



GABRIELLA CHARTER

RENEWAL PETITION FOR A 5-YEAR TERM

(July 1, 2026 – June 30, 2031)

SUBMITTED TO LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

333 S. BEAUDRY AVENUE

LOS ANGELES, CA 90017

JULY 18, 2025

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Assurances, Affirmations, and Declarations

Gabriella Charter (also referred to herein as “Gabriella Charter School,” “Gabriella Charter School 1,” “Gabriella Charter 1,” “GCS 1,” 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 contact person for Charter School is:	Rhonda Baldenegro, Executive Director
The contact address for Charter School is:	1435 Logan Street Los Angeles, CA 90026
The contact phone number for Charter School is:	213-413-5741
The current address of the Charter School is:	1435 Logan Street Los Angeles, CA 90026
This location is in LAUSD Board District:	District 5
This location is in LAUSD Region:	Central
The grade configuration of Charter School is:	Transitional Kindergarten – 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 in the petition, if applicable) will be:	400
The grade level(s) are:	Transitional Kindergarten – 8th
The total enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School.)	480
The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional, Single Track

The regular bell schedule will be ¹ :	Regular school day: 8:00 AM – 2:45 PM Shortened day once a week: 8:00 AM – 1:30 PM
The term of this Charter for Middle and High performing schools (ensure term consistency throughout document, e.g., rollout plan, LCFF, etc.):	July 1, 2026 - June 30, 2031

Self-Reflection for Charter School

Gabriella Charter Schools is a network of two tuition-free public charter schools in Los Angeles, serving grades TK-8. Gabriella Charter Schools was founded in 2005 by the Gabriella Foundation, whose initial program *everybody dance!* provided low- or no-cost, high-quality after school dance classes to children in the Pico Union neighborhood of Los Angeles. Since our founding in 2005, we have combined rigorous academics with the creative expression of dance and the arts to offer a unique educational experience that inspires the hearts and minds of young learners. At Gabriella Charter Schools, students learn through movement, with the transformative power of dance and the arts leading them to growth and self-expression, setting their dreams into motion. We prioritize an inclusive and joyful school community that nurtures every student’s individual talents, ensuring they thrive academically, artistically, and personally.

Gabriella Charter School is the original, flagship school founded in 2005 with an initial cohort of 100 students across grades K-3 in Pico-Union. In 2008, GCS 1 relocated to its current facilities in Echo Park. Now serving grades transitional kindergarten (“TK”)-8, GCS 1 has provided a high-quality academic curriculum and dance program to students in some of Los Angeles’s (“LA”) most historically underserved communities, achieving strong results and expanding opportunities for the students it serves. Based on GCS 1’s successful model, Gabriella Charter School 2 was founded in 2017 and now serves grades TK-8 in Historic South-Central.

GCS 1 is proud to have served Los Angeles for 20 years and counting by providing a rigorous academic program and high-quality arts instruction, while working in partnership with families, the District, and community organizations.

Who We Serve

Our student population includes a high percentage of students of color, students from socioeconomically disadvantaged backgrounds, English Learners, and students with disabilities. As shown in the table below, GCS 1 served a student population with greater percentages in those subgroups compared to the District and Los Angeles County (“LA County”) in the 2024-25 school year.

¹ Bell schedules are subject to change and are described in more detail in Element 1.

Numerically Significant Subgroup²	GCS 1	LAUSD	LA County	State
English Learners	20.2%	18.6%	16.4%	17.4%
Students with Disabilities (“SWD”)	19.9%	15.6%	16.6%	14.2%
Socioeconomically Disadvantaged (“SED”)	88.4%	82.4%	77.4%	63.6%
Hispanic/Latino	89.6%	73.6%	65.2%	56.1%

Students enrolled at GCS 1 primarily come from the Silver Lake, Echo Park, and Westlake areas of Los Angeles. In recent years, Echo Park (90026 Zip Code) has seen demographic shifts due to gentrification, as seen in the relatively high median home values compared to the rest of Los Angeles³. Measures such as median household income and educational attainment for Echo Park no longer reflect the realities of our families. The demographics of the Westlake area (90057 Zip Code) more closely resembles the community GCS 1 serves:

Population & Education	90057⁴	Los Angeles City⁵	Los Angeles County
# of Residents	45,548	3,820,914	9,663,345
Median Household Income	\$44,876	\$80,366	\$87,760
% of Residents below Poverty Level	27.2%	16.5%	13.7%
High School graduate or higher	58.0%	79.3%	80.7%
Bachelor’s degree or higher	23.2%	37.8%	35.5%
Percentage of Foreign Born Residents	54.6%	35.8%	33.4%

Additionally, we have observed frequent mobility among our families due to limited affordable housing in the area. These characteristics are aligned with the needs of our students: services for English Learners, free- and reduced-price meals, support for parents. We are able to meet these needs through our high-quality programs and services.

² Denotes subgroups that are numerically significant at Gabriella Charter School. Source: DataQuest.
³ Source: <https://censusreporter.org/profiles/86000US90026-90026/>
⁴ <https://censusreporter.org/profiles/86000US90057-90057/>
⁵ <https://www.census.gov/quickfacts/fact/table/losangelescountycalifornia,losangelescitycalifornia/PST045223>

Academic Performance Data

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

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance based on Dashboard data and metrics as compared to state average for all students and for subgroups. The California Department of Education (“CDE”) evaluates all charter schools and places them in renewal tracks annually and makes that report available to the public. CDE released the performance category data file in March 2025. According to this file, and the law, Gabriella Charter School 1 is in the middle-performing category for renewal this year. We present evidence and data below to demonstrate that the Charter School is meeting the renewal criteria for a five-year renewal.

Education Code Section 47607.2(b) states:

- (1) For all charter schools for which [top and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
- (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
 - (A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.
 - (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data...

Education Code Section 47607(c)(3) defines measurements of academic performance as statewide assessments in the California Assessment of Student Performance and Progress (“CAASPP”) system, or any successor system, the English Language Proficiency Assessments for California (“ELPAC”), or any successor system, and the college and career readiness indicator. Education Code Section 47607.2(c)(1) specifies that verified data is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. The Charter School utilizes CAASPP and i-Ready as verified data, which will be discussed in more detail below.

Summary of Academic Performance

Gabriella Charter School 1 is a strong option for students in historically underserved communities in Los Angeles and remains dedicated to providing a rigorous academic experience combined with an innovative arts program. Based on its academic track record relative to the state and nearby schools, it would be in the pupils’ best interest for GCS 1 to continue serving this community. Key highlights of GCS 1’s academic results include:

- **Outperforming the State.** GCS 1 surpassed the state average for all its numerically significant subgroups in both CAASPP Math and English Language Arts (“ELA”) in 2023, in Math in 2024, and nearly all subgroups in ELA in 2024. GCS 1 also outperformed the State for all students in the 2023 CAASPP ELA.
- **One of the strongest academic options for this student population.** GCS 1 outperformed the District for all students and all numerically significant subgroups in both the 2023 and 2024 CAASPP Math and ELA. When compared to schools that students would otherwise attend, GCS 1 ranks in the top 2 based on recent CAASPP ELA performance.
- **Closing the achievement gap.** GCS 1’s academic program is designed for students from historically underserved communities. In comparison to the State, students identified as Hispanic and socioeconomically disadvantaged had significantly stronger results in ELA and Math for both 2023 and 2024 CAASPP.

Strong Academic Results Year After Year

The CAASPP results for 2023 and 2024 show that the program at GCS 1 is yielding strong academic results for students from historically underserved communities. In the 2024-25 school year, approximately 89% of students⁶ at GCS 1 belong to one or more of the following subgroups: English Learners, Hispanic/Latino, socioeconomically disadvantaged, or students with disabilities. Comparing CAASPP results with the State and District for these numerically significant subgroups more accurately reflects the strength of GCS 1’s program. All numerically significant subgroups at GCS 1 outperformed the State by a meaningful margin in the 2023 CAASPP Math and ELA. In the 2024 CAASPP, subgroup performance remained strong and continued to outperform the State, with the exception of SWD in ELA. Additionally, all students (including all subgroups) at GCS 1 outperformed the District in both the 2023 and 2024 CAASPP Math and ELA. The Dashboard provides CAASPP data as distance from standard (“DFS”) to measure how far, on average, students are from the lowest possible score for Standard Met. The data below reflects the Dashboard data.

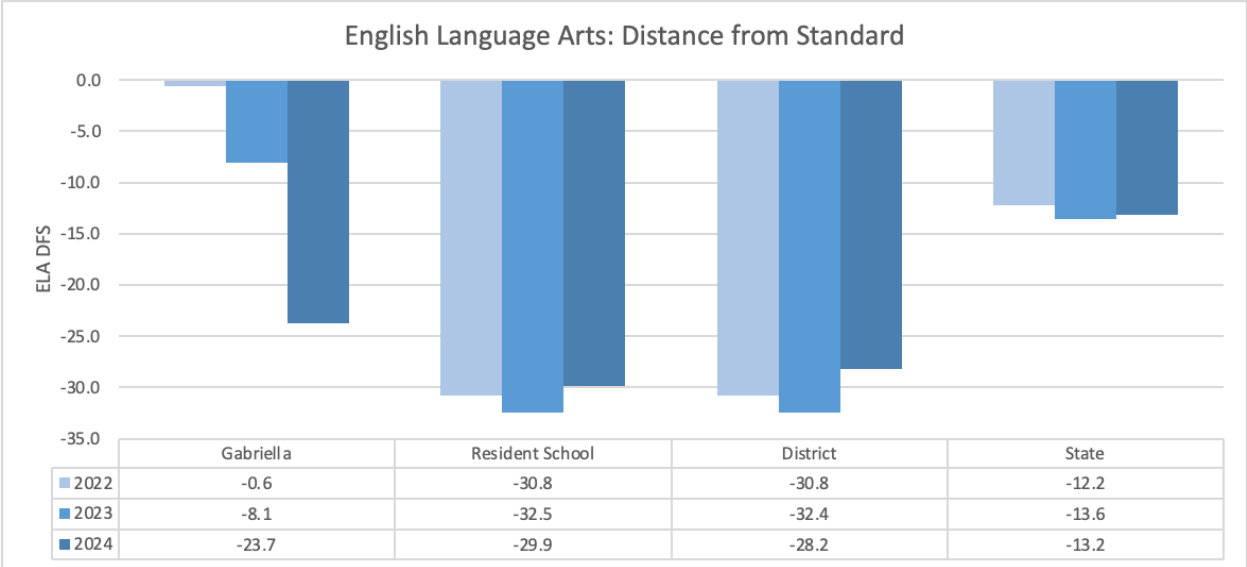
2023 CAASPP	GCS 1		LAUSD		State	
	ELA DFS	Math DFS	ELA DFS	Math DFS	ELA DFS	Math DFS
All Students	-8.1	-59.7	-32.4	-67.3	-13.6	-49.1
EL	-52.2	-88.0	-87.8	-106.0	-67.7	-93.4
Hispanic/Latino	-10.7	-62.5	-43.1	-78.9	-40.2	-80.8
SED	-13.8	-63.5	-46.1	-78.4	-42.6	-80.8
SWD	-83.5	-124.4	-111.8	-140.3	-96.3	-127.3

⁶ Source: CALPADS

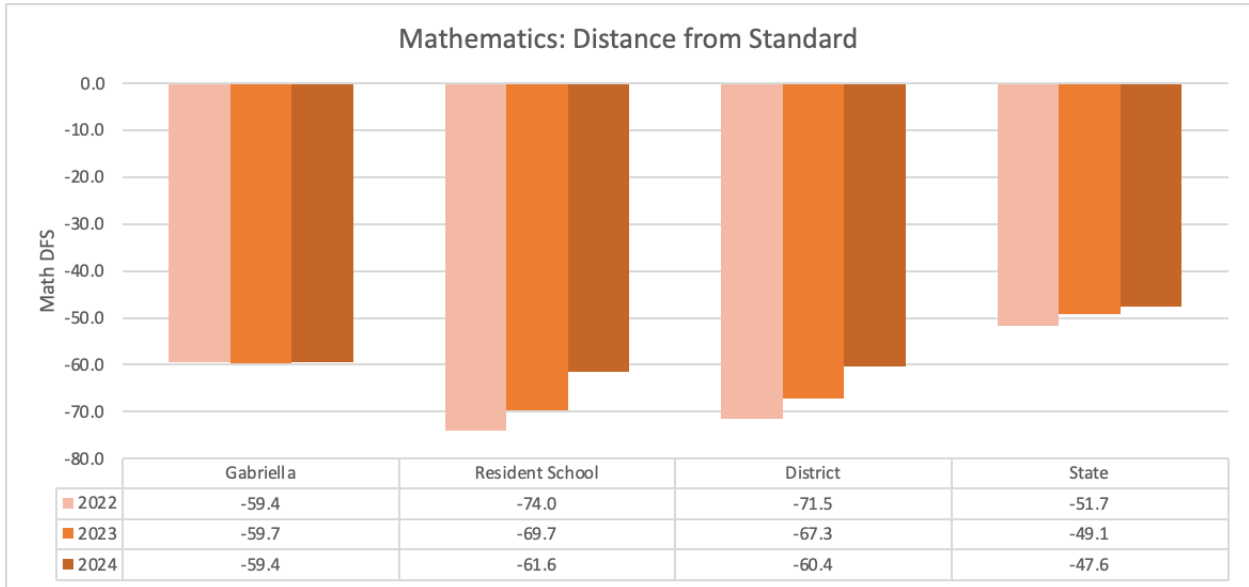
2024 CAASPP	GCS 1		LAUSD		State	
	ELA DFS	Math DFS	ELA DFS	Math DFS	ELA DFS	Math DFS
All Students	-23.7	-59.4	-28.2	-60.4	-13.2	-47.6
EL	-62.1	-86.7	-78.7	-95.4	-67.6	-93.4
Hispanic/Latino	-25.2	-64.5	-38.9	-72.6	-39.3	-79.2
SED	-29.7	-66.6	-40.2	-72.6	-40.9	-78.2
SWD	-100.7	-119.8	-106.9	-131.3	-95.6	-124.3

Excellent Academic Option for Students in Los Angeles

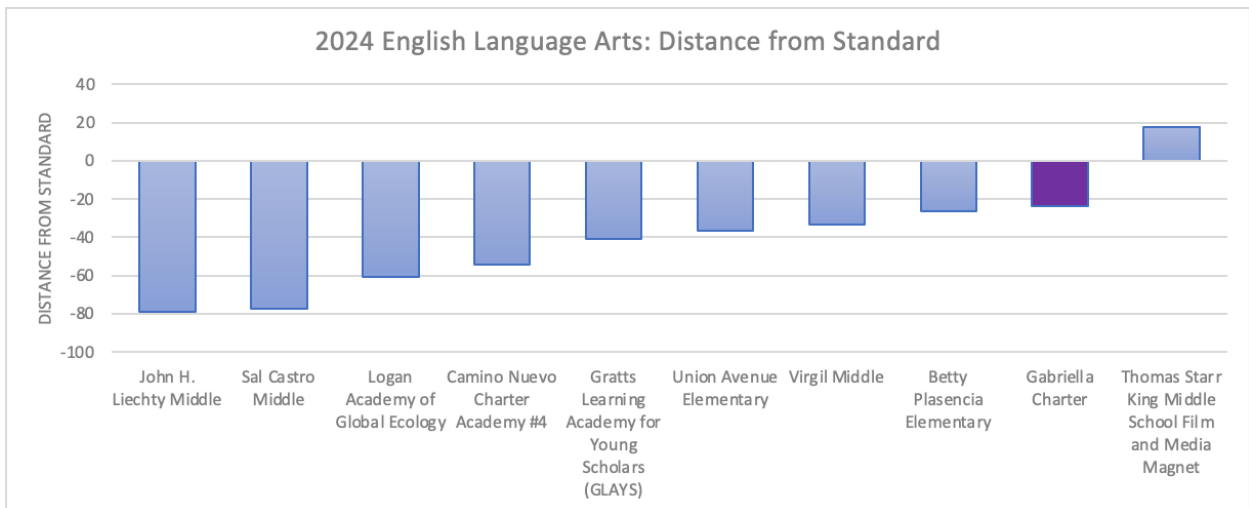
Gabriella Charter School 1 is an excellent academic option for students in Los Angeles. As shown in the charts below, GCS 1 has consistently performed better than LAUSD as well as the weighted average of resident LAUSD schools⁷ that students would otherwise attend in both CAASPP ELA and Math.

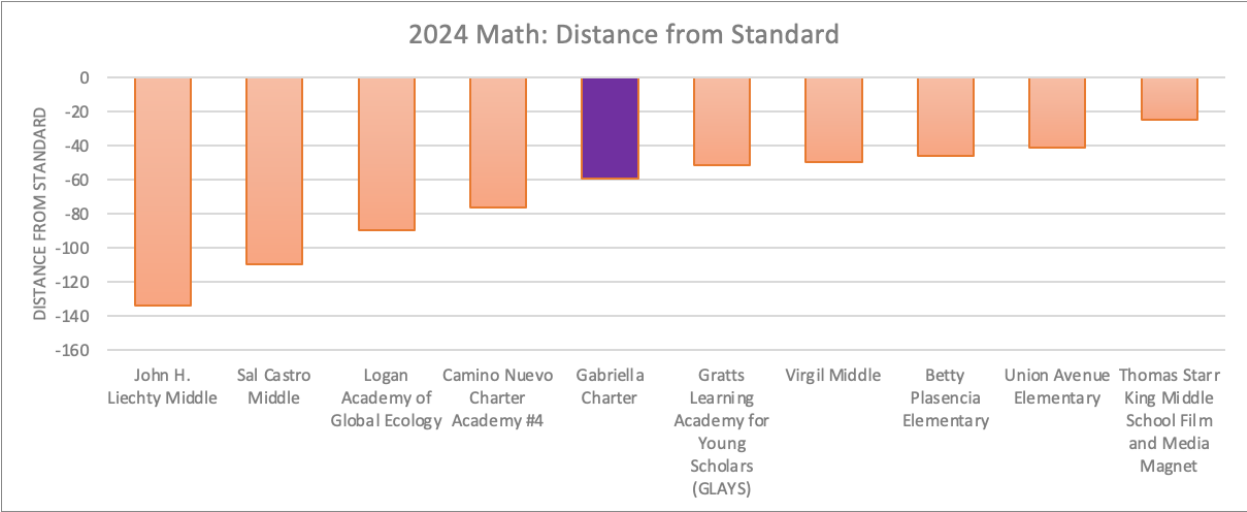
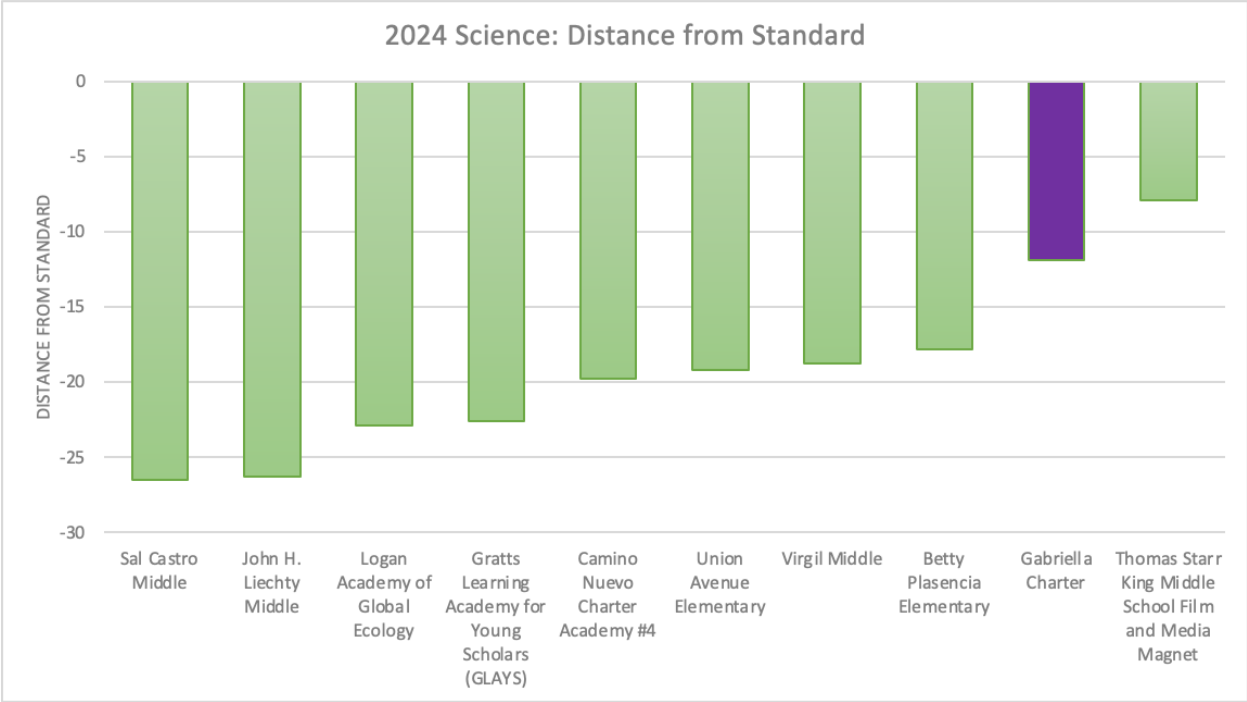


⁷ Resident schools: John H. Liechty Middle, Sal Castro Middle, Logan Academy of Global Ecology, Camino Nuevo Charter Academy #4, Gratts Learning Academy for Young Scholars (GLAYS), Virgil Middle, Betty Plasencia Elementary, Union Avenue Elementary, Thomas Starr King Middle School Film and Media Magnet.



GCS 1 serves a student population that includes a high percentage of students of color, students from socioeconomically disadvantaged backgrounds, English Learners, and students with disabilities. When compared to resident LAUSD schools individually, GCS 1 is one of the highest-performing options for students:





Gabriella Charter School 1’s performance on CAASPP Math is comparable to several resident schools, and subgroup performance in Math has consistently been higher than LAUSD and the State.

i-Ready Data

Students are also making significant academic progress in one school year. GCS 1 administers the i-Ready Diagnostic, published by Curriculum Associates, to understand and evaluate students’ growth. Curriculum Associates released guidance for measuring growth for California charter schools serving grades K-8. According to their guidance, “schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth⁸,” in accordance with the percentages in the table below. Note

⁸ Source: “Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades K8: 2024–2025 School Year,” Curriculum Associates Guidance Brief, August 2024.

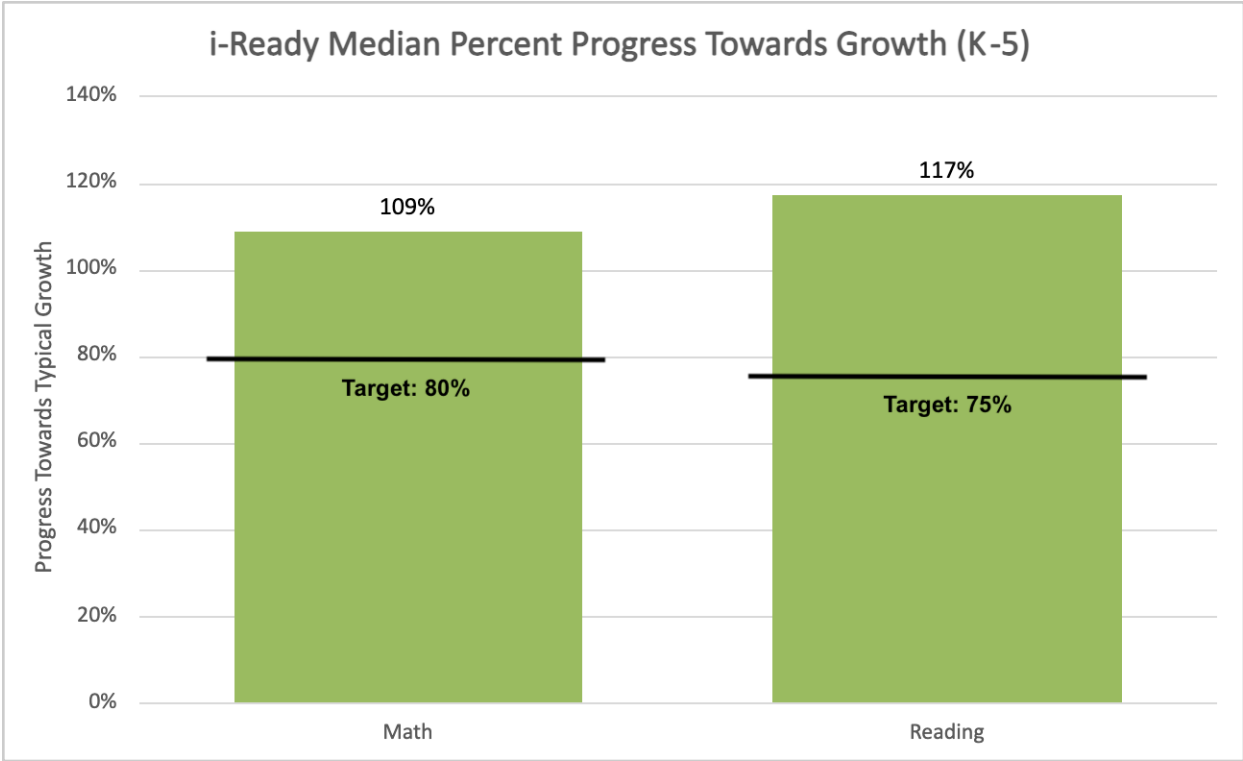
that the data displays results for those students entering before Census Day and were continuously enrolled throughout the school year according to CALPADS 8.1 ODS report for 2023-24 and 2024-25.

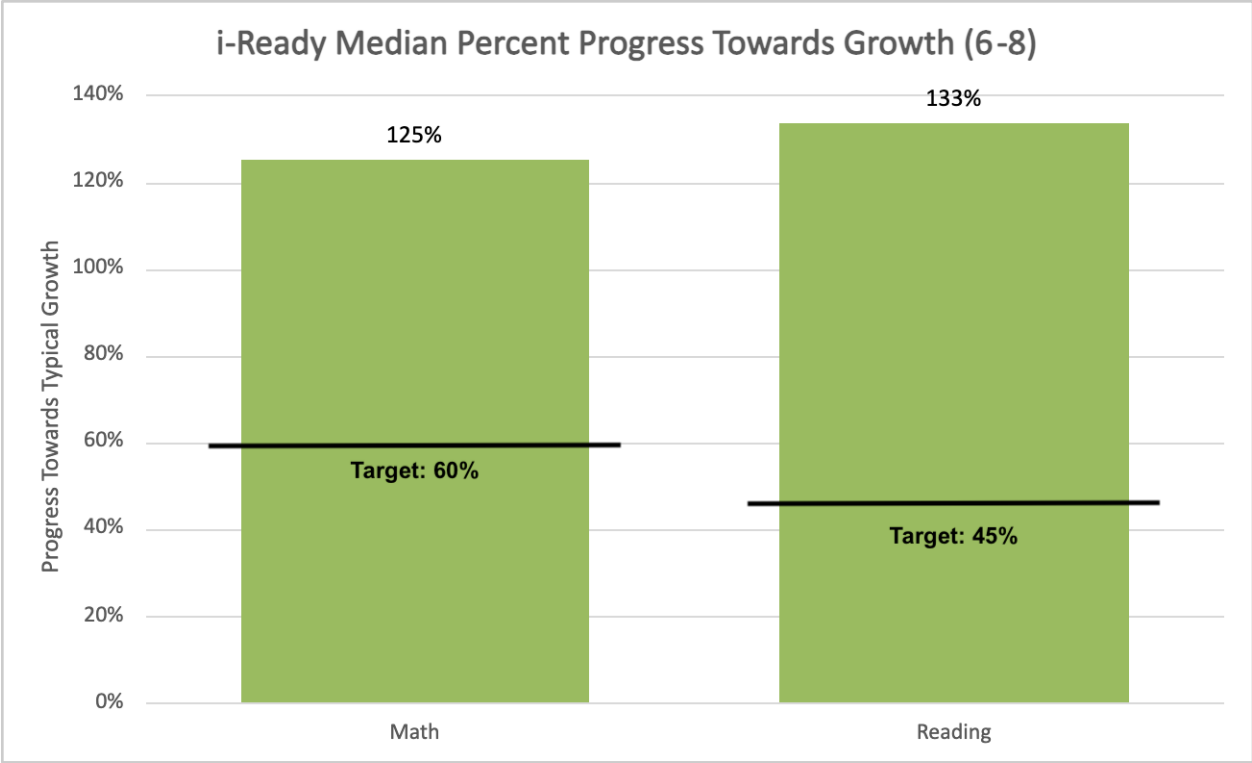
Table 1: Median Progress to Typical Growth Targets to Identify Schools as Having Met California Charter School Growth Expectations

	Grades K-5	Grades 6-8
Math	80%	60%
Reading	75%	45%

The participation rates at GCS 1 in 2023-24 were 98% for Math and 99% for Reading; in 2024-25 the participation rates were 99% for both Math and Reading, well above the 95% threshold. In both school years, GCS 1 exceeded the median progress to typical growth targets set by the publishers of i-Ready.

For 2023-24, the median progress to typical growth for grades K-5 was 109% for Math and 117% for Reading and for grades 6-8 was 125% and 133%. As shown in the charts below, these results far exceeded the i-Ready typical growth targets.



