and Experience

- Minimum 5 years administrative experience within a public school setting
- Experience working at either the elementary or middle school level
- Charter School experience preferred
- Master's degree in education preferred
- Current California Administrative Services Credential or enrollment in an approved program leading to the credential is desirable
- Experience working as administrative designee or lead teacher is desirable.
- Valid CCTC certificate, permit, or other document.
- Bilingual preferred

Certificated Staff

Classroom Teacher

Reports to: Executive Director/Principal

Purpose Statement

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

Essential Functions

Assure alignment with the school's mission, vision and values to the established goals and objectives.

- Uphold the values and mission of CalCreative MS while making significant professional contributions
- Desire to create and teach a project-based, constructivist, arts integrated curriculum
- Possess a natural demeanor and interaction with students
- Ability to adapt to and embrace an interdisciplinary curriculum

- Willingness to devote personal time toward planning and professional development
- Ability to exercise initiative and sound judgment
- Educational vision and ability to motivate others towards educational success
- Ability to foster effective relationships with a diverse community of students and their families
- Ability to stimulate and organize parent involvement in the classroom
- Creates an inclusive and positive environment within the classroom and community
- Ability to set short and long-term goals to drive instruction
- Consistently evaluate pupil progress, record results, and issue meaningful reports to inform students and parents/caregivers of progress.
- Provide students and their families with regular and timely information on classroom activities and student progress; seek to involve parents/caregivers in their students' education.
- Participate in and provide timely information for Special Education and 504 meetings
- Maintain high standards of student conduct, including implementing school-wide restorative justice system.
- Chaperone and participate in outdoor education field trips (grade level dependent)
- Ability to collaborate within and across grade levels
- Strong organizational and time management skills
- Developed oral and written communication skills
- Critical thinking and problem-solving skills
- Classroom management and disciplinarian skills
- Bilingualism (preferred but not required)

Education and Experience

- Valid CCTC certificate, permit, or other document required for the teacher's certificated assignment, and EL authorization
- Experience teaching in at the middle school level
- Master's degree of education (preferred)
- Bilingual preferred

Resource Specialist

Reports to: Director of Student Support Services/Operations

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

Purpose Statement

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

Essential Functions

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

Required Skills

- Professional, self-starter with ability to work independently
- Knowledge of principles, methods, techniques, strategies, and trends in educational, social, and emotional adjustment assessment functions
- Knowledge of applicable and appropriate psychological and achievement appraisal instruments, techniques, and procedures
- Knowledge of social services and youth services agencies in the local and greater metropolitan area

- Knowledge of academic, behavioral, social, emotional and behavioral characteristics of pre-school and school age students; evaluation and research techniques, strategies and procedures.
- Effectively work with site and district personnel, parents, advocates, social services and youth service agencies in resolving student problems and learning plans
- Clear, concise excellent communicator in oral and written form
- Follow applicable state and federal timelines
- Understand and carry out oral and written directions with minimal accountability controls

Communication Skills

- Excellent communication and community-building skills
- Excellent partnership building skills with an ability to communicate and work effectively with a variety of internal and external stakeholders
- Persuasive negotiator that can achieve consensus amongst differing opinions, while developing leadership in others
- Possesses the ability to interpret and translate complex data and information.
- Politically astute leader with the ability to respond to inquiries or complaints from families, regulatory agencies, and the community.
- Outstanding presentation skills and proclivity to be an outgoing spokesperson and relationship builder.

Education and Experience:

- Experience working with elementary and middle school students
- Master's degree in education
- Valid California Teaching Credential in Special Education
- Bilingual preferred

School Psychologist

Reports to: Director of Student Support Services/Operations

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

Purpose Statement

The School Psychologist supports the Charter School in implementing the Charter School's vision and mission; building the capacity of the faculty and staff in teaching an arts-integrated,

project- based, interdisciplinary curriculum. This person will perform a variety of professional activities involved in the planning, development and consultation of related IEP behavior plans, and educational goals and services.

Essential Functions

- Uphold the values and mission of CalCreative while making significant professional contributions
- Complete assessment plans, initial evaluations, additional assessments and three-year reevaluations within district, state and federal guidelines
- Observe and interview students and conduct psychological assessments and evaluations; administer and interpret results of psychological assessment tests; write detailed and individualized reports concerning psychological observations, assessments and evaluations; provide input in the formulation of educational, developmental and remediation plans and strategies for various disabilities, disorders and other student issues
- Perform a variety of professional activities involved in the observation, assessment and treatment of mental health issues and problems among the student population at assigned school sites
- Assist in the development of behavior support plans for both regular education and special education students; conduct Functional Behavior Assessments and develop behavior intervention plans as appropriate
- Attend and participate in IEP, Student Study Team and other assigned meetings and conferences concerning students with special needs; collaborate with staff and administrators in the formulation, development and implementation of IEPs, behavior plans and related services, and goals and objectives
- Consult and work collaboratively with all other school district personnel, parents and other agencies
- Attend and participate in various school site-based meetings, in-services, committees and workshops as directed
- Supervise school psychologist interns as assigned
- Develop, implement and conduct in-service training sessions for parents and staff as requested
- Assist in resolving behavioral difficulties exacerbated by social emotional needs
- Provide Designated Instructional Services (“DIS”) counseling services for students with IEPs requiring the service
- Facilitate change in negative or self-destructive attitudes or behavior
- Counsel students who demonstrate difficulties with classwork due to carelessness, boredom, or lack of self-confidence
- Consult with parents, teachers and administrators regarding behavior, academic, social and emotional development
- Inform director and district regarding students with severe student behavioral problems.
- Refer parents to appropriate community agencies and follow up as required

Knowledge

- Knowledge of principles, methods, techniques, strategies, and trends in educational, social, and emotional adjustment assessment functions
- Knowledge of applicable and appropriate psychological and achievement appraisal instruments, techniques, and procedures
- Knowledge of social services and youth services agencies in the local and greater metropolitan area
- Knowledge of social, emotional and behavioral characteristics of pre-school and school age students; evaluation and research techniques, strategies and procedures
- Effectively work with site and district personnel, parents, social services and youth service agencies in resolving student problems and learning plans
- Follow applicable state and federal timelines
- Understand and carry out oral and written directions with minimal accountability controls
- Establish and maintain effective organizational, public and community relationships.

Skills

- Maturity and ability to establish and maintain effective relationships with Special Education students
- Able to read/write English at a level necessary for successful job performance
- Ability to understand and manage with varying emotional difficulties, sensory-related issues, and difficult behaviors
- Natural demeanor and interaction with students with learning disabilities
- Ability to set and enforce limits and boundaries
- Advanced oral and written communication skills used effectively with students, parents, teachers, and the case supervisor when issues arise
- Ability to foster effective relationships with a diverse community of students and their families
- Open towards feedback
- Ability to collaborate
- Strong organizational and time management skills
- Critical thinking and problem-solving skills
- Self-starter, able to take initiative in ensuring the student needs are met
- Bilingualism (preferred but not required)

Communication Skills

- Excellent communication and community-building skills
- Excellent partnership building skills with an ability to communicate and work effectively with a variety of internal and external stakeholders
- Possesses the ability to interpret and translate data and information.

Education and Experience

- Minimum 2 years' experience as a school psychologist in an elementary or middle school setting

- Master’s degree in education
- Experience working as administrative designee or lead teacher is desirable.
- Possession of a valid CCTC Pupil Personnel Services Credential.
- Bilingual preferred

School Counselor

Reports to: Director of Student Support Services

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

Purpose Statement

Under the direction of the Director of Student Support Services, the School Counselor will perform a variety of professional activities involved in the planning, development and consultation of DIS Counseling services on the IEPs behavior plans, as well as providing direct services on an individual, group, or family level to promote student social emotional well-being.

Essential Functions

- Uphold the values and mission of CalCreative while making significant professional contributions
- Assist in fostering an environment that fosters interdisciplinary collaboration, innovation, risk-taking, efficient planning, peer-to-peer mentoring, leadership and reflection
- Coordinate with administrators and staff to provide staff development to improve achievement of all students in all subjects
- Facilitate the establishment of a professional learning community
- Assist in resolving behavioral difficulties exacerbated by social emotional needs
- Facilitate change in negative or self-destructive attitudes or behavior
- Counsel students who demonstrate difficulties
- Consult with parents, teachers and administrators regarding behavior, academic, social and emotional development
- Maintain confidential records and reports
- Inform director and district regarding students with severe student behavioral problems
- Refer severe cases as appropriate

- Refer parents to appropriate community agencies and follow up as required
- Conduct or participate in meetings and in service training programs as appropriate

Skills

- Maturity and ability to establish and maintain effective relationships with Special Education students
- Able to read/write English at a level necessary for successful job performance
- Ability to understand and manage with varying emotional difficulties, sensory-related issues, and difficult behaviors
- Ability to set and enforce limits and boundaries
- Advanced oral and written communication skills used effectively with students, parents, teachers, and the case supervisor when issues arise
- Ability to foster effective relationships with a diverse community of students and their families
- Open towards feedback
- Ability to collaborate
- Strong organizational and time management skills
- Critical thinking and problem-solving skills
- Self-starter, able to take initiative in ensuring the student needs are met
- Bilingualism (preferred but not required)

Communication Skills

- Excellent communication and community-building skills
- Excellent partnership building skills with an ability to communicate and work effectively with a variety of internal and external stakeholders
- Possesses the ability to interpret and translate data and information

Education and Experience

- Master's degree in education
- Minimum 2 years' experience as a school counselor in an elementary or middle school setting
- Experience working as administrative designee or lead teacher is desirable.
- Possession of a valid CCTC Pupil Personnel Services Credential
- Bilingual preferred

Director of Arts Integration/Visual Arts Specialist

Reports to: Executive Director/Principal

Our Arts Integration Director is an individual who is committed to the arts, child-centered learning, and fostering a collaborative and engaged learning environment. To thrive in and contribute to our learning community this individual must be an excellent communicator, a flexible and resourceful problem-solver, a life-long learner, a deep critical thinker, very comfortable with interdisciplinary collaboration, and able to support and develop leadership

in others. This individual's personal and professional values are aligned with the Charter School's values and charter: child-centered, constructivist, project based, arts integrated, family involvement, character education and service learning. In this role, the arts integration director will support and nurture a very collaborative and transparent leadership model wherein all staff and directors have direct access to the board, and teachers and directors regularly report to the board and the community.