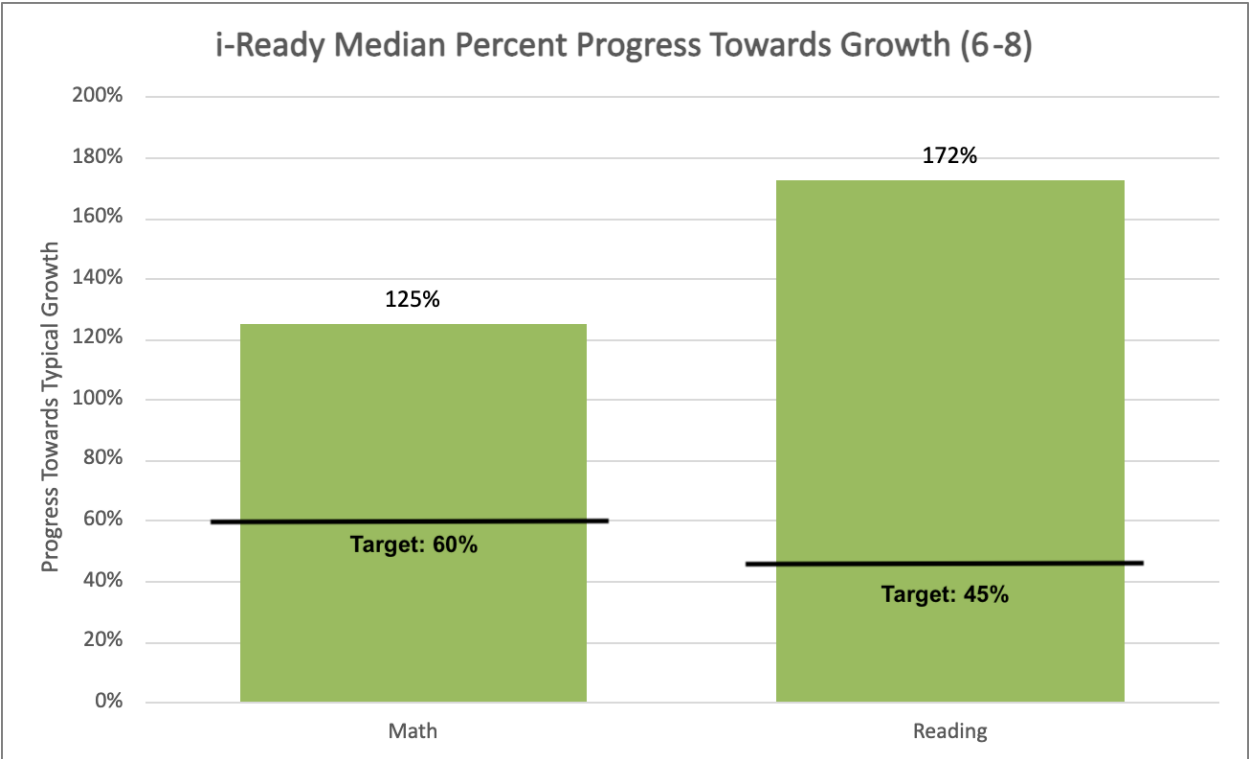
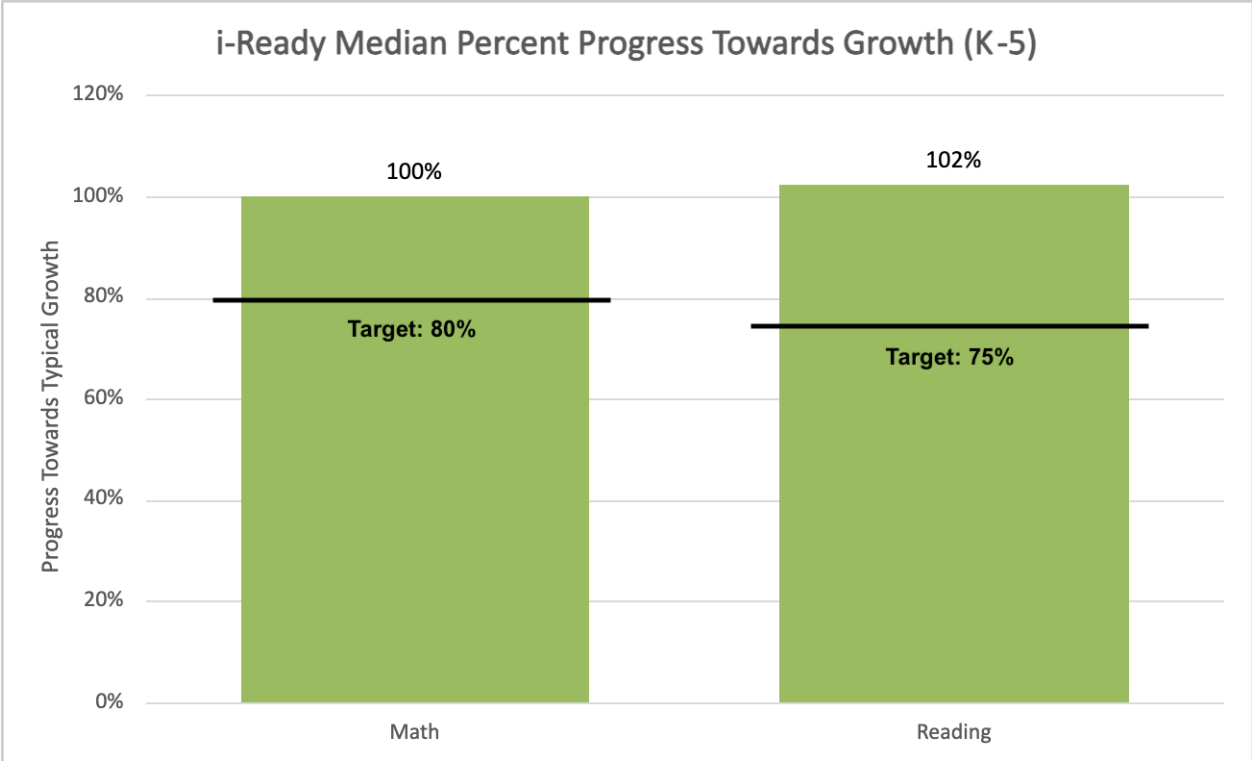


Furthermore, the median progress to typical growth for numerically significant subgroups also exceeds the targets set by Curriculum Associates, as shown in the following table:

2023-24	Grades K-5		Grades 6-8	
	Math (Target: 80%)	Reading (Target: 75%)	Math (Target: 60%)	Reading (Target: 45%)
EL	100%	97%	50% ⁹	0%
Hispanic/Latino	107%	115%	123%	129%
SED	107%	118%	127%	144%
SWD	121%	135%	85%	69%

For 2024-25, students at GCS 1 continued their strong performance on i-Ready. The median progress to typical growth for grades K-5 was 100% for Math and 102% for Reading and for grades 6-8 was 125% and 172%.

⁹ Math and Reading results for English Learners in grades 6-8 in the 2023-24 school year were atypical due to the small number of students. The percentages for 2024-25 reflect more typical results.



Again, the median progress to typical growth for numerically significant subgroups exceeds the targets set by Curriculum Associates, as shown in the following table:

2024-25	Grades K-5		Grades 6-8	
Subgroup	Math (Target: 80%)	Reading (Target: 75%)	Math (Target: 60%)	Reading (Target: 45%)
EL	100%	91%	121%	117%
Hispanic/Latino	96%	98%	132%	176%
SED	100%	99%	120%	167%
SWD	100%	89%	203%	133%

While all subgroups exceeded the typical growth targets in both Math and Reading, the students in grades 6-8 performed especially well. One particular highlight is that students with disabilities in middle school exceeded the typical growth target in Math by 143 percentage points.

The consistent growth in Reading and Math from the beginning to the end of a school year in i-Ready reflects the effectiveness of our instructional strategies and the targeted supports for all students, regardless of their starting point. The i-Ready provides further evidence of the strength of our educational program. In accordance with verified data criteria, GCS 1 has exceeded one year’s growth target.

GCS 1 Is Closing the Opportunity and Achievement Gap

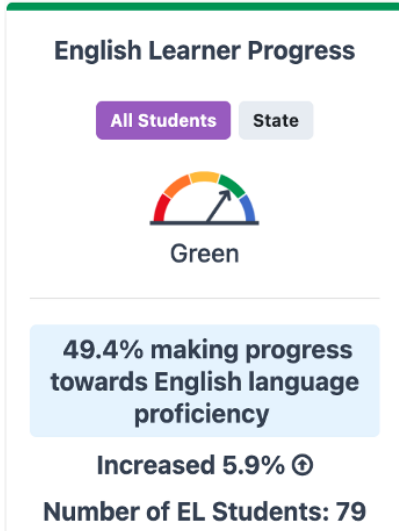
GCS 1 recognizes that there is commonly an opportunity gap and corresponding achievement gap between certain subgroups of students and students overall. At GCS 1, we intentionally differentiate instruction and strive to provide additional supports so that students do not fall behind academically and can successfully complete our full TK-8 program.

One strategy we implemented to raise student achievement is Small Group Instruction. This time was designed for differentiated learning, with small group instruction provided by teachers, instructional aides, and specialists (e.g., Resource Specialist Program (“RSP”) teachers and Teacher Interventionist). Students also have the opportunity to work on personalized learning lessons through the i-Ready platform during this time. To ensure that student needs in each grade level are being met in the most effective and efficient way possible, small group team meetings were held for each grade level between teachers, Instructional Aides, RSP teachers, and the Teacher Interventionist. In these meetings, data were analyzed to identify students in ELA and math needing the highest level of support, and creating groupings and schedules to ensure that these students were receiving at least 60 minutes of this support each week. Once those students were prioritized, other groupings based on student need were identified and assigned adult support. We intend to evolve our small group instruction as needed over the next several years to support the diverse needs of our students.

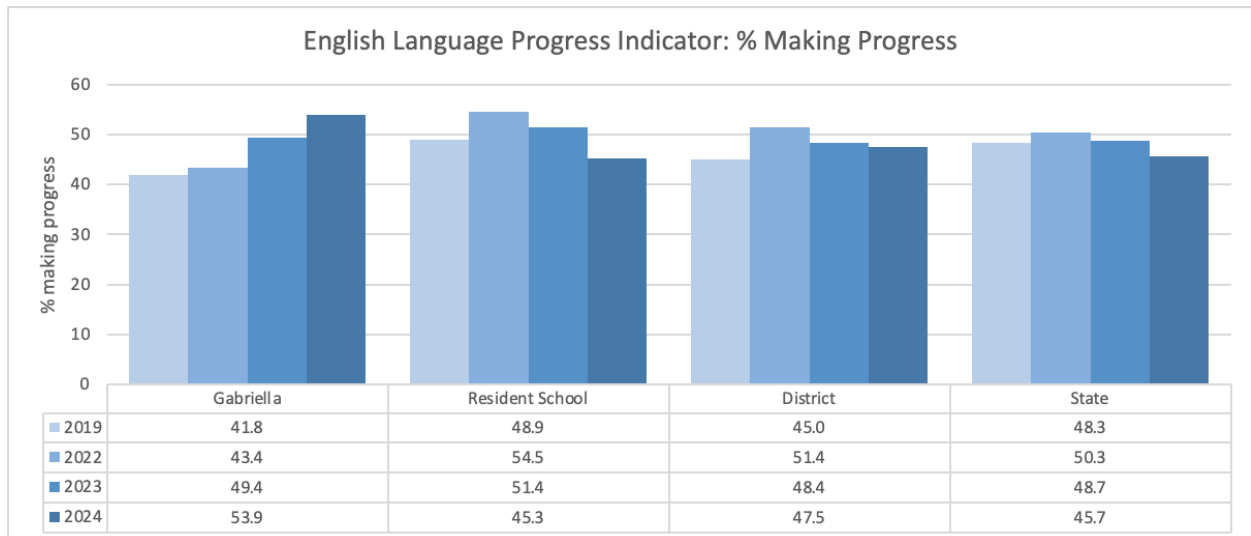
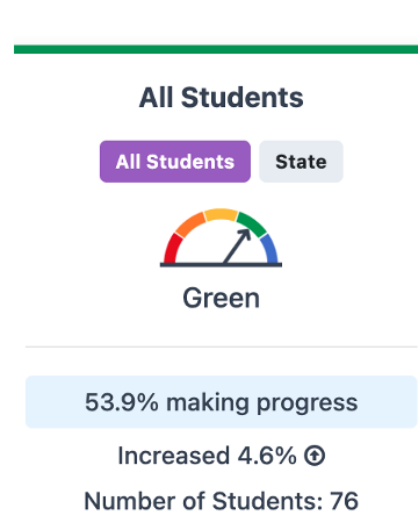
In particular, students who are English Learners are at a disadvantage for accessing academic content across all subjects. Therefore, we prioritize supports and acceleration for English Learners so that they may become reclassified as fluent in English and more readily access other academic content areas. Our English Learner Progress Indicator (“ELPI”) was classified as “Green” on the Dashboard in 2023 and 2024,

as shown in the charts below. In 2024, the ELPI rating was higher than the District and State, and higher than the weighted average of resident schools. We will continue working as a school to ensure that multilingual learners (“MLLs”) are making adequate academic progress.

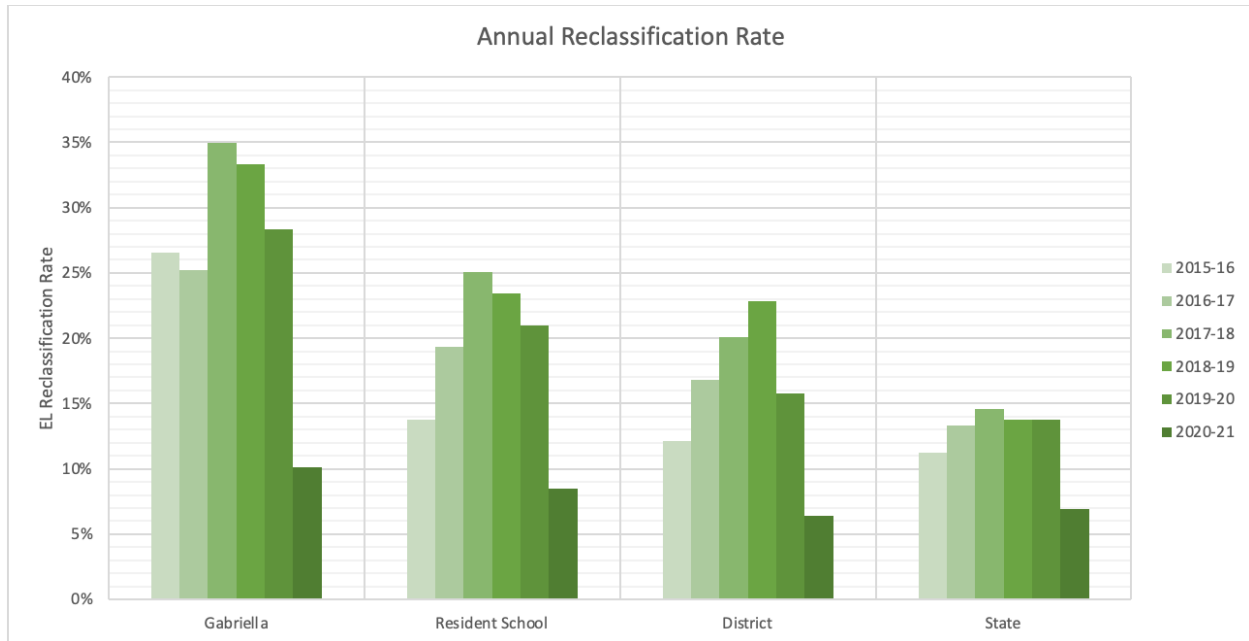
2023 ELPI



2024 ELPI



Additionally, our strong reclassification data below show that GCS 1 is surpassing both the District and the State in redesignating students as Fluent English Proficient (“RFEP”) in the 2020-21 school year.



The EL reclassification rate at GCS 1 has consistently been higher than the Resident elementary and middle school averages, as shown in the chart above. For the 2021-22 school year, our reclassification rate (manually calculated per guidance from the CDE) was 21%. This shows improvement from our 2020-21 reclassification rate of 10%, which was higher than both the State and LAUSD reclassification rates for that school year. For the 2022-23 and 2023-24 school years, GCS 1 EL reclassification rates are 25% and 22%, respectively, which shows continued progress. Please note that the CDE has not published reclassification rates beyond the 2020-21 school year.

Conclusion

As clearly described herein, GCS 1 meets the academic renewal criteria as a middle-performing charter school, and is thus eligible for a five-year renewal term. GCS 1 has outperformed the state on key measures of academic performance, remains a strong academic option for students in the community it serves, and is closing the achievement and opportunity gap. Our program is specifically designed for the needs of our community and as a result, we are able to nurture student growth through targeted support and data-driven instruction. We are privileged to serve this community and are committed to providing a rigorous academic program infused with arts for years to come.

Success of Key Features

Innovative & Engaging Arts Programming

At Gabriella Charter School, dance is not just an extracurricular but a way of learning. Movement enhances student development, helping to process academic content and develop physical and emotional well-being. We blend dance and the arts into all aspects of our curriculum. Whether choreographing science concepts or exploring math through movement, we use dance as a powerful learning tool.

GCS 1 engages with external organizations to further enrich the arts and dance programming for students. Our students perform in the annual Very Special Arts Festival, a collaborative effort between

The Music Center, the District, and the County. We were recently selected as a partner school with Turnaround Arts: California, a nonprofit connected with The Kennedy Center’s national Turnaround Arts Program. Partner schools are selected for their commitment and experience investing in arts education and “using the arts to catalyze positive school change.” As a partner school, GCS 1 will benefit from leadership coaching, teacher training, and a visiting teaching artist residency provided by Turnaround Arts: California in upcoming school years.

In 2022, Gabriella Charter School was recognized by the California Department of Education for innovative arts programming during the pandemic and awarded the California Pivotal Practices Award¹⁰. This award honors school districts and schools “who designed and implemented unique opportunities and strategies to support students” during the pandemic, during which “disruptions made it hard to collect data for statewide assessments¹¹.” Integrating visual arts, music, and dance together (as well as fusing the arts into academic content) has long been a hallmark of GCS 1. Our instructional staff have developed strategies to further integrate visual arts, music, and dance instruction. For example, dance and choreography classes intentionally incorporate musical concepts (e.g., melody, harmony, and rhythm) and visual arts instruction (e.g., exploring lines, colors, shapes through dance choreography). Our programs evolve with students’ interests, incorporating styles like Folklorico and salsa, reflecting our commitment to inclusivity and cultural relevance.

Beyond dance, students participate in a wide range of artistic disciplines and academic coursework. Our well-rounded approach nurtures creativity and critical thinking in all aspects of their education. Students engage in our visual arts program weekly, with increased frequency as they progress, fostering creativity and enhancing social-emotional development. Music at Gabriella forms the foundation for key skills like creativity, teamwork, memory, and academic success. Our students go beyond the basics, learning to play instruments and read music. Instructional planning at GCS 1 includes a high degree of cross-curricular collaboration, planning, and integration. Core classes integrate real world connections and skills that align to career and college readiness. Dance teachers integrate academic concepts in weekly choreography classes. Dance teachers and classroom teachers are encouraged to co-teach in the dance studio or classroom to incorporate dance, movement, and academics with students. Classroom teachers are expected to integrate movement and reinforce dance curriculum in specific ways, such as during transitions and as a part of vocabulary instruction.

While arts, dance, and music are what make Gabriella special, we also prioritize traditional academics to ensure our students perform well on tests and are prepared for any future path. Our students have forged their own paths to prestigious arts programs and other high schools in pursuit of their education. Additionally, our year-end recital reflects the culmination of our students’ growth through dance and arts, and also serves as a wonderful community event for all families.

Joyful School Culture that Cultivates a Love of Learning

Gabriella Charter School is committed to building and sustaining a healthy school culture that supports all students. With arts and dance integrated into regular school programming, students are able to find connections between subjects that elevate their learning holistically.

¹⁰ Source: <https://www.cde.ca.gov/ta/sr/pp/awardeeschools2022.asp>

¹¹ Source: <https://www.cde.ca.gov/nr/ne/yr22/yr22rel23.asp>

GCS 1 students gain confidence through creative expression. Our focus on dance, visual arts, and music helps students build self-esteem and discover their passions. Arts programming also offers an opportunity for support and connection with both peers and teachers alike. Arts teachers at GCS 1 emphasize the power of art to be a supportive and healing practice during challenging times and those explorations continue to this day. Seeing students together in their arts spaces engaging in these lessons reaffirms the significance of the arts programming to which our school is dedicated, even when circumstances dictate that it takes new forms, and to the potential of the arts to be a strong tool for processing and expressing oneself even in challenging times.

GCS 1 leadership and staff have a renewed focus on implementing our core values alongside Conscious Discipline, a socio-emotional learning program to create safety, connection, and problem-solving skills with our students. Administrators support and monitor the implementation of Morning Meetings and homeroom, where teachers provide students with frequent, meaningful, and relevant opportunities to practice behaviors and skills associated with our Core Values. Additionally, students receive guidance in developing pro-social relationships and conflict resolution. Following school-wide training on Conscious Discipline, administration coordinated follow-up professional development and led the creation, with significant input from staff, of a school-wide system that reflects the Conscious Discipline approach. Administration and the School Social Worker additionally monitor data on attendance and school environment, including suspension rates. As shown in the table below, GCS 1 has successfully lowered its suspension rate in the past two years and continues to maintain a lower suspension rate in comparison to the State. We are committed to keeping students in school and engaged in class.

Suspension Rate	2018-19	2019-20	2021-22	2022-23	2023-24
GCS 1	1.7%	1.0%	2.0%	0.7%	0.7%
State	3.5%	2.5%	3.2%	3.6%	3.3%
LAUSD	0.7%	0.4%	0.5%	0.5%	0.6%
Resident Schools	0.4%	0.2%	0.5%	0.6%	0.4%

GCS 1 leadership regularly analyzes input from stakeholders related to our school environment. Qualitative historical data demonstrate that GCS 1 students have room to grow in developing certain skills and habits of mind necessary to be successful in high school, college, and life, and quantitative data (e.g., Insight survey, suspension data) confirm that school-wide growth is needed as well. We strive to partner with parents and families to support the growth of all students.

Success of Educational Program in Meeting Specific Needs of Our Student Population

Creative Instruction Combined with a Well-Rounded Academic Program

Gabriella Charter 1 leverages its arts program to meet the diverse needs of its students. Arts teachers differentiate to meet individual student needs, as well as utilize a variety of modalities in their instruction with the goal of making the content accessible to all. Many students who may struggle with certain academic content areas are able to shine in an art, music or dance class and - when we approach other content through the lens of an art form - certain students may find a means of accessing the

content that they may not otherwise have. Additionally, we at GCS 1 believe that the arts empowers all students in promoting self-expression and agency in their learning, and are proud that our students experience the joy and impact of arts each and every day of the school year.

Elementary students take dance classes multiple times per week as well as have music and visual arts instruction; middle school students have arts electives to be able to choose which art form(s) they are most drawn to learning, as well as weekly dance choreography lessons. Students experience dance integration across all grade levels, with dance teachers and classroom teachers co-planning and co-delivering academic lessons in the classroom that integrate movement so that mind/body connection is celebrated across our campus.

The dance education at GCS 1 utilizes curriculum tied to national dance standards with physical education integration. Our arts faculty includes dance teachers, music/art teachers, and related arts support staff (e.g., dance instructional aide, costume designers, etc.). Our Director of Dance Education ensures that students make progress in dance-related skills in benchmarks, and support is provided to teachers as needed for students to make progress toward benchmark goals.

GCS 1 uses high-quality curricula across all academic subjects. To raise academic achievement, teachers spend instructional time to ensure all students understand the standards and expected learning outcomes daily. Teachers engage students in understanding what they are working on, why it is important, and how it connects to other parts of their lives to show demonstration of learning and career readiness. We have designed our schedule to ensure that teachers have whole-group time and time to differentiate during small-group blocks. By design, students engage in and take charge of their learning while their teachers facilitate. Fostering independent learning and study skills is an important feature of our instruction.

School Design Focused on Equity

In the 2021-22 school year, GCS 1 engaged in deep reflection in our programs and practices and listened to all of our stakeholders - including students, families, staff, leaders, and Board members - to create an Equity Roadmap for our organization laying out concrete goals to elevate equity for each of our major stakeholder groups. The goals and related tactics laid out describe what our stakeholder groups need to make our schools the inclusive community possible over the next five years.

Developing a comprehensive, consistent student culture and behavior management approach was named as a goal across stakeholder groups in our Equity Roadmap. All teachers and support staff have received intensive professional development related to Conscious Discipline and restorative practices, facilitated by external professional development providers. GCS 1 has also prioritized sending teachers to off-site professional development opportunities and conferences related to both SEL frameworks. Additionally, we have adopted a software program (currently, DeansList) as a central “hub” for all staff to be able to see and communicate about students’ behavior so adults could see where students needed the most support. Throughout the year, the leadership team has used this data to inform teacher coaching and in-house professional development sessions. Not only did GCS 1 adopt frameworks, but the staff assembled a committee to develop the creation of a school culture handbook and anti-bias plan which details the what, why, and the how of our approach to school culture and proactive behavior management.

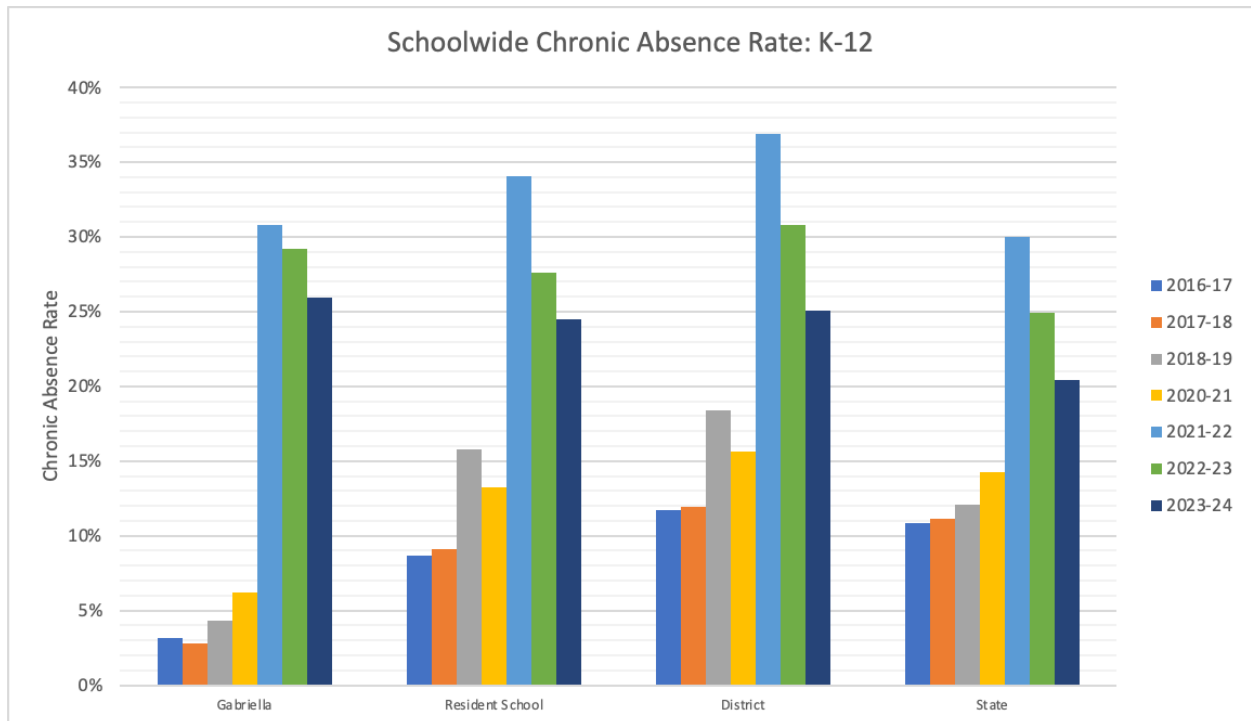
Parent and Family Engagement

Over the years, Gabriella Charter School 1 has cultivated strong, lasting relationships with the parents and families of our students. Many have enrolled multiple children at GCS 1 and continue to support the Charter School through participation at parent meetings, school events, and volunteer activities. GCS 1 has a highly engaged parent body, with 97% of parents/guardians engaging on campus during the last school year (through workshop or conference attendance, participation in parent advisory bodies, volunteering, or weekend events). GCS 1 is proud to have over 3, 916 parent engagement hours, a testament to our families’ commitment to their children and our school. For 2024-25, 94% of parents were satisfied with their child's Gabriella Charter School education/instruction, and 96% felt welcomed to participate at our school, as measured by the California Healthy Kids Survey.

Areas of Challenge & Plans for Improvement

Minimizing Chronic Absenteeism & Improving Attendance

GCS 1 was assigned on the 2024 Dashboard report a "Yellow" performance level for chronic absenteeism among all students, an improvement from the “Orange” performance level on the 2023 Dashboard. Although GCS 1 received the same “Yellow” performance level as the State, we are concerned by the impact absenteeism has on learning. Before the COVID-19 pandemic, GCS 1 had very low levels of chronic absenteeism, as shown in the chart below. It has been a challenge since COVID-19 to recover the high attendance rates we had previously. Even after we returned to in-person instruction, many of our staff and students tested positive for COVID and needed to quarantine, resulting in extended absences across campus.



The pattern of chronic absence rates at GCS 1 are similar compared to resident schools, the District, and the State, as shown in the chart above. Chronic absenteeism continues to be a challenge schools across the nation are facing after the pandemic. As the New York Times article “Why School Absences Have ‘Exploded’ Almost Everywhere”¹² explored, absenteeism has increased since the pandemic and has remained stubbornly high across all socioeconomic tiers. According to the article, “Poor communities, which started with elevated rates of student absenteeism, are facing an even bigger crisis: Around 32 percent of students in the poorest districts were chronically absent in the 2022-23 school year, up from 19 percent before the pandemic.”

GCS 1 is committed to partnering with families to develop and implement student-centered strategies. First and foremost, we will ensure that parents are provided an accurate and updated count of their students’ absences so that they may respond with appropriate urgency. Based on research conducted by Professors Todd Rogers of Harvard University and Avi Feller of UC Berkeley, parents often underestimate how many absences their students have accumulated, which in turn limits their influence over future attendance. Their research showed that when parents’ “biased beliefs” have been corrected with personalized attendance information, chronic absenteeism was reduced by as much as 10% across all grade levels.

Additionally, we have developed three tiers for intervention:

Tier 1: Tier 1 is the approach that is taken at a schoolwide level. We believe that it especially supports students with excellent to average attendance, defined as absent up to 6% of the time. We approach tier 1 attendance at both a schoolwide and classroom level. We promote positive school engagement through school-wide incentives, such as a monthly free dress incentive for perfect attendance the previous month. We also use parent meetings such as our monthly Coffee with the Principal and *Platica con el Liderazgo* to message the importance of coming to school, provide attendance resources for parents, and seek parent input on how to improve attendance during our gatherings. At the classroom level, we focus on establishing positive and affirming classroom culture in which students feel welcomed, missed when they are absent, and part of a community. Our teachers were trained in establishing a strong start to the school year, and Conscious Discipline rituals, such as the “Wish you well” ritual for when students are absent. For absent students, teachers also reach out to students and their families through a communication platform (currently ParentSquare) to let them know they were missed and to see how the student is feeling. Another option, at the school level, is to utilize ParentSquare to send parents personalized attendance information.