Purpose Statement

The Arts Integration Director supports the Executive Director/Principal in implementing the Charter School's vision and mission, building the capacity of the faculty and staff in teaching an arts-integrated, project-based, interdisciplinary curriculum. This person assists in developing, implementing, evaluating and refining CalCreative's instructional program, fostering community partnerships, and moving the Charter School towards becoming a model arts-integrated school.

Essential Functions

- Uphold the values and mission of CalCreative while making significant professional contributions.

- Visual Arts Specialist
 - Designs and implements the scope and sequence of the visual arts curriculum for grades TK-8
 - Maintains interest in current theory, research, and developments in the area of specialization and applies this knowledge in the development of high quality, differentiated, constructivist, and process-based curriculum
 - Employs a variety of instructional strategies and media, while guiding her planning and instruction using VAPA standards, National Arts Core Standards, Common Core Standards, and CalCreative's curricula
 - Attends and participates in all staff meetings, arts team meetings, and professional development sessions
 - Assesses student progress, and grades students at the end of each trimester

- Arts Integration Director (Internal Work)
 - Assists in developing environment that fosters interdisciplinary collaboration, innovation, risk-taking, efficient planning, peer-to-peer mentoring, leadership and reflection
 - Develops an integrated curriculum with teachers and specialists in collaboration with appropriate school and/or community resources.
 - Establishes innovative linkages across all subject areas, using the arts and technology to enhance learning experiences in all content areas.
 - Collaborates with CalCreative administration, specialists, classroom teachers, and staff to improve instruction, assessment, and achievement for all students
 - Provides an opportunity for effective and regular collaborations with artists, cultural and community resources in and out of classrooms.

- Initiates collaborative learning opportunities that engage and connect students to real- life situations.
- Trains and coordinates training for and with teachers on art and design processes and research to support the implementation of arts integrated curriculum
- Support the Arts Specialists through reflections on lesson plans and lessons on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development
- Maintain records pertaining to program services; compile reports and statistical information needed for evaluation of program effectiveness and planning of duties
- Arts Integration Director (External/Community Work)
 - Coordinates external professional development days (e.g. Catalyst, Educator Days)
 - Builds strong local networks with schools and educators to begin sharing our learning towards advocating for systemic regional change
 - Builds long term and deep partnerships with teacher training and arts programs in the region to advance knowledge and dialogue about arts integration, project based, and civically engaged education
 - Works on visibility and sharing our model by committing to an annual schedule of conference presentations by students, teachers and arts specialists
 - Engages in research and interdisciplinary projects with local universities
 - Builds and nurtures strategic community partnerships with local for profit, non-profit and community organizations to support curricular work (i.e.: FOLAR, USC Innovation Lab, JPL)
 - Applies for, administers, and coordinates programs for grants
 - Assists in developing relationships with donors and foundations.
 - Assists with activities relating to community engagement, outreach and fund development

Required Skills and Experience

- Commitment to the mission, vision and values of the CalCreative organization
- Strong experience in managing teams, using outcomes measurement, and goal setting
- Entrepreneurial self-starter and creative thinker with experience producing results in a rapidly growing, deadline-driven, fast-paced, dynamic environment
- Excellent communication and community-building skills
- Proven experience leading organizational success and promoting employee growth and development
- Strong knowledge of LAUSD Charter School systems, policies and procedures (preferred)
- Extensive knowledge of curriculum development
- A record of success in professional development of teachers

- Any equivalent combination of education and experience that meets the minimum requirements
- Bilingual (preferred)

Communication Skills

- Excellent communication and community-building skills
- Excellent partnership building skills with an ability to communicate and work effectively with a variety of internal and external stakeholders
- Persuasive negotiator that can achieve consensus amongst differing opinions, while developing leadership in others
- Possesses the ability to interpret and translate complex data and information.
- Politically astute leader with the ability to respond to inquiries or complaints from families, regulatory agencies, and the community.
- Outstanding presentation skills and proclivity to be an outgoing spokesperson and relationship builder.

Education and Experience

- Experience working as administrative designee or lead teacher is desirable.
- Experience teaching in elementary or middle school levels
- Master's Degree (preferred)
- Valid CCTC certificate, permit, or other document required for the teacher's certificated assignment (preferred)
- Bilingual preferred

Art Specialist (Visual Arts, Dance, Music)

Reports to: Art Integration Director and/or Executive Director/Principal

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

Purpose Statement

The Art Specialist supports the Executive Director/Principal in implementing the Charter School's vision and mission, building the capacity of the faculty and staff in teaching an arts-integrated, project-based, interdisciplinary curriculum. This person assists in developing, implementing, evaluating and refining CalCreative's instructional program, fostering community partnerships, and moving the Charter School towards becoming a model arts-integrated school.

Essential Functions

- Upholds the values and mission of CalCreative while making significant professional contributions
- Designs and implements the scope and sequence of the specialist subject curriculum for grades TK-8
- Maintains interest in current theory, research, and developments in the area of specialization and applies this knowledge in the development of high quality, differentiated, constructivist, and process-based curriculum
- Employs a variety of instructional strategies and media, while guiding planning and instruction using VAPA standards, National Arts Core Standards, California Common Core State Standards, and CalCreative's curricula
- Attends and participates in all staff meetings, team meetings, and professional development sessions
- Assesses student progress, and grades students at the end of each trimester

Required Skills and Experience

- Commitment to the mission, vision and values of CalCreative
- Entrepreneurial self-starter and creative thinker with experience producing results in a rapidly growing, deadline-driven, fast-paced, dynamic environment
- Excellent communication and community-building skills
- Experience in working with multiple teams
- Experience teaching in elementary and middle school levels
- Extensive knowledge of curriculum development
- A record of success in professional development of teachers
- Any equivalent combination of education and experience that meets the minimum requirements
- Bilingual (preferred)

Communication Skills

- Excellent communication and community-building skills
- Excellent partnership building skills with an ability to communicate and work effectively with a variety of internal and external stakeholders
- Persuasive negotiator that is able to achieve consensus amongst differing opinions, while developing leadership in others
- Possesses the ability to interpret and translate complex data and information.
- Outstanding presentation skills and proclivity to be an outgoing spokesperson and relationship builder.

Education and Experience

- Experience working with elementary and middle school students
- Valid CCTC certificate, permit, or other document required for the teacher's certificated assignment
- Master's Degree preferred

- Bilingual preferred

Classified Staff

Office Manager

Reports to: Executive Director/Principal

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

Purpose Statement

Reporting to the Executive Director and working in partnership with administrators and supervisors, the Office Manager is responsible for many organizational and personnel systems for California Creative Learning Academy and California Creative Learning Academy Middle School (collectively known as "CalCreative") and is responsible for key operational functions that support CalCreative's mission.

Essential Functions

- Upholds the values and mission of CalCreative while making significant professional contribution
- Strong experience in managing tasks and employees, using outcomes measurement, and goal setting
- Entrepreneurial self-starter and creative thinker with experience producing results in a rapidly growing, deadline-driven, fast-paced, dynamic environment
- Excellent communication and community-building skills
- Proven experience leading organizational success and promoting employee growth and development
- Operates a variety of business and office equipment including a personal computer, printer, typewriter, calculator, facsimile machine and copier
- Serves as Custodian of Records

Human Resources

- Manage hiring, intake, and exit procedures

- Manage the organization's health benefits programs, disability leaves, worker's compensation claims.
- Manage teacher salary ratings
- Maintain and manage teacher credentialing compliance and trainings
- Manage non-employee/non-parent compliance and trainings
- Manage the schools' workers compensation and student injuries
- Maintain all personnel files for the organization
- Distribute daily staff attendance communications
- Manage and hire substitute teachers as needed daily
- Keep updated with relevant employment procedures and regulations
- Trains, assigns and directs the work of clerical and other office personnel.
- Communicates with administrators, teachers, classified staff, parents and the public to coordinate school activities and operations; resolve conflicts and exchange information; maintains confidentiality of sensitive issues

Fiscal

- Working with the Executive Director and the back office provider, manage accounts payable and accounts receivable, including account set-ups, maintenance, and scheduling.
- Keep updated with relevant accounting systems, procedures, and regulations
- Oversee and facilitate credit card authorization form process.
- Manage and oversee reimbursements
- Manage the payroll system & payrolls
- Support and manage the organization's vendors and vendor contracts.
- Adherence to fiscal policies and procedures
- Coordinate CNIPS compliance
- Oversee all Request for Proposal processes
- Weekly bank deposits

Office/Compliance

- Collects, compiles, organizes and records a variety of data related to attendance, enrollment, personnel, school budget, equipment inventory and student activities; prepares and maintains related records, files and logs
- Reviews and screens incoming correspondence and communications, refers specific correspondence or communications to the Executive Director/Principal or staff members for their information, review, response, or for the collection of data or information for a response
- Reviews outgoing correspondence and materials for consistency with policies, regulations, operational procedures, formatting, grammatical construction and punctuation
- Support the Office staff with training and development
- Support with audits and oversight visits

- Support Board of Directors as needed, including communications, meeting preparation, minute taking, file organization.

Executive Director Support Functions

- Support for the Executive Director for staff and parent relations, as well as budget-related needs.
- Performs secretarial duties and helps the Executive Director/Principal for the completion of administrative tasks; schedules and arranges appointments, meeting and conferences
- Coordinate other compliance-related needs as they arise
- Performs other duties as assigned.

Required Skills

- Strong experience in managing tasks and employees, using outcomes measurement, and goal setting
- Entrepreneurial self-starter and creative thinker with experience producing results in a rapidly growing, deadline-driven, fast-paced, dynamic environment
- Excellent communication and community-building skills
- Proven experience leading organizational success and promoting employee growth and development

Communication Skills

- Excellent communication and community-building skills
- Excellent partnership building skills with an ability to communicate and work effectively with a variety of internal and external stakeholders
- Persuasive negotiator that can achieve consensus amongst differing opinions, while developing leadership in others
- Possesses the ability to interpret and translate complex data and information.
- Outstanding presentation skills and proclivity to be an outgoing spokesperson and relationship builder.

Education and Experience

- Experience with LAUSD Charter School systems, policies and procedures
- Experience managing accounting, payroll, and human resource systems
- Experience managing an office
- Master's Degree preferred
- Bilingual preferred

Office Coordinator

Reports to Executive Director/Principal

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

Purpose Statement

The Office Coordinator supports is a key staff member in our school's daily operations and compliance functions for both our elementary school and middle school. This position maintains and analyzes school systems data; coordinates office projects and performance tasks; facilitates and strengthens internal communications systems; and performs related duties as assigned. This person is vital team member in the developing, implementing, evaluating and refining of the organization's operational infrastructure.