Tier 2: As part of the Multi-Tiered System of Supports (“MTSS”) process, we have recently assigned a point person, a Student Support Clerk, to support this tier in response. The Student Support Clerk will identify students who have a 7-9% absence rate, monitor their attendance trends, and identify additional students whose attendance might decline and are at risk for falling into this tier. School administration will work in collaboration with our newly-assigned Student Support Clerk to closely monitor students’ attendance, review attendance trends, and possibly discuss next steps in a Student Success Team (“SST”) Meeting with students and families as needed. Our School Social Worker meets with the students and caregivers to better understand their unique situation and

¹² Mervosh, Sarah, and Francesca Paris. “Why School Absences Have “Exploded” Almost Everywhere.” The New York Times, 29 Mar. 2024, www.nytimes.com/interactive/2024/03/29/us/chronic-absences.html.

respond accordingly, either through an SST or referral. The next steps may include developing an Individualized Attendance Plan and if possible, providing the families with the resources they may need. On an ongoing basis, we share letters for students at this tier who are in danger of becoming chronically absent. Furthermore, when it comes to our students who are considered “high-risk”, members of our leadership team also join parent conferences to discuss during grade reporting with the teacher.

Tier 3: If a student is identified in need of support at this level, it is because they have an absence rate of 10% or higher, which is considered chronically absent. Similar to Tier 2, our School Social Worker or a school administrator may meet with the students and caregivers to better understand their unique situation and to determine support needed for the family. The difference is that these meetings are ongoing and that there are frequent check-ins with the individual student as well. The School Social Worker may work collaboratively with the student and their family to target any barriers that may exist and provide resources, as well as may develop an attendance contract. In addition to the individualized support these students receive, we also have school leaders meet with parents to discuss student attendance, the impact of being chronically absent, and deliver formal chronic absenteeism letters. Further, it is possible that if a student's attendance does not improve and their academic performance is severely impacted, then they would be recommended for retention due to absences¹³. We are also increasing services for families with severe chronic absenteeism; for example, families who fall into this tier may also receive a wellness visit/home visit and/or resources from the Charter School or outside services. We believe that a trusting relationship could encourage parents to become involved in the child's education and consequently, improve attendance, behavior, and learning, and where possible, we will include this support.

As a part of our MTSS to address attendance, if a student has an Individualized Education Program (“IEP”), our special education team takes several additional steps. The resource teacher also contacts families when they are absent for an extended period of time to show support and care for the student. RSP teachers also discuss the importance of attendance with families at IEP meetings and how attendance affects students’ service minutes and IEP goals. For our multilingual learners, our Multilingual Learner Specialist may reach out to families regarding language services missed due to attendance.

We recognize that we need to increase and improve attendance outcomes for our students. GCS 1 attendance will be monitored regularly for all students to identify trends and individual supports needed, and the leadership team will create plans, study impacts, and make adjustments as needed to improve student attendance. Based on the data, the leadership team can examine and respond with proactive and preventative measures to address student attendance.

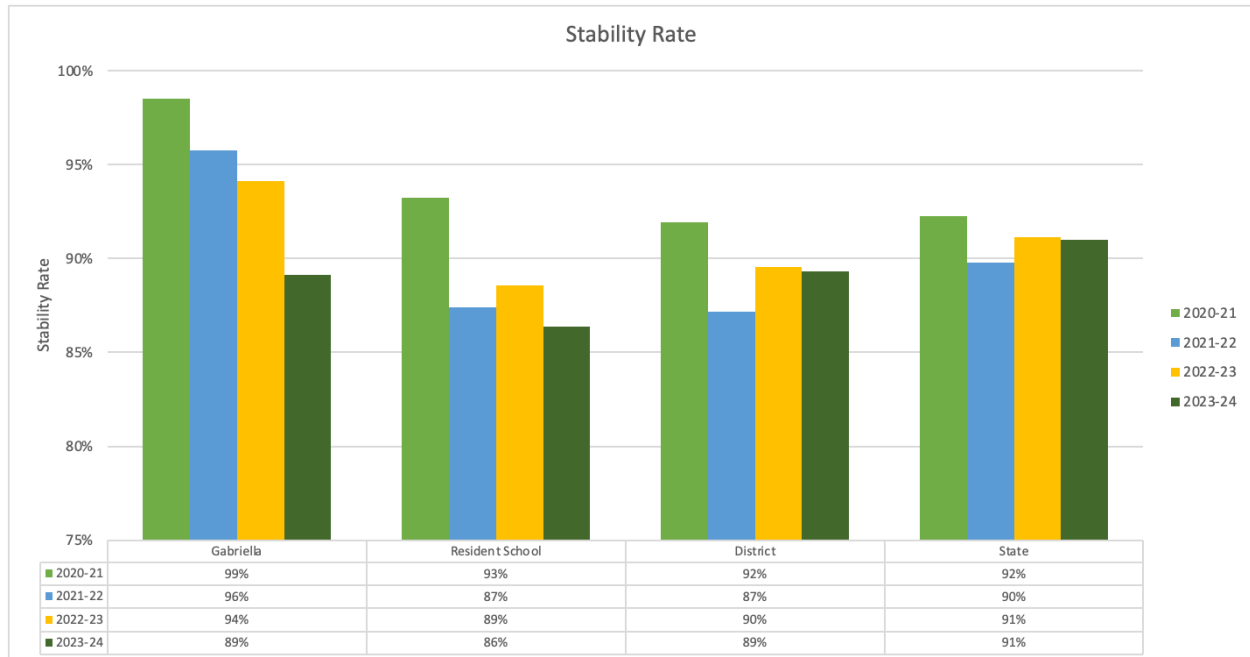
Continuing to Raise Academic Achievement and Growth for All Students

The COVID-19 pandemic not only affected attendance rates, but also academic outcomes for students. We recognize that the COVID-19 pandemic and the resulting economic climate has upended the lives of our students and families, and we also recognize that the current economic uncertainty continues to affect our community. This is especially true for socioeconomically disadvantaged students and English Learners, who experience compounded challenges as a result of COVID-19. As demonstrated in the

¹³ Please see the Grading, Progress Reporting, and Promotion/Retention section for more details about student retention.

academic data summary above, GCS 1 students outperform their peers at the District and the State in both ELA and Math. However, we recognize that CAASPP ELA performance has not increased as we would have hoped since the beginning of the global pandemic, which we are working diligently to improve.

We are committed to ensuring that our curriculum and instructional practices in both the academics and the arts are aligned to our students’ backgrounds, lives, and the experiences they share as a community. In the past few years, the population in the neighborhoods we serve has become more transient, as evidenced by the stability rates¹⁴ shown in the chart below:



The stability rate measures the percentage of students who receive a “full year” of learning in the same school.¹⁵ The stability rate for GCS 1 has dropped ten percentage points since the pandemic, which is significant for a small school such as GCS 1. A key bus route close to our school campus was also eliminated after the pandemic, which made it difficult for some of our families (many of whom rely on public transportation) to enroll at GCS 1. In the same period, the stability rates at the District and State have also been impacted by the pandemic, but to a lesser extent compared to a small school like GCS 1. The lower stability rate means that teachers at GCS 1 have less time with students to advance their learning. The drop in stability rate combined with high chronic absenteeism presents a difficult challenge for us to maximize learning for students who miss school. Regardless of how stability rates may change going forward, we recognize it is critically important for our teachers and leaders to be able to quickly identify our students’ needs and adapt instructional strategies to best support their learning and growth.

We believe it is important that students can see purpose, meaning, and reason for their learnings and understandings, and experience their learning in a consistent, aligned environment. We have prioritized

¹⁴ Source: DataQuest

¹⁵ Source: DataQuest

and committed to strengthening coaching for teachers and MTSS for all students. For the upcoming school year, we have revamped our teacher coaching model and invested in in-depth professional development from external organizations. Our teachers continually reflect on their instructional practices and curriculum, and school leaders are dedicated to providing teachers with the support they need to fully implement our curriculum and core instructional practices. Our efforts include professional development for teachers in our core curricular areas, time for collaboration, providing ample resources - including support personnel - to differentiate learning, and administrative support and oversight. We offer professional development sessions tailored to teachers' needs related to academic, socio-emotional, and administrative/organizational topics in order to boost their overall efficiency and effectiveness in the classroom. During the school year, we also prioritize teacher coaching by ensuring that each teacher has regular coaching cycles with one of our site-based administrators.

GCS 1 is also finalizing an updated MTSS Framework to utilize more student data to ensure timely, effective interventions and supports for all students. We are committed to building out Tier 1, Tier 2, and Tier 3 supports even further to ensure students get all the "scoops" of learning they need to meet ambitious academic growth goals. Our work lies in refining our student data analysis protocols and practices and aligning those to key school goals. GCS 1 has completed a full external evaluation of our academic program and identified cadenced next steps to support targeted student growth. Our collective work will center on systematizing key practices, implementing updated instructional tools, and engaging in frequent monitoring with leading indicators for the critical academic outcomes. In particular, GCS 1 will focus on curriculum planning, delivery of instruction, and data-driven instruction through capacity building and instructional coaching, with staffing plans revised as needed to support our students and staff.

By tailoring instruction to meet the diverse needs of our students, our program supports all students, regardless of their starting point, to experience meaningful academic growth. As we continue to refine our data-driven approach, we anticipate sustained improvement in ELA outcomes across all student groups, further reinforcing the impact and effectiveness of our educational program

Goals and Philosophy

Mission and Vision

Our **mission** is to join academic rigor with the creativity of dance to engage the hearts and minds of young people in our communities, empowering them to excel both inside and outside the classroom.

Our **vision** is giving all students the opportunity to learn, dance, and succeed.

To move towards our vision and carry out our mission, we operate each day with the following concepts in mind:

- **High Expectations:** We know that all children can achieve rigorous, comprehensive learning objectives with the individualized and caring support of highly qualified teachers and educators. We believe everyone in our school community – leaders, faculty, staff, students, and caregivers - are partners who must work together to help our students grow to their potential and support them in their development.

- **Engagement:** Our dance-themed curriculum builds on children’s natural curiosity and promotes *joy* in the learning process. Dance and other arts serve as a vehicle to develop focus and attention, work ethic, active participation and a commitment to excellence while developing students’ confidence and motivation. The transfer of ideas, skills and focus from the discipline of dance to the focus required in an academic classroom is a powerful tool. High levels of student engagement promote critical thinking, English language development (“ELD”), proficiency in content standards, and inspire students to take an active role in their education and future.
- **Community:** A culture of community and collaboration focused on students is key to success. Our small school environment helps foster a child-centered approach to learning in which children form meaningful relationships with several adults (classroom teachers and aides, dance/arts instructors, parent and community volunteers) and receive daily, individualized instruction and attention. Students, parents, teachers and staff develop an important sense of “belonging” in our school community; this sense is a powerful force in combating any challenges faced outside our school walls.

Characteristics of an Educated Person in the 21st Century

The world has changed rapidly in the past decade. With lingering trauma from the pandemic, increased globalization of the world’s economy, the prevalence of inequity throughout society, and myriad other changes over the past few years, the need to prepare students for these realities is more important now than ever for educators.

While the educated 21st Century person certainly requires strong reading and math skills, there is a growing recognition of the fact that creativity, problem-solving skills, and an ability to consider unique perspectives and work across lines of difference is imperative to success both now and in the future. We inspire curiosity and a love for learning by encouraging students to ask questions, explore new ideas, and engage deeply with both academic and artistic subjects.

We balance rigorous academics with comprehensive arts education, preparing students for future success in school and beyond, no matter what path they choose. Not only do we want our students to benefit from a strong arts education, but we also want to ensure they are prepared in all aspects for college and career, which is why science and technology instruction are captured within our educational program. The Principal and other school leaders monitor the implementation of our science curriculum, and ensure that technology is integrated appropriately into the curriculum.

We believe an educated person in the 21st century is one who embodies our GCS 1 Core Values of flexibility, resilience, integrity, compassion and creativity, with a focus on skills aligned to these values that can prepare students both now and in the future:

Flexibility: A Critical Thinker Who Accepts and Welcomes Change
Applies understanding of concepts and context to think flexibly about how to approach and solve problems.
Collaborates with others while also showing initiative when working independently.
Uses multiple approaches and strategies to communicate clearly and persuasively with others.

Resilience: A Student Who Seeks to Grow and Does Not Give Up
Incorporates acquired skills and concepts into future learning
Recognizes the way in which the physicality of dance and healthy living contribute to success in school and life.
Embraces a growth mindset; sets goals and works hard to achieve them.
Integrity: An Honest Scholar Who Shows Care for the Collective Good
Engages in learning by participating, asking critical thinking questions and showing readiness in all subjects.
Strives to meet and exceed rigorous school and state standards in order to be prepared for A-G high school college preparatory curriculum.
Does the right thing no matter who is watching.
Compassion: A Caring Communicator Who Honors Diversity
Respects and appreciates diversity in all forms; seeks out diverse perspectives to build understanding of self and others.
Resolves conflicts in a positive, productive manner.
Demonstrates an inclusive mindset; acts in a way that welcomes and respects those around them.
Creativity: A Confident Participant in the Arts Who Seeks to Innovate
Comfortably and confidently performs and shares artistic and academic products; both gives and seek feedback from others to improve the product.
Is culturally aware, and seeks to make a social impact through activism and the arts
Successfully integrates artistic expression in academic content areas; enhances products & performance with technology.

How Learning Best Occurs

We believe that each of our students comes to us with many innate gifts and talents, as well as lived experiences, that should be celebrated at school. We believe all students have the ability to be successful throughout academic, artistic, and social-emotional learning, and that learning best occurs when students feel a strong sense of belonging at school and have trusting relationships with teachers.

Our teaching and learning methodologies are grounded in the following theories:

Culturally Responsive Teaching

Gabriella Charter 1 serves a diverse student population with a variety of learning needs. In order to build and sustain a learning environment where all students can succeed, we align our teaching strategies with Zaretta Hammond’s *Culturally Responsive Teaching and the Brain* (2015):

“An educator’s ability to recognize students’ cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective

information processing. All the while, the educator understands the importance of being in a relationship and having a social-emotional connection to the student in order to create a safe space for learning.” (p. 15)

Gabriella Charter 1 utilizes Hammond’s Ready for Rigor Framework to help students move from being dependent learners to self-directed, independent learners. Teachers work to create a safe learning space for each student by seeking to understand their backgrounds, interests, and concerns, and building flexibility and scaffolding into their lessons.

Multiple Intelligences

We believe, like Howard Gardner, the father of Multiple Intelligence theory, that “people are not born with a given amount of intelligence, which serves as some kind of limit. We each have potentials across the intellectual spectrum”¹⁶. While there is obvious importance in ensuring that children do well in academic core subjects, we also believe that dance, music, art, and physical education have an important place in the education of children today. Indeed, Chen, Moran, and Gardner emphasize that “understanding an appreciation of MI makes it clear that the scholastic intelligences do not encompass all of the ways in which children can and should grow. . . embracing the MI model elevates the role of art, music, and movement in education.”¹⁷ Gabriella Charter 1’s integrated arts programming offers a variety of environments for students to shine and recognize their own genius.

Equitable Learning Experiences

A significant percentage of our students come from historically marginalized communities, and it is critical that we approach our students’ educational experience from an asset-based lens, intentionally embracing their inner genius. As opposed to an asset-based perspective, deficit thinking, described more deeply in Dr. Gholdy Muhammad’s *Cultivating Genius*, can result in instructional practices that minimizes expectations for students and discourages students’ self-confidence and motivation. Instead, we reframe our thinking to “start our children’s stories with genius”¹⁸ and not to conflate their learning potential with the systems of oppression that hold them back. Along the same lines, we also integrate the ideas in Muhammad’s *Unearthing Joy*, which posits that “joy should be the ultimate goal of teaching and learning.”¹⁹ In particular, we strive to bring joy when “we integrate more art, poetry, and music into our instruction and when we create learning experiences that encourage students to have fun and problem solve, with their voices (and perspectives) centered.”

We will achieve our ideals in creating an environment in which learning best occurs by starting with a strong vision rooted in the belief that arts advance learning, complementary structures and systems that uphold high expectations, staff and leaders who are dedicated to our children and our community, and families who partner with GCS 1 to make their child’s learning experience complete. We believe optimal

¹⁶ Chen, J.-Q., Moran, S., & Gardner, H. (2009). *Multiple intelligences around the world*. San Francisco, CA: Jossey-Bass.

¹⁷ Chen, J.-Q., Moran, S., & Gardner, H. (2009). *Multiple intelligences around the world*. San Francisco, CA: Jossey-Bass.

¹⁸ Ferlazzo, L. (2024, April 5). *Author interview with Dr. Gholdy Muhammad: “Cultivating genius” (opinion)*. Education Week. <https://www.edweek.org/teaching-learning/opinion-author-interview-with-dr-gholdy-muhammad-cultivating-genius/2020/01>

¹⁹ Ferlazzo, L. (2023, February 1). *Gholdy Muhammad champions “unearthing joy” in her new book (opinion)*. Education Week. <https://www.edweek.org/teaching-learning/opinion-gholdy-muhammad-champions-unearthing-joy-in-her-new-book/2023/02>

learning takes place in safe, student-centered classes where risk-taking is encouraged, instructional time is maximized, curriculum is appropriately paced, students are involved in setting goals, and caregivers are actively engaged in their child's education.

The GCS 1 instructional setting includes a standards-based program that incorporates backwards design from strong curricula, includes differentiated strategies and lessons, supports multiple intelligences and supplies targeted interventions. Our instructional staff will have flexibility to make innovative instructional decisions, but unified curriculum, instructional, and assessment systems with a shared approach to data analysis will ensure consistency and accountability. Because English Learners, students with learning disabilities, and students performing below grade level have been shown to benefit from consistent instructional routines,²⁰ teachers at GCS 1 will focus on standards and plan with a common curricula at the center to ensure that students progress vertically in ways that have been studied. Based on research that shows higher achievement and motivation among students in schools that offer dance and visual arts classes, student engagement through dance and other arts will be a key factor in learning at GCS 1. In order to further increase engagement and encourage students to take an active role in developing as learners and people, the Charter School will also develop, as it continues to grow and adjust post-pandemic, a diverse set of other extracurricular and enrichment opportunities for students.

Because our students come to us with a range of interests, skills, and strengths, we recognize that truly offering every student an opportunity to succeed will require a strong multi-tiered system of support, a robust system for tracking and addressing varied student needs, including for referral for special education assessment, and qualified specialist and support staff. Most importantly, we believe learning best occurs when students have access to a community of caring adults who know their strengths and areas of development. When those adults are able to meaningfully collaborate and share resources in support of student success, we are confident that the learners of GCS 1 will be supported in meeting their potential. GCS 1 staff are all expected to provide support for each child on campus through both upholding strong structures and expectations, as well as providing a nurturing environment and warm relationships with each child. To facilitate this, time for collaboration and co-planning is prioritized in professional development.

Finally, parent and community partnerships are integral to student success. The Student/Parent Handbook will clearly set guidelines for parents to understand homework and reading assignments, attend grade level strategy workshops, support the behavior policy, attend teacher conferences, participate in IEP meetings and will encourage parent engagement at the Charter School. Recognizing the link between family wellness and student performance, GCS 1 will form partnerships with other organizations serving the community with the support of school counselors and other mental health staff. GCS 1 will continue to offer a well-balanced breakfast and healthy lunch for our students, and school wide nutrition guidelines will require healthy snacks so that students are well-nourished and ready to learn. Teachers, staff and school leaders will model and reinforce the importance of wellness, nutrition, physical fitness, and proper rest.

Enabling Self-Motivated, Competent, and Life-Long Learners

²⁰ Dutro, S., and Kinsella, K. (2009). English language development: Issues and implementation in grades 6-12. Chapter 3 in *Improving education for English learners, a research based approach*. Sacramento, CA: California Department of Education.

The design of Gabriella Charter School 1 is driven by our objective of providing the best conditions for our students to become self-motivated, competent, life-long learners. We believe in a “growth mindset”: that intelligence is a result of hard work, success is a measure of achievement toward set goals, and that with the support and guidance needed, each student can excel. We believe that when children are given the opportunity to express their skills, talents and intelligences across a variety of contexts, they are able to realize more success and thus develop more confidence. As Gardner stated, “. . . if we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good.”²¹

Our goals are implemented in alignment with best practices for serving a diverse student population, such as culturally responsive teaching and theories around cultivating our students’ gifts and talents. In order to build and sustain a learning environment where all students can become self-motivated and competent, we align our teaching strategies with Zaretta Hammond’s *Culturally Responsive Teaching and the Brain* (2015). GCS 1 also utilizes Hammond’s *Ready for Rigor Framework* to help students move from being dependent learners to self-directed, independent learners. Teachers work to create a safe learning space for each student by seeking to understand their backgrounds, interests, and concerns, and building flexibility and scaffolding into their lessons.

To spark a life-long love of learning, our teachers assess students’ potential from an asset-based perspective and instead intentionally embrace their inner strengths. We intentionally “start our children’s stories with genius”²² and not to conflate their learning potential with the systems of deficit-based thinking that hold them back. Our arts-focused programming is also designed to bring students joy by “integrat[ing] more art, poetry, and music into our instruction and...creat[ing] learning experiences that encourage students to have fun and problem solve, with their voices (and perspectives) centered.”²³

By utilizing a backward design approach from adopted curricula, teachers will ensure that all lessons and curriculum ensure achievement of learning objectives and specific state standards for all students to ensure that we graduate *proficient* learners. In backward design, teachers start with content standards, curriculum, and learning goals, revise suggested assessments, and only then create a lesson to achieve these explicitly stated objectives.

Constructivist teaching methodologies help students understand the way they learn best. Beyond mastering specific skills and facts, students at GCS 1 will learn *how* to learn. Curricula offer students meaningful opportunities for choice, for developing and meeting individual learning goals and reflecting on progress – all in a differentiated approach that seeks to meet learners where they are.

²¹ Gardner, Howard. (2004). Building a Bridge to Knowledge for Every Child. *Edutopia Online*.

²² Ferlazzo, L. (2024, April 5). *Author interview with dr. Gholdy Muhammad: “Cultivating genius” (opinion)*. Education Week. <https://www.edweek.org/teaching-learning/opinion-author-interview-with-dr-gholdy-muhammad-cultivating-genius/2020/01>

²³ Ferlazzo, L. (2023, February 1). *Gholdy Muhammad champions “unearthing joy” in her new book (opinion)*. Education Week. <https://www.edweek.org/teaching-learning/opinion-gholdy-muhammad-champions-unearthing-joy-in-her-new-book/2023/02>

Student learning at GCS 1 is structured in the context of real-world scenarios with meaningful context for the individual learners. Because an integrated approach to instruction is well-suited to the structure of Common Core standards and to increasing student engagement and connections, significant integration between content areas, including between arts and academic areas, will be a hallmark of instruction. Thus, well beyond the mastery of specific skills and knowledge, students at GCS 1 will develop a *lifelong* ability to continue to learn.

Through differentiated, hands-on instruction and the joy of learning in the dance studio, classrooms and school-yard, students come to understand that they *will and do* succeed and they can experience the rewards and confidence that come with achievement. As students develop confidence in their own abilities they approach learning enthusiastically, for their own benefit, fostering an authentic *self-motivation* to learn. Our holistic approach to education with its emphasis on the performing arts extends beyond school walls, increasing students' awareness of the importance of creativity, integrity, compassion, flexible thinking, and resilience in persisting toward goals.

The Requirements of Education Code Section 47605(c)(5)(A)(ii)

Gabriella Charter School 1 will pursue the following school wide and subgroup outcome goals, based on the state priorities detailed in Education Code Section 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards and reflect proficiency measures required by the California Assessment of Student Performance and Progress, as well as state priorities detailed in Education Code Section 52060(d). For the purposes of measuring achievement of goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria, as outlined in Education Code Section 52052(a)(3):

- A. The subgroup consists of at least 30 pupils, each of whom has a valid test score
- B. Notwithstanding subparagraph A, for a subgroup of pupils who are foster youth or homeless youth, a numerically significant subgroup will be one that consists of at least 15 pupils

All annual measurable outcomes listed for “all students” or “schoolwide” shall also apply for any numerically significant subgroup.

The following chart details the Charter School’s four annual goals, for all pupils pursuant to Education Code Section 52052, encompassing each of the eight (8) state priorities identified in Education Code Section 52060(d), including specific annual actions the Charter School will take to achieve each of the identified annual goals. The Local Control and Accountability Plan shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered “a material revision to the charter” as defined on section 47607. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting. Actions intended to ensure that the Charter School meets these goals and targets are delineated throughout this charter petition.

**LCFF STATE PRIORITIES
(Charter Term Commencing July 1, 2026)**

GOAL #1

Develop and implement comprehensive, student-centered restorative practices aimed at fostering a positive and inclusive school culture where students feel safe, valued, and engaged.

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- Student Character Development: Initiatives to build and reinforce character traits of compassion, resilience, flexibility, creativity, and integrity.
- Restorative Justice Practices: Incorporating restorative principles to resolve conflicts and build a supportive community.
- Attendance Strategies: Developing comprehensive systems and protocols to improve student attendance.
- Behavior Intervention: Providing targeted interventions to address and correct behavioral issues.
- Social-Emotional Learning (“SEL”) Supports: Implementing programs that support the social and emotional well-being of students.

Expected Annual Measurable Outcomes

Outcome #1: High student daily attendance

Metric/Method for Measuring: Average daily attendance (“ADA”)

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	92.5%	>93%	>93%	>93%	>93%	>93%
English Learners	~92%	>93%	>93%	>93%	>93%	>93%
SED/Low Income Students	~92%	>93%	>93%	>93%	>93%	>93%
Foster Youth	* ²⁴					
Students with Disabilities	~92%	>93%	>93%	>93%	>93%	>93%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					

²⁴ “*” indicates a student group that is not numerically significant at this time.

Filipino Students	*					
Latino Students	~92%	>93%	>93%	>93%	>93%	>93%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					
Outcome #2: Low student chronic absenteeism						
Metric/Method for Measuring: Chronic absenteeism rate OR color rating on School Dashboard						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all Significant Subgroups)	25.9% (Yellow rating on Dashboard)	<=25% OR Green or blue rating	<=25% OR Green or blue rating	<=20% OR Green or blue rating	<=20% OR Green or blue rating	<=15% OR Green or blue rating
English Learners	22.0%	Same as above	Same as above	Same as above	Same as above	Same as above
SED/Low Income Students	25.3%	Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities	22.5%	Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students	26.2%	Same as above	Same as above	Same as above	Same as above	Same as above
Outcome #3: Low percentage of students dropping out of middle school						
Metric/Method for Measuring: Middle school dropout rate						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all Significant Subgroups)	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
SED/Low Income Students	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
Latino Students	0%	0%	0%	0%	0%	0%
Outcome #4: Low percentage of student suspensions.						
Metric/Method for Measuring: Suspension rate OR color rating on the Dashboard						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31

All Students (Schoolwide and all Significant Subgroups)	0.7%	<=2% OR Green or blue rating	<=2% OR Green or blue rating	<=2% OR Green or blue rating	<=2% OR Green or blue rating	<=2% OR Green or blue rating
English Learners	1.0%	Same as above	Same as above	Same as above	Same as above	Same as above
SED/Low Income Students	0.5%	Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities	1.2%	Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students	0.8%	Same as above	Same as above	Same as above	Same as above	Same as above

Outcome #5: Low percentage of student expulsions.

Metric/Method for Measuring: Expulsion rate

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all Significant Subgroups)	0%	<=1%	<=1%	<=1%	<=1%	<=1%
English Learners	0%	<=1%	<=1%	<=1%	<=1%	<=1%
SED/Low Income Students	0%	<=1%	<=1%	<=1%	<=1%	<=1%
Students with Disabilities	0%	<=1%	<=1%	<=1%	<=1%	<=1%
Latino Students	0%	<=1%	<=1%	<=1%	<=1%	<=1%

Outcome #6: High majority of students feeling safe and connected at school

Metric/Method for Measuring: Percentage of students responding favorably to survey questions measuring feelings of safety and connectedness (currently, CA Healthy Kids Survey)

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all Significant Subgroups)	60%	>=70%	>=70%	>=80%	>=80%	>=80%
English Learners	60%	>=70%	>=70%	>=80%	>=80%	>=80%
SED/Low Income Students	60%	>=70%	>=70%	>=80%	>=80%	>=80%
Students with Disabilities	60%	>=70%	>=70%	>=80%	>=80%	>=80%
Latino Students	60%	>=70%	>=70%	>=80%	>=80%	>=80%

**LCFF STATE PRIORITIES
(Charter Term Commencing July 1, 2026)**

GOAL #2						
All students experience measurable academic and artistic growth through rigorous and equitable learning experiences that prioritizes student agency.	<div style="text-align: right;">Related State Priorities:</div> <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6					
<div style="text-align: right;">Local Priorities:</div> <input type="checkbox"/> : <input type="checkbox"/> :						
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Instructional Support and Development Instructional Materials and Supplemental Learning Opportunities Well Rounded Academic Program with a Focus on Dance Instruction Intervention Program Technology Tier 1 Investment 						
Expected Annual Measurable Outcomes						
Outcome #1: Sufficient Access and implementation of Standard-Aligned Materials Metric/Method for Measuring: School Accountability Report Card ("SARC")						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
SED/Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*					
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #2: Implementation of academic content and performance standards						
Metric/Method for Measuring: Local indicator survey						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all Significant Subgroups)	3.8 out of 5 indicators	4 out of 5 indicators	4 out of 5 indicators	4 out of 5 indicators	4 out of 5 indicators	4 out of 5 indicators
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
SED/Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Outcome #3: Student growth in ELA proficiency						
Metric/Method for Measuring: Distance from standard on SBAC ELA OR color rating on the Dashboard						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all Significant Subgroups)	-23.7 (Orange rating)	-15 OR Yellow or Green	-10 OR Yellow or Green	+1 OR Green	+1 OR Green	+1 OR Green
English Learners	-62.1 (Orange)	-55 OR Yellow or Green	-45 OR Yellow or Green	-40.2 OR Yellow or Green	-38 OR Yellow or Green	-36 OR Yellow or Green
SED/Low Income Students	-29.7 (Orange)	-20 OR Yellow or Green	-10 OR Yellow or Green	-4.8 OR Green	-4 OR Green	-2 OR Green
Students with Disabilities	-100.7 (Red)	-90 OR Orange or Yellow	-80 OR Orange or Yellow	-70 OR Orange or Yellow	-68 OR Orange or Yellow	-66 OR Orange or Yellow
Latino Students	-25.2 (Orange)	-15 OR	-8 OR	-1.7 OR	-1.5 OR	-1 OR

		Yellow or Green	Yellow or Green	Green	Green	Green
Outcome #4: Student growth in Math proficiency						
Metric/Method for Measuring: Distance from standard on SBAC Math OR color rating on the Dashboard						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all Significant Subgroups)	-59.4 (Orange rating)	-56 OR Yellow or Green	-53 OR Yellow or Green	-50.7 OR Yellow or Green	-48 OR Yellow or Green	-46 OR Yellow or Green
English Learners	-86.7 (Orange)	-82 OR Yellow or Green	-78 OR Yellow or Green	-76 OR Yellow or Green	-74 OR Yellow or Green	-72 OR Yellow or Green
SED/Low Income Students	-66.6 (Orange)	-60 OR Yellow or Green	-55 OR Yellow or Green	-51.5 OR Yellow or Green	-49 OR Yellow or Green	-47 OR Yellow or Green
Students with Disabilities	-119.8 (Orange)	-116 OR Orange or Yellow	-113 OR Orange or Yellow	-110.4 OR Orange or Yellow	-108 OR Orange or Yellow	-106 OR Orange or Yellow
Latino Students	-64.5 (Orange)	-60 OR Yellow or Green	-56 OR Yellow or Green	-50.5 OR Yellow or Green	-48 OR Yellow or Green	-46 OR Yellow or Green
Outcome #5: Student mastery of Dance Skills and Concepts						
Metric/Method for Measuring: Percentage of students mastering End of Year Cumulative Benchmark (internal assessment)						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all Significant Subgroups)	87%	>=80%	>=80%	>=80%	>=80%	>=80%
English Learners	~87%	>=80%	>=80%	>=80%	>=80%	>=80%
SED/Low Income Students	~87%	>=80%	>=80%	>=80%	>=80%	>=80%

Students with Disabilities	76%	>=80%	>=80%	>=80%	>=80%	>=80%
Latino Students	~87%	>=80%	>=80%	>=80%	>=80%	>=80%
Outcome #6: Student growth in Reading and Math proficiency						
Metric/Method for Measuring: Verified data (currently, Median Progress Towards Typical Growth Target on i-Ready)						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all Significant Subgroups)	Reading: 118% Math: 104%	Meet or exceed publisher's recommendation for typical growth targets	Meet or exceed publisher's recommendation for typical growth targets	Meet or exceed publisher's recommendation for typical growth targets	Meet or exceed publisher's recommendation for typical growth targets	Meet or exceed publisher's recommendation for typical growth targets
English Learners	Reading: 100% Math: 100%	Same as above	Same as above	Same as above	Same as above	Same as above
SED/Low Income Students	Reading: 117% Math: 104%	Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities	Reading: 107% Math: 135%	Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students	Reading: 117% Math: 102%	Same as above	Same as above	Same as above	Same as above	Same as above

**LCFF STATE PRIORITIES
(Charter Term Commencing July 1, 2026)**

GOAL #3

Increase academic achievement for our specific student groups by implementing targeted, data-driven instructional strategies and supports.	Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal

- Support for Students with Disabilities
- Instruction and Curriculum Development
- Staffing and ELD Development
- MTSS Development

Expected Annual Measurable Outcomes

Outcome #1: EL access to Common Core State Standards (“CCSS”) and ELD standards for gaining ELA proficiency
Metric/Method for Measuring: Local Indicator Survey

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	4 out of 5 indicators	4 out of 5 indicators	4 out of 5 indicators	4 out of 5 indicators	4 out of 5 indicators	4 out of 5 indicators
English Learners	4 out of 5 indicators	4 out of 5 indicators	4 out of 5 indicators	4 out of 5 indicators	4 out of 5 indicators	4 out of 5 indicators
SED/Low Income Students	n/a					
Foster Youth	*					
Students with Disabilities	n/a					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	n/a					
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					

White Students	*					
Outcome #2: ELs grow in ELA proficiency						
Metric/Method for Measuring: English Learner Progress Indicator: % of ELs making progress OR color rating on the Dashboard						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all Significant Subgroups)	n/a					
English Learners	53.9% (Green)	>=55% OR Green or blue rating	>=58% OR Green or blue rating	>=60% OR Green or blue rating	>=61% OR Green or blue rating	>=62% OR Green or blue rating
SED/Low Income Students	n/a					
Students with Disabilities	n/a					
Latino Students	n/a					
Outcome #3: ELs gain sufficient ELA proficiency to be reclassified RFEP						
Metric/Method for Measuring: Reclassification rate						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all Significant Subgroups)	n/a					
English Learners	15%	18%	22%	25%	25%	25%
SED/Low Income Students	n/a					
Students with Disabilities	n/a					
Latino Students	n/a					
Outcome #4: Student growth in ELA proficiency for subgroups						
Metric/Method for Measuring: Distance from standard on SBAC ELA OR color rating on the Dashboard						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all Significant Subgroups)	n/a					
English Learners	-62.1 (Orange)	-55 OR Yellow or Green	-45 OR Yellow or Green	-40.2 OR Yellow or Green	-38 OR Yellow or Green	-36 OR Yellow or Green
SED/Low Income Students	-29.7 (Orange)	-20 OR	-10 OR	-4.8 OR	-4 OR	-2 OR

		Yellow or Green	Yellow or Green	Green	Green	Green
Students with Disabilities	-100.7 (Red)	-90 OR Orange or Yellow	-80 OR Orange or Yellow	-70 OR Orange or Yellow	-68 OR Orange or Yellow	-66 OR Orange or Yellow
Latino Students	-25.2 (Orange)	-15 OR Yellow or Green	-8 OR Yellow or Green	-1.7 OR Green	-1.5 OR Green	-1 OR Green
Outcome #5: Student growth in Math proficiency for subgroups						
Metric/Method for Measuring: Distance from standard on SBAC Math OR color rating on the Dashboard						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all Significant Subgroups)	n/a					
English Learners	-86.7 (Orange)	-82 OR Yellow or Green	-78 OR Yellow or Green	-76 OR Yellow or Green	-74 OR Yellow or Green	-72 OR Yellow or Green
SED/Low Income Students	-66.6 (Orange)	-60 OR Yellow or Green	-55 OR Yellow or Green	-51.5 OR Yellow or Green	-49 OR Yellow or Green	-47 OR Yellow or Green
Students with Disabilities	-119.8 (Orange)	-116 OR Orange or Yellow	-113 OR Orange or Yellow	-110.4 OR Orange or Yellow	-108 OR Orange or Yellow	-106 OR Orange or Yellow
Latino Students	-64.5 (Orange)	-60 OR Yellow or Green	-56 OR Yellow or Green	-50.5 OR Yellow or Green	-48 OR Yellow or Green	-46 OR Yellow or Green

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2026)
GOAL #4

Cultivate a nurturing and collaborative learning environment that strengthens pathways for the professional growth and development of our staff in a conducive school facility.	Related State Priorities:		
	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7
	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8
	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 6	
	Local Priorities:		
	<input type="checkbox"/> :		
	<input type="checkbox"/> :		

Specific Annual Actions to Achieve Goal

- Staffing: Recruit, retain, and develop high quality staff who are able to deliver standards aligned curriculum, assessments, and high quality instruction to prepare students for success in high-quality high schools.
- Teacher and Staff Coaching, Recruitment, Retention, and Development
- School Facility Management: Ensuring that our school facilities are clean and organized, which support a positive and effective teaching and learning environment, where staff feel comfortable and valued.

Expected Annual Measurable Outcomes

Outcome #1: Teachers are appropriately assigned and credentialed.

Metric/Method for Measuring: Percentage of teachers who are appropriately assigned and credentialed.

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
SED/Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*					
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #2: Majority of staff report feeling safe at school

Metric/Method for Measuring: Percentage of staff responding favorably to survey questions regarding safety

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all Significant Subgroups)	83% respond favorably	80% respond favorably	>=80%	>=80%	>=80%	>=80%
English Learners	n/a					
SED/Low Income Students	n/a					
Students with Disabilities	n/a					
Latino Students	n/a					

Outcome #3: Majority of staff feel connected at school

Metric/Method for Measuring: Percentage of staff responding favorably to survey questions regarding connectedness

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all Significant Subgroups)	71% respond favorably	75% respond favorably	>=80%	>=80%	>=80%	>=80%
English Learners	n/a					
SED/Low Income Students	n/a					
Students with Disabilities	n/a					
Latino Students	n/a					

Outcome #4: Maintain school facility in good repair

Metric/Method for Measuring: Facility rating on School Accountability Report Card

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all Significant Subgroups)	Good	Good or Exemplary	Good or Exemplary	Good or Exemplary	Good or Exemplary	Good or Exemplary
English Learners	n/a					
SED/Low Income Students	n/a					
Students with Disabilities	n/a					
Latino Students	n/a					

**LCFF STATE PRIORITIES
(Charter Term Commencing July 1, 2026)**

GOAL #5

Parents and caregivers feel empowered to be advocates on matters that directly impact the students, community, and their experience at GCS.

Related State Priorities:

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

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- School Operations and Increased Engagement Opportunities for Families of Students with Disabilities
- Engagement Opportunities for Families of MultiLanguage Learners and Socioeconomically disadvantaged students
- Family Engagement Staffing

Expected Annual Measurable Outcomes

Outcome #1: Parent satisfaction with efforts from GCS 1 staff to seek parent input on school decisions

Metric/Method for Measuring: Percentage of parents/guardians responding favorably in a parent survey

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	87%	85% respond favorably	>=85%	>=85%	>=85%	>=85%
English Learners	n/a					
SED/Low Income Students	n/a					
Foster Youth	*					
Students with Disabilities	n/a					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	n/a					
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					

White Students	*					
Outcome #2: Strong participation from parents of EL, FRL, Foster Youth, and SWD						
Metric/Method for Measuring: Percentage of parents completed engagement and/or volunteer hours						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all Significant Subgroups)	n/a					
English Learners	99% participation rate	95% participation rate	>=95%	>=95%	>=95%	>=95%
SED/Low Income Students	99% participation rate	95% participation rate	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	99% participation rate	95% participation rate	>=95%	>=95%	>=95%	>=95%
Latino Students	n/a					
Outcome #3: Majority of parents/guardians report school being a safe place for their children						
Metric/Method for Measuring: Percentage of parents/guardians responding favorably in a parent survey						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all Significant Subgroups)	93% respond favorably	90% respond favorably	>=90%	>=90%	>=90%	>=90%
English Learners	n/a					
SED/Low Income Students	n/a					
Students with Disabilities	n/a					
Latino Students	n/a					
Outcome #4: Majority of parents/guardians feel connected to GCS 1						
Metric/Method for Measuring: Percentage of parents/guardians responding favorably in a parent survey						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all Significant Subgroups)	96% respond favorably	90% respond favorably	>=90%	>=90%	>=90%	>=90%
English Learners	n/a					

SED/Low Income Students	n/a					
Students with Disabilities	n/a					
Latino Students	n/a					
Outcome #5: Majority of parents are satisfied with child's education at GCS 1						
Metric/Method for Measuring: Percentage of parents/guardians responding favorably in a parent survey						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all Significant Subgroups)	94% respond favorably	90% respond favorably	>=90%	>=90%	>=90%	>=90%
English Learners	n/a					
SED/Low Income Students	n/a					
Students with Disabilities	n/a					
Latino Students	n/a					
Outcome #6: Strong participation from all parents						
Metric/Method for Measuring: Percentage of parents completed engagement and/or volunteer hours						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all Significant Subgroups)	99% participation rate	95% participation rate	>=95%	>=95%	>=95%	>=95%
English Learners	n/a					
SED/Low Income Students	n/a					
Students with Disabilities	n/a					
Latino Students	n/a					
Outcome #7: Strong parent engagement						
Metric/Method for Measuring: Hours of virtual and/or in-person engagement hours completed.						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide and all Significant Subgroups)	3916 hours	2500 hours	>=2500 hours	>=2500 hours	>=2500 hours	>=2500 hours
English Learners	n/a					
SED/Low Income Students	n/a					

Students with Disabilities	n/a					
Latino Students	n/a					

Instructional Design

The Innovative Components and Key Features of the Educational Program

The Gabriella Dance Program

In the most recent years of public education, arts programs have often been excised due to budget cuts, or excluded to allow for more time for core academic instruction and intervention. Gabriella Charter Schools, however, has uniquely and consistently offered our students a high-quality arts program, focusing on dance, since its inception in 2005, and this program continues to thrive at GCS 1. Our arts programs, coupled with our academic curricula, have supported students in the academic, artistic, and personal growth, and stand at the cornerstone of the Charter School’s mission.

Integrating visual arts, music, and dance together has long been a hallmark of GCS 1. GCS 1 arts teachers not only teach students in their discipline, but also collaborate with classroom teachers to provide an arts-enhanced education that integrates across the disciplines for maximum impact on student learning. In dance integration lessons, our 5th graders may be found depicting the workings of the digestive system through a student-created “Digestion Dance” that embodies the path of food through each organ. Meanwhile, 8th grade students may solve systems of equations through dancing different phrases of a hip-hop sequence and graphing their steps.

Instructional planning at GCS 1 includes a high degree of cross-curricular collaboration, planning, and integration. Core classes integrate real world connections and skills that align to career and college readiness. Dance teachers integrate academic concepts in weekly choreography classes. Dance teachers and classroom teachers are encouraged to co-teach in the dance studio or classroom to incorporate dance, movement, and academics with students. Classroom teachers are expected to integrate movement and reinforce dance curriculum in specific ways, such as during transitions and as a part of vocabulary instruction. The consolidation and reinforcement of knowledge is valuable, and the joy students experience practicing these concepts in a unique, creative manner is key to our students’ educational experience at GCS 1.

High Stakeholder Engagement

Any successful school depends on immense amounts of hard work and engagement from multiple stakeholders. GCS 1 emphasizes engaging stakeholders in order to reach the high levels of stakeholder involvement that our schools have deeply valued. From faculty, who are dedicated in their support of our students, to our students, who display our core value of integrity to give their academic and artistic work their best, we understand that we would not have earned the growth and success that we have without the highest levels of engagement from these core groups. Community volunteers and supporter organizations are also key partners that have contributed immensely to our success.

GCS 1 measures parent engagement (consisting of time spent at workshops, parent conferences, information meetings, sewing student costumes, and volunteering) and found that parents contributed over 3,916 hours of engagement in their children's education during the 2024-25 school year. With support, dedication, and hard work from all partners, GCS 1 is able to deliver a quality instructional program that creates a family environment on our campus, motivating our students to be their absolute best.

Joyful School Culture that Cultivates a Love of Learning

GCS 1 is committed to building and sustaining a healthy school culture that supports all students. Our leadership and staff have a renewed focus on implementing our core values alongside Conscious Discipline, a socio-emotional learning program to create safety, connection, and problem-solving skills with our students. Administrators support and monitor the implementation of Morning Meetings, where teachers provide students with frequent, meaningful, and relevant opportunities to practice behaviors and skills associated with our Core Values. Additionally, students receive guidance in developing pro-social relationships and conflict resolution. Following school-wide training on Conscious Discipline, administration coordinates follow-up professional development and leads the creation, with significant input from staff, of a school-wide system that reflects the Conscious Discipline approach.

Curricular and Instructional Design

When Gabriella Charter School opened in 2005 it was one of the first (and possibly only) public dance-themed schools in the nation, offering a rigorous dance education in which each student participated in regular and frequent dance instruction. Gabriella Charter School 1 has continued to employ exemplary practices in its dance program with a mission to expose students to the benefits of the art form while also exploring synergies between dance, the arts, and core academic areas. Dance instruction at GCS 1 fuels students' curiosity and love of learning across subject areas and helps to stimulate each child's active participation in their own education. As this successful program has grown, it has adapted successfully to changing standards and to new educational theories and best practices, and has enabled student success in the targeted population.

The following educational theories and research inform the program:

Dance & Dance Integration

Dance, a mentally and physically demanding art form, enables children to develop cognitive, perceptual and analytic abilities.²⁵ As outlined by the California State Frameworks for Visual and Performing Arts ("VAPA"), dance allows students to extend their capacity for learning through the following intelligences: "*kinesthetic*, in moving; *musical*, in dancing to accompaniment; *spatial*, in designing movement patterns; *logical-mathematical*, in counting, phrasing, and sequencing; *verbal*, in giving and receiving instructions and feedback; *intrapersonal*, in sensing and using their own expressive potential; and *interpersonal*, in communicating and cooperating with others."

The positive impact of the arts on learning has been widely documented in academic research examining a variety of arts education programs using qualitative and quantitative methodologies.

²⁵ Catterall, James. (2002). The arts and the transfer of learning. In R. J. Deasy (Ed.), *Critical links: Learning in the arts and student academic and social development* (pp. 151-157). Washington, D.C.: Arts Education Partnership. Retrieved from <http://aep-arts.org/PDF%20Files/CLfront1.pdf>.

Scholars agree that the arts have encouraged students to approach subjects more analytically and creatively, eliciting higher levels of engagement in classroom learning and therefore increased academic achievement.²⁶ James Catterall, in his analysis of the Department of Education's National Education Longitudinal Study database of 25,000 students, found that students engaged in high levels of arts participation, specifically those from low-income backgrounds, outperformed students not highly engaged in arts in multiple academic areas²⁷. Similarly, Shirley Brice Heath, in a longitudinal study of after-school programs including those focused on the arts, found that students involved in these programs performed better in school and in their personal lives than students not involved in an arts program²⁸. For example, students in the arts groups were more able to form relationships among different experiences, view problems from different perspectives to work towards a solution, construct and organize ideas and meaningful units and focus over lengthier periods of time. Both of these studies suggest that when arts education is delivered in the classroom or after-school, it can nurture the development of cognitive skills through dynamic paths that stimulate learning in many areas.

Recent research on positive outcomes resulting from dance have focused on neuroplasticity, or the brain's ability to change and adapt over time. In her book *Dancing to Learn: The Brain's Cognition, Emotion, and Movement*, Judith Hanna summarizes research that focuses on various neurologic effects of dance:

- Increased activity, during dance, in the areas of the brain responsible for cognition
- Improvement in memory due to repetition of thought-movement connections and resulting connections between neurons
- As a communication method for conveying ideas and emotions, dance activates the parts of the brain associated with language²⁹

Because of our emphasis on dance in a public school, students' experiences in the dance spaces mirror their experiences in the classroom. Both settings foster discipline, hard work, and habits of mind that help students excel in all areas of their lives. In addition to preparing for regular performance opportunities, students are expected to practice and apply combinations of skills on an individual basis and in small groups. They are assessed on their knowledge of dance vocabulary, anatomy, and dance history as it relates to the subject matter they are studying. Together, classroom teachers and arts teachers set high expectations for students in the classroom and studios: attentiveness, task orientation, active participation, respect for others, and appreciation for talents and different learning styles. Our five Core Values are referred to in all school settings and often we explore and celebrate examples of each value in action in the dance spaces.

Additionally, classroom teachers collaborate with dance teachers to support core content knowledge gained in the classroom with movement experiences. These integration opportunities allow students who learn kinesthetically more access to the curriculum, reinforce learning of foundational academic

²⁶ Winner and Hetland, 2002; Catterall, Chapleau, and Iwanga, 2002; Burton, Horowitz, and Abeles, 2002.

²⁷ Catterall, James. (2002). The arts and the transfer of learning. In R. J. Deasy (Ed.), *Critical links: Learning in the arts and student academic and social development* (pp. 151-157). Washington, D.C.: Arts Education Partnership. Retrieved from <http://aep-arts.org/PDF%20Files/CLfront1.pdf>.

²⁸ Heath, S. B. & Soep, E. (1998). Youth development and the arts in the non-school hours. *Grantmakers for the arts*, 9(1), 9-32.

²⁹ Hanna, J. (2015). *Dancing to learn: The brain's cognition, emotion, and movement*. Lanham, MD: Rowman & Littlefield.

skills for all students and make for a collaborative atmosphere between school staff members. Integration experiences range from Kindergarten students learning how to transition from one activity to the next by physically making the shapes/sounds of the letters in their movement, to 4th and 5th grade students showing tableaus of California history during activities and assessment and estimating area by using their hands, to 7th grade students representing what they have learned about ancient civilizations through movement phrases.

Success in dance can encourage greater risk-taking in the classroom and increased commitment to academics. As a powerful artistic medium, dance can also benefit students who are neurodiverse. Neurodiverse children may be able to better connect with learning and the community in dance and arts classes and identify links with other subjects that increase their interest in academics and school. Dance classes provide an alternate arena where children can excel and boost self-confidence and offer a kinesthetic experience that can enable breakthroughs in the classroom. Dance also provides an opportunity for students to recognize that there are multiple pathways and solutions to problems. English learners may also benefit academically and socially from all types of dance. Integration of language in dance classes serves as a catalyst for communication because it occurs through physical demonstration of concepts and repetition of activities. As an example, a visual improvisation involving simple shape elements can facilitate vocabulary expansion for multilingual learners who can connect the physical representation of a shape to the words associated with it.

According to the California Frameworks for Visual and Performing Arts, exposing students to a variety of dance experiences affords them opportunities to construct personal and cultural understandings and insights as well as to develop dance skills and knowledge. Older students enjoy perceiving the variety and subtlety of human movement expression and are called upon to use and develop imagination and discrimination in doing, forming, and responding to dance as a way to come to know themselves and their world. Some of the many skills and understandings to be fostered through dance experiences are imaginative thinking, exploring and discovering different possibilities in problem solving, recognizing connections, working both independently and cooperatively, creating responses which give form and meaning to experience, and appreciating the richness of human diversity. These skills and understandings will serve the students well in our changing and increasingly complex world.

A compendium of studies on arts education entitled “Critical Links” provides compelling support for the transfer of dance education to general learning. Consistent across seven studies was the finding that dance activities supported the development of fluency, originality and critical thinking skills.³⁰ Several studies within the report, whose purpose was to identify characteristics of effective arts learning programs, corroborate important findings:

- 1) Art reaches historically underrepresented students in multiple ways that are often missing from more traditional academic settings;
- 2) Art acts as a conduit for changing classroom settings by breaking down figurative walls between classrooms and disciplines;
- 3) Art shifts the role of teachers to become facilitators of learning; and
- 4) Art offers new challenges and allows students to apply learning to real world situations.

³⁰ Deasy, R., & Stevenson, L. (2002). *The arts: Critical links to student success*. Washington, DC: The Arts Education Partnership, Council of Chief State School Officers.

In an evaluation of dance education on motivation, school performance and personal development of urban youth, The Arts Connection Dance Program of New York City Public Schools determined through standardized test scores and other measures that young dancers improved standardized reading and math test scores, school attendance, responsibility, self-discipline, and – just as importantly – an understanding of delayed gratification and work ethic.³¹

Finally, the basic physical impact of the dance curriculum is significant, particularly in a high-risk community that can face long-term health concerns. The [Centers for Disease Control](#) reports some startling statistics:

- Between 2017-2020, the prevalence of obesity was 12.7% among 2- to 5-year-olds, 20.7% among 6- to 11-year-olds.
- For children of color, the prevalence of obesity was even higher: 26.2% among Hispanic children and 24.8% among non-Hispanic Black children.
- Obesity-related conditions include high blood pressure, high cholesterol, type 2 diabetes, breathing problems such as asthma and sleep apnea, and joint problems.³²

Our dance curriculum attempts to increase individual student levels of physical fitness and build awareness of lifestyle choices (i.e., nutrition, body image) among students and their families. But most impactful, through dance, students are able to consciously make physical fitness a part of their lives. As they do so, they learn to accept, appreciate and value their bodies.³³

Constructivism

Constructivism calls for the learning experience to be differentiated, beginning with each learner's level of understanding and guiding students in building upon prior knowledge in a hands-on way. In simplest terms, differentiated instruction involves creating multiple paths to learning for diverse learners.³⁴ This differentiated, student-centered approach to instruction enables teachers to focus on the specific needs, skills, challenges and learning styles of each individual student to ensure that each and every student meets our high expectations for standards mastery.

Multiple researchers have documented the success of the constructivist model of education with historically under-served populations, including socio-economically disadvantaged students and multilingual learners. Constructivist teaching methods, including inquiry models, peer interaction, and providing opportunities for reflection, lead to students demonstrating increased standardized achievement, and perhaps more importantly, improved self-confidence and development of the whole

³¹ Brooks Schmitz, N. (1990). Young talent research project: An analysis of the effect of arts-in-education programming on the motivation, academic performance and personal development of inner city youth involved in the young talent project. Unpublished manuscript. Available from Arts Connection, 505 8th Avenue, 9th floor, New York, NY 10018.

³² Centers for Disease Control. (2015, August 27). Childhood Obesity Facts. Retrieved from <http://www.cdc.gov/healthyyouth/obesity/facts.htm>.

³³ Hanna, J. (1999). Partnering dance and education: Intelligent moves for changing times. Champaign, IL: Human Kinetics Press.

³⁴ Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

child.³⁵ Students in a constructivist model are given the means to explore, solve problems, reflect on situations and demonstrate their knowledge individually and in groups, allowing learners to “construct” their own meaning. Each student’s existing beliefs, theories and perceptions are challenged through conversation, hands-on activities, or experiences. Learners work actively with concrete materials, try out ideas, solve problems, make mistakes and correct them, and have opportunities to stop and reflect on what they have done. The more actively engaged children are in the learning process, the more effectively they will understand and retain concepts and skills that are delineated in the state standards.

Carol Tomlinson and colleagues note that culture plays an important role in how students learn. Identical learning environments and procedures do not work for all students. Tomlinson, et al. further assert that student motivation increases when students can build on topics of interest, as modifying instruction to draw on student interests is likely to result in greater student engagement, higher levels of intrinsic motivation, greater learning productivity, greater student autonomy, increased achievement, and an improved sense of confidence in learning.³⁶

Two key hallmarks of a constructivist education will be actively employed at GCS 1: grouping and scaffolding. Grouping refers to the practice of assigning students into small homogeneous or heterogeneous groups or pairs to work collaboratively. This offers students opportunities to interact with and learn from other students on more complex tasks than they could engage in alone, provides immediate feedback, encourages them to explore their own and other students’ ideas, and helps develop communication and interpersonal skills. Grouping is regularly included in instruction, and is represented in our master schedule where appropriate. Through scaffolding, teachers promote cognitive growth by supporting students with foundational skills in desired learning tasks and then gradually shifting responsibility to the student. Teachers scaffold the learning of students and differentiate instruction by breaking down tasks, using modeling, prompting, questioning, and coaching to teach strategies for thinking and problem solving to help students become proficient at conducting the relevant inquiry activities,³⁷ leading ultimately to mastery of the desired state standards and prerequisite skills. These practices are both especially advantageous for multilingual learners and students with special needs by stimulating conversation, providing peer guidance, and increasing student confidence.

Constructivism has also been reflected, and will continue to be reflected, in the selection of curriculum (e.g., Illustrative Mathematics) that is centered around individualized learning paths for students and ample opportunity for student choice. It also reflected in our instructional focus on curricular integration, including in Humanities coursework and movement integration in the classroom.

In meeting the needs of students with special learning needs, instructional staff have been further guided by the principles of Universally Designed Learning, a framework for adapting all aspects of the learning process to the individual learner that integrates well with the constructivist, differentiated approach to learning already in place. Universally Designed Learning originated from the Center for

³⁵ Amaral, O. M., Garrison, L., & Klentschy, M. (2002). Helping English learners increase achievement through inquiry-based science instruction. *Bilingual Research Journal* 26 (2): 213–239.

³⁶ Tomlinson, C., Brighton, C., Hertberg, H., Callahan, C., Moon, T., Brimijoin, K., Conover, L., & Reynolds, T. (2003). Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: A review of literature. *Journal for the Education of the Gifted*, 27(2/3), 119–145.

³⁷ Blumenfeld, P., Soloway, E., Marx, R., Krajcik, J., Guzdial, M., & Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. *Educational Psychologist*, 26 (3&4), 369-398.

Applied Special Technology at the Harvard Graduate School of Education, and is based in research in education and neuroscience.³⁸

Education specialists may use principles of varied inputs (e.g. changing the structure, format, or method of delivery of the material presented) and outputs (e.g. changing the manner in which students demonstrate understanding of content). In addition to using movement and dance as a manner of transmitting information to and from students, instructional staff at GCS 1 use a wide variety of other conduits incorporating technology, visual arts, music, theater, and oral presentation that will help provide all our students – and especially those who would highly benefit from differentiated instruction - with opportunities to succeed in content mastery.

Multiple Intelligences Theory

Our emphasis on Howard Gardner’s Multiple Intelligence (“MI”) theory embraces the notion that an educated person in the 21st century is one who has developed a broad range of skills and interests. Rather than a notion that intelligence is a single, fixed measurement, Gardner famously posited that “human cognitive competence is better described in terms of a set of abilities, talents, or mental skills, which I call intelligences. All normal individuals possess each of these skills to some extent; individuals differ in the degree of skill and in the nature of their combination. . . . [I]ntelligences always work in concert, and any sophisticated adult role will involve a melding of several of them.”³⁹ Gardner identifies eight intelligences:

Linguistic intelligence involves sensitivity to spoken and written language, including the ability to use language to accomplish certain goals; to listen perceptively and read critically; to learn languages; to express oneself persuasively or poetically.

Logical-mathematical intelligence is most often associated with scientific and mathematical thinking: the ability to detect patterns, reason deductively and think logically, conceptually, and abstractly; the interest in experimentation, puzzles, investigations and cosmic questions.

Musical intelligence involves the capacity to distinguish the whole realm of sound and, in particular, to discern, appreciate and apply the various aspects of music (pitch, rhythm, timbre and mood), both separately and holistically.

Bodily-kinesthetic intelligence involves the ability to use one's body in highly differentiated and skilled ways – including in dance – for both goal-oriented and expressive purposes; the capacity to exercise fine and gross motor control of one's body.

Spatial intelligence involves the ability to accurately perceive the visual world and to re-create, manipulate and modify aspects of one’s perceptions, even in the absence of the relevant visual stimuli.

Interpersonal intelligence relates to the ability to work cooperatively and communicate, verbally and non- verbally, with other people; the insight to understand others’ intentions, motivations and desires; and the judgment to recognize the biases underlying sources of information.

³⁸ information on UDL can be accessed at the National Center for Universally Designed Learning:

<http://www.udlcenter.org/>

³⁹ Gardner, H. (2004). Building a Bridge to Knowledge for Every Child. *Edutopia Online*.

Intrapersonal intelligence involves the ability to understand oneself; the motivation and focus to study independently; and the wisdom to reflect.

Naturalist intelligence (added to Gardner’s theory in 1997) involves the ability to recognize, collect, analyze and classify plants, minerals, animals, flora, fauna and even cultural objects such as cars and sneakers. Those who excel in naturalist intelligence exhibit a greater sensitivity to nature and their place within it, the ability to nurture and grow things, and care for animals.