Essential Functions

- Uphold the values and mission of CalCreative while making significant professional contribution
- Ensure accurately maintained school systems data for reporting and compliance, e.g. Student Information System, enrollment, standardized testing, CALPADS, etc.
- Ensure a strong front office experience for students, families, and community members
- Coordinate office projects and tasks to ensure compliance with records and communication requirements.
- Organize and maintain school internal information systems (internal website, calendars, bulletins) and updates/edits to school website
- Hire, support, supervise, train and evaluate staff
- Other duties as assigned

Required Skills

- Experience working in teams, using outcomes measurement, and goal setting
- Student Information System experience
- Need to be proficient in Google apps services, Microsoft Office (particularly Excel,) etc.
- Strong organizational skills and attention to detail required.
- Demonstrate strong multi-tasking abilities
- Excellent communication and community-building skills
- Ability to communicate and work effectively with a variety of internal and external stakeholders
- Possesses the ability to interpret and translate complex data and information

- Proactive and detail-oriented individual who is a team player.
- Entrepreneurial self-starter and creative thinker with experience producing results in a rapidly growing, deadline-driven, fast-paced, dynamic environment

Education and Experience

- Experience working with elementary and middle school students
- Experience with front office
- Experience with LAUSD Charter School systems, policies and procedures
- Experience managing with staff and supporting strong customer service
- Master’s Degree preferred
- Bilingual preferred

Special Education Coordinator

Reports to: Director of Student Support Services

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

The Special Education Coordinator supports the Director of Student Support Services in implementing CalCreative’s vision and mission with a focus on building the capacity of the faculty and staff in teaching and providing services to students with special needs. They support and strengthen connections with our educational partners, as well as other organizations in support of our inclusive educational program.

Essential Functions

- Functions as the coordinator for our Special Education program and supports the Director of Student Support Services.
- Assists with implementation of a wide variety of program components (e.g., student support services prevention, professional development training, and related parent education programs) for the purpose of delivering services that conform to established guidelines and regulations within related timeframes.
- Collaborates with internal and external personnel (e.g., administrators, teachers, auditors, public agencies, community members) for the purpose of implementing and maintaining services and programs.
- Organizes, facilitates, and/or actively participates in meetings, workshops, and seminars for the purpose of supporting staff, conveying and/or gathering information

required to perform functions and representing the school and programs as appropriate.

- Assists with personnel functions (e.g., interviewing, evaluating, supervising, training) for the purpose of maintaining adequate staffing, enhancing productivity of personnel, and achieving objectives within guidelines.
- Researches a variety of topics required to manage programs and services (e.g., relevant policies, new regulations, current best practices) for the purpose of developing master plans and programs, ensuring compliance, securing general information, and responding to requests.
- Responds to issues involving staff, conflicts in policies and regulations, community concerns, parental requests that may result in negative impact or liability if not appropriately addressed for the purpose of identifying the relevant issues and recommending or implementing a plan of action that will efficiently resolve the issues.

Other Duties and Responsibilities

- Assist in the development of the IEP Master Calendar
- Maintains Welligent database
- Maintains IEP file system
- Hire, support, supervise, train and evaluate staff
- Provides professional development to school staff
- Serves as admin designee for IEPs
- Monitors and facilitates compliance with IEP timelines
- Assists with Child Find and Self-Review Checklist procedures
- Assists with programmatic monitoring, evaluation and revision of procedures with respect to Special Education

Communication Skills

- Excellent communication and community-building skills
- Excellent partnership building skills with an ability to communicate and work effectively with a variety of internal and external stakeholders
- Persuasive negotiator that can achieve consensus amongst differing opinions, while developing leadership in others
- Possesses the ability to interpret and translate complex data and information.
- Possesses the ability to respond to inquiries or complaints from families, regulatory agencies and the community.
- Strong presentation skills and proclivity to be an outgoing spokesperson and relationship builder.

Education and Experience

- Experience with LAUSD Charter School systems, policies and procedures
- Valid California Administrative Credential preferred
- Valid California Teaching Credential preferred
- Experience teaching in Special Education settings

- Master's Degree preferred
- Bilingual preferred

Office Assistant

Reports to: Office Coordinator

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

Purpose Statement

The Office Assistant supports the Office Coordinator and School Operations Manager in implementing CalCreative's vision and mission, and supports the schools daily operations and compliance functions (e.g. records, attendance, enrollment); In addition to being the school's frontline of communications via phone, email and walk-in's, this position supports the school's daily clerical needs, including purchase orders, data entry, lunch orders, and support with various forms, reports and compliance needs. This position is also the front line for monitoring students coming to/from school, supporting students with basic care needs, and scheduling behavioral support and interventions as needed. This person is a vital team member in implementing, evaluating and refining our operational infrastructure.

Essential Functions

- Front Office Reception
- Create and sustain a supporting and welcoming front office climate
- Greet guests, monitor and approve visitors to campus
- Answer phones and provide information to parents, staff and vendors
- Communicate with interested families for general enrollment and school tours
- Maintain an orderly front office

Clerical

- Track and report student attendance
- Create Purchase Orders, as well as purchase documentation and tracking
- Track incoming orders/packages/packing slips
- Process school's supply orders
- General data entry for Student Information System updates and reporting
- Track, update, and report our Free and Reduced Lunch student applications
- Manage student lunch orders

- Track and maintain lottery and enrollment information
- Track and maintain records of parent volunteer forms and record of TB testing
- Track, communicate with staff, and monitor parent custody issues
- Support with school reporting and compliance requests
- Support with events and informational meetings
- Support with fiscal procedures (e.g. cash handling, receipts, sales, etc.)
- Any further school clerical duties as needed by administration

Student Support

- Provide basic care to students (e.g. temperature, first aid, calls home to parents, etc.)
- Administer medicine to students according to student medical plan
- Process Teacher Referral Forms
- Social Emotional Learning support
- Any student support services as needed by administration

Required Skills and Experience

- Uphold the values and mission of CalCreative while making significant professional contribution
- Experience working in teams, using outcomes measurement, and goal setting
- Entrepreneurial self-starter and creative thinker with experience producing results in a rapidly growing, deadline-driven, fast-paced, dynamic environment
- Experience using software applications (e.g. spreadsheets, databases, shared docs, etc.)
- Knowledge of LAUSD Charter School systems, policies and procedures (preferred)
- Strong written and verbal communication skills and fluent in the English language.
- Strong organizational skills and attention to detail required.
- Information System experience
- Demonstrate strong multi-tasking abilities and a pleasant demeanor.
- Proactive and detail-oriented individual who is a team player.
- Any equivalent combination of education and experience that meets the minimum requirements
- Bilingual Spanish (preferred)

Communication Skills

- Excellent communication and community-building skills
- Ability to communicate and work effectively with a variety of internal and external stakeholders
- Possesses the ability to interpret and translate complex data and information.

Facilities Manager

Reports to: Director of Student Support Services/Operations

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

Purpose Statement

The Facilities Manager supports the Director of Student Support Services/Operations in implementing the Charter School's vision and mission, ensuring excellent and safe facilities as well as building the capacity of the Campus Aide staff in supporting students' needs. The Facilities Manager will plan, organize, supervise, control and direct the maintenance, repair, and operations of the facility, plan, organize, and train employees on the school safety plan, oversee carpool operations, and train, schedule, supervise and evaluate the performance of the Campus Aides.

Essential Functions

- Monitor and maintain school safety procedures and policies, and evaluate work site for safety concerns to minimize workplace injuries
- Inspect facility and determine maintenance requirements of building and equipment to maintain a safe and efficient operation of those facilities
- Hire, support, supervise, train and evaluate staff (e.g. carpool, yard supervision, lunch service)
- Train, coordinate and evaluate custodial and grounds keeping personnel regarding methods and procedures of work, supply and equipment requirements, and assisting with and solving existing problems.
- Represent the mission of the CalCreative organization to provide quality educational and enrichment experiences for students.
- Attend staff meeting, school meetings, off-site meetings, trainings and events, as scheduled
- Maintain accurate records. (i.e. safety drills, facility inspections, timesheets)
- Maintain documentation relating to staff performance issues; provide guidance to staff as needed
- Implement CalCreative policies and procedures
- Performs other duties as assigned

Qualifications and Skills

- Excellent organizational skills (written and verbal)
- Strong troubleshooting skills
- Ability to supervise and work in a team environment

- Must have knowledge of computers and software applications
- Ability to work with varied populations, such as administrators, teachers, parents, and students
- Bachelor's degree
- Bilingual preferred

Social Emotional Learning/Restorative Justice Facilitator

Reports to: Director of Student Support Services

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

Purpose Statement

Under the direction of the Director of Student Support Services, the Social Emotional Learning/Restorative Justice Facilitator is responsible for supporting the Social Emotional Learning and Restorative Justice programs of the organization. The intent is to help individual and collective skill building for staff and students, and to strengthen community norms that uphold an inclusive, tolerant, and nurturing school culture.

This person is responsible for supporting students, educational partners, and staff with their understanding, implementation, and support of our schools' SEL & RJ systems, ranging from facilitating conflict resolution sessions, to supporting individuals in their social emotional learning, creating and refining communication systems, to training and modeling for the CalCreative staff. They will lead with a deep commitment to diversity, equity, and inclusion, both within the school and with the communities that we serve.

Essential Functions

- In conjunction with school leadership, set and invest staff in a vision for a joyful, structured and caring school environment
- Provide support in crisis interventions including school-wide and individual student situations, including parental notification and other reporting and notifications as required by law
- Coordinate peer mediation and other restorative practices/responses to student disciplinary concerns when appropriate
- Deliver lessons to support SEL/RJ to classrooms/small groups
- Facilitate student/family/staff repairs

- Collaborate with team to foster school wide culture systems (i.e. transitions, incentive systems, community meetings, etc.) aligned to the vision for school culture
- Build restorative mindsets and capacity for school staff, students, and community stakeholders, to implement the following restorative practices
- Support consistent implementation of research-based social emotional learning (SEL) and Restorative Justice aligned within a multi-tiered intervention framework
- Support data collection and assessment process to evaluate effectiveness of school climate initiatives including data and assessments related to service coordination, school-wide implementation of climate initiatives, stakeholder surveys
- Support the creation of a data system for collection of information to inform program improvement
- Support various forms of professional development
- Support parent education via workshops and written narratives/stories
- Engage school community and caregivers in the educational process by providing frequent opportunities to discuss student growth and needs

Skills

- Ability to foster effective relationships with a diverse community of students and their families
- Maturity and ability to establish and maintain effective relationships with students of varying developmental levels.
- Ability to understand and manage with varying emotional difficulties, sensory-related issues, and difficult behaviors
- Ability to set and enforce limits and boundaries
- Advanced oral and written communication skills used effectively with students, parents, and staff
- Possesses the ability to interpret and translate data and information
- Open towards feedback
- Ability to collaborate
- Strong organizational and time management skills
- Critical thinking and problem-solving skills
- Self-starter, able to take initiative in ensuring the student needs are met
- Bilingualism (preferred but not required)

Communication Skills

- Excellent communication and community-building skills
- Excellent partnership building skills with an ability to communicate and work effectively with a variety of internal and external stakeholders

Education and Experience

- At least three years of experience working with and supporting children with diverse needs

- Bachelor's degree or equivalent work experience
- Master's degree in education in a related field preferred
- Bilingual preferred

Special Education Aide

Reports to: Special Education Coordinator

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

Purpose Statement

Working in collaboration with the special education teacher, the general education teacher, the Behavior Intervention Developer, and other school staff, the Special Education Aide will help to implement instructional accommodations and provide support (i.e. behavioral, social-emotional, and physical) for students with disabilities in an inclusive classroom setting.