MI theory does not merely ask teachers to harness student’s different strengths as a means to the ends of developing subject-specific growth. Instead, MI values the different intelligences as ends in of themselves to be nurtured and developed. This relates to the constructivist learning framework, which expects students to develop skills beyond the academic – valuing interpersonal relations, intrapersonal reflection, and multiple representations of knowledge and ideas. Teachers guide students to approach their “driving” questions using their preferred “intelligence(s)” and teachers also create learning experiences that present material in several ways. Similarly, students will be expected to present their knowledge and skills in multiple ways and to develop their different intelligences. While all students will be required to become proficient in the verbal and mathematical intelligences measured by standardized tests, and all students will be expected to meet the California standards in all subject areas, our multiple intelligence approach also will value the other intelligences as distinct from each other and supporting of each other

Family and Community Involvement

Family education and participation are essential components of student success. The ideas and skills a family brings to the Charter School and the exchange of ideas between parents and teachers help the students see parents as partners working towards a successful school experience for every student. Based on U.S. Department of Education research, family and school partnerships are believed to be critical to students’ success throughout their lives. According to a federally-funded research synthesis produced by the Southwest Educational Lab (2002), multiple sources of evidence attest to the key role of parental involvement in supporting student achievement. Positive aspects of family and school partnerships include:

- Increased student attendance and higher aspirations
- Improvement in student engagement and behavior
- Improved parent and child communication; positive parent - teacher interaction
- Increased community support for schools
- Increased rate of homework completion
- Higher student achievement
- Fewer referrals and placements in special education
- Higher enrollment rates in post-secondary education

Opportunities for family engagement at GCS 1 are customized to meet the needs and interests of the school community. Opportunities for engagement include:

- Participation in formal parent/guardian stakeholder groups (e.g., English Learner Advisory Committee (“ELAC”))

- Whole-school family nights (e.g., Back to School Night in Trimester 1 and Grade-Level Meeting Nights focused on literacy or math topics key to specific grades)
- Parent-teacher conferences
- Monthly Coffee with the Principal and Platica con el Liderazgo meetings
- Parent workshops, based on community need, given by staff or partnering organizations (e.g., social media workshop)
- Regular parent meetings for specific parent groups (e.g., parents of multilingual learners, middle school high school preparation meetings)
- Dance Open Houses (parents and community members are invited to serve as audience members)
- School-wide morning meetings, at which students perform, students and parents are recognized, and important announcements are given
- Regular opportunities for adult engagement and volunteering on campus (e.g., sewing costumes for the end of year recital, supporting campus events)
- Regular opportunities for student (alumni or older siblings) volunteers on campus

Description of Curriculum

GCS 1 has adopted all applicable state content standards, including Common Core State Standards, the Next Generation Science Standards (“NGSS”), English Language Development Standards, History-Social Science Framework, and all other applicable state content standards (hereinafter, collectively “State Standards”) for our students. Current course offerings at GCS 1 are described below. While current curricula are cited in this petition, GCS 1 consistently evaluates curriculum to ensure it is responsive to our students’ needs. Therefore, curricula may be updated from time to time based on the needs of our students and relevant research and tools. Exact courses and the content of each course may evolve from year to year to meet student needs.

English Language Arts (Core)

Approach to the Subject and Curriculum

Gabriella Charter School 1’s instruction in Reading, Writing, Language, and Speaking/Listening will be based on the California Common Core English Language Arts standards.⁴⁰ In keeping with the intent of the standards, ELA standards will be taught not only with “ELA” time during the day, but will also be woven through other subject areas to ensure literacy across the curriculum. As required by the demands of the Common Core Standards and of college and career readiness, students will spend large amounts of instructional time actually reading and responding to complex texts, often self-selected, and writing pieces on self-selected topics that are meaningful to students.

Teachers will design long-term plans as grade levels to ensure that all key ELA standards are covered in the year and refine instructional units and assessments for the ELA standards. Unit internalization templates are used in ELA that allow teachers to process and refine curricular units and revise as needed to meet the needs of their students.

⁴⁰ Source: <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

Instructional Components

In grades K-2, it is critical that students still devote a significant amount of time to “learning to read” versus “reading to learn.” As such, ELA instruction includes a significant amount of time spent on foundational skills, such as phonics and phonemic awareness. GCS 1 currently utilizes Open Court Reading (“OCR”) to support phonics instruction and encoding skills. OCR teaches foundational reading skills (e.g., phonemic awareness, phonics, oral language, etc.) synthetically to support systematic instruction in decoding and fluency. OCR is a research-backed curriculum that meets the top tiers of the Every Student Succeeds Act (“ESSA”) criteria in the What Works Clearinghouse.

Specifically, foundational reading instruction through OCR emphasizes the following by grade level:

- Kindergarten: Students develop phonemic awareness and learn about concepts of print, as well as sounds, letters, and the alphabetic principle.
- 1st Grade: Students learn sound-spelling correspondences, practice blending and segmenting, and develop initial spelling strategies.
- 2nd Grade: Students expand on fluency and continue to learn the mechanics of decoding and encoding.

More specifically, in grades K-2, ELA instructional time will consist of:

- Foundational Skills. Time spent on foundational skills is longer in TK/K – 1 and becomes shorter and more differentiated in 2nd grades. This block includes systematic instruction in a sequence of phonics elements, beginning with letter recognition and letter/sound correspondence and moving through decoding and encoding with all English sound/spelling correspondences. Grade-level appropriate high frequency words are introduced and practiced during this time, and added to the bank of words (displayed on word walls and kept by students on word rings or personal dictionaries) that students are accountable for recognizing automatically in their reading and spelling correctly in their writing. Fluency is also explicitly taught and practiced during this time, and small group instruction is used at all grade levels to ensure students receive the amount and level of foundational skills instruction appropriate for them. 3rd grade reviews and reinforces foundational skills as appropriate.
- Reading. Students are taught both word analysis and comprehension skills for comprehending texts in a mini lesson, have the opportunity to read independently while applying the strategies taught (e.g., completing a chart in a reader’s notebook or jotting down questions on a post-it note), and receive individualized instruction from teachers during daily conferencing. Students also have a Read Aloud block to work through a common text while modeling reading skills metacognitively during instruction.
- Writing. Students are taught strategies for writing in a specific genre as well as overall habits of good writers. At the primary level, lessons range from leaving spaces between words and stretching out words to spell inventively to reordering steps in a How-To book and adding dialogue to a personal narrative. Students take individually developed topics through the writing process, learning how to edit and revise, share their work, and spend significant amounts of time writing each day. Students conference with their teacher to receive individual instruction, as well as with peers to practice giving and receiving feedback from multiple sources and build speaking/listening skills. Speaking and listening standards are heavily integrated into

each lesson, and oral storytelling is used as a pre-writing activity and scaffold to help students transform their ideas into spoken and then written language.

For grades 3-8, GCS 1 currently uses Expeditionary Learning to teach reading comprehension and writing. Expeditionary Learning utilizes Module Lessons, which comprise three units and ends with a performance task for students to demonstrate their learning. Throughout the Module, students build literacy and writing skills through a variety of texts, while teachers administer reading and writing assessments to gauge progress. Students will spend a significant amount of time independently reading or writing, and are guided in developing the monitoring skills and stamina to make this time productive. Teachers will conference with individual students and pull strategic groups during independent reading and writing periods, allowing for differentiated instruction through strategy, skill, and content. Because the reading and writing aspects of the curriculum are interrelated, teachers may also choose to allocate time flexibly between these subjects at different points. Our curriculum evaluation is on an iterative cycle and other curricula may be chosen in the future to better meet the needs of our students.

Expeditionary Learning key components include:

- *Module Lessons:* Each Module Lesson lasts 8-9 weeks and has three units. At the end of each module, students complete a performance task, typically a writing assignment or presentation. There are four modules per school year.
- *Assessments:* Each unit has a mid-unit and end-of-unit assessment to enable teachers to properly understand students' progress.
- *Standards-based:* Curricula are aligned with Common Core Standards.
- *Social-emotional learning:* Through the selected texts and curriculum design, social-emotional learning is incorporated in every Module Lesson.

In 3rd - 5th Grades, ELA instruction will consist of:

- Reading-Social Science (Humanities). During this time, teachers conduct lessons designed to increase student's abilities to comprehend, summarize, and analyze increasingly complex fiction and non-fiction texts. Texts are selected to complement social studies standards, which are integrated into this time. Students also have a Read Aloud block to work through a common text while modeling reading skills metacognitively during instruction.
- Writing. At this level, students are conducting a significant amount of research to support their claims and are developing complex theories about texts when writing about reading. Students conference both with teachers and increasingly frequently with peers, developing an extensive repertoire of editing and revising skills. Students develop and publish longer texts, using technology for conducting research, word processing, adding images, or presenting.

In 6th – 8th grades, ELA instructional time consists of:

- Humanities Block. For Humanities Block, teachers plan units integrating History-Social Science and ELA content. Reading, writing, and history instruction are fused. Reading and Writing are even more integrated at this level, as students write about reading by developing theories

relating multiple texts and conduct extensive research to support claims in informational writing. Language standards are also explicitly taught during this time, and Speaking and Listening standards are developed through extensive class and small group discussion and presentations. Students continue to use technology as a primary tool for research and utilize word processing and presentation software when sharing their work and demonstrating their learning.

In grades K-8, ELA instructional time will also consist of small group time. Small group time is approximately 60 minutes of instructional time per week dedicated to independent, structured reading time and literacy tasks, with small group reading instruction occurring to target discrete reading strategies and/or skills. During this time, students may engage in a range of tasks, including word study, decoding centers, selecting books at their independent reading level for independent or book club style reading, working on Personalized Pathways in i-Ready or another application, or other literacy tasks. A teacher may also present a brief mini-lesson focused on a comprehension skill.

In order to have normed diagnostic data as well as to provide for differentiated instruction, GCS 1 will supplement ELA instruction with i-Ready. This online program has an assessment component that identifies whether a student is on-track to master standards for the current and also where the best opportunities lie to further students' growth in mathematics. Based on assessment data, an individual learning progression (i.e., Personalized Pathway) is created for each child. The program also groups students by instructional strands to support teachers with small group instruction.

While current curricula are cited in this petition, GCS 1 consistently evaluates curriculum to ensure it is responsive to our students' needs. Therefore, curricula may be updated from time to time.

ELD (Core)

Approach to the Subject and Curriculum

English Language Development instruction at GCS 1 will be based on the California ELD standards.⁴¹ The ELD standards will be taught using Systematic ELD, Link to Literacy, or another adopted program, which are research-based curricula designed for Multilingual learners. Students identified as Multilingual Learners in each grade level will be assigned a proficiency level (Emerging, Expanding, or Bridging, as described within the state standards document) based on required language assessments and assessment of ELD standards from the previous year. Students will then receive both designated and integrated ELD instruction designed to build on the skills demonstrated by students at this level and to help them progress to the next level.

ELD instruction occurs within a designated ELD block, where curriculum, instruction, and assessment occur. Designated ELD block ensures that MLLs are not missing core content area instruction. Designated ELD instruction will provide an important meaningful context for language learning and practice to occur in.

Instructional Components

⁴¹ <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

- Designated ELD Instruction, in which ELD standards are explicitly taught using a curriculum designed for Multilingual learners. In K-5, MLL students spend at least 25 minutes each day on designated instruction which focuses explicitly on new language skills based on the ELD Standards for the appropriate grade/level. Students are grouped by proficiency level at this time, with the ELD instruction facilitated by a classroom teacher with the presence of an instructional aide and/or ELD Specialist. In middle school, designated ELD instruction occurs during a grade-wide Language block, and students are grouped by proficiency level. Designated ELD instruction is facilitated by a classroom teacher with the presence of an instructional aide and/or ELD Specialist
- Integrated ELD instruction occurs daily throughout the day. Teachers receive training on ELD standards and proficiency levels and, guided by these, identify, teach, and apply scaffolds related to the language requirements inherent in their content areas. Integrated ELD instruction is evident throughout the day as teachers employ strategies such as sentence frames, and graphic organizers, and use of visuals.

ELD Instruction is described further under Element 1, **Reaching All Students**.

Math (Core)

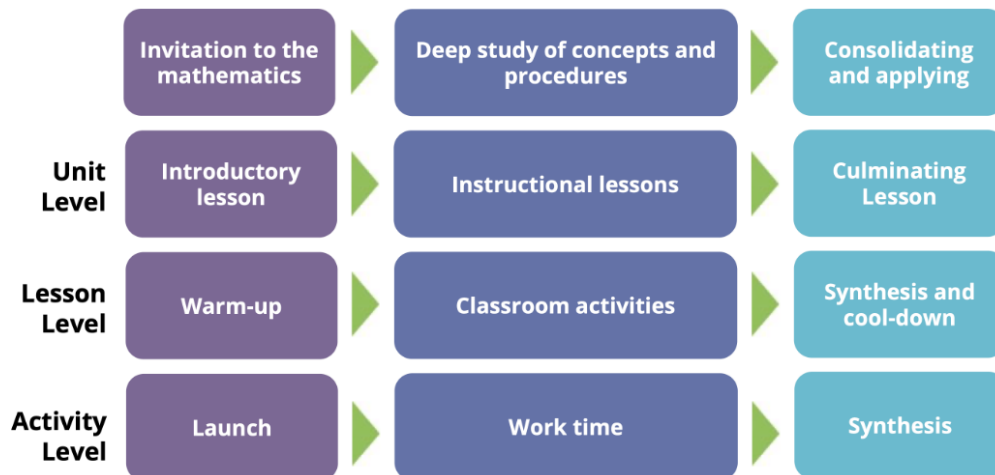
Approach to the Subject and Curriculum

Math instruction at Gabriella Charter School 1 will be based on the CCSS for mathematics.⁴² Teachers plan for math lessons incorporating these standards as well as the Standards for Mathematical Practice (e.g., model with math, attend to precision) set forth within the State’s framework. Given the focus in these standards on applying mathematical concepts to solve complex, real world problems and on explaining mathematical reasoning, GCS 1 will face the challenge of spending adequate time developing these more complex skills while also ensuring that students have a solid understanding of foundational mathematics and a facility with basic operations.

In TK-8 grades, teachers currently instruct using the Illustrative Mathematics (“IM”) curriculum. IM is a problem-based curriculum built on the idea that all students are capable learners of grade-level math and primarily learn by doing. The curriculum asks students to use their current math understandings, their personal experiences, and the world around them as resources to solve problems they encounter. Students open lessons with a number talk, number string, or “Notice and Wonder” problem to actively engage their deeper understanding of mathematical concepts. Every math activity starts with an invitation to think about math, facilitates learning of concepts, and ends with reflection and synthesis of learning, as shown in the diagram⁴³ below:

⁴² <http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>

⁴³ Source: <https://curriculum.illustrativemathematics.org/k5/teachers/teacher-guide/design-principles.html#:~:text=Each%20unit%2C%20lesson%2C%20and%20activity,consolidate%20understanding%20of%20mathematical%20ideas.>



In order to have normed diagnostic data as well as to provide for differentiated instruction, GCS 1 will supplement math instruction with i-Ready Math. This online program has an assessment component that identifies whether a student is on-track to master standards for the current and also where the best opportunities lie to further students' growth in mathematics. Based on assessment data, an individual learning progression (i.e., Personalized Pathway) is created for each child. The program also groups students by instructional strands to support teachers with small group instruction.

Instructional Components

The components of math instruction will follow these steps designed by our current curriculum, Illustrative Math⁴⁴:

1. a warm-up
2. one or more instructional activities
3. the lesson synthesis
4. a cool-down (for grades 1-8)

Warm-ups help prepare students for the lesson ahead and also provides another opportunity to strengthen their math skills, build connections to math, and practice communicating about math. Instructional activities not only introduce students to new concepts, but also takes them through the process of resolving mathematical problems and working toward mastery. Lesson synthesis supports students with integrating that day's lesson with their existing knowledge in math and other content areas. Cool-down checks for understanding and can assist teachers with preparing for individualized support for students.

Sequence of Key Skills and Strategies

	TK/K	1st	2nd
Counting/ Number and Operations in Base 10	- Display one-to-one correspondence when counting	- Count, read, and write numbers within 120	- Understand, write, and represent 3-digit numbers as ones, tens, and hundreds; compare three-digit numbers

⁴⁴ Source: <https://curriculum.illustrativemathematics.org/k5/teachers/teacher-guide/a-typical-im-lesson.html>

	<ul style="list-style-type: none"> - Count to 100 by ones and tens - Accurately write numbers from 0 to 20 - Represent 11-19 as a ten and some ones - Compare by identifying larger/smaller numbers and groups of objects 	<ul style="list-style-type: none"> - Understand, represent, and compare numbers to 120 in terms of tens and ones 	<ul style="list-style-type: none"> - Count by 2's, 5's, 10's, 100's - Add and subtract within 1,000 by composing/decomposing tens
Operations and Algebraic Thinking	<ul style="list-style-type: none"> Understand key concrete meanings of addition (adding to, putting together and subtraction (taking away, taking apart) 	<ul style="list-style-type: none"> - Understand and apply the relationship between addition and subtraction - Represent addition and subtraction situations drawings, objects, and equations - Determine the unknown whole number within addition and subtraction equations 	<ul style="list-style-type: none"> - Add and subtract within 100 to solve one and two-step word problems - Fluently add and subtract within 20 - Work with equal groups of objects
Measurement, Data, and Geometry	<ul style="list-style-type: none"> - Identify and create common geometric shapes - Compare up to 2 objects with a measurable attribute in common - Sort objects into groups and explain characteristics 	<ul style="list-style-type: none"> - Measure length by comparing up to 3 objects and using non-standard units of measurement - Tell time to the half hour - Create simple charts and graphs with up to 3 categories and answer questions about them (e.g. how many more __?) 	<ul style="list-style-type: none"> - Measure and estimate length with a variety of common units and tools, and solve problems involving length by using addition and subtraction - Tell time to 5 minute increments - Solve problems involving money (dollar, all coin amounts) - Create picture and bar graphs to organize data and answer questions about them

Standards for Mathematical Practice	<ul style="list-style-type: none"> - Check for accuracy when given a counting task - Draw a picture to solve a basic addition/subtraction problem - Orally explain 1-2 steps taken to solve a problem 	<ul style="list-style-type: none"> - Check answers for reasonableness based on understanding of addition or subtraction - Use at least 2 different strategies to solve a problem 	<ul style="list-style-type: none"> - Use estimation to check answers for reasonableness - Use multiple strategies to solve a problem; decide which strategy is best for a specific situation
Computational Fluency Expectations	<ul style="list-style-type: none"> - Fluently add and subtract within 5 	<ul style="list-style-type: none"> - Add and subtract within 10 by using counting on, making ten, or decomposing a number 	<ul style="list-style-type: none"> - Addition and subtraction within 100 using strategies based on place value or properties of operations - Add and subtract within 20 using mental math

	3rd	4th	5th
Number and Operations in Base 10	<ul style="list-style-type: none"> - Use place value understanding to round whole numbers to the nearest 10 or 100 - Fluently add or subtract within 1000 using algorithms or strategies based on place value - Multiply one-digit numbers by multiples of 10 - Understand a fraction as part of a whole and represent fractions on a number line - Understand fraction equivalence and compare two fractional units 	<ul style="list-style-type: none"> - Understand the relationship between place value and multiplication/division - Read and write numbers in expanded form - Multiply and divide with multi-digit numbers using concrete representations such as the area model - Compare fractions with unlike numerators and denominators, using equivalent fractions - Add and subtract fractions, and multiply a fraction by a whole number, using visual models - Begin to relate fractions (with denominators of 10 or 100) to decimals 	<ul style="list-style-type: none"> - Relate exponents and place value to multiplication and division - Read, write, compare, and round decimals to the thousandths place - Divide multi-digit whole numbers by up to 2 digit divisors - Work with decimal numbers up to the hundredths in all four operations using visual models and algorithms. - Apply knowledge of all four basic operations to fractions, using visual fraction models
Operations and Algebraic Thinking	<ul style="list-style-type: none"> - Understand multiplication and division as equal groupings of objects 	<ul style="list-style-type: none"> - Solve multi-step problems involving all four operations, determining which operation is appropriate - Find factors for numbers to 100 	<ul style="list-style-type: none"> - Write and interpret numerical expressions, including expressions with parentheses and braces

	<ul style="list-style-type: none"> - Find an unknown number in multiplication and division problems - Solve 1 and 2-step problems using all 4 operations 	<ul style="list-style-type: none"> - Generate and analyze number and shape patterns 	<ul style="list-style-type: none"> - Translate verbal mathematical expression (e.g. 4 more than twice 7) - Analyze two patterns and the relationship between them
Measurement, Data, and Geometry	<ul style="list-style-type: none"> - Tell time to the nearest minute and solve problems involving elapsed time using a number line - Measure volume and mass and relate these concepts to basic operations to solve word problems - Calculate area and perimeter of plane shapes and relate these concepts to addition and multiplication - Create and answer questions about scaled picto and bar graphs 	<ul style="list-style-type: none"> - Convert from larger to smaller units by multiplying - Understand the definition of and process for measuring angles; solve problems involving unknown angles by relating angles to addition/subtraction - Classify geometric forms by properties of lines and angles - Represent fraction data on a line plot and answer addition and subtraction problems for fraction data 	<ul style="list-style-type: none"> - Convert measurements within a measurement system by relating to multiplication and division - Understand volume, and solve problems related to volume through visual modeling and multiplication - Graph points on a coordinate plane to represent data and solve problems - Classify two-dimensional figures into categories based on their attributes
Standards for Mathematical Practice	<ul style="list-style-type: none"> - Estimate and round to determine the reasonableness of answers - Ask questions about and evaluate problem solving strategies used by others - Identify and describe (orally and in writing) patterns and make predictions 	<ul style="list-style-type: none"> Represent the same problem in a variety of visual ways (e.g. area model and array for a multiplication problem) - Evaluate problem solving strategies, explaining benefits and disadvantages (e.g. faster, but less accurate) 	<ul style="list-style-type: none"> - Construct mathematical arguments using diagrams and critique the reasonableness of others' arguments both orally and in writing (e.g., proving why multiplying by the reciprocal produces the correct quotient to a fractions division problem and evaluating others' proofs)
Computational Fluency Expectations	<ul style="list-style-type: none"> Fluently add or subtract within 1000 using algorithms or strategies based on place value Fluently multiply within 100 using number sense strategies - Know products of two one-digit numbers by memory 	<ul style="list-style-type: none"> - Fluently add and subtract multi-digit numbers using the standard algorithm 	<ul style="list-style-type: none"> - Fluently multiply multi-digit numbers using the standard algorithm

	6th	7th	8th
Number Systems and Operations	<ul style="list-style-type: none"> - Apply knowledge of multiplication and division to an understanding of ratios and rates - Work with rational numbers, including expanding knowledge of number lines and axes to include negative points. - Fluently use standard algorithms for computations with multi-digit and decimal numbers - Find factors and multiples to solve problems 	<ul style="list-style-type: none"> - Use ratios and rates to solve real-world problems involving discounts, interest, and scale drawings - Graph proportional relationships and understand slope as the expression of proportion - Solve problems involving addition, subtraction, multiplication and division of positive and negative numbers 	<ul style="list-style-type: none"> - Understand that some numbers are irrational and estimate the value of an irrational number by comparing it to a rational number
Expressions and Equations	<ul style="list-style-type: none"> Solve one variable algebraic expressions Understand and represent mathematically the relationship between dependent and independent variables 	<ul style="list-style-type: none"> - Use variables to write expressions describing real-world situations - Solve multi-step problems using variables and involving positive and negative rational numbers in any form -Generate equivalent expressions in order to express and solve equations - Write expressions for and solve inequalities 	<ul style="list-style-type: none"> - Work with exponents, square and cubed roots, and scientific notation - Solve systems of linear equations and relate linear equations to lines in a plane - Use functions to describe quantitative relationships and situations
Measurement, Data, and Geometry	<ul style="list-style-type: none"> Describe sets of data using mean, median, and mode - Apply understanding of operations and decompose shapes to find area, volume, and surface area 	<ul style="list-style-type: none"> - Compare different data distributions - Begin to use random samplings to draw inferences about a population - Identify relationships between 2-D shapes - Work with the relationships between angles formed by intersecting lines - Find the area of a circle 	<ul style="list-style-type: none"> -Describe mathematically the relationship between congruent shapes - Work with similar triangles - Use knowledge about the relationship between angles in a triangle to make inferences - Understand the Pythagorean theorem and apply it to solve problems

Standards for Mathematical Practice	Determine when internet resources may help deepen understanding of concepts (e.g., using online graphs from National Geographic to extract data and compare it with another source)	Model mathematical situations in a variety of ways to compare and make predictions about data (e.g., creating probability models to predict results of an experiment in the hypothesis stage)	Find repeated reasoning in calculations to create general solutions and “shortcuts” (e.g., determining how to generalize the calculation of the slope of a line into an abstract equation)
Computational Fluency Expectations	- Fluently divide multi-digit numbers using the standard algorithm	Focus on computational fluency skills not mastered in previous grades	Focus on computational fluency skills not mastered in previous grades

As students move up through the grade levels, consistent methods for modeling mathematical relationships and consistent and vertically articulated instruction in a common curriculum ensure that students are able to build each year on the knowledge and understanding constructed during the previous year. While IM is a top-rated mathematics curriculum, GCS 1 may use another curriculum if deemed appropriate to meet our students’ needs.

Science (Core)

Approach to the Subject and Curriculum

Science instruction at Gabriella Charter School 1 will be based on the Next Generation Science Standards.

Similar to the way that key concepts reinforced and increasing in complexity throughout grade levels and the Standards for Mathematical Practice provide a logical pathway of mathematical learning, the Next Generation Science Standards are organized around three interconnected dimensions of science learning that serve as a tool for vertical articulation and cohesion. In each science unit at each grade level, students learn **disciplinary core ideas** in physical, earth/space and life science and in engineering, develop an understanding of **cross-cutting concepts** (e.g. cause and effect, systems and component parts) that transcend topics, and learn and apply **science and engineering practices**. To plan NGSS units, teachers will use the currently-adopted curriculum, Amplify Science, which supports them in identifying key core content ideas and breaking these down into a sequenced flow of smaller concepts (note: GCS 1 may adopt a different science curriculum if student needs necessitate a change). Cross-cutting concepts and science and engineering practices related to core ideas will also be identified. Units follow the “5 E’s” sequence (Engage, Explore, Explain, Elaborate and Evaluate).

The scope and sequence from Amplify Science⁴⁵ - our current science curriculum - are shared below for reference:

⁴⁵ Source: <https://my.amplify.com/programguide/content/science-3d/scope-and-sequence/kindergarten-to-grade-5/science/>

Grade K

- Needs of Plants and Animals
- Pushes and Pulls
- Sunlight and Weather

Grade 1

- Animal and Plant Defenses
- Light and Sound
- Spinning Earth

Grade 2

- Plant and Animal Relationships
- Properties of Materials
- Changing Landforms

Grade 3

- Balancing Forces
- Inheritance and Traits
- Environments and Survival
- Weather and Climate

Grade 4

- Energy Conversions
- Vision and Light
- Earth's Features
- Waves, Energy, and Information

Grade 5

- Patterns of Earth and Sky
- Modeling Matter
- The Earth System
- Ecosystem Restoration

Grades 6 - 8

Earth and Space Science

- Launch: Geology on Mars
- Plate Motion
- Engineering Internship: Plate Motion
- Rock Transformations
- Earth, Moon, and Sun
- Ocean, Atmosphere, and Climate
- Weather Patterns
- Earth's Changing Climate
- Engineering Internship: Earth's Changing Climate

Life Science

- Launch: Microbiome
- Metabolism
- Engineering Internship: Metabolism
- Traits and Reproduction
- Populations and Resources
- Matter and Energy in Ecosystems
- Natural Selection
- Engineering Internship: Natural Selection
- Evolutionary History

Physical Science

- Launch: Harnessing Human Energy
- Force and Motion
- Engineering Internship: Force and Motion
- Magnetic Fields
- Thermal Energy
- Phase Change
- Engineering Internship: Phase Change
- Chemical Reactions
- Light Waves

The consistency and connectedness of the dimensions of learning throughout the K-8 grade span can be exemplified by examining a core content idea, cross-cutting concept, and science and engineering practice and its application within life science at each grade level. As part of the vertically articulated roll-out of NGSS standards, teachers will develop units that articulate these dimensions in ways that will be clear to students and help them relate their learning across content and grades.

Middle school students will additionally create science projects each year based on a research question. Working in cooperative groups, they will develop presentation materials to explain their results, and will present their findings and receive feedback. These projects will provide a major point, within middle school science courses, for integration of ELA informational text reading and writing

standards and of speaking and listening standards, as well as integration and application of math concepts.

Instructional Components

In grades K-8, science instruction includes:

- In science units, students construct science knowledge through phenomena-based learning, including readings/videos and through explorations and experimentation. Amplify Science is rooted in the Lawrence Hall of Science’s Do, Talk, Read, Write, Visualize model of learning. This research-based approach presents students with multiple modalities through which to investigate phenomena. Through a blend of hands-on investigations, literacy-rich activities, and interactive digital tools, students will think, read, write, and argue like real scientists and engineers.

History -Social Science (“HSS”) (Core)

Approach to the Subject and Curriculum

History and Social Sciences are instructed according to the 2016 California History Social Science standards and framework.⁴⁶

Within the topics explored by each grade level, essential questions and ideas are identified related to the four themes (identified by the California Framework) of Content, Inquiry, Literacy, and Citizenship.

History-Social Science at all levels will generally be taught integrated with ELA and ELD standards, with additional supplemental instruction as needed in a separate block. Current instructional materials include TCI’s History Alive! Curriculum, which may be updated from time to time as deemed necessary to meet the needs of GCS 1 students.

In K-3, students will read texts, view photos and other images, and listen to audio or video presentations to build content knowledge about the topics at their grade levels, and communicate their understanding in writing, speaking, and often additionally through art and motion. The language forms, conventions, and purposes necessary for learning and communication in the unit are also identified and be explicitly taught, or reviewed if taught previously. Social studies materials (either through a curricular adoption or teacher-created materials) will be used to aid teachers in developing unit plans incorporating HSS standards, and additionally provide students with informational text related to standards. Trade non-fiction texts, nonfiction leveled readers, and multi-media content will also be utilized where needed.

Social science instruction in grades 4-8 will be integrated into Humanities. Teachers will provide students with access to primary source documents (e.g. the Declaration of Independence, Bill of Rights, excerpts from historical documents such as records of the Council of Trent, myths and legends, excerpts

⁴⁶ <https://www.cde.ca.gov/ci/hs/cf/documents/hssframeworkwhole.pdf>

from philosophical treatises and religious doctrines) maps, charts, timelines, and secondary source documents (e.g. TCI’s History Alive!, articles and video clips from National Geographic, Discovery, and History Channel) from which to draw information about the historical time periods and cultures studied, and may also use a curriculum textbook. In teaching social science, teachers will use a variety of graphic organizers, charts, and visual aids to support students’ developing analytic skills and to assist multilingual learners. To further increase understanding and motivation, social science will be taught with an emphasis on the stories of the groups of people and individual historical figures who particularly impacted their times.

Because social sciences are taught in an integrated instructional block with language arts standards, students will read fictional texts related to social science content, further increasing their motivation and understanding. For example, in 6th and 7th grades, students may read and analyze ancient and medieval myths and legends pertaining to the cultures studied, such as the myth of Persephone, and *Sunjata*, a graphic novelization of the West African legend by the same name. In 4th - 8th grades, students will read historical fiction novels from the California Recommended Reading List such as *Fever 1793* and *Catherine, Called Birdy* to provide context and analytical points of comparison for corresponding units of study in social studies.

Sequence of Key Topics and Concepts

The following strands represent the major themes to be addressed in each grade level, and the chart below provides more detail:

- TK/K – Learning and Working Now and Long Ago
- 1 – A Child’s Place in Time and Space
- 2 – People Who Make a Difference
- 3 – Continuity and Change
- 4 – California: A Changing State
- 5 – United States History and Geography: Making a New Nation
- 6- World History and Geography: Ancient Civilizations
- 7- World History and Geography: Medieval and Early Modern Times
- 8- United States History and Geography: Continuity and Change in Modern United States History

Grade	Big Questions for the Grade	Example Project Integrating HSS and ELA/ELD standards
TK/K	<ul style="list-style-type: none"> ● How can we learn and work together? ● What does it mean to be an American? ● How are our lives different from those who lived in the past? How are they the same? ● What is our neighborhood like? 	Students participate in a shared reading experience about a community worker’s job and listen/look (in pictures) for details about the worker’s actions and tools. In small groups, students create a tableau illustrating the worker and dictate a sentence to describe their tableau using present tense verbs and simple prepositions (“to,” “with,” “in”).
1 st	<ul style="list-style-type: none"> ● Who is responsible for enforcing the rules? What are the consequences if people choose to break these rules? ● What is our community like? 	Students write and film “good citizen skits” demonstrating the do’s and don’ts of citizenship in a neighborhood. Within this work, students work with contractions and

	<ul style="list-style-type: none"> ● How is our life different from those who lived in the past, and how is it the same? ● How do many different people make one nation? 	focus on supporting an opinion with evidence. Students view each other's videos and complete a "do's" and "don'ts" graphic organizer.
2 nd	<ul style="list-style-type: none"> ● How do families remember their past? ● Why do people move? ● How can we best describe California? ● How does government work? ● What makes someone heroic? 	Students interview an older family member and prepare an informational writing piece about their family history. In the context of this piece, students work with past tense verbs and pronoun/antecedent agreement.
3 rd	<ul style="list-style-type: none"> ● Why did people settle in California? ● Who were the first people in my community? ● Why did people move to my community? ● How has my community changed over time? ● What is the U.S. Constitution, and why is it important? ● How can I help my community? ● What issues are important to my community? 	Using complex sentence structures expressing cause and effect, students create a presentation about the first nations of California and how the geography and climate impacted their lives.
4 th	<ul style="list-style-type: none"> ● Why did different groups of immigrants decide to move to California? ● What were their experiences like when they settled in California? ● How did the region become a state, and how did the state grow? 	In pairs, students conduct research on a mission, ranchos, and the Mexican War for Independence using books and on-line resources, and write informational reports. Students host a mission or rancho "museum" where they display and give a short presentation about their finished projects for other members of the Charter School.
5 th	<ul style="list-style-type: none"> ● Why did different groups of people decide to settle in the territory that would become the United States? ● How did the different regions of the area that would become the United States affect the economy, politics, and social organization of the nation? ● What did it mean to become an independent United States? And what did it mean to be an American? ● Why did the nation expand? 	In groups, students research the experiences of different groups of people during the American Revolution. They study primary and secondary sources to build an understanding of the various perspectives that existed. Then, students hold a town hall meeting in which the various perspectives and interests are considered and debated to form an ideal Constitution.
6 th	<ul style="list-style-type: none"> ● How did the environment influence human migration, ancient ways of life, and the development of societies? ● What were the early human ways of life (hunting and gathering, 	Students use primary and secondary sources to research the life and teachings of Buddha and investigated how and why Buddhism spread throughout India, Ceylon, and Central Asia. Small groups create movement

	<p>agriculture, civilizations, urban societies, states, and empires), and how did they change over time?</p> <ul style="list-style-type: none"> • How did the major religious and philosophical systems (Judaism, Greek thought, Hinduism, Buddhism, Confucianism) support individuals, rulers, and societies? 	<p>phrases or tableaus illustrating the moral teachings of Buddha and how Buddhism spread to various parts of the world.</p>
7 th	<ul style="list-style-type: none"> • How did the distant regions of the world become more interconnected through medieval and early modern times? • What were the multiple ways people of different cultures interacted at sites of encounter? What were the effects of their interactions? • How did the environment and technological innovations affect the expansion of agriculture, cities, and human population? What impact did human expansion have on the environment? 	<p>During a unit on the study of Islam, students read historical fiction books in clubs. They read multiple books that are about one time period in history to gain a deeper understanding of Islam and its relation to the politics, geography (setting), culture of the people living during that time. Students discuss common themes in texts and connect those themes to personal themes in their lives today. They also notice how themes in the novels they've read play out in the music, dramas, and stories of that historical era.</p>
8 th	<ul style="list-style-type: none"> • What did freedom mean to the nation's founders, and how did it change over time? • How and why did the United States expand? • Who is considered an American? 	<p>In a unit focused on close reading, students read various primary and secondary sources to understand how the Constitution was created. Students make inferences about the reliability of various sources, and defend their arguments.</p>

Instructional Components

In grades TK/K – 3, History-Social Science instruction will have a Content Block. HSS standards are taught within the Content block (sometimes alternating with science standards). Students employ reading and listening skills while taking in information regarding HSS content from big books, textbooks, and videos, as well as primary sources such as pictures. Each unit incorporates a writing piece or an oral presentation (often aided by technology), giving students additional opportunities to improve non-fiction writing and speaking skills.

In grades 4-8, History-Social Science Instruction will have a Humanities Block. HSS standards are taught during a longer instructional block (approximately 90 minutes) that integrates HSS and ELA standards

When possible, HSS standards may be integrated with dance. For example, classroom and dance teachers might collaborate to revise units to incorporate dance in classroom instruction. For example, students who are studying family or community histories might compare the dances of cultures represented by their own families or neighborhoods to modern dance techniques in order to understand how dance fits into cultural trends. Third grade students learning about Hopi Native Americans explore expressive movements that represent the cultural significance of this tribe as well as the symbolism of animals in this tribe.

Visual and Performing Arts, other than Dance (Core)

The Visual and Performing Arts will be taught at Gabriella Charter School 1 utilizing the 2019 California Arts Education Framework⁴⁷.

- Visual Arts Standards are taught in a weekly visual arts class to all grades. Certain middle school students who may choose a visual art elective have additional visual art instruction throughout the week.
- Music Standards are taught in a music class in grades TK/K-5 and during dance instruction in all grades. Certain middle school students may choose a music/instrumental arts elective. Additional opportunities for music instruction are offered through after school enrichment when possible (e.g., Glee Club, Guitar Club).
- Theater Arts Standards are covered both during dance instruction and regular class instruction (e.g., Kindergarten students perform a reader's theater version of a fairy tale, 5th grade students stage a play based on the American Revolution). Certain middle school students may choose a theatre arts elective as well.
- Dance Standards are covered during dance instruction, which occurs multiple times per week in a dedicated format, and additionally through integrated movement activities across all curricula.

Alternatively, GCS 1 may implement Dance under Career Technical Education ("CTE") courses, standards, and credentialing requirements. GCS 1 may also implement future visual and performing arts CTE courses if/when new ones become available in the state of California.

Visual Arts

At GCS 1, visual arts instruction is provided at least weekly for all students. A scope and sequence for visual art instruction outlines coverage of the California VAPA standards and the different art forms and artists that will be explored at each level. Our GCS 1 visual art teacher works in conjunction with our GCS 1 visual art teacher, and GCS 1 students, to refine the curriculum each year and with different groups so that it is responsive to their needs and interests.

Visual art consists of two-dimensional and three-dimensional creative expressions such as painting, drawing, graphic arts, sculpture, photography and ceramics. The primary elements of art that are taught to all grade levels include line, color, shape/form, texture, and space. Students explore a range of media including watercolors, pastels, collage, clay, paper, charcoal and found objects. Projects may be inspired by the study and examination of works representing a particular movement, an artist's unique style, a mood set by a story, an idea that a student wishes to communicate or by experimentation with color, texture or composition.

At all grade levels, the GCS 1 Art Teacher introduces artifacts, paintings, drawing, architecture, and sculpture where possible to enhance student knowledge of art history. Students also compare the art for similarities and differences between different cultures. By examining actual artifacts and pictures, students study the function and purpose for creating art and gain an appreciation for art as an important element of human expression. By exploring timeless ideas expressed through art, students are able to design their original artwork as well as analyze and respond to the work of others. For

⁴⁷ <https://www.cde.ca.gov/ci/cr/cf/documents/caartsedfw.pdf>

example, students may create and share self-portraits, describing the process of creating a portrayal of their faces and sharing what feelings their portraits convey.

Additionally, middle school students may have the option of selecting a visual art elective class as part of our arts elective program.

In certain cases, the Art Teacher will collaborate with classroom teachers or school administrators to develop projects that connect to and expand concepts and vocabulary in English language arts, social studies, science and mathematics or schoolwide initiatives. Recently, students created designs of signs about our school core values to display throughout the Charter School. Other examples of lessons that touch on arts standards as well as classroom content include pattern making lessons for Kindergarteners and lessons for fourth graders studying Native Americans where they research artifacts of different tribes that incorporate weaving and create replicas based on pictures.

Students also develop interdisciplinary connections between visual arts and dance. By way of example, kindergarten students explore how to make winter snowflakes in visual art class and transfer their knowledge of snowflakes into the dance studio by exploring the type of movement snowflakes make and the pathways they travel. Fourth-grade students study “literal vs. abstract” art in visual art class, and explore manipulating an art piece to make it abstract, while in dance class the same concepts are explored through movement.

As an important component of their art experience, students use criteria for evaluating art, and assess the characteristics and merits of their own work and the work of others. Student assessments in both art and music are based on written and performance tasks, and feedback is given using a teacher-developed rubric.

Music

At Gabriella Charter School 1, students in TK/K through fifth grades receive approximately 45 minutes of weekly music instruction. VAPA standards related to music are also covered in the dance program. Music instruction combines topics and methods from two different programs:

Orff-Schulwerk Instruction

Elementary music instruction will also use the Orff-Schulwerk method. Orff Schulwerk is a way to teach and learn music. It is based on things children like to do: sing, chant rhymes, clap, dance, and keep a beat on anything near at hand. In the Orff-Schulwerk program, these instincts are directed into learning music by hearing and making music first, then reading and writing music later. Lessons focus on the elements of music -- melody, rhythm, form, texture and harmony with a hands-on approach employing pitched and unpitched instruments. Students will also sing, chant, dance, improvise and dramatize literature that they read and stories that they create.

Instruments

Various instruments, including xylophones, claves, kazoos and deskbells, are used in GCS 1 music classes, allowing students to explore fundamental music concepts such as melody, rhythm, beat, phrasing, pitch, temp and more. Additionally, some middle school students may elect music/instrumental instruction as their arts elective (e.g., jazz band). Music lessons employing instruments also make connections to academic content. An example involves asking students to review math concepts as they segment measures of music or discuss the difference between a quarter note and a half note.

Dance (Core)

Frequent dance instruction at GCS 1 is a centerpiece of the Charter School’s program. Dance instruction covers both California Visual & Performing Arts standards and Physical Education standards, and content from academic areas is often integrated to provide cross-disciplinary learning for all students in grades TK-8.

Gabriella Charter Schools’ TK-8th grade dance curriculum, which GCS 1 employs, takes inspiration from the curriculum design of *everybody dance!*. Since 2000 *everybody dance!* has offered low-cost afterschool and weekend dance classes to children in Westlake, Pico Union, and Echo Park, and has partnered with other schools such as Camino Nuevo Charter Academy and the Cortines School of Visual and Performing Arts. The philosophy of *everybody dance!* is to impart to each child the benefits of dance training: healthy bodies, alert minds, self-discipline, team work and a love and appreciation for dance, music and the arts.

All GCS 1 students will have dance integration and take a choreography class once per week and study additional dance forms, depending on grade level. While each year can look a bit different based on student input and dance teacher expertise, our current dance offerings begin with Kindergarteners taking Creative Literacy classes that reinforce letter recognition and phonemic awareness through creative movement and music. First graders study traditional dance forms from many different cultures in Dance Around the World classes. Second graders study Ballet and Modern, third graders study Theater Jazz, fourth graders study Tap, and fifth graders study Latin dance forms. As is the case with visual art, students in middle school have the opportunity to select different arts electives. For example, in the 2022-23 school year, the electives for our middle schoolers included Hip Hop, Latin dance, Tap, Dance History and Dance Through Film. The dance genres offered at GCS 1 mirror the program at the original site; however, the genres offered are also responsive to student and family feedback and celebrate and take advantage of art forms prevalent in the community served. For example, on a few special occasions GCS 1 has been able to offer cultural dance classes and performances with an emphasis on Folklorico by partnering with local Folklorico artists and teachers.

The dance objectives created by Gabriella Charter Schools staff have been aligned to the California VAPA standards, as shown in the example below:

State Standards	Gabriella/everybody dance! Objectives
Perceive and respond using the elements of dance. Demonstrate movement skills, process information, and describe movement with the vocabulary of dance.	<ul style="list-style-type: none">• Develop motor skills and technical abilities• Develop dance vocabulary and active listening skills
Critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.	<ul style="list-style-type: none">• Identify aesthetic criteria for evaluating dance (skill levels, originality, visual impact)• Create and answer questions relating to dance forms
Apply what is learned in dance to learning across subject areas. Develop competencies and skills in problem-solving, communication, and	<ul style="list-style-type: none">• Possess ability to work in small groups and with partners

management of time and resources that contribute to lifelong and career skills.	<ul style="list-style-type: none"> ● Learn anatomical knowledge and understanding of what muscles do for the body ● Make connections between dance and academic areas
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Dance instructors also regularly work with classroom teachers to implement more kinesthetic learning across the curriculum through dance and movement, and collaborate to create lessons and units integrating core content area standards into the dance studio and vice versa. For example, 6th graders calculated the ratio of dance steps per second in an original dance when it was performed at different tempos.

Our goal is to expose students to a variety of dance styles over the course of their time at GCS 1. The specific dance styles and configurations taught at each grade level may change year to year depending on student needs and interests. A description of sample dance classes by grade level, including expected outcomes, is set forth below:

TK - Kindergarten:

Creative Literacy: The goal of this program is to provide students with a “whole body” learning experience in order to provide them additional tools and skills required to meet grade-level reading goals. Students use their entire bodies and minds to master reading skills, as teachers utilize music and movement as the primary teaching tools to create an engaging learning environment. The lessons include learning a dance incorporating movements associated with the Open Court methodology and extension activities including dancing the stories with which students are familiar from classroom literacy lessons. These lessons reinforce students’ growing phonological awareness and provide new points of entry into the material for kinesthetic learners.

1st Grade:

Dance Around the World: In first grade, students are exposed to traditional dances from different countries and cultures around the world. They learn the steps and history associated with Kuku from South Africa, Pow Wow dances from the Navajo nation, Buchaechum from Korea and Bharatanatyam from India, to name a few. While learning techniques and characteristic movements of these dances, students also explore the importance of dance as an essential aspect of community building and engagement.

Throughout their dance class experience, students reflect upon their own and other’s work; and understand the purpose, routine, and behavior of a dance class.

2nd Grade:

Ballet/Modern: Students acquire a strong understanding of basic ballet technique, history, and terminology evident through their written documentation, vocabulary, and dance performance. Students learn to perform basic axial and locomotor body positions, movements, and patterns and build autonomy as they learn to master combinations with teacher guidance and then on their own. Similarly, students learn foundational skills and history of modern dance, comparing it regularly to what they have learned about ballet which allows for rich discussion and development of critical thinking skills. In both ballet and modern activities, students practice working in small groups and as a cohesive group and learn to constructively critique their own performances as well as the performances of their peers.

3rd Grade:

Theater Jazz: Students learn the fundamentals of theater and jazz dance. Theatrical terms and concepts explored include character, storytelling, mime, gesture, facial expressions and posture. Additionally, students learn about jazz technique and the history of jazz dance, with its roots from Africa and its development alongside jazz music in the United States. To synthesize their learning, students create their own Vaudeville show and perform musical theater inspired dances. These activities allow them to refine jazz skills while embodying characters and expressing emotions. Students practice working as an individual, in pairs, in small groups and as an entire class. Students engage in constructive criticism of peers' performances.

4th Grade:

Tap: Students acquire basic understanding of tap vocabulary. Terms and concepts include step, heel drop, shuffle, flap, ball change, hop, leap, cramp roll, tip, pivot turn, single time step, paddle and roll, buffalo, Irish, scuff, riff, etc. Students learn to recognize the downbeat of the music and count, making their tap sounds line up with the music. Students create spatial formations: straight line, circle, diagonal, while applying tap technique. Students practice working as an individual, in pairs, in small groups and as an entire class. Students engage in constructive criticism of peers' performances. Students also explore important notable tap figures in history (Bill Robinson, The Nicholas Brothers, Chloe Arnold) and develop their improvisation skills.

5th Grade:

Latin: Students in the Latin dance class learn the rhythms and movement associated with salsa, merengue, cumbia, and other dances. They are exposed to the principles of partnering and expand their experiences moving cooperatively with another dancer in order to execute choreography with a partner and in groups. Students learn the history of the dances covered and study the music and cultures connected to each.

6th Grade:

Hip Hop: Students will learn hip hop fundamentals and the influences and history of hip hop dance. Students will be exposed to a variety of hip hop dance techniques from traditional, modern and Afro influenced hip hop. Once students learn techniques and a variety of hip hop dance phrases they will apply their learning in choreography class and work collaboratively to create their own hip hop dance phrases.

7th-8th grade dance curriculum:

Choice is incorporated into the middle school dance/arts experience. Students have an opportunity to choose between several different arts electives classes with options of continuing with one area of study over time. Options for electives are informed by student interest, gathered in surveys at the end of the previous year, as well as teacher expertise. They are grounded in California VAPA Standards. Electives options for prior school years include Hip Hop, Dance on Film, Drawing, Latin Dance, Tap, and Painting.

The following chart, excerpted from a GCS Middle School electives unit, is aligned with California VAPA (Dance) Standards, and exemplifies how standards are related to goals and objectives for dance units of study.

Middle Grades Scope and Sequence: Dance (Excerpt)

Performing	Goals	Objectives
<p>6.DA:PR6: a. Recognize needs and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal, and performance. After the performance, accept notes from choreographer and make corrections as needed and apply to future performances.</p>	<p>To be prepared for the end of the year performance piece through repeated practice, reflection and refinement of the dance piece.</p> <p>To become highly familiar with expectations for performances and to apply them regularly during dance class rehearsals and on stage.</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Identify what professional performance etiquette entails -being ready quietly backstage, focused on peer performers when waiting, etc. ● Reflect on their individual performance and group performance, as well as observed professional performances, to identify how to improve. ● Apply notes given by teacher and peers to improve the performance. ● Warm up the body properly for activity/performance. ● Identify three personal goals related to improving performance and working towards those goals.

Choreography for All Grades:

Weekly choreography classes, where students create their own dances, are another opportunity for students to develop kinesthetic and self-awareness, understand dance concepts, explore their artistic voice and express themselves through the arts. It is also another arena where connections are made between the dance spaces and the classroom. At all grade levels, we follow a process for creation of choreography that mirrors the Writing Workshop model that is used in all classrooms. By using this process in both contexts, the importance of drafting, applying feedback, and revising is reinforced and students develop autonomy as they make creative choices. Throughout the process they also become more familiar with foundational dance and compositional tools - such as space, time, energy and relationship - that they apply to their choreography as well. Our choreographic process looks as follows (presented side by side with the Writing Workshop process):

Choreographic Process	Writing Process
Immerse	Immerse
Think	Think
Plan	Plan
Choreograph	Write
Watch	Reread
Revise	Revise
Clean	Edit
Present	Publish

End of the Year Performance: GCS 1 students participate in the Charter School’s year-end-dance performance held in May or June. This annual event is traditionally one of great excitement for Gabriella families, with more than 1,500 family and community members in attendance at a local venue. In the year-end performances, each student performs in at least one dance or contributes to set and costume design. Colorful, high-quality costumes – created collaboratively by our costume team and by families - add visual appeal for the audience and give students a sense of being professional performers.

Physical Education (“PE”) (Non-Core)

The GCS 1 physical education curriculum is based on the 2009 California Physical Education Framework,⁴⁸ which promote healthy lifestyles among students and their families through the development of positive physical and mental habits as well as the study of physiology and kinesiology.

As described above, most if not all, physical education standards in each grade level will be covered within the dance curriculum. Those not able to be covered (e.g., those related to ball handling skills) may be addressed during a separate PE period.

The chart below compares Physical Education standards with objectives of the dance program in order to demonstrate the process through which coverage of PE standards has been ensured.

Physical Education Standards	Dance Objectives/Learning Outcomes
Be competent in many movement activities.	Students gain flexibility, coordination, and technical skills through various types of dance activities and kinesthetic experiences.
Understand how and why one moves in a variety of situations and use of this information to enhance skills.	Students learn the physiology of dance by studying how bones and muscles in the body affect movement and apply this to daily preparation for dance instruction.
Demonstrate responsible social behavior while participating in movement activities; understand the importance of respect for all others.	Students learn teamwork and how to partner with a fellow student in dance class; they learn to recognize and acknowledge the strengths of fellow students; they learn thoughtful approaches to responding to the work of others including classmates.
Understand the interrelationship between history and culture and games, sports, play and dance.	Students study the history and culture of the many different dance styles in the curriculum.

Physical Education/Assessment in Addition to Dance

Outside of dance, physical education instruction may be developed for grades 6-8 for specific sports/fitness areas (volleyball, softball, track/running).

⁴⁸ <https://www.cde.ca.gov/ci/pe/cf/documents/peframework2009.pdf>

In 5th grade and 7th grades, GCS 1 students will take the California Physical Fitness Test (“PFT”). This test assesses students in six (6) areas of physical fitness. The chart below shows each category of fitness, the assessment used to measure this area at GCS in 5th/7th grade, and the ways that students at GCS 1 will be prepared for the test.

Fitness Area	GCS1 Assessments in 5th and 7th Grades	Student Preparation
Aerobic Capacity	PACER (running timed laps)	<ul style="list-style-type: none"> • Aerobic capacity (maintaining cardiovascular movement for increasing periods of time) developed in dance classes • Fifth grade and PE teachers may devote time to practicing lap running in months leading up to test • Fifth grade teachers encourage at home practice in months leading up test
Abdominal Strength and Endurance	Curl-ups	<ul style="list-style-type: none"> • Abdominal strength exercises incorporated in dance warm-ups in all grades • Curl-ups as assessed in PFT taught to 5th grade and up and incorporated in dance warm-up • Fifth grade and PE teachers encourage at home practice in months leading up test
Trunk Extensor Strength and Flexibility	Trunk Lift	<ul style="list-style-type: none"> • Trunk flexibility and strength exercises incorporated in dance warm-ups in all grades
Upper Body Strength and Endurance	Push-ups	<ul style="list-style-type: none"> • Upper body strength exercises incorporated in dance warm-ups in all grades • Push-ups as assessed in PFT taught to 5th and 7th graders and incorporated in dance warm-up • Fifth grade and PE teachers encourage at home practice in months leading up test
Flexibility	Behind the Back Shoulder Stretch	<ul style="list-style-type: none"> • Flexibility exercises incorporated in dance warm-ups in all grades • Shoulder stretch as assessed in PFT taught to 5th and 7th graders and incorporated in dance warm-up • Fifth grade and PE teachers encourage at home practice in months leading up test

Physical education may not be offered every year depending on dance programming offered, availability of staffing, and other resources. While charter public schools are not legally required to offer PE, GCS 1 will strive to do so when possible, to further support student health and fitness. The robust dance

program at GCS 1 covers many of the same physical education standards applicable to traditional public schools and will enable students to build similar skills and practices.

Health (Non-Core)

Classroom and dance teachers incorporate health instruction into content areas during the regular school day. In middle school, standards are covered in homeroom or dance class, and the 7th and 8th grade standards may be covered in a semester-long health class taught in 7th grade. Health instruction is planned using the California 2008 Health Education Content Standards.⁴⁹ The Holt curriculum *Decisions for Health* or other adopted curriculum will be utilized in the 7th grade health course.

Beginning in kindergarten, topics such as nutrition, diet, healthy choices, interpersonal relationships and conflict resolution are introduced and are built upon at each grade level. For example, students might learn about nutritional guidelines and the different nutritional values of food while studying needs and wants in social studies (2nd grade) or while studying the elements and compounds present in the human body (5th grade). Social emotional well-being and conflict resolution skills are built through the Charter School's character values program and during homeroom in middle school. As students who engage in significant physical activity each day, GCS 1 students will also be taught to look at issues of physical safety—making the choices that protect their bodies and that avoid unnecessary danger, e.g., exercising without warming up the body, walking alone or at night. Content also includes the biology of common illnesses and prevention strategies and the ways students can fortify their immune system, such as nutrition, aerobic exercise, sufficient relaxation and sleep.

The 7th grade Health course examines some of the common factors contributing to feelings such as emotional stress and feelings of isolation or depression. The course also discusses risk behaviors that may result from not addressing negative feelings. Students are asked to identify risk factors in their own lives and explore coping strategies and resources for obtaining help from adults at school, family members, church leaders, counselors and/or partnering agencies.

The Health course at GCS 1 includes sex education for grades 6-8 in accordance with California standards and best practices. Our curriculum addresses the differences between emotional and physical readiness to engage in sexual activity. Students will learn about safe sex regarding sexually transmitted diseases, including HIV/AIDS, and contraception methods.

Risk-taking and impulsive behavior are also typical of pre-adolescents. GCS 1 also offers a comprehensive drug and alcohol prevention education through the health course that includes information on the influences of drugs, addiction risks and impacts and strategies for resisting peer pressure to experiment with and/or to abuse tobacco, drugs and alcohol.

Health education may not be offered every year depending on availability of staffing and other resources, but the Charter School shall meet applicable legal requirements in the California Healthy Youth Act. For grades K-6, health education may be embedded in morning meetings and social studies and/or science classes.

⁴⁹ <http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>

Middle School Homeroom (Non-Core)

In the sixth through eighth grades, all GCS students will participate in a homeroom program that supports students in three core areas: 1) social-emotional learning 2) study skills, and 3) character education, in a community-based setting.

To instruct students successfully in social emotional skills, GCS 1 will integrate best practices from the various programs, including Conscious Discipline. The intention here is to foster each students' social-emotional development. Sixth grade students, for example, may focus on setting individual academic and personal goals; seventh graders may explore career paths and develop longer-term goals; and eighth graders may design individual plans to support their own high school to college pipeline. In addition, students' social-emotional learning may also be addressed by participating in service learning projects. Examples of projects might be cleaning up the park, starting a community fitness project, developing an intergenerational reading program with younger students and older community members, and more. In performing service-related activities, students are exposed to a variety of issues that affect the lives of their community members and would also support students in feeling connected to their school and community, both of which have been linked to higher student engagement and achievement outcomes.

In an effort to teach study skills, GCS 1 middle school teachers will create the profile of a GCS 1 scholar. They will use the profile as the anchor and pull from various resources to backwards plan the study skills and habits curricula. This may include a three-year scope and sequence, units, and weekly lesson plans. The goal will be to support students with developmentally appropriate executive functioning skills (e.g., how to be set up for success in homework, how to organize digital and physical assignments and notes).

The final purpose of homeroom is to focus on character development. Each middle grade student's character is fostered through explicit character education that also occurs during the homeroom period. Students learn about the five GCS Core Values (i.e., compassion, creativity, flexibility, integrity, and resilience) and learn how developing defined student actions that correspond to those values can help positively shape their character. The student actions included in homeroom were compiled from several sources that have demonstrated success with students from all backgrounds, including Costa and Kallick's (2008) Habits of Mind framework.

Field Lessons (Non-Core)

In order to provide students with real-life examples and applications of their learning, as well as to expose them to new experiences, resources, and ideas, Gabriella Charter School 1 will endeavor to provide field lessons to students. Field lessons will tie into content covered in academic or arts classes. Examples might include the local public library (kindergarten study of community helpers), the San Juan Capistrano Mission (4th grade social science/history), and UCLA's Royce Hall (dance performance, 3rd grade ballet). GCS 1 staff may plan for cost-effective field lessons by utilizing free public transportation and locations with free admission, through soliciting funding for transportation from organizations such as the Ella Fitzgerald foundation, and by fundraising at school events.

In addition to academic field trips, GCS 1 students may have opportunities to view a professional dance performance either at GCS 1 or in a professional setting. This reinforces standards around artistic

appreciation and exposes students to the etiquette that is expected of both performers and audience members in preparation for their own year-end performance.

Intervention and Enrichment

Gabriella Charter School 1 employs an MTSS model to identify and track the progress of students in need of interventions in reading and math. This model is described in detail elsewhere in this element, under **Meeting the Needs of All Students**. The frequency and length of interventions is determined based on RTI tier, and intervention occurs both during and before/after school.

GCS 1 uses curriculum and resources to support academic growth of our students. While we have adopted intervention curricula, our teachers pull from a range of resources to support students. An examples of possible intervention resources is i-Ready lessons, developed by Curriculum Associates. Lesson plans incorporate word analysis skills, fluency, comprehension, and writing about reading, and teachers select areas for focus based on student need. For math, teachers have used Bridges to support with foundational skills. Frequent built-in formative assessments to these curricula, allow the frequent monitoring necessary for the Response to Intervention (“RTI”) program, particularly for the neediest tier of students. Note that intervention curriculum could be changed as needed from time to time to meet the needs of our students and better align with adopted curricula.

Additionally, all students access additional personalized support in both reading and math via the i-Ready instructional system or a similar program incorporating assessment, customized learning, and student data analysis will be used to facilitate intervention. Using the results of i-Ready assessments, teachers are able to form groups based on trends in literacy and numeracy skills. Intervention students are able to access online i-Ready lessons targeted to their specific needs, and staff members teaching intervention sessions also teach in-person lessons based on the standards identified as a common need.

Intervention will also be provided for multilingual students not making adequate progress in English; this is described elsewhere in this Element under **Meeting the Needs of All Students**.