Essential Functions

- Must have a strong desire to work with children, especially those with special needs, including behavioral challenges
- Demonstrate an understanding, patient, and receptive attitude toward students of varied age groups, and varied disabilities
- Establish and maintain cooperative working relationships with children and adults
- Ability to remain calm under stressful conditions
- Interpersonal skills using tact, patience, and courtesy
- Knowledge of basic concepts of child growth and development and developmental behavior
- Must be able to become certified non-violent crisis interventions such as the Crisis Prevention Institute (CPI) or in Behavioral Safety Emergency Training (BSET)
- Behavior management strategies and techniques relating to pupils experiencing behavioral difficulties
- Knowledge and understanding of positive behavioral interventions and applied behavior analysis
- Supports instruction to individuals or small groups of students with special needs as assigned
- Under the direction of the BID, implement the student's Behavior Treatment Plan / Behavior Intervention Plan, including utilizing behavior charts, positive reinforcement, and prompts

- Provide emergency behavior intervention, including verbal de-escalation and physical management as needed
- Appropriately manage student behavior and guide student toward more acceptable social behaviors
- Assist student in all aspects of toileting, which may include diapering and lifting on and off the toilet, changing tables and mats when trained by appropriate staff
- Encourages appropriate interactions with peers, modeling social skills as needed
- Assist in student assessments as appropriate
- Collect data daily to gather information used to revise the Behavior Intervention Plan and to develop annual IEP goals and objectives
- Maintain appropriate documentation, records, and reports
- Support student through transition into new education settings
- Supervise student at recess and lunch time as needed
- Collaborate with classroom teacher to implement student's IEP goals and objectives
- Consult and collaborate with site staff (especially the special education teacher and classroom teacher) about student progress
- Learn to utilize a variety of appropriate instructional materials and procedures in the enhancement of a training and educational environment
- Perform routine clerical tasks and operate a variety of educational and office related machines and equipment
- Perform other duties in collaboration with other campus aides, including supervision of students and supporting with general maintenance of the campus as needed
- Ability to communicate effectively in oral and written form
- Ability to understand and carry out oral and written directions
- Performs other related duties as assigned

Education and Experience

- Experience working with school-age children
- The equivalent of graduation from high school
- First Aid and CPR training preferred

Campus Aides

Reports to Facilities Manager

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

Purpose Statement

The Campus Aide supports a safe, positive, and orderly school environment by supervising students in classrooms, hallways, lunch areas, playgrounds, restrooms, and other common spaces. The Campus Aide plays a key role in fostering a respectful, inclusive school culture by building positive relationships with students and reinforcing school expectations and supporting student learning.

Essential Functions

- Supervise students before, during, and after school, including at recess, lunch, arrival, and dismissal
- Monitor hallways, restrooms, playgrounds, and other designated areas to ensure student safety and appropriate behavior
- Promote positive student interactions, de-escalate conflicts, and implement schoolwide behavior expectations using restorative and proactive approaches.
- Assist with maintaining an orderly environment during meal service, line transitions, and school assemblies
- Report accidents, unsafe conditions, or disciplinary concerns to the appropriate administrator immediately
- Support teachers and staff in monitoring campus activities, ensuring adherence to school rules and procedures
- Assist teachers with classroom needs
- Provide assistance during emergencies and drills, following established safety protocols
- Help with arrival and dismissal procedures, ensuring student safety and smooth traffic flow
- Perform light clerical duties, such as delivering messages or materials, when requested
- Serve as a positive role model by demonstrating respectful, caring, and professional behavior at all times

Skills

- Must have a strong desire to work with children, especially those with special needs, including behavioral challenges
- Demonstrate an understanding, patient, and receptive attitude toward students of varied age groups and social emotional needs
- Establish and maintain cooperative working relationships with children and adults
- Strong interpersonal and communication skills for working effectively with students, staff, and families.
- Ability to remain calm, patient, and professional in a variety of situations.
- Understanding of positive behavior supports, restorative practices, or conflict resolution strategies (training provided).

- Reliability, punctuality, and strong work ethic.
- Awareness of child supervision principles and basic safety procedures.
- Ability to follow directions, work independently, and respond quickly to emergencies.
- Commitment to creating a safe, inclusive, and respectful learning environment.

Education and Experience

- Experience working with elementary and middle school students.
- High school diploma or equivalent (GED) required.
- Bachelor's degree or enrolled in school preferred
- Bilingual preferred

Custodian

Reports to: Facilities Manager

The Custodian is an individual who is committed to the arts, child-centered learning, and fostering a collaborative and engaged learning environment. To thrive in and contribute to our learning community this individual must be an excellent communicator, a flexible and resourceful problem-solver, a life-long learner. This individual's personal and professional values are aligned with the Charter School's values and charter: child-centered, constructivist, project based, arts integrated, family involvement, character education and service learning.

Purpose Statement

The Custodian is responsible for maintaining a clean, safe, and orderly environment to support the health and well-being of students, staff, and visitors. This position performs routine cleaning, maintenance, and minor repair tasks in classrooms, offices, restrooms, common areas, and outdoor spaces. The custodian plays an essential role in creating a welcoming and functional learning environment aligned with the school's mission and values.

Essential Functions

- Clean and sanitize classrooms, restrooms, offices, cafeterias, hallways, and other facilities daily.
- Sweep, mop, vacuum, and scrub floors; dust furniture, fixtures, and equipment.
- Empty trash and recycling containers; replace liners and ensure proper waste disposal.
- Refill supplies such as soap, paper towels, and toilet tissue.
- Clean interior and exterior windows, doors, and glass surfaces.
- Maintain custodial equipment and report needed repairs or replacements.
- Secure buildings by locking doors and windows and setting alarms after hours.
- Assist with room set-up for meetings, events, and assemblies (e.g., moving furniture and equipment).
- Perform minor maintenance and repairs (e.g., changing light bulbs, tightening fixtures).

- Report safety hazards, maintenance needs, or vandalism to the Director of Operations promptly.
- Monitor and maintain inventory of cleaning supplies and submit replenishment requests as needed.
- Support safe work practices and adhere to all district, state, and federal health and safety regulations.
- Assist with emergency response procedures (e.g., spills, weather-related cleanups, or safety incidents).
- Provide courteous and professional interaction with students, staff, and community members.

Skills

- Knowledge of cleaning techniques, materials, and equipment.
- Understanding of safety practices, including handling cleaning chemicals and using PPE.
- Ability to operate custodial tools and machinery safely and efficiently.
- Strong attention to detail and ability to follow written and verbal instructions.
- Reliable, punctual, and self-motivated with strong work habits.
- Ability to prioritize tasks and manage time effectively.
- Demonstrates integrity, confidentiality, and respect in all interactions.
- Team-oriented with the ability to collaborate and communicate effectively with staff and administrators.
- Basic record-keeping and inventory management skills.

Education and Experience

- Any combination equivalent to graduation from high school and experience performing school custodial work, minor maintenance work and considerable public contact.
- High school diploma or equivalent (GED)
- Minimum of one (1) year of custodial, maintenance, or related experience preferred (school setting preferred)
- Experience operating floor buffers, vacuum cleaners, and other custodial equipment
- Familiarity with cleaning chemicals and OSHA standards for safe handling.
- Ability to read and interpret labels, safety data sheets, and simple instructions in English
- Experience working in a school setting
- Experience working with children
- Bilingual preferred

After School Coordinator

Reports to: Executive Director/Principal

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

Purpose Statement

The After School Program Coordinator supports the Executive Director/Principal in implementing the Charter School's vision and mission and building the capacity of the program and staff in supporting students' needs. This position will develop, implement, and oversee an afterschool program that provides daily after school academic, recreation, and enrichment activities for students.

Essential Functions

- Manage day-to-day operations of the afterschool program
- Organize schedule of academic, recreation, and enrichment activities
- Supervise staff of approximately 10 afterschool instructors and/or enrichment instructors
- Hire, support, supervise, and train staff in the afterschool program
- Establish and maintain communication with regular day and after school staff, school administrators, students and families regarding all aspects of student involvement in the program
- Follow school procedures and policies for safe operation of after school program
- Assist in conducting surveys for periodic program evaluations, including surveys of students, staff and parents
- Collect, review, approve and submit timesheets by the deadline
- Submit all required documentation on a timely basis, including attendance, emergency cards, permission forms, and surveys
- Represent the mission of CalCreative to provide quality educational and enrichment experiences for students.
- Attend staff meeting, school meetings, off-site meetings, trainings and events, as scheduled
- Maintain accurate records. (i.e. attendance, student registration forms, staff sign-in sheets, etc.)
- Maintain documentation relating to staff performance issues; provide guidance to staff as needed
- Pick-up and issue pay checks on pay day
- Adhere to workplace safety guidelines
- Evaluate work site for safety concerns to minimize workplace injuries

- Report workplace injuries via appropriate forms
- Implement CalCreative policies and procedures
- Performs other duties as assigned

Qualifications, Experience and Skills

- Strong troubleshooting skills
- Ability to supervise and work in a team environment
- Must have knowledge of computers and software applications
- Ability to work independently and work under time pressure and meet time-sensitive deadlines
- Ability to work with varied populations, such as administrators, teachers, parents, and students
- CPR/First Aid Certified

Communication Skills

- Excellent communication and community-building skills
- Excellent partnership building skills with an ability to communicate and work effectively with a variety of internal and external stakeholders
- Persuasive negotiator that can achieve consensus amongst differing opinions, while developing leadership in others
- Possesses the ability to interpret and translate complex data and information.
- Possesses the ability to respond to inquiries or complaints from families, regulatory agencies and the community.
- Strong presentation skills and proclivity to be an outgoing spokesperson and relationship builder.

Education and Experience

- Experience in working with elementary school students
- Two years of experience working in after school programs
- Bachelor's degree preferred
- Bilingual preferred

After School Instructors

Reports to: After School Coordinator

The After School Instructor is an individual who is committed to the arts, child-centered learning, and fostering a collaborative and engaged learning environment. To thrive in and contribute to our learning community this individual must be an excellent communicator, a flexible and resourceful problem-solver, a life-long learner, a deep critical thinker, very comfortable with interdisciplinary collaboration, and able to support and develop leadership in others. This individual's personal and professional values are aligned with the Charter

School's values and charter: child-centered, constructivist, project based, arts integrated, family involvement, character education and service learning.

Purpose Statement

The Afterschool Instructor supports students' academic, social, and creative development during the afterschool program hours. This position is responsible for planning and leading engaging enrichment, recreation, and homework support activities that align with the school's mission and core values. The Afterschool Instructor fosters a positive, inclusive environment where students feel safe, supported, and inspired to explore new interests.

Essential Functions

- Supervise and engage students during afterschool hours, ensuring their safety and well-being at all times.
- Plan and facilitate structured enrichment lessons, recreational activities, arts-based projects, or academic support aligned to student needs and interests.
- Provide homework help and academic assistance, reinforcing classroom learning in a supportive manner.
- Implement and model positive behavior expectations using restorative and proactive classroom management strategies.
- Support daily program operations, including attendance tracking, snack distribution, and cleanup.
- Maintain a safe, clean, and organized learning environment.
- Communicate effectively with students, families, and staff regarding student participation and behavior.
- Participate in staff meetings, professional development, and training sessions as required.
- Uphold the school's mission and values in all interactions with students, staff, and families.

Skills

- Strong ability to build positive, respectful relationships with students
- Skill in planning and leading engaging, age-appropriate activities.
- Effective classroom and behavior management techniques.
- Excellent communication and collaboration skills.
- Creativity, enthusiasm, and commitment to equity and inclusion.
- Ability to supervise groups of students independently and respond appropriately in emergencies.
- Reliability and professionalism in attendance and conduct.

Education and Experience

- High school diploma or equivalent required; some college coursework in education, child development, or related field preferred.
- Minimum of one year of experience working with children or youth in an educational, afterschool, or community-based setting preferred.
- CPR and First Aid certification preferred (or willingness to obtain).
- Bilingual preferred

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.

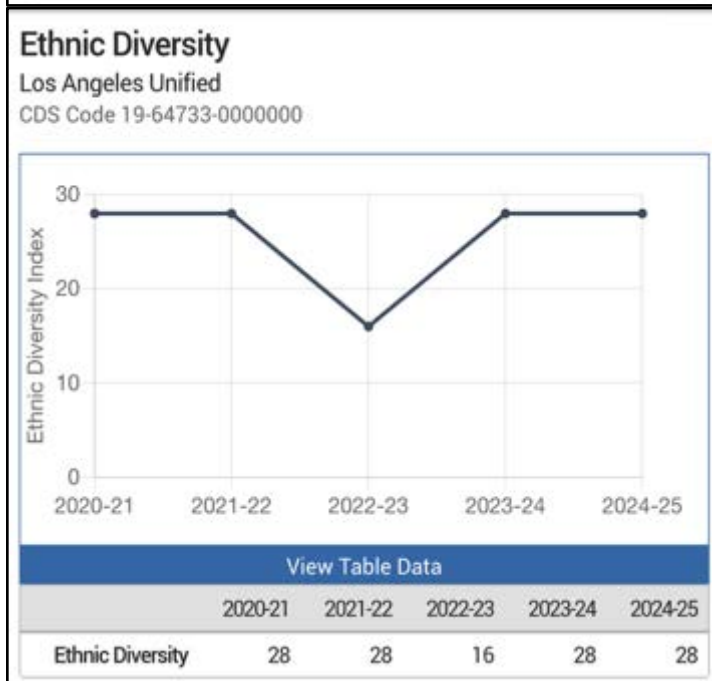
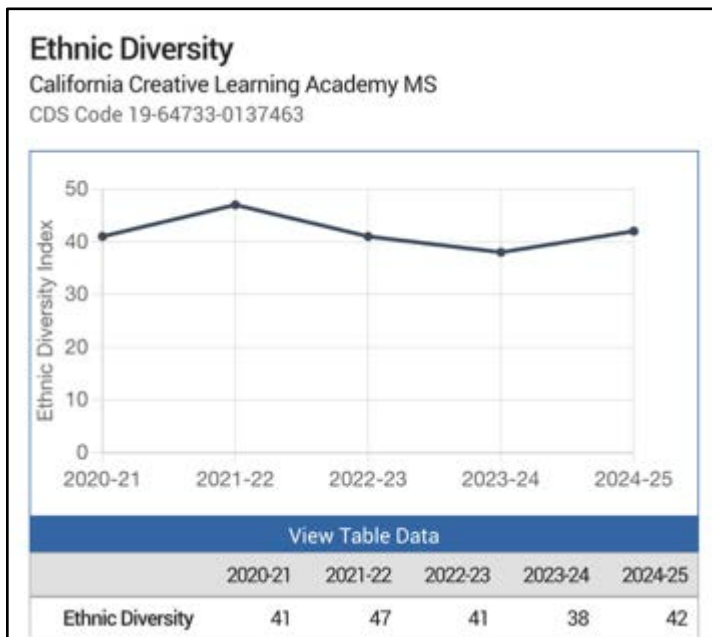
The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains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

Outreach and Recruitment

Since the organization opened its doors in 2010 in the Media Center Drive complex, the organization has been implementing an outreach plan to recruit students from all income, racial and ethnic, special education, and English Learners backgrounds in the surrounding neighborhoods.

Ethnic Diversity Index¹⁹

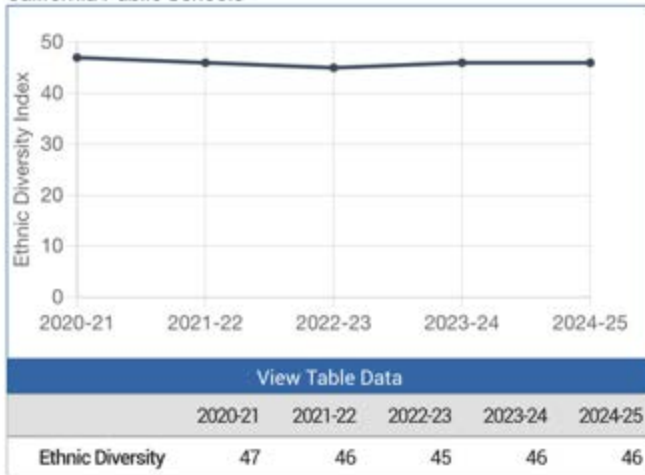
These graphs below display how much racial/ethnic diversity there is among the students enrolled in CalCreative MS, LAUSD, and the State. The Ethnic Diversity Index reflects how evenly distributed these students are among the race/ethnicity categories. The more evenly distributed the student body, the higher the number. CalCreative Middle School's Diversity Index is significantly higher than the LAUSD and is approaching the State.



¹⁹ <https://www.ed-data.org/district/Los-Angeles/Los-Angeles-Unified>.

Ethnic Diversity

California Public Schools



The breakdown of CalCreative MS’s students as reported in DataQuest for 2025 is 61.2% Free and Reduced Price Meal (“FRPM”), 23.5% Special Education, 8.2% English Learners, and 57.1% Hispanic.

To achieve and maintain LAUSD’s Racial and Ethnic Balance goal of a 60:40 ratio, CalCreative MS will work to create partnerships with local leaders in the region to help publicize the Charter School and what we offer to the community. Our intent is to continue to reach out to families in the area and be sure that we are meeting the needs of the community, and to the educational community to share and collaborate on curriculum and art-integration.

Recruitment Framework:

- Recruitment efforts will focus on our local community
- All enrollment outreach activities will have Spanish and English language access
- All information being distributed including flyers, brochures and forms will be in both Spanish and English.
- The plan will be evaluated and revised, if necessary, annually by the Outreach Task Force of the Board.
- We have set the following metrics as goals for our plan:
 - Increase FRPM by 5% each year until we reflect the demographics of the local community
 - Increase ethnic and other subgroups (e.g. Latino, EL, FRPM, Special Education) by a minimum of 5% each year until we reflect the demographics of the local community.

Outreach

Since the Media Center was initially identified as a permanent site for the elementary, and eventually the middle school, active recruitment of students has been extensively conducted in the Glassell Park, Cypress Park, Highland Park, Atwater Village, and surrounding areas. We have outreached to the community by attending/visiting preschools, neighborhood councils, local

sporting events, community events, posting in local newsletters, etc. Communications are offered in Spanish and English. Below are some examples of annual outreach activities:

Outreach Task Force meetings

This is a school committee which includes various stakeholders. The committee meets weekly to create, monitor and evaluate the Outreach and Marketing plans.

Connect with Councilmember Office and Glassell Park Neighborhood Council for calendar of events

Connect with both organizations regarding their community events and how the Charter School can participate in or collaborate with community events and initiatives.

School Tours

We will open our school to prospective parents and community members. These occur twice a month throughout the year, with a minimum of 10 per year.

HarvestTown

This is an open community Fall Festival with activity booths, a Hauntitorium, games, invention convention, food, etc. It is open to the public and is advertised through social media and the Glassell Park Neighborhood Council newsletter.

Día de Los Muertos Community Event

A community celebration of the dead where people create offerings, share stories of loved ones, and celebrate through traditional music. It is open to the public and is advertised to the community.

1:1 Glassell Park Families Intake

Hold intake meetings with Glassell Park families to strengthen relationships and gather information on why they chose our school, hear how their children like attending our school, and inquire as to what suggestions or needs they might have that the Charter School can try to address.

Participate in Glassell Park Neighborhood Council MLK Clean Up Day

CalCreative MS students and families will actively participate in the community improvement efforts.

Direct Mailings

We will target direct mailing to residences within the community that are within the lower income brackets to increase our socio-economic diversity, households with individuals who speak another language, and other relevant demographics to ensure we maintain a strong diversity of students.