In line with our vision of providing multiple opportunities for students to demonstrate excellence and experience success, Gabriella Charter School 1 may offer enrichment opportunities outside the regular school day. For example, students who excel in dance will have the opportunity to participate in GCS 1 Company Kids!, a performing dance troupe that will appear at arts and community events and strengthen the Charter School’s connection with the surrounding community. If funding and staffing allows, GCS 1 may also offer the following enrichment opportunities, which will be adapted based on the interests of our students:

- Music clubs (e.g., choir)
- Math Club
- Student Council
- Art Club
- Other clubs designed around student interest

Independent Study

GCS 1 may offer independent study to meet the educational needs of students enrolled in the Charter School in accordance with applicable law and in alignment with any board approved independent study policy. The board approved independent study policy may be updated throughout the term of the charter. Prior to commencing independent study, school staff will, as required, discuss the independent study policies at GCS 1 with the student(s) and their families and complete a written agreement that documents, at a minimum, the objectives, methods of study, methods of evaluation, and resources. These independent study policies have been established by the Charter School’s Board, in alignment with Education Code Section 51744 et seq. and 5 C.C.R. Section 11701. For each student in independent study, the Charter School will assign a certificated employee to coordinate, evaluate, and provide general supervision of the student’s independent study instruction. The Charter School will provide content to students aligned to grade level standards that is substantially equivalent to in-person instruction. Based on each student’s grade level, their assigned teacher of record, or an equivalent teacher on their behalf, will schedule and offer opportunities for synchronous instruction and daily live interaction in accordance with the Charter School policy and applicable law. Satisfactory educational progress towards completing the current school year and/or goals outlined in the student’s IEP is determined in accordance with Charter School policy and applicable law.

Transitional Kindergarten

Gabriella Charter School 1 offers TK, and shall comply with class size and adult to student ratios in TK classrooms, as set forth in Education Code Section 48000(g). Beginning with the 2025-26 school year, all students who turn four years old by September 1st will be eligible to enroll in TK.

Transitional kindergarten students will be clustered appropriately to facilitate the provision of differentiated instruction, learning activities, and assessment. While we plan for transitional kindergarten students to have their own classroom, depending on enrollment, transitional kindergarten students may be grouped in the kindergarten classroom as allowed by law. In the event this TK/Kinder grouping occurs, professional development/support for kindergarten teachers will include training in providing a developmentally appropriate curriculum for TK students. TK teachers shall have the appropriate qualifications, as set forth in Education Code Section 48000(g), to work with this age group.

While transitional kindergarten students will receive instruction in all core subject areas, including ELD for multilingual students, the Charter School has identified key skill areas (listed below) which will serve as the focus for TK students and guide classroom teachers in modifying instruction. These benchmark skills will also be the areas in which TK students are assessed and for which they receive scores on trimester report cards. Students will also be assessed in ELD (based on kindergarten ELD standards at the appropriate level) and dance.

Transitional Kindergarten Benchmark Skills
LANGUAGE AND LITERACY
A. Foundational Skills
Recognizes all uppercase and lowercase letters
Knows all letter sounds
Understands concepts of print
B. Writing
Properly writes name
Properly writes all uppercase and lowercase letters
Draws detailed pictures and tells a related story about the pictures

C. Reading Comprehension
Answers questions relating to a story
Retells familiar stories in order
D. Listening and Speaking
Speaks clearly to be understood by others
Asks and responds appropriately to questions
Produces and expands upon thoughts with complete sentences
MATHEMATICS
A. Counting and Cardinality
Orally counts to 20
Counts with one to one correspondence
Writes numbers to 10
B. Operations
Demonstrates understanding of addition and subtraction concepts
Expresses mathematical reasoning and abstract thinking
C. Measurement and Data
Demonstrates concept of time and days of the week
Compares objects by size, height, and length
D. Geometry
Names primary shapes and describes their characteristics
SOCIAL BENCHMARKS
A. Communication
Asks for help when needed
Communicates effectively and shares likes/dislikes
B. Group Cooperation and Interpersonal Skills
Abides by group rules
Able to share with others
Participates in group activities
Attempts to resolve conflicts constructively
C. Listening Skills
Follows directions from adults
Listens attentively to peers
Receives input from others
D. Responsibility
Accepts ownership of behavior and choices
Understands consequences
E. Participation
Desires to interact with peers and adults
Has positive interactions with peers
F. Stages of Play
Seeks friends with whom to play and leads cooperative experiences
Engages in projects and games
Plays with a common purpose
EMOTIONAL BENCHMARKS
A. Emotions/Feelings
Names feelings and expresses them appropriately

Regulates feelings and behavior
Labels and compares feelings
Offers verbal comfort and support to others
B. Behavior
Understands and follows classroom and school rules
C. Self Control and Regulation
Can handle redirection from adults
Handles disappointment appropriately
Calms himself/herself down when upset
D. Independence
Shows an “I can” attitude
Takes care of personal needs
Exhibits curiosity, creativity, and self-direction
PHYSICAL BENCHMARKS
A. Fine Motor Skills
Holds writing utensils appropriately and uses correct amount of pressure when writing
Cuts shapes, objects, and lines easily with scissors
Squeezes, pinches, buttons, zips, and snaps
B. Gross Motor Skills
Has overall coordination of their body
Walks, runs, hops, and jumps while maintaining balance

Academic Calendar and Schedules

School-Year Calendar

The Charter School will meet or exceed the required number of school days. Currently, the Charter School’s calendar is based on 183 instructional days and includes a weekly early release day with 2 hours set aside for staff professional development and collaboration time. Minimum days are also included in the schedule to allow for additional teacher work time and for parent-teacher conferences. The figure below shows the draft 2026-27 school year calendar. Note that the school calendar and instructional minutes may change given the needs of our community, but will always meet the minimum instructional days and minutes as required by law. The Charter School reserves the right to offer the legal minimum 175 instructional days, particularly in the case of emergency school closures.

GABRIELLA CHARTER SCHOOLS | 2026-2027 INSTRUCTIONAL CALENDAR

Yellow = Break/No School, Purple = Pupil Free Day, Blue = Minimum Day

JULY '26						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Pupil Free Days: 1/7-1/8

Martin Luther King, Jr. Day: 1/18

Mini Day: 1/25

Instructional Days: 14

JANUARY '27						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

AUGUST '26						
S	M	T	W	Th	F	S
2	3	4	5	6	7	1/8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Summer PD: 8/4 - 8/8

S1 Begins: 8/12

Mini-Days: 8/12- 8/14

Instructional Days: 14

Presidents Day: 2/16

Instructional Days: 19

FEBRUARY '27						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

SEPTEMBER '26						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	26	26
27	28	29	30			

Labor Day: 9/7

Pupil Free Day: 9/21

Instructional Days: 20

S2 Conferences/Mini Days: 3/18 - 19

Spring Break: 3/22 - 26

Cesar Chavez Day Observed: 3/31

Instructional Days: 17

MARCH '27						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

OCTOBER '26						
S	M	T	W	Th	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

S1 Conferences/Mini Days: 10/19 - 21

Fall Break: 10/22 - 23

Mini Day: 10/30

Instructional Days: 20

Pupil Free Day: 4/19

Instructional Days: 21

APRIL '27						
S	M	T	W	Th	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

NOVEMBER '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Veterans Day: 11/11

Thanksgiving Break: 11/23-27

Instructional Days: 15

Mini Day: 5/4

Memorial Day: 5/31

Instructional Days: 20

MAY '27						
S	M	T	W	Th	F	S
2	3	4	5	6	7	1/8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

DECEMBER '26						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Winter Break: 12/21-1/8

S1 Ends: 12/18

Instructional Days: 14

S2 Ends/Last Day of School/Mini Day: 6/11

Instructional Days: 10

S1: 83 days (8/12 - 12/18)

S2: 100 days (1/11 - 6/11)

Total Instructional Days = 183

JUNE '27						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Sample Daily Schedules

The Charter School will meet or exceed the required number of instructional minutes set for each grade level. The following tables present sample daily schedules. Final schedules will be determined based on certain contingencies (e.g., specific configuration of our school facility, staff schedules, curriculum) and may change from year to year in order to best serve students. The Charter School shall meet legal requirements for recess, as may be required in Education Code Section 49056. Note that integrated ELD occurs daily across all content blocks.

Sample TK Schedules								
Regular Day (355 minutes)			Shortened Day (Once a Week) (280 minutes)			Minimum Day (220 minutes)		
Time	Minutes	Block	Time	Minutes	Block	Time	Minutes	Block
8:00-8:20	20 min	Morning Meeting	8:00-8:20	20 min	Morning Meeting	8:00-8:20	15 min	Morning Meeting
8:20-8:40	20 min	Read Aloud	8:20-8:40	20 min	Read Aloud	8:20 - 8:40	20 min	Read Aloud
8:40-9:00	20 min	Recess	8:40-9:00	20 min	Recess	8:40-9:00	20 min	Recess
9:00 - 10:10	70 min	Phonics	9:00-10:25	85 min	Small Group Rotations	9:00-9:50	50 min	Math
10:10 - 11:00	50 min	Dance/ Arts Block	10:25-11:25	60 min	Math	9:50-10:30	40 min	Dance/ Arts Block
11:10 - 12:35	85 min	Small Group Rotations	11:25-12:35	50 min	Dance/ Arts Block	10:30-11:00	30 min	Phonics
12:35 - 12:55	20 min	Lunch	12:35-12:55	20 min	Lunch	11:00-11:20	20 min	Recess
12:55 - 1:10	15 min	Recess	12:55-1:10	15 min	Recess	11:20-11:35	15 min	Lunch
1:10-1:45	35 min	Writing	1:10-1:30	10 min	Closing	11:35 - 12:20	35 min	Small Group Rotations

1:45-2:35	50 min	Math	1:30		Dismissal	12:20-12:30	10 min	Closing
1:35-2:05	30 min	Designated ELD				12:30		Dismissal
2:05-2:35	30 min	Social Studies/ Science						
2:35 - 2:45	10 min	Closing						
2:45		Dismissal						

Sample K - 1st Grade Schedules								
<i>Regular Day (355 minutes)</i>			<i>Shortened Day (Once a Week) (280 minutes)</i>			<i>Minimum Day (220 minutes)</i>		
Time	Minutes	Block	Time	Minutes	Block	Time	Minutes	Block
8:00-8:15	15 min	Morning Meeting	8:00-8:15	15 min	Morning Meeting	8:00-8:15	15 min	Morning Meeting
8:15-9:00	45 min	Phonics	8:15-9:00	45 min	Phonics	8:15 - 9:00	45 min	Small Group Rotations
9:00-9:15	15 min	Recess	9:00-9:15	15 min	Recess	9:00-9:15	15 min	Recess
9:15-9:45	30 min	Homeroom/ Study Hall/ Designated ELD	9:15-9:45	30 min	Homeroom/ Study Hall/ Designated ELD	9:15-9:40	25 min	Phonics
9:45-10:35	50 min	Reading	9:45-10:35	50 min	Reading / Writing	9:40-10:20	40 min	Math / Science
10:35 - 11:15	50 min	Dance/ Arts Block	10:35-11:15	50 min	Dance/ Arts Block	10:20-11:00	40 min	Dance/ Arts Block
11:15 - 11:55	40 min	Small Group Rotations	11:15-11:55	40 min	Small Group Rotations	11:00-11:20	20 min	Lunch

11:55 - 12:15	20 min	Lunch	11:55-12:15	20 min	Lunch	11:20-11:35	15 min	Recess
12:15 - 12:30	15 min	Recess	12:15-12:30	15 min	Recess	11:35-12:20	55 min	Reading / Writing
12:30 - 1:30	60 min	Math/ Science	1:30-1:20	50 min	Math/ Science	12:20-12:30	10 min	Closing
1:30 - 2:10	40 min	Writing	1:20-1:30	10 min	Closing	12:30		Dismissal
2:00-2:35	25 min	Social Studies	1:30		Dismissal			
2:35 - 2:45	10 min	Closing						
2:45		Dismissal						

Sample 2nd Grade Schedules								
Regular Day (355 minutes)			Shortened Day (Once a Week) (280 minutes)			Minimum Day (220 minutes)		
8:00-8:15	15 min	Morning Meeting	8:00-8:15	15 min	Morning Meeting	8:00-8:15	15 min	Morning Meeting
8:15-8:50	35 min	Reading	8:15-8:40	25 min	Homeroom/ Study Hall/ Designated ELD	8:15-8:40	25 min	Reading
8:50-9:20	30 min	Homeroom/ Study Hall/ Designated ELD	8:40-9:20	40 min	Dance/Arts Block	8:40-9:20	40 min	Dance/Arts Block
9:20-9:35	15 min	Recess	9:20-9:35	15 min	Recess	9:20-9:35	15 min	Recess
9:35-9:50	15 min	Read Aloud	9:35-10:05	30 min	Reading	9:35-10:25	50 min	Phonics
9:50-10:35	45 min	Dance/Arts Block	10:05-10:35	30 min	Writing	10:25-11:05	40 min	Small Group Rotations

10:35-11:15	40 min	Small Group Rotations	10:35-11:15	40 min	Small Group Rotations	11:05-11:20	15 min	Recess
11:15-11:35	20 min	Lunch	11:15-11:35	20 min	Lunch	11:00-11:20	20 min	Lunch
11:35-11:50	15 min	Recess	11:35-11:50	15 min	Recess	11:20-12:20	60 min	Math / Science
11:50-12:20	30 min	Phonics	11:50-12:20	30 min	Phonics	12:20-12:30	10 min	Closing
12:20-1:00	40 min	Writing	12:20-1:20	60 min	Math / Science	12:30		Dismissal
1:00-2:35	95 min	Math / Science	1:20-1:30	10 min	Closing			
2:35 - 2:45	10 min	Closing	1:30		Dismissal			
2:45		Dismissal						

Sample 3rd Grade Schedules								
<i>Regular Day (355 minutes)</i>			<i>Shortened Day (Once a Week) (280 minutes)</i>			<i>Minimum Day (220 minutes)</i>		
8:00-8:15	15 min	Morning Meeting	8:00-8:15	15 min	Morning Meeting	8:00-8:15	15 min	Morning Meeting
8:15-8:50	35 min	Reading	8:15-8:40	25 min	Homeroom/ Study Hall/ Designated ELD	8:15-9:00	45 min	Reading
8:50-9:20	30 min	Homeroom/ Study Hall/ Designated ELD	8:40-9:20	40 min	Dance/Arts Block	9:00-9:40	40 min	Dance/Arts Block
9:20-9:35	15 min	Recess	9:20-9:35	15 min	Recess	9:40-9:55	15 min	Recess
9:35-9:50	15 min	Read Aloud	9:35-10:05	30 min	Reading	9:55-10:25	30 min	Phonics
9:50-10:35	45 min	Dance/Arts Block	10:05-10:35	30 min	Writing	10:25-11:05	40 min	Small Group Rotations

10:35-11:15	40 min	Small Group Rotations	10:35-11:15	40 min	Small Group Rotations	11:05-11:20	15 min	Recess
11:15-11:35	20 min	Lunch	11:15-11:35	20 min	Lunch	11:00-11:20	20 min	Lunch
11:35-11:50	15 min	Recess	11:35-11:50	15 min	Recess	11:20-12:20	60 min	Math / Science
11:50-12:20	30 min	Phonics	11:50-12:20	30 min	Phonics	12:20-12:30	10 min	Closing
12:20-1:00	40 min	Writing	12:20-1:20	60 min	Math / Science	12:30		Dismissal
1:00-2:35	95 min	Math / Science	1:20-1:30	10 min	Closing			
2:35 - 2:45	10 min	Closing	1:30		Dismissal			
2:45		Dismissal						

Sample 4 th Grade Schedules								
Regular Day (355 minutes)			Shortened Day (Once a Week) (280 minutes)			Minimum Day (220 minutes)		
8:00-8:15	15 min	Morning Meeting	8:00-8:15	15 min	Morning Meeting	8:00-8:15	15 min	Morning Meeting
8:15-9:00	45 min	Small Group Rotations	8:15-9:00	45 min	Humanities	8:15-9:20	65 min	Math/ Science
9:00-9:15	15 min	Recess	9:00-9:15	15 min	Recess	9:20-9:35	15 min	Recess
9:15-10:30	75 min	Humanities	9:15-10:00	45 min	Small Group Rotations	9:35-10:30	55 min	Humanities
10:30-11:00	30 min	Homeroom/ Study Hall/ Designated ELD	10:00-11:00	60 min	Science	10:30-11:00	30 min	Small Group Rotations
11:00-12:45	105 min	Math / Science	11:00-12:00	60 min	Math	11:00-11:40	40 min	Dance/Arts Block
12:45-1:05	20 min	Lunch	12:00-12:45	45 min	Dance/ Arts Block	11:40-12:00	20 min	Lunch

1:05-1:20	15 min	Recess	12:45-1:05	20 min	Lunch	12:00-12:15	15 min	Recess
1:20-1:50	30 min	Humanities	1:05-1:20	15 min	Recess	12:15-12:30	15 min	Homeroom / Closing
1:50-2:40	50 min	Dance/ Arts Block	1:20-1:30	10 min	Closing	12:30		Dismissal
2:40 - 2:45	5 min	Closing	1:30		Dismissal			
2:45		Dismissal						

Sample 5 th Grade Schedules								
Regular Day (355 minutes)			Shortened Day (Once a Week) (280 minutes)			Minimum Day (220 minutes)		
8:00-8:15	15 min	Morning Meeting	8:00-8:15	15 min	Morning Meeting	8:00-8:15	15 min	Morning Meeting
8:15-9:20	55 min	Humanities	8:15-9:20	55 min	Humanities	8:15-9:15	60 min	Humanities
9:20-9:35	15 min	Recess	9:20-9:35	15 min	Recess	9:15-9:40	25 min	Small Group Rotations
9:35-10:05	30 min	Small Group Rotations	10:05-10:45	40 min	Dance/Arts Block	9:40-9:55	15 min	Recess
10:05-10:45	40 min	Dance/Arts Block	10:45-11:15	30 min	Homeroom/ Study Hall/ Designated ELD	9:55-11:00	65 min	Math/Science
10:45-11:15	30 min	Homeroom/ Study Hall/ Designated ELD	11:15-11:30	15 min	Recess	11:00-11:40	40 min	Dance/Arts Block
11:15-11:30	15 min	Recess	11:30-11:50	20 min	Lunch	11:40-12:00	20 min	Lunch
11:30-11:50	20 min	Lunch	11:50-12:40	50 min	Math/ Science	11:40-12:00	20 min	Lunch
11:50-1:30	120 min	Math / Science	12:40-1:25	45 min	Small Group Rotations (math/	12:00-12:15	15 min	Recess

Sample 5 th Grade Schedules								
Regular Day (355 minutes)			Shortened Day (Once a Week) (280 minutes)			Minimum Day (220 minutes)		
8:00-8:15	15 min	Morning Meeting	8:00-8:15	15 min	Morning Meeting	8:00-8:15	15 min	Morning Meeting
8:15-9:20	55 min	Humanities	8:15-9:20	55 min	Humanities	8:15-9:15	60 min	Humanities
9:20-9:35	15 min	Recess	9:20-9:35	15 min	Recess	9:15-9:40	25 min	Small Group Rotations
9:35-10:05	30 min	Small Group Rotations	10:05-10:45	40 min	Dance/Arts Block	9:40-9:55	15 min	Recess
					humanities)			
1:30-2:40	70 min	Humanities	1:25-1:30	5 min	Closing	12:15-12:30	15 min	Homeroom / Closing
2:40 - 2:45	5 min	Closing	1:30		Dismissal	12:30		Dismissal
2:45		Dismissal						

Sample 6 th Grade Schedules								
Regular Day (355 minutes)			Shortened Day (Once a Week) (280 minutes)			Minimum Day (220 minutes)		
8:00-8:20	20 min	Homeroom	8:00-8:20	20 min	Homeroom	8:00-8:20	20 min	Homeroom
8:20-8:50	30 min	Homeroom/ Study Hall/ Designated ELD	8:20-9:00	40 min	Small Group Rotations (math/ humanities)	8:20-9:25	65 min	Humanities
8:50-9:40	50 min	Dance/Arts Elective Block	9:00-9:30	30 min	PE	9:25-10:30	65 min	Math/ Science
9:40-9:55	15 min	Recess	9:30-10:30	60 min	Humanities	10:30 - 11:00	30 min	Small Group Rotations (math/

								humanities)
9:55-11:15	80 min	Humanities	10:30 - 11:15	45 min	Dance/Arts Elective Block	11:00 - 11:15	15 min	Recess
11:15 - 11:30	15 min	Recess	11:15 - 11:30	15 min	Recess	11:15 - 11:35	20 min	Lunch
11:30 - 11:50	20 min	Lunch	11:30 - 11:50	20 min	Lunch	11:35 - 12:25	50 min	Dance/Arts Elective Block
11:50 - 1:25	95 min	Math/Science	11:50 - 1:25	95 min	Math/ Science	12:25 - 12:30	5 min	Closing
1:25-1:55	30 min	PE	1:25-1:30	5 min	Closing	12:30		Dismissal
1:55-2:40	45 min	Small Group Rotations (math/ humanities)	1:30		Dismissal			
2:40-2:45	5 min	Closing						
2:45		Dismissal						

Sample 7 th Grade Schedules								
Regular Day (355 minutes)			Shortened Day (Once a Week) (280 minutes)			Minimum Day (220 minutes)		
8:00-8:20	20 min	Homeroom	8:00-8:20	20 min	Homeroom	8:00-8:20	20 min	Homeroom
8:20-8:50	30 min	Homeroom/Study Hall/Designated ELD	8:20-8:50	30 min	PE	8:20-9:40	80 min	Math / Science
8:50-9:40	50 min	Dance/Arts Elective Block	8:50-10:20	90 min	Math / Science	9:40-10:20	40 min	Dance/Arts Elective Block
9:40-9:55	15 min	Recess	10:20-11:55	45 min	Dance/ Arts Block	10:20-11:00	40 min	Small Group Rotations

								(math/humanities)
9:55-10:25	30 min	PE	11:55-12:10	15 min	Recess	11:00-11:20	20 min	Lunch
10:25-11:55	90 min	Math/Science	12:10-12:30	20 min	Lunch	11:20-11:35	15 min	Recess
11:55-12:10	15 min	Recess	12:30-1:25	55 min	Humanities	11:35-12:25	50 min	Humanities
12:10-12:30	20 min	Lunch	1:25-1:30	5 min	Closing	12:25-12:30	5 min	Closing
12:30-2:00	90 min	Humanities	1:30		Dismissal	12:30		Dismissal
2:00-2:45	45 min	Small Group Rotations (math/humanities)						
2:45		Dismissal						

Sample 8 th Grade Schedules								
Regular Day (355 minutes)			Shortened Day (Once a Week) (280 minutes)			Minimum Day (220 minutes)		
8:00-8:20	20 min	Homeroom	8:00-8:20	20 min	Homeroom	8:00-8:20	20 min	Homeroom
8:20-8:45	25 min	Small Group Rotations (math/humanities)	8:20-9:10	50 min	Dance/Arts Elective Block	8:20-9:10	50 min	Dance/Arts Elective Block
8:45-9:00	15 min	Recess	9:10-10:40	90 min	Math / Science	9:10-10:20	70 min	Math/Science
9:00-10:30	90 min	Math / Science	10:40-11:00	20 min	Small Group Rotations (math/humanities)	10:20-10:40	20 min	Small Group Rotations (math/humanities)
10:30-11:20	50 min	Dance/Arts Elective Block	11:00-12:05	65 min	Humanities	10:40-11:50	70 min	Humanities
11:20-12:35	65 min	Humanities	12:05-12:35	30 min	PE	11:50-12:10	20 min	Lunch

12:35-12:50	15 min	Recess	12:35-12:50	15 min	Recess	12:10-12:25	15 min	Recess
12:50-1:10	20 min	Lunch	12:50-1:10	20 min	Lunch	12:25-12:30	5 min	Closing
1:10-1:40	30 min	PE	1:10-1:25	15 min	Homeroom/Study Hall	12:30		Dismissal
1:40-2:10	30 min	Humanities	1:25-1:30	5 min	Closing			
2:10-2:40	30 min	Homeroom/Study Hall/ Designated ELD	1:30		Dismissal			
2:40-2:45	5 min	Closing	1:30		Dismissal			
2:45		Dismissal						

Middle Grades Scheduling Overview

Scheduling: GCS 1 will follow all applicable credentialing requirements for teachers assigned to grades 5-8 and select the best scheduling option, which will typically include either “coring” and/or self-contained classes with regrouping and/or team teaching in middle grades. In middle grades, GCS 1 students will receive one core humanities block of integrated instruction in language arts and social sciences, and one block for math and science. The rigor of the math and science content in the middle grades demands that both are taught as discrete subjects; however, the back-to-back scheduling of these two subjects will allow teachers to design, when applicable, projects that integrate math and science standards. When possible, we will group the math and science courses together to allow for flexible scheduling (e.g., extending the science period one day to allow for a longer lab). The length of these instructional blocks will allow teachers the time and flexibility to employ many different strategies and groupings and effectively implement the strategies for differentiated instruction and instruction targeted for English learners outlined throughout this petition. The grouping of subjects will also allow students to see the connections between subject areas and the practical applications of new knowledge by using, for example, a new math skill to predict an outcome of a scientific experiment or a new reading comprehension skill to understand a primary source in social studies.

An integrated curriculum will help students apply skills, provide students with multiple perspectives with which to build an integrated knowledge base, and encourage depth and breadth in learning. Studies have shown that students in school with an integrated curriculum – e.g., writing in science, math concepts in art, etc. - experience improvement in writing and content knowledge as well as an increase in motivation and an increase in the amount of time they stayed in school.⁵⁰ These findings apply equally to schools who serve students in historically under-resourced populations.⁵¹

⁵⁰ Aschbacher, P. R. (1991). *Effects of Restructuring on Disadvantaged Students: Humanitas -- A Case Study*. Draft. Chicago: Annual Meeting of the American Educational Research Association.

⁵¹ Mertens, S. B., & Flowers, N. (2003). Middle school practices improve student achievement in high poverty schools. *Middle School Journal*, 35(1), 33-43.

Homeroom: It is well documented that coordinated instruction in life and study skills, character education, goal-setting, and college preparation are imperatives in schools that successfully increase the academic achievement of at-risk youth. Implementing materials such as from AVID, a college prep and tutoring program implemented in school districts across the country, have resulted in high levels of college attendance and high college GPAs among participants.⁵² Citizen Schools, an after school program operating in urban middle schools nationwide, has also demonstrated academic gains among at-promise middle school students.⁵³ For many students from historically under-resourced communities whose parents did not attend college or graduate high school, developing critical life habits and study skills at an early age is arguably just as important as ensuring a student masters a particular academic objective. As such, homeroom plays a crucial role in building student confidence, establishing positive peer and adult relationships, and enforcing the concept of college as a realistic goal.

To promote both academic and personal success in the middle grades, students will participate in a homeroom period multiple times per week in their cohort with their homeroom teacher. This period has several benefits: it allows each cohort of students to form a close relationship with one teacher at their grade level, it provides parents one main point of contact to discuss their child’s progress, and it establishes a setting in which to share challenges and develop shared strategies for success. The goal of homeroom is to advance the program goals of GCS 1 and to promote health standards as indicated in the California Health Framework, including:

1. Learning how to access valid information about their development;
2. Developing appropriate interpersonal communication skills to use with both adults and peers;
3. Applying decision-making processes to developmental choices; and
4. Setting and working toward SMART goals for both academic and interpersonal aspirations.

Instructional Days and Minutes

The Charter School will meet or exceed the State’s required number of instructional days and minutes set for each grade level. The number of actual school days and instructional minutes may vary from year to year as programming evolves to best meet the needs of students. With approximately 183 instructional days and a regular school day running from 8:00 – 2:45, students attending Gabriella Charter School 1 will benefit from a quantity of annual instructional time that far exceeds the minutes required under California law. Depending on the grade level, this extra time is equivalent to between 20 and 70 extra days of instruction in a year. The following table reflects the instructional minutes for the 2025-26 school year and may be amended for future school years in alignment with the State’s instructional minute requirements for charter schools.

⁵² Guthrie, L. F., & Guthrie, G. P. (2000). *Longitudinal research on AVID 1999-2000: Final report*. Burlingame, CA: Center for Research, Evaluation, and Training in Education.

⁵³ Pearson, L. M., Vile, J. D., & Reisner, E. R. (2008). *Establishing a foundation for progress toward high school graduation: Findings from Phase V of the Citizen Schools Evaluation*. Washington, DC: Policy Studies Associates. Retrieved from: <http://www.aypf.org/documents/ExecutiveSummaryofCitizenSchools2008Evaluation.pdf>

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Yes	135	355	36	280	12	220	0	0	183	36000	60645	24645
1	Yes	135	355	36	280	12	220	0	0	183	50400	60645	10245
2	Yes	135	355	36	280	12	220	0	0	183	50400	60645	10245
3	Yes	135	355	36	280	12	220	0	0	183	50400	60645	10245
4	Yes	135	355	36	280	12	220	0	0	183	54000	60645	6645
5	Yes	135	355	36	280	12	220	0	0	183	54000	60645	6645
6	Yes	135	355	36	280	12	220	0	0	183	54000	60645	6645
7	Yes	135	355	36	280	12	220	0	0	183	54000	60645	6645
8	Yes	135	355	36	280	12	220	0	0	183	54000	60645	6645
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

Teachers will remind students and their parents about the importance of consistent school attendance during class meetings, at Back to School night, and during parent conferences. When a concern regarding attendance or tardiness arises, teachers will initially address the concern directly with the student’s parents or guardian. If a student displays a pattern of absences or tardiness that is not resolved by means of a teacher conference, teachers will bring the student to the attention of the Charter School’s administration. Charter School administration will determine the most appropriate next step to resolve the issue. Written communication from the Charter School in the form of letters and progress reports also will inform parents of positive as well as attendance patterns that are impacting student growth and performance. Every effort will be made on behalf of the Charter School to ensure that children are at school every day for the duration of the school day when they are not ill or otherwise excused according to school policy.

Professional Development

Professional Development

The professional development of GCS 1 staff will fall into three categories:

1. A campus wide yearly (or sometimes multi-year) focus that is aligned to our school-wide priorities for both academic outcomes and student culture. The priorities are selected using both quantitative (using student outcome data) and qualitative reflection from multiple stakeholders on the Charter School’s progress towards its goals. The selection of such priorities is done through a collaborative process amongst school administration and the instructional leadership team.

Around half of shortened day and full-day professional development time will be spent on the whole-school focus. Professional development in this focus area may be provided by GCS staff, but is also frequently provided by outside consultants or experts. For example, teachers might attend a training on Restorative Justice practices when the focus is on building restorative classroom communities and deepening relationships amongst staff and students. On-site training might include a round of peer observations followed by a whole group share and

reflection, and culminate with creation of a restorative practice strategy resource bank and video library to be shared with current and future teachers. The year-long focus is always tied to elements from Charlotte Danielson's *Framework for Teaching* (2022), which informs the Charter School's teacher evaluation framework.