Catalyst Conference

Although this is not directly tied to enrollment, this annual event is open to the community. The focus is a give-get on the role of art in democracy and education.

Reflective Student Population Balance

As shown in the demographic information table located in Element 1, the racial and ethnic makeup in the schools surrounding CalCreative MS is predominantly Latino. Our current 2025-26 Hispanic population is approaching 60%. As a school of choice, we are limited by the families who choose to attend. However, CalCreative MS makes efforts to strengthen its recruitment and outreach strategies to attract students that reflect the racial and ethnic diversity, and the special education and English Learner populations served by LAUSD. Through our targeted outreach and marketing efforts described above, we will work towards achieving the LAUSD Racial and Ethnic Balance Ratio of 60:40, which represents the percentage of predominantly Hispanic, Black, Asian, Other students compared to Other White students. Additionally, we will work to achieve a balance of special education students and English Learners, including RFEF pupils, that is reflective of the general population residing within LAUSD.

Annually we will review our enrollment data regarding the efficacy of our outreach efforts and revise our actions to ensure we are working towards an appropriate balance of racial/ethnic pupils, special education pupils, and English Learners, including redesignated fluent English proficient pupils.

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 schoosite.

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.)

Admission Requirements

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

Admission to the Charter School is open to any resident of California who is of legal age to attend public school. California Creative Learning Academy Middle School admits all pupils who wish to attend as set forth in Education Code Section 47605(e)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

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.

Student Recruitment

Within our recruitment framework described in Element 7, we are focused on areas with higher concentrations of English as second language speakers, higher household numbers, lower annual income, and other metrics to ensure we are capturing a more diverse group of families.

Application and Enrollment Process

The Charter School uses a Public Random Drawing (“PRD”) Application form that collects basic contact information. The Charter School holds monthly tours from October to February so parents can learn more about the Charter School before they apply. Applications for enrollment will be accepted during a publicly advertised open enrollment period, from the beginning of October to the end of February. An explanation of the enrollment process and the rules to be followed during the lottery will be available at all times on our website in English (and additional languages if needed). The process is also verbally explained to any families who contact the Charter School and is made available as a bilingual handout.

Fair Execution of Lottery Procedures

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director/Principal). All lotteries shall take place on the same day in a single location. It is open to the public and is held in a designated classroom. The public is welcome to attend the drawing and is given notice of this event on the application, on the website, and via email.

Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. Each lottery application is assigned an application number and the highest preference level that it qualifies for and is recorded in a spreadsheet. We will use a list randomizer to randomly assign “pull” numbers to each application in the grade level, and the students will be offered a seat based on the order of the “pull” numbers in each preference category. Those who are not offered a seat will be placed on the waitlist. Those applying after the deadline will be placed on the waitlist after the lottery has been conducted.

Timeline for Admission Process

PRD Applications for admission are made available starting in October of the previous year and must be received by the Charter School or postmarked two business days prior to the lottery. Each application receives an application number in the order it was received. The numbers are used only for the purpose of protecting student confidentiality in the PRD.

Public Random Drawing Date and Time

The PRD process is designed to be transparent, public, and fair. The PRD will be held at 3:00 p.m. on the first Tuesday in March. Parents/caregivers are welcome but not required to attend the drawing. They are given notice of this event on the application, on the Charter School website, and via email. CalCreative will post to its website the rules to be followed during the lottery process for all interested parties to view. If families do not have Internet access, they will be supported by the Charter School’s office staff to provide the necessary information.

Lottery Preferences and Procedures

All students who are currently enrolled in the Charter School from the previous school year will be exempt from the lottery. We utilize preferences to help promote our ability to achieve a more diverse student population by giving weight to students who qualify for the Free and Reduced Priced Meals program as well as students who live in the attendance area of Glassell Park elementary school.

The Public Random Drawing is conducted with the following admission preferences being given:

1. Students who are currently attending the charter school and pupils who reside in LAUSD
2. Siblings of students already attending the Charter School

3. Children of Charter School personnel and CalCreative Board of Directors who reside or work in the territorial jurisdiction of LAUSD (up to 10% of enrollment capacity);
4. Students eligible for the National Free & Reduced Price Meals Program.
5. Students who are currently enrolled in or who reside in the elementary school attendance area of the public elementary school(s) in which CalCreative MS is located (for purposes of the Charter School Facility Grant Program).
6. All other applicants

These preferences are included to help ensure that the Charter School serves the Glassell Park community and continues to increase its diversity. If the number of applications does not exceed the number of spaces in the Charter School, there will be no PRD and all students who submitted applications will be admitted, in accordance with Education Code Section 47605(e)(2)(A).

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).

Waiting List

Once the PRD has met the max enrollment for each grade level, a waitlist is then created by continuing to draw numbers in the PRD based on the preferences identified above for those who did not get accepted through the lottery to be enrolled. Families who are not sent an enrollment packet receive a letter from the Charter School within two weeks of the PRD, with the waitlist number assigned to them based on the order the applicant was pulled during the lottery process. Families are informed by email, and the waitlist is shared with families so they can track their waitlist status. Waitlists do not carry over year to year.

Family Contact and Timeline of Admission/Enrollment

During the application process, the Charter School asks for preferred methods of communication. Families are contacted using their preferred method of communication to offer enrollment to a family when they have accepted their spot. Prior to the start of the school year, families need to accept their spot within 7 days. During the school year, families need to accept their spot within 24 hours of being contacted about an open space. Families without access to the Internet are able to contact the front office to accept their spot.

Enrollment Process

Families who have accepted an offer of admission receive an official communication of enrollment eligibility and all enrollment forms. They are either sent a link to an enrollment portal, or they can choose to come to the Charter School to pick up a paper enrollment packet. In the enrollment process, families have 72 hours to submit necessary documentation (e.g. proof of age, proof of residence, and guardian identification). Immunization records are given a later deadline to allow for students to get the state required immunizations prior to the first day of school. This process is continued in the order applicants accepted spots until full enrollment is met. Should someone not complete the enrollment process, we would then move to our waitlist to contact the next eligible student.

In the months following the PRD, the Charter School holds orientation meetings for parents. At these meetings, staff and parents review Charter School policies and are given the opportunity to ask questions and meet other families. At these orientation meetings, parents learn more about the Charter School's active family community and are given the opportunity to sign up with a parent action committee. Each family chosen for admission is encouraged to attend one of these meetings. If a family cannot attend one of these meetings, they may make a personal appointment with the Charter School to address the information covered. A family's failure to do so does not affect their child's enrollment or admission.

Records

In order to document the fair execution of the lottery and waitlist procedures, the Charter School keeps all applications and paperwork corresponding to the PRD for two years.

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)(l).)

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)(l) 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

Auditors selected will conduct independent financial audits that will employ generally accepted auditing principles and the standards applicable to financial audits contained in the Government Auditing Standards, issued by the Controller General of the United States. The CalCreative Board of Directors will select auditors from the State Controller's Office Directory of certified public accountants or public accountants deemed by the State Controller's Office as qualified to conduct audits of charter schools.

All auditors will report directly to the CalCreative Board of Directors. Pursuant to AB 1137, California Creative Learning Academy Middle School will provide any necessary financial

statements to LAUSD and the Los Angeles County Office of Education (“LACOE”), and the respective state agencies. The Audit Committee will review any audit findings, deficiencies, material weaknesses and/or audit exceptions, and report recommendations on resolution to the CalCreative Board of Directors. The 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 meeting.

The Executive Director/Principal shall ensure that all deadlines related to the Board’s review of the Audit and the submission of the Audit to all relevant agencies are met. The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director/Principal will work with the Chair of the Audit Committee to advise and update the Board.

The independent financial audit of the Charter School is a public record to be provided to the public upon request. The audited financial statements are also available on the Charter School website.

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.

School Climate and Positive Behavior Support System

General Assurances:

- This Pupil Suspension and Expulsion Policy and its Procedures (the “Policy”) have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. The Policy is consistent with the principles of the *District’s Discipline Foundation Policy, and the School Discipline Policy and School Climate Bill of Rights* Board of Education resolution. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.
- The Charter School’s Pupil Suspension and Expulsion Policy and its Procedures will be distributed as part of the Student Handbook and will clearly describe discipline expectations, including a description on how it will be updated and maintained.
- Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.
- 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/guardians²⁰ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures.
- 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 student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge

²¹ 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.

of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

California Creative Learning Academy Middle School's Safe School and Positive Behavior Intervention and Support Systems are congruent with the principles of LAUSD's Discipline Foundation Policy. In particular, the Charter School's Safe School practices mirror the values promoted by Restorative Justice practices:

- Build community
- Celebrate accomplishments
- Intervene in offending behavior
- Transform conflict
- Rebuild damaged relationships
- Reintegrate students into the learning environment

The Charter School will foster a culture of discipline grounded in positive behavior support and intervention. Positive behavior support is a systems approach for establishing the social culture and individualized behavioral supports needed for schools to achieve both social and academic success for all. It is based on research that indicates the most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior.

CalCreative MS is committed to a caring community for learning in a safe environment. Therefore, we will adhere to the following guidelines:

We will respect differences of all types-physical, mental, emotional, social and spiritual. We will choose our words and actions to help, not to hurt others. We will work to keep our school free of verbal and nonverbal put-downs regarding the following:

- Academic Progress
- Age
- Appearance/body image/mannerisms
- Athletic ability
- Belief systems
- Cultural, ethnic and/or racial background
- Family background and family composition
- Friendships
- Languages
- Learning Styles
- Physical challenges
- Sexual harassment of any type, including gender stereotypes and homophobic taunts

1. We will use school-appropriate language
2. We will not tolerate physical abuse, taunts or threats

As a Safe School, we will accept responsibility for our words and actions without excuses.

Through Safe School conversations we help our students:

- Understand why the behavior is unacceptable and the harm it has caused
- Understand what they could have done differently in the same situation
- Take responsibility for their actions and find a way to resolve the harm they have done
- Be given the opportunity to learn pro-social strategies and skills to use in the future

As we engage in these conversations, CalCreative MS considers the following:

- Age and maturity of students involved
- Prior incidents (including the nature of prior misconduct, the number of prior instances of misconduct, and the disciplinary/intervention measures applied)
- Nature, severity and scope of the behavior
- Circumstances/context in which the conduct occurred
- Frequency, duration and intensity of the behavior
- Number of persons involved in the behavior
- Student’s IEP, Behavioral Intervention Plan and 504 Accommodation Plan, if applicable

To support our staff in implementing the Charter School’s positive behavior system, CalCreative MS will provide various professional development opportunities through the school year, including but not limited to training in and evaluation of our PBIS systems, as well as case studies of how to respond appropriately and strategically to a variety of student behaviors.

Tiers of Supports

Tier I Supports	<p>Teach and model school-wide positive behavior expectations and procedures</p> <ul style="list-style-type: none"> ● Positive reinforcement, recognition and rewards for all students ● Consistent consequences for problem behaviors ● Effective procedures and supervision in non-classroom areas ● Effective instruction and classroom management ● Collaboration with families ● Active supervision and monitoring
Tier II Supports	<p>Highly specialized and individualized alternatives to suspension for students who have been documented as unresponsive to Tier I</p> <ul style="list-style-type: none"> ● Target social skills instruction ● Behavior plans ● Alternatives to suspension ● Increased academic support ● School-based mentors

	<ul style="list-style-type: none"> • Classroom management support
Tier III Supports	<p>Highly specialized and individualized alternatives to suspension for students who have been documented as unresponsive to Tier I and Tier II</p> <ul style="list-style-type: none"> • Alternatives to suspension (This does not apply to Non-Discretionary offenses) • Intensive academic support based on the student’s level of need • Intensive social skills counseling • Individual behavioral student contract • Develop intensive Coordination of Services Team/SSPT goals to address the continued misconduct • Multi-agency collaboration • Community and service learning

As described above, staff will be supported in their implementation of the discipline plan through professional development that includes workshops on behavior modification, social skills instruction, classroom management, verbal de-escalation, and intervention strategies such as those listed in the table above.

Restorative Justice Practices

We recognize that schools are a microcosm of our broader society, and as such, conflicts among students are a natural and inevitable part of human interaction. At our school, we view these moments not merely as challenges, but as invaluable opportunities for students to learn, reflect, and grow. Through guided support, students develop essential social-emotional skills, such as sharing space and materials, communicating respectfully, and navigating differences in opinions and personalities within our diverse community. Conflict resolution is facilitated rather than dictated, and students learn how to advocate for themselves, see multiple perspectives, and demonstrate empathy for another.

Our approach to conflict resolution is grounded in our Four School Agreement: We are Respectful; We are Responsible; We are Compassionate; and We are Mindful. These agreements reflect the principles of restorative justice, which include:

- Inclusion of all parties affected by the conflict.
- Providing opportunities for those who caused harm to take responsibility and directly address the impact of their actions.
- Identifying meaningful ways for students to make amends.
- Supporting the reintegration of all individuals into the school community without stigma or exclusion.

We believe that strong partnerships with families are essential to a cohesive and supportive school environment. Families play an important role in understanding how conflicts are addressed and what supports are available to their children.

Parents and guardians have the right to:

- Be notified immediately when their child is injured, particularly in cases involving bleeding, bruising, head trauma, or when medical attention beyond basic first aid is required.
- Discuss concerns about their child's safety with the teacher or a school administrator.
- Expect confidentiality regarding personal or family information.
- Request a facilitated meeting with the families of other students involved for the purpose of community repair.

Supports available to students who have been harmed by the actions of others include:

- Opportunities for reparative conversations with the individual who caused harm.
- Introductions to trusted staff members (e.g., aides, teachers, office staff, administrators) who can provide ongoing support.
- Emotional support from members of the Social Emotional Learning (SEL) Team, including the school counselor.
- Referral to one-on-one or small-group counseling sessions (e.g., lunch bunch, middle school support group, mentorship).
- Development of a safety and support plan to ensure the student feels secure moving forward.

Alternatives to Suspension

CalCreative MS will utilize a variety of interventions, in lieu of suspension, to address Tier 2 and Tier 3 behaviors. The purpose of these interventions is to correct unwanted behavior by providing systems of support that help students to build skills that they may be lacking, or to address factors in students' life that may be impacting their ability to interact positively with others. Examples of these alternatives to suspension include referral for intensive counseling, developing individual behavior contracts, convening SSPT meetings, or referral for a comprehensive psycho-educational evaluation to determine if special education supports are needed.

In-School Suspension

In-school suspension is an alternative to out-of-school suspension to minimize the loss of instructional time for students who exhibit behavioral challenges. In-school suspension is reserved for discretionary suspendable offenses and may only be implemented if the student poses no imminent danger or threat to the campus, students, or staff, and if expulsion proceedings have not been initiated.

The same procedures that apply to out-of-school suspension—including written notice, parent/guardian conference, duration of suspension, and suspension appeals—also apply to in-school suspension. The same grounds and offenses that warrant out-of-school suspension are applicable to in-school suspension. The in-school suspension is conducted in a supervised environment that is separate from other students on campus. The program is supervised by a credentialed teacher or other credentialed staff, and takes place in a designated classroom, building, or site. The supervising staff member is responsible for:

- Collecting assignments from the student’s teachers of record.
- Providing close supervision and academic support to ensure completion of classwork.
- Offering alternative assignments when regular classroom work cannot be completed in the environment.

If a student with an Individualized Education Program (IEP) participates in the in-school suspension program, the school ensures that all required special education instruction and related services are provided in accordance with the student’s IEP.

When appropriate, in-school suspension may also include participation in a Restorative Justice Circle to facilitate reflection, accountability, and repair of harm caused.

In-school suspension will not exceed two (2) days per incident or five (5) days in one academic year. The Executive Director/Principal or Director of Student Support Services/Operations retain the authority to suspend students and determines whether in-school suspension is the appropriate disciplinary action.

Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Executive Director/Principal or designee may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student’s specific misbehavior.

The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the Charter School’s attendance expectations shall be addressed in accordance with Charter School Attendance and Truancy Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Executive Director/Principal or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Executive Director/Principal or designee shall:

- 1) Document the actions taken and save the document to the student’s record
- 2) Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, the Charter School may require both the victim and perpetrator to engage in a restorative justice practice. The Charter School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

The Charter School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Grounds for Out-of-School Suspension and Expulsion

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

A student may be suspended from school or recommended for expulsion, when the Executive Director/Principal or other administrator of the Charter School in which the student is enrolled determines that the student has committed an act as defined pursuant to any of subdivisions (a) to (v), inclusive:

- 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 in self-defense.
Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
- c. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- d. Committed or attempted to commit robbery or extortion.
- e. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- f. Stole or attempted to steal school property or private property, electronic files and databases.
- g. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a student of their own prescription products. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- h. Committed an obscene act or engaged in habitual profanity or vulgarity.

- i. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- j. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- k. 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.
- l. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that pupil for being a witness, or both.
- m. Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in, hazing as defined in Penal Code Section 245.6. 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.
- p. 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 6 to 8, inclusive.
- q. 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 6 to 8, inclusive.
- r. 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 6 to 8, inclusive.

- s. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- t. Aided or abetted, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person (suspension only) 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 (a)-(b) above.

For a pupil subject to discipline under this section, the Executive Director/Principal may use their discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the student's specific misbehavior.

The recommendation for expulsion shall be based on one or both of the following:

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

Non-discretionary Suspension and Expulsion

Students must be immediately suspended and recommended for expulsion for any of the following acts:

1. Possessing, selling, or otherwise furnishing 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 Executive Director/Principal or designee's concurrence.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in *Health and Safety Code* Section 11053 et. seq.
4. Committing or attempting to commit a sexual assault or committing sexual battery as defined in Penal Code Section 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 Expulsion Review Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possess 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.

Suspension Procedures

Informal Conference

The process for investigating incidents and collecting evidence will be fair and thorough. The Executive Director/Principal and other school administrator(s) have the authority to suspend. Suspension shall be preceded by an informal conference conducted by the Executive Director/Principal or designee, with the student and the student’s parents or guardian. For students with disabilities, the conference should also include the Director of Student Support Services. The conference is a meaningful opportunity for the student and family to be heard. The conference may be omitted if Executive Director/Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If the student is suspended without a conference, the parents/guardians and the student will be notified of the student’s right to return to school for the purpose of a conference.

For suspensions of fewer than 10 days, the Charter School must provide oral or written notice of the charges against the student. If the student denies the charges, the Charter School must provide an explanation of the evidence that supports the charges, and an opportunity for the student to present their side of the story. 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. 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.

For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the Charter School must provide timely, written notice of the charges against the student and an explanation of the student’s basic rights. A hearing will be provided, adjudicated by a neutral officer, within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and

witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate

Notice to Parents

Parents/guardians and students will have due process rights with regards to suspensions and expulsions. At the time of a student's suspension, the Executive Director/Principal or designee shall make a reasonable effort to contact the parents/guardians by telephone, email, or in person, and translate, if needed. Initial contact will be followed by a written notice. This notice will state the specific offense(s) committed by the student. In addition, the notice will also state the date and time the student may return to the charter school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Determining Length of Suspension

The length of the suspension will be determined by the Executive Director/Principal or designee, based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of 5 consecutive days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding 5 continuous days, a second conference will be scheduled between the parent/guardian and the Charter School to discuss the progress of the suspension upon the completion of the 10th day of suspension.

The total number of days for which a student, including any student served under Section 504, may be suspended from the Charter School shall not exceed 20 school days in any school year. The total number of days in a school year that a student who receives special education services can be suspended shall not exceed 10 days. In the case of a student with disabilities, if the number of days of suspension approaches 10 days, an IEP meeting to conduct a manifestation determination analysis will be convened to discuss whether the student's misconduct or behavior was a result of the student's disability.

The suspended student will be provided with classroom material and current assignments to be completed at home during the length of the suspension. The classroom teacher of the suspended student will collect and provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Written notification listing all required assignments will be sent to the student's parents via email and mail, and all needed materials will be left in the front office to be picked up by a parent or guardian. The suspended student will be permitted to make up homework, class assignments, and missed tests upon return to the classroom setting and within one week of the suspension.

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 6 to 8, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Suspension Appeal

To appeal a school suspension or in-school suspension, the parent/guardian shall submit a letter to the Executive Director/Principal with information as to why the appeal is being submitted and any data for the appeal no later than five (5) school days after the last day of suspension. The appeal will be heard by an impartial Appeal Review Panel, comprised of an CalCreative administrator, not involved with the suspension decision, and the CalCreative Board Chairperson or designee. The Appeal Review Panel will conduct a review of information submitted by the school and parent(s) within ten (10) school days of receiving the appeal letter. The parent will be notified in writing of the Appeal Review Panel decision within five (5) days of the decision. The decision of the Appeal Review Panel will be final.

Interim Placement

Interim placement procedures are implemented to maintain a safe, supportive learning environment while ensuring that all students retain access to educational opportunities during the disciplinary process. In cases where a student is suspended pending the outcome of an expulsion recommendation, the school provides an interim educational placement to minimize disruption to the student's learning.