2. Individual yearly professional development goals selected by each teacher. Like the school-wide focus, these are tied to elements from the Danielson rubric and inform the teacher evaluation process. Teachers work alongside an instructional coach or administrator to develop a professional growth plan, which details their assets and areas of growth and includes an action plan for how they plan to develop during the academic year. Professional development time is set aside for professional learning cycles around individual goals. Teachers with similar growth areas experience one 3-week cycle per trimester in which they learn new practices, are invited to conduct peer observations, and reflect on their growth. In addition to these cycles, teachers engage in individual coaching sessions with an instructional leader. These sessions can occur during professional development time or prep times. To ensure the value of these sessions, instructional leaders may receive training in Cognitive Coaching, a research-based model that capitalizes on teacher strengths and cognitive processes.
3. Collaboration and co-planning time with partner teachers, departments (e.g., K-2, 6-8 math and science), and collaborating teachers (e.g., dance, RSP, art, etc.). Because the Charter School's learning environment and instructional model rely on adult cooperation and communication and the integration of multiple subject areas, this time is vital to teacher success and satisfaction. This time occurs both during staff development afternoons and full-day sessions and during teacher prep time and is frequently structured to produce a certain product (e.g., a Language/Science unit plan, or a math performance task accommodated for students with disabilities).

More logistical information (e.g. report card procedures, supply ordering) and required trainings are either incorporated into full-day staff development days or into short weekly team meetings occurring on shortened days, before the completion of professional development time. New teachers (and all teachers the first year) will receive additional training on key programs (RTI, ELD, etc.)

Whenever possible, instructional aides and other part-time instructional staff participate in professional development and are given collaboration time with teachers. Topics may include the following:

- Strong Start Reflection/Reset
- Data analysis (Overall & Subgroup)
- Small Group Block
- Culturally Relevant Teaching ("CRT")
- Schoolwide SEL
- Community Circle Implementation
- Behavior Response Plan
- Authentic Family Relationships
- Conscious Discipline Ignite & Excite and/or E-Course
- LGBTQ resources training

Professional Development in Dance Education

Classroom teachers may attend professional development or working collaboration sessions related to using dance in the classroom. Topics have included using movement definitions to introduce new vocabulary and adding movement as an added means of assessment of student understanding in an academic unit. During these professional development sessions, classroom teachers are guided through an integrative movement lesson to experience the effect of learning through a kinesthetic lens. Following this, classroom teachers are asked to find ways of adapting shared teaching strategies to include more movement at individual grade levels.

In addition to learning kinesthetic teaching strategies, classroom teachers explore a dance class from the lens of their students. Classroom teachers are taken through a dance class that consists of a warm-up, exploration, development and closing. This provides the opportunity for classroom teachers to experience the amount of endurance, strength and focus it takes for their students to engage in dance classes.

In addition to this whole-faculty professional development, dance and arts faculty participate in systematic professional development in order to establish rigorous arts benchmarks and to support teachers in implementing a challenging, standards-based curriculum and creating positive classroom culture. Arts teachers develop monthly outlines that follow benchmarks for each grade and receive feedback and coaching from the Director of Dance Education and school leaders around their progress and implementation. Arts teachers attend regular professional development sessions that help ensure consistent instructional strategies, positive student culture, and student assessment.

Recruiting Qualified Teachers

In order to fulfill the mission and vision of its charter, Gabriella Charter School 1 must recruit teachers and staff who are qualified, talented, and invested in its mission and vision.

We may use the following strategies/sources to recruit teachers:

- Traditional posting sites such as EdJoin, Indeed, and LinkedIn
- Teacher preparation programs. On a basic level, this involves using career services posting systems and attending job fairs. We will specifically design outreach to teacher preparation programs offering the Dance credential (e.g., CSU East Bay) as dance is key to our mission.
- Local and national programs specializing in training arts educators. These include NYU's Steinhardt School, UCLA, and the National Dance Education Organization ("NDEO").
- Education organizations with memberships of experienced teachers. This includes Teach For America alumni and participants in the Educators for Excellence Program. Some of our current staff have been members of these organizations.
- Pipeline between both Gabriella Charter Schools of classified staff who become qualified to teach. Gabriella Charter Schools has regularly promoted our staff internally, and these staff members are well versed and invested in the Charter School's mission and vision, and grow and thrive with our organization over time.
- Teacher residency programs. GCS 1 has, and intends to continue, teacher residency programs whereby teacher residents are paired with experienced mentor teachers to earn their credential, thereby being eligible to teach and lead a classroom in the following year once all credentialing requirements have been satisfied.

To ensure we are able to both recruit and retain the teaching staff that we need, Gabriella Charter School 1 will ensure that staff feel positively about their compensation and appreciation, their working environment and their opportunities for growth. As funding levels allow, GCS 1 will maintain a salary table competitive with local districts and may recognize extraordinary talent and contributions through stipended leadership positions. The Charter School's leadership will also track teacher satisfaction with the working and learning environment provided by the school via semi-annual administration of The New Teacher Project's Insight Survey or other survey tool.

Meeting the Needs of All Students

Since the GCS 1 instructional program inherently values multiple intelligences and makes extensive use of differentiated learning inputs, student outputs, and small group instruction, all students at risk of low achievement, including students with disabilities, socioeconomically disadvantaged students, and multilingual learners, receive focused attention to their needs and strengths as teachers implement individualized instruction based on assessments. The integrated nature of our curriculum and the depth in planning and assessment also naturally provide appropriate learning experiences for high achieving, who are able both to dig deeper into topics and to make connections across subjects. Other components of the program assist in meeting individual needs:

1. Ample instructional planning time during each week (such as when students are engaged in dance and other enrichment classes) so that teachers can modify and create lessons and curriculum to meet the needs of individual students;
2. A culture among teachers of openness and collaboration, with professional develop/planning time dedicated to meetings between classroom teachers, special education teachers, arts teachers, and other adults providing services to students;
3. Ongoing communication between teachers and parents and a commitment to work together for the education of their children;
4. Instruction that incorporates multiple intelligences and varies forms of instructional inputs and student outputs
5. Programs and instructional practices that allow teachers frequent small group and one on one interaction with students
6. Class sizes which allow teachers to truly know their students;
7. Various forms of assessment, accommodated as appropriate, that are used to guide instruction;
8. Learning goals that are clearly articulated; and
9. High expectations for all students.

English Learners/Multilingual Learners

Gabriella Charter School 1 is committed to meeting the needs of multilingual learner students and will follow all applicable state and federal laws with respect to serving MLL students. The Charter School will implement its own English Learner Master Plan, which will be submitted to LAUSD with the charter renewal petition application.

Identification

The Charter School will identify multilingual Learners in accordance with Education Code Section 52164.1. All parents will complete a Home Language Survey upon first enrollment in a California public school.

English Language Proficiency Assessment

Students whose Language Survey indicates a primary language other than English will be initially assessed using the English Language Proficiency Assessments for California assessment, if they have not previously been identified as an MLL by a California public school or if no previous language assessment score can be identified. The ELPAC has four proficiency levels (Level 4: well developed; Level 3; moderately developed; Level 2; somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”): Parents will be notified in writing of the Charter School’s responsibility to conduct an initial language proficiency exam. Testing will be completed and parents will be notified of the child’s MLL status and given a description of MLL programming at the Charter School within 30 days of first enrollment.
- Summative Assessment (“SA”): When students with previous California public school attendance enroll at GCS 1, the records clerk and English Learner Specialist/Title III Coordinator will review all available records (CALPADS, LAUSD’s MSIS, cumulative records) and communicate as necessary with previous districts to determine current language classification and place the child appropriately in an instructional program.

The English language proficiency of all currently enrolled multilingual learners will be assessed annually (through the ELPAC) in accordance with federal law and Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student’s IEP or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student’s IEP. GCS 1 staff will notify parents of the Charter School’s responsibility to conduct annual ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of test results from the test contractor. In addition, within 30 days of first enrollment each year, GCS 1 will communicate with parents of existing MLLs about their child’s progress towards reclassification criteria.

Educational Programs for ELs

The components of the GCS 1 educational program for English Learners are described below:

- All multilingual learners will receive **designated ELD instruction** based on California’s English Language Development standards. In elementary grades, this instruction takes place in the context of a regular block that occurs daily, in which ELD standards are taught using a designated ELD curriculum designed for multilingual learners. As part of this block, students are grouped by language level (for MLLs, according to the state’s English Language Performance descriptors of Emerging, Expanding, or Bridging) for at least 30 minutes of explicit instruction using ELD standards. Instruction will be provided by classroom teachers, and students will be grouped flexibly between grade level classrooms as needed to allow for best grouping. An

Instructional Aide may join classroom teachers during designated ELD instruction to ensure that a sufficient number of small groups with direct instruction based on language level can be formed. In some cases (a great number of emerging MLLs in a classroom or large number of MLLs in a grade level), the ELD Specialist or ELD Instructional Aide will also push in to class as a support personnel during designated ELD instruction.

Middle school multilingual learners will participate in a daily 30 minute designated ELD block. This block is taught by a classroom teacher with IA support, allowing grouping of students by EL performance level. Because most middle school MLL students will have grown with the Charter School for multiple years, they will be considered Long Term English Learners, and an LTEL curriculum may be used. In cases where an older student (e.g., a recent immigrant) enters GCS 1 at Emerging level English proficiency, an individual instructional plan will be created and carried out by the ELD Specialist or classroom teacher, potentially with the support of an Instructional Aide as resources and scheduling allow (e.g., basic English communication skills, vocabulary development, instruction in foundational literacy skills). Although most ELD standards will be covered both during designated and integrated ELD, most assessment data used for MLL report card grades will be collected during designated ELD. Additional description of both elementary and middle school ELD programming can be found in the Curriculum and Instruction section of this petition.

- MLL students will also receive **integrated** ELD instruction, as described in the California ELA/ELD Framework⁵⁴ throughout the school day, in addition to receiving supports designed to ensure their access to the school's core curriculum. Teachers are expected to provide integrated ELD instruction throughout the day throughout subjects. During integrated instruction, teachers are aware of the language forms and functions necessary to complete content area work and provide instruction and scaffolding so that students can successfully access the content. ELD standards are used in conjunction with academic content standards with SDAIE strategies. Certain ELD standards (such as standards related to longer writing pieces and oral presentations) are considered more appropriate to be covered and assessed in an integrated ELD setting.

In addition to designated and integrated ELD, multilingual learners receive classroom supports, and teachers employ instructional strategies, to ensure that MLLs can access the Charter School's instructional program and state standards. These supports and strategies are described further below under *Instructional strategies and supports*.

State ELD Standards and State Assessments

The ELD program at GCS 1 currently uses one Designated ELD curriculum for grades TK-3 and another Designated ELD curriculum for grades 4-8. Both curricula are aligned to the current (2012) State English Language Development Standards. Designated ELD curriculum training will be provided at the beginning of each school (and ongoing as necessary) at GCS 1 based on an assessment of need among the Charter School's staff Instructional staff. For grades TK-3, a commercial designated ELD curriculum (with weekly and unit assessments - Systematic ELD) is currently used to monitor student progress and mastery of ELD standards. For grades 4-8, a commercial LTEL curriculum (Link to Literacy) described in this Element Under Curriculum and Instruction will be used at GCS 1. This curriculum and its included assessments have been aligned to the 2012 ELD standards, and supplemental materials created when necessary to

⁵⁴ California Department of Education, 2014

ensure full coverage of the standards. Instructional leaders (Principal, Assistant Principal, or Instructional Specialist) will monitor coverage of standards (through long-term and unit plans) and progress toward standards mastery (through monitoring of weekly and unit assessment progress and ELD report card grades).

Note that GCS 1 may update the curricula for designated ELD instruction as needed depending on the needs of students.

Results of the ELPAC will be shared each year with classroom and special education staff and analyzed to inform instruction. Training will be provided on the alignment of the ELPAC to the ELD standards.

Services and supports for MLLs

- **Instructional strategies and supports for MLLs**

As teachers provide integrated ELD instruction throughout the day and support students in all academic areas, they will utilize researched-based strategies specific to the needs of MLLs. GCS 1 teachers will be expected to incorporate three key instructional components for English Learners. These are based on concepts taken from, among other sources, the work of Project GLAD and the research of Dutro and Kinsella (2010).

1. Visuals - Illustrations, photographs, videos, and real-life objects are routinely shown in all classrooms in order to help English Learners understand new vocabulary and concepts. Visual aids may be found as permanent features of the classroom, components of unit-related bulletin boards, or references available to students as needed (such as thematic glossaries in binders.)
2. Student talk - When encountering new vocabulary, English Learners are given multiple opportunities to repeat new words and use them in context in order to improve oral fluency and phonemic awareness. In addition, partner conversations or whole-group discussions are thoughtfully facilitated by classroom teachers in order to provide English Learners with opportunities to discuss new insights, clarify understandings, and ask questions. Teachers provide oral and visual scaffolds, as well as corrective feedback, in order to assist individuals and groups as they practice their speaking.
3. Sentence frames - Either as part of the unit plan or in response to student talk, teachers create sentence frames in order to help those students who need a scaffold when responding to questions or organizing their thoughts around a topic. Students are also encouraged to compose and critique their own sentence frames to be used when speaking or writing

The dance program will also be used as a bridge to build students' English vocabularies. As a kinesthetic way to learn language, dance relies on the same part of the brain for conceptualization, creativity and memory that verbal language does for speaking and writing (Hanna, 1999). Just as verbal language entails vocabulary, grammar and semantics, dance entails steps and gestures, rules for how one movement follows another, and meaning. Therefore, creative movement associated with dance education can reinforce students' vocabulary development in the classroom. Dance teachers currently incorporate a type of Total Physical Response in the dance studio to enhance English language development. They also use the Anne Hutchinson Guest "Language of Dance" approach to engage

students in the fundamental stages of notating dance. This process includes exploring, creating, observing and analyzing movement and provides students the opportunity to record movement in symbols. The Language of Dance approach promotes the transference of the physical experience of dance to an intellectual understanding, which enhances participant learning and contributes to the dancing process. Students are empowered by learning appreciation, interpretation and evaluation of dance through individual and group reflections and critiques. This instructional approach offers an enriching way of presenting movement as part of movement education, and provides students many opportunities for problem solving and a refinement of perceptual skills. In dance classes, students also develop physical skills and technique and confidence is developed through presentation and performance.

- **Services for MLLs**

In addition to integrated and designated ELD instruction as described above under Educational Programs for MLLs, MLLs will receive additional services designed to help them achieve success in learning English as well as mastering grade-level standards.

MLL students may participate in all interventions available to GCS 1 students according to criteria set by the Charter School's RTI program. However, because EL status has been identified as a risk factor for lower academic achievement, MLL students who do not currently meet standard criteria for intervention will also be carefully screened and considered for inclusion in Tier 2 interventions. For example, first grade students at an Emerging level might receive Tier 2 reading intervention even if not meeting Tier 2 criteria because these students have been typically seen to struggle with grade level reading by 3rd grade. With the collaboration of the ELD Specialist and principals, MLLs may be prioritized for any after school interventions or enrichment opportunities the Charter School offers.

Two types of Intervention specifically for MLL students and based on ELD standards will be provided. TK/Kindergarten students who are identified through beginning of year screening as having low oral language ability may be provided 30-45 minutes of weekly intensive oral language support. This support will be designed by the ELD Specialist, in consultation with classroom teachers and with the Speech/Language Pathologist providing services at the Charter School.

For MLL students who are also identified as Students with Disabilities, the ELD Specialist will consult with special education staff when crafting appropriate IEP goals for ELD, and in identifying appropriate supports and accommodations to include in the IEP.

- **Parent Involvement**

In addition to ensuring that parents of MLL and potential MLL students receive all required notifications, Gabriella Charter School 1 will provide parents with additional meaningful information about their child's progress learning English and give parents the opportunity to participate in their child's education.

In addition to having at least four ELAC meetings every school year, GCS 1 will hold at least two general MLL parent meetings each year to explain information provided in MLL mailings, introduce parents to basic theories of language acquisition, provide valuable information to help students prepare for the ELPAC, and provide other strategies for helping MLL parents engage in their child's learning process. For

example, MLL parents might receive training on a web-based intervention program used by MLL students so that they can better support students at home.

In addition, a targeted meeting for parents of LTEL students is held, and the ELD specialist meets individually with parents of 8th grade LTELs.

Report cards include ELD grades, which are shared with parents at parent-teacher conferences, along with work samples providing evidence for different ELD standards at the student's level. Parents of MLLs are also invited and encouraged to attend SST and Language Appraisal Team ("LAT") meetings involving their child. Interpretation is provided at all meetings, in Spanish and in any other language representing at least 15% of the student body.

Process for Annual Evaluation of the School's EL Program

Each year instructional leadership (Principal, Assistant Principal, and/or Instructional Specialist) will evaluate the Charter School's EL program. An analysis several times each school year will focus on the educational progress of MLL students, including progress in learning English and progress towards mastering core content/State Standards. This analysis will use the following data:

- ELPAC scores
- Student scores on ELD curriculum assessments and sample work and completion of ELD Levels (Emerging, Expanding, Bridging)
- EL subgroup scores on internal assessments (unit assessments, i-Ready assessments)
- EL subgroup scores on state assessments (CAASPP program)
- EL student progress towards intervention goals
- Progress towards IEP goals (ELD, speech/language, and content area)
- Reclassification rates

This data is used to answer the following questions:

- Are MLLs making adequate progress in learning English, and does this progress differ by subgroup (e.g. disability, primary language)?
- How does EL mastery of core subject standards compare to the general population of the Charter School?
- When MLLs receive intervention, do they make progress at the same rate as the general population?
- Are MLLs who are also students with disabilities meeting IEP goals at the same rate as other students?

At the conclusion of the school year (June), an overall annual evaluation of the program occurs. The academic data listed above are consolidated and summarized for the year. The following additional pieces of evidence are also considered:

- Parent survey results (annual survey of MLL parents)
- Teacher survey results (annual survey of classroom teachers regarding strengths and weaknesses of ELD program)

- Calendar, agenda, sign-in sheets, and minutes for MLL parent meetings
- Parent engagement data

The following questions are considered, in addition to the ones listed above:

- Do parents feel that MLL students are well supported? What needs do they see as important for Multilingual Learners? Do parents feel they understand and are involved with MLL identification, programming, and reclassification?
- Do teachers feel that the Charter School’s EL program helps MLL students to learn English? To master academic content?
- Has the Charter School adequately informed and engaged MLL parents?
- Is the Charter School’s EL program meeting federal, State, and charter requirements?

Based on program evaluation, changes to the program for the following year (e.g., structure, staffing, instructional strategies, curricular materials, provision of intervention) will be determined. For example, if benchmark scores for MLLs in reading and language showed a persistent achievement gap that did not decrease over time, and teacher surveys mentioned that although ELD instruction seemed to be helping with language structures, lack of vocabulary was still a problem, vocabulary instruction both within designated ELD and throughout the school day would need to be addressed, through professional development and through co-planning time. If MLL students in Tier 2 and Tier 3 interventions were found to be meeting intervention goals at a lower rates than other students, and further analysis revealed that this trend was attributable to lack of progress made by students who are both Multilingual Learners and students with disabilities, accommodations or modifications to the intervention curriculum might be made, or the frequency or staffing of intervention might be reconsidered.

Process and Criteria for Reclassification

The ELD Specialist or other school leadership will maintain a roster of MLL students and their status on each reclassification criteria. This roster is created using data from the Charter School’s student information system (“SIS”) and collected from classroom teachers, and must be updated at the end of each trimester reporting period and whenever new state testing data (ELPAC, CAASPP tests) are received.

Each time the roster is updated, the ELD Specialist will identify 1) students who meet all reclassification criteria and 2) students in grades 3-8 who meet all criteria except report card grades.

For students who meet all criteria, input is sought from classroom teachers and any other relevant staff (e.g., resource teachers) and a final decision to reclassify is made.

The ELD Specialist or other school leader conducts a final check of student data using the Charter Schools’ SIS and student records and directs office staff to prepare documentation for parents and to contact parents to solicit parent approval of the reclassification decision.

Parents are given an opportunity to speak to the ELD specialist or Principal regarding the reclassification and what ongoing support may be appropriate for the reclassified student.

If the parent agrees to the reclassification decision, paperwork is filed, instructional staff is notified of the completed reclassification, and necessary updates are made in school and state information systems.

For students in grades 3-8 who meet at least two of the three reclassification criteria (exclusive of the ELPAC overall score of 4 which has to be met), the ELD specialist gathers additional data to determine if an LAT meeting should be convened to make a decision regarding reclassification. If a LAT meeting is convened, parents and all relevant staff are notified. At the meeting, additional data supporting the student’s potential for reclassification are presented and the Principal makes a final decision regarding reclassification. If a decision is made to reclassify, the same steps outlined above are followed.

GCS 1 **Reclassification Criteria** are outlined below. These criteria may be updated and approved by the Gabriella Charter Schools Board annually, or as deemed necessary to reflect changing state or federal guidelines or requirements and/or local need. The current criteria will be submitted to LAUSD each year with the Charter School’s MLL Master Plan.

Kindergarten—8th Grade Criteria

Category	Criteria
Language Development: English Language Proficiency Assessment of California	ELPAC - Overall score of 4
Basic Skills Assessment	<p><u>Kinder⁵⁵- 3rd Grades</u></p> <p>Overall score of “green” and/or majority of domains are at the “green” level on most recent i-Ready reading assessment using the appropriate data view for the trimester</p> <p><u>4th- 8th Grades</u></p> <p>Met or Exceeded in ELA on most recent SBAC (or alternate assessment for students with disabilities)</p> <p>OR</p> <p>Overall score of “green” and/or majority of domains are at the “green” level on most recent i-Ready reading assessment using the appropriate data view for the trimester</p>
Teacher Evaluation/Class Performance	<p>In grades TK-5, grades of 3 or higher in both Reading AND Writing on most recent Report Card</p> <p>In grades 6-8, grade of 3 or higher in Humanities Course OR grade of 3 or higher in ELD course on most recent Report Card</p> <p>AND</p>

⁵⁵ Only kindergarten students who attended Transitional Kindergarten are eligible for reclassification.

	Classroom teacher supports reclassification based on class performance/observations
Parent Consultation	Parents consulted regarding potential reclassification to share their opinion on student reclassification

When a GCS 1 English Learner in grades 3-8 meets an overall Level 4 on their most recent ELPAC and meets one other criteria, the Language Appraisal Team may meet to determine whether reclassification is appropriate. Referral to the Language Appraisal Team is made by classroom teachers or the ELD Specialist.

Language Appraisal Team members include the ELD Specialist, the classroom teacher(s), and special education teachers if applicable. The School Principal leads the Team and makes final determinations regarding reclassification.

In determining whether a student should be reclassified, the Language Appraisal Team considers:

- Non-language- related factors influencing progress report card grades
- Alternate indicators of academic proficiency in ELA, including i-Ready data, performance on ELD standards, performance on unit assessments, & achievement of IEP goals

If the team recommends reclassification, the Principal approves the decision and the student is reclassified once necessary paperwork is completed.

If reclassification is not recommended, the team may recommend additional modifications or interventions to improve student performance in English Language Arts.

Monitoring Progress of MLL and RFEP Students

The progress of EL students is monitored by teachers and by instructional leaders using several tools:

- ELPAC scores
- Student scores on ELD report card grades and completion of ELD Levels (Emerging, Expanding, Bridging)
- MLL subgroup scores on internal assessments (Fountas & Pinnell, trimester benchmarks)
- MLL subgroup scores on state assessments (CAASPP program)
- Reclassification rates

ELPAC scores and CAASPP program scores are analyzed at the beginning of each year and/or when new scores become available. During professional development time devoted to data analysis after each trimester, data on internal assessments is disaggregated by subgroup (see example below), MLL performance is analyzed, and next steps determined. Performance on ELD standards (measured through student work samples and Designated ELD assessments) is analyzed at the end of each trimester, and standards for reteach or inclusion in intervention are identified. Student progress moving through proficiency levels is analyzed at the end of each school year.

Prior to the beginning of each school year, the performance data of recently (within 2 years) reclassified students in each grade level is analyzed and the ELD specialist confers with teachers to determine

appropriate supports are in place for each of these students not meeting standards. Examples of support would be participation in Tier 2 reading intervention, support through language scaffolds during instruction, or potentially inclusion in designated ELD instruction if gaps in language are identified.

Progress Monitoring and Support for LTELs

LTEL student progress toward meeting ELD standards, towards meeting other content standards, and towards reclassification are all monitored regularly by the ELD Specialist and/or Principal and by classroom teachers in the same manner as for all MLL students. However, frequency of progress monitoring is greater for this population (e.g., ELD Specialist reviews mid trimester progress reports of LTEL students and checks in with students/teachers).

LTEL students receive information regarding LTEL status and progress towards reclassification. Reclassification criteria are shared with parents in initial notification and annual notification letters, in ELPAC result mailings, and in at least two MLL parent meetings during the year. Potential impacts (e.g., lower graduation rates) of LTEL status are also shared. The ELD Specialist also meets individually with parents of 8th grade English Learners to identify barriers to reclassification and discuss EL programming in high school. Students in fifth through eighth grade meet individually with the ELD specialist each year after new ELPAC scores are received to review their personal path towards reclassification and identify action steps.

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

Gabriella Charter School 1 will strive to meet the needs of gifted and talented students and students achieving above grade level by supporting teachers to differentiate instruction in the general education classroom and offering GATE and enrichment programming where possible.

Gabriella Charter School 1 may identify students for GATE eligibility under the category of Intellectual Ability in grades 2 through 8. Intellectual Ability is defined as students whose general intellectual development is markedly advanced in relation to their chronological peers. Other categories of classification may also be considered, as well as expanded or condensed grade levels.

Our criteria for testing and eligibility will be as follows, assuming GCS 1 only screens for Intellectual Ability in grades 2 and above and offers a GATE program for any given year (note: this process may change if other categories of giftedness/talent are included):

- All students in the selected grade level(s) with parent consent are tested once during the school year.
- Students who score within the requisite percentile on a standardized intelligence test (e.g., OLSAT, Nagleri, Ravens, etc.), will meet requirements for eligibility.

Should GCS 1 offer a gifted and talented program, within 30 days of the completion of testing, parents of students identified as Gifted will be notified of their child’s status in writing. Parents of identified students will then sign for consent for their child to participate in the GCS 1 Gifted Program. Parents may also contact the Director of Special Education or another staff member as designated by the Principal regarding GATE.

Gabriella Charter School 1 strives to meet the educational needs of students in this subgroup and academically high achieving students generally. Services are provided to students through

differentiated instruction in the general education environment, which includes flexible student grouping. Teachers may be provided professional development and coaching to implement key strategies for differentiated instruction within the general education classroom (e.g., planning around universal themes; using task prompts constructed with Sandra Kaplan's depth and complexity icons; compacting foundational skills and accelerating learning). Additionally, parent workshops may be held to educate parents on how they can best support their gifted child at home.

The Charter School will monitor the progress of students in this subgroup through ongoing data analysis and check-ins with teachers during the beginning, middle, and end of the school year. Ongoing assessment provided to all students throughout the year and thorough analysis of this assessment data will be conducted at the beginning and middle of the year. The data will be aggregated into subgroups so teachers can analyze specific student populations. Teachers will analyze achievement data of their gifted students and plan accordingly to meet their needs. They will have the opportunity to discuss next steps and goals with the MTSS team, which enables them to plan appropriately so each child is able to meet their learning goals.

Students not identified as Gifted, but who are high achieving (e.g., receive multiple scores of 4 on at least 2 consecutive progress reports/report cards), will receive many of the same differentiated opportunities as identified Gifted students. Parents of these students will be notified that their child is high achieving at semester conferences and are given information regarding how teachers plan to meet their child's need for more challenging material.

Students Achieving Below Grade Level

In line with its vision and belief that all children will have an opportunity to learn and experience success, Gabriella Charter School 1 is committed to providing interventions to ensure that every child can make significant academic progress.

Students who are achieving below grade level will be identified based on analysis of multiple data points, including classroom formative assessments, required school-wide assessments (e.g., i-Ready benchmark assessments, end-of-unit writing prompts), and state testing programs. This will occur formally at the mid and end-points of each semester, and on an ongoing basis as teachers respond to formative assessment data. At the midpoint of each semester, parents will be notified of lower-achieving status in writing in the form of a mid-semester progress report. For students achieving significantly below grade level, teachers will communicate next steps for addressing the low achievement (intervention, Student Success Team referral, etc.). Parents will also be notified of low-achieving status through end of semester report cards and parent-teacher conferences, at which teachers are required to provide concrete suggestions and resources for parents to support low-achieving students at home. Examples of these resources include lists (in English and Spanish) of specific questions to ask students at different reading levels, educational games to reinforce math and early literacy skills, and lists of websites and apps addressing specific areas of need. For parents of students referred for a Student Success Team (described below), specific home/parent action items are identified and tracked.

Under the umbrella of MTSS, Gabriella Charter School 1 will use RTI, a tiered approach in which students are divided into tiers based on assessment data, appropriate interventions for each tier are provided, and the impact of the interventions is regularly measured. Charter School staff identify students who

do and do not respond, as well as appropriate next steps. A summary on the research base for RTI is provided by Charles Hughes and Douglas Dexter on the website of the RTI Action Network.⁵⁶ The charts and diagram below illustrate the 3 tiers of intervention at GCS 1 and describe the interventions provided for each tier in various subject areas. Specific interventions and frequency may change in response to student needs.

RTI at Gabriella Charter School 1

	Reading	Math	Socioemotional
Key data used to determine tiers	CORE Phonics Survey i-Ready diagnostic assessments and progress monitoring assessments	Performance on curriculum assessments i-Ready diagnostic assessments and progress monitoring assessments	Office or counselor referrals Daily behavior tracking by teachers Coordination of Services Team (“COST”) referrals by school staff or parents Student surveys
Tier 1 Instruction (all students receive)			
Supports	Regular, high-quality research-based classroom instruction	Regular, high-quality research-based classroom instruction	Standard classroom/school-wide behavior system
Frequency of Progress Monitoring	Twice a semester	Twice a semester	Twice a semester
Staff (Who provides)	Classroom teachers	Classroom teachers	Classroom teachers, counselor, other school staff
Tier 2 (Approximately 10-15 % of students)			
Supports	Small group instruction using research-based methods 2-3 x/week, at least 60 minutes	Small group instruction using research-based methods, 2-3 x/week, at least 60 minutes	Frequent