When a student is recommended for expulsion, the Executive Director/Principal or designee will determine whether the student's continued presence on campus poses a continuing danger to others or a threat of disrupting the educational process. If such a determination is made, the student may be removed from the regular school setting and assigned to an interim placement pending the outcome of the expulsion hearing.

Procedures for interim placement include:

- **Parent/Guardian Notification:** The school will provide written notice to the parent/guardian of the suspension, the expulsion recommendation, and the details of the interim placement.

- **Educational Continuity:** The student will continue to receive access to their core academic program during the interim placement period. Assignments will be gathered from the student’s teachers of record, and the student will receive academic support to remain on track with their coursework.
- **Supervised Environment:** Interim placement will occur in a supervised and structured setting, which may include an in-school suspension classroom, an independent study environment, or another supervised site approved by the Executive Director/Principal or designee.
- **Students with Disabilities:** For students with an Individualized Education Program (IEP) or Section 504 Plan, the school will continue to provide all required special education services and supports in accordance with applicable laws
- **Duration:** The interim placement remains in effect only until the expulsion hearing and determination are completed. Upon conclusion, the student will either be reinstated to the school or provided with an alternative educational placement consistent with the expulsion decision.
- **Documentation:** All communication, determinations, and educational arrangements related to the interim placement will be documented and maintained in the student’s discipline record.

These procedures ensure that both student due process rights and the safety and integrity of the school community are upheld.

Expulsion Procedures

Pre-Expulsion Conference

If the Executive Director/Principal or designee recommends expulsion, the student and the student’s parents will be invited to a pre-expulsion conference, which will be held in accordance with the following procedures:

- Inform the student and the parent of the reason(s) for the recommended expulsion.
- Provide the student and the parent with the opportunity to discuss the allegation(s).
- Ask the student to respond, verbally and in writing, to the allegations, and provide them with the opportunity to admit, deny, or present any explanations relevant to the alleged misconduct.
- Record all pertinent comments made during the conference.
- Explain the expulsion procedure and determine if the suspension for the student should be extended pending an expulsion hearing. The conference is a meaningful opportunity for the student and the family to be heard. The recommendation to extend suspension pending the expulsion hearing will be made by the Executive Director/Principal upon either of the following findings, for both discretionary and mandatory offenses:
 - o The student’s presence will likely be disruptive to the educational process.
 - o The student poses a threat or danger to others.

Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing. The maximum number of days a suspension can be extended shall not exceed the total number of days that a student can be suspended in one year. Students will be recommended for expulsion if the Executive Director/Principal finds that one of the reasons for expulsion has occurred and (for discretionary offenses) at least one of the following findings may be substantiated:

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

Authority to Expel

A student may be expelled either by an impartial Expulsion Review Panel following a hearing before it, or by the Expulsion Appeal Panel.

Expulsion Hearing

Students recommended for expulsion will be entitled to a hearing, if requested, to determine whether or not the student should be expelled. The hearing will be held within 30 days, from the date of the recommendation for expulsion, after the Executive Director/Principal determines that the pupil has committed an expellable offense. The hearing shall be held in closed session unless the student makes a written request for a public hearing three days prior to the hearing.

The hearing will be presided over by the Expulsion Review Panel, assigned by the Board of Directors, consisting of three or more impartial certificated persons, none of whom have been members of the Board or the teacher of the student.

The Expulsion Review Panel conducts the hearing and makes the decision whether to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing three (3) days prior to the hearing.

The Executive Director/Principal will prepare a written notice of the hearing, which will be emailed and mailed to the student's parents, within 48 hours of the request for the hearing, and it will be forwarded to the student and the student's parents/guardians at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense(s) upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- 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

- An explanation of the opportunity for the student and/or the student’s parents/guardians to appear in person at the hearing
- An explanation of the opportunity for the student to be represented by counsel
- An explanation of the right to inspect and obtain copies of all documents to be used at the hearing
- An explanation of the opportunity to confront and question all witnesses who testify at the hearing
- An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses
- The reinstatement eligibility review date
- The type of educational placement during the period of expulsion
- Notice of appeal rights/procedures
- Notice of reasonable accommodations
- Availability of language support
- Special rules and procedures for incidents involving sexual assault and/or battery.
 - The right to inspect and obtain copies of documents to be used at the hearing
 - Present evidence and cross examination of witnesses

The expulsion hearing will be conducted in a manner consistent with the student’s due process rights and will follow general rules of administrative procedure. The Executive Director/Principal or designee will ensure that all necessary evidence is secured and made available for presentation at the hearing. A decision by the Expulsion Review Panel to expel must be supported by substantial evidence from the expulsion hearing that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses:

- Protection and non-disclosure of the witnesses and the use of sworn declarations in the hearing
- The complaining witness will be provided applicable disciplinary rules and advised of their right to (a) receive five days notice of their scheduled testimony, (b) have up to two adult support persons, (c) elect to have the hearing closed while testifying, have a room separate from the hearing room for the complaining witness’ use and breaks during the hearing, provide testimony during school hours.
- If the support person is also a witness, support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded
- Nothing shall preclude the Expulsion Review Panel from exercising discretion to remove a person from the hearing whom is believed to be prompting, swaying, or influencing the witness
- If the student being expelled requests a public hearing, the complaining witness shall have the right to have their testimony heard in a closed session or alternative methods videotaped, etc.)

The decision of the Expulsion Review Panel shall be in the form of written findings of fact. Reasonable accommodations will be provided, as well as language support, as needed by the student, student's family, and representative.

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. These records will be made available to parents / students through a written request made to the CalCreative main office.

The following are guidelines for 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 determination by the Expulsion Review Panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing.

- A recommendation to expel must be supported by substantial evidence
- Hearsay evidence is admissible, no decision to expel shall be based solely on hearsay
- Sworn declarations may be admitted as testimony from a protected witness

After the Expulsion Review Panel conducts the hearing, the Expulsion Review Panel makes the decision whether to expel the student based on the evidence provided, within 24 hours of the hearing. The decision shall be in the form of written findings of fact.

If the Expulsion Review Panel decides not to expel, the student shall immediately be returned to their educational program at the Charter School.

In addition, no student will be involuntarily disenrolled, dismissed, or transferred by the charter school for any reason, unless the parent or guardian has been provided written notice no less than five school days before the effective date of the removal. The written notice shall be in the native language of the student or the student's parents or guardian, or if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. For all involuntary removals, including expulsions and dismissals for non-disciplinary reasons, parents must be informed of their right to a hearing before the effective date of the removal. If the student's parent or guardian initiates the hearing procedures, the student must remain enrolled until the charter school issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement.

Written Notice to Expel

The Executive Director/Principal or designee shall send written notice of the decision to expel to the student or parent/guardian. It will be mailed 10 school days from the conclusion of the expulsion hearing. This notice shall include the following:

- The specific offense(s) committed by the student
- The fact that a description of readmission procedures will be made available to the student and their parent/guardian
- Notice of the right to appeal the expulsion to the Expulsion Appeal Panel
- Notice of the alternative educational placement to be provided to the student during the time of expulsion
- 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 expelling district
- Rehabilitation plan

If no appeal/review is requested, the expulsion becomes final on the eleventh (11th) day after notice was issued.

The Executive Director/Principal shall send a copy of the written notice of the decision to expel to the education office for the student's district of residence. This notice shall include the following:

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

Expulsion Appeals

If the parent chooses to appeal the Expulsion Review Panel's decision to expel, the parent can submit their request for appeal to the CalCreative Board of Directors within ten (10) school days of receiving the written notice of the decision to expel. The Board shall designate the formation of an impartial Expulsion Appeal Panel, consisting of individuals not previously involved with actions related to the expulsion decision. The panel will consist of three individuals, at least two certificated and one Board member. The Expulsion Appeal Panel will hold an appeal hearing within twenty (20) school days following the filing of a formal request for appeal. During the appeal hearing, the student and the family will be afforded a meaningful opportunity to be heard. The Charter School will provide reasonable accommodations and language support, as needed. The parent will be notified in writing, by mail and email, of the Expulsion Appeal Panel decision within five (5) days of the decision. The decision of the Expulsion Appeal Panel is final.

During the expulsion appeal process, the student will be considered suspended (out of school) until a hearing is convened to hear the appeal. The student will be provided with classroom material and current assignments to be completed at home during the length of the suspension. The classroom teacher of the suspended student will collect and

provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

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 the District and County upon request.

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.

Rehabilitation Plans

Students who are expelled from the Charter School may be given a rehabilitation plan upon expulsion as developed by the Executive Director/Principal at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of a 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 Board of Directors following a meeting with the Executive Director/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 Executive Director/Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director/Principal's or designee's determination. 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.

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.

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

Certificated employees of the Charter School who are eligible will participate in the State Teachers’ Retirement System (“STRS”) and coordinate such participation, as appropriate, with other reciprocal systems.

For full-time certificated employees who participate in STRS, employees contribute the required percentage, and CalCreative MS contributes the employer's portion required by STRS. All withholdings from employees and CalCreative MS are forwarded to the STRS Fund as required. Employees accumulate service credit years in the same manner as all other members of STRS. CalCreative MS uses a retirement reporting system compatible with LACOE. The Charter School works with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. All withholdings are forwarded to the appropriate agency (STRS, Social Security Administration, etc.) as required. The Executive Director/Principal will be responsible for ensuring that appropriate arrangements for coverage are made. The Charter School acknowledges that it must continue its participation in STRS for the duration of the charter school’s existence under the same CDS code.

Classified/ Other Staff Members

Non-certificated and other employees of the Charter School will participate in the federal Social Security system in accordance with applicable law. CalCreative MS does not participate in the

Public Employees' Retirement System. The Executive Director/Principal will be responsible for ensuring that appropriate arrangements for coverage are made.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(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.

California Creative Learning Academy Middle School is a school of choice. No student shall be required to attend this or any other charter school. Students who choose to not attend this Charter School may choose to attend other public schools in their District of residence or other rights extended to them by their District. Parents and guardians of each student enrolled in the Charter School will be informed on admission forms that students have no right to admission in a particular school of a local educational agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

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

Director/Principal
California Creative Learning Academy Middle School
2709 Media Center Drive
Los Angeles, CA 90065

- 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

Director/Principal
California Creative Learning Academy Middle School
2709 Media Center Drive
Los Angeles, CA 90065

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by

mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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:

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.

The Executive Director/Principal, and Board of Directors will serve as closure agents.

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).)

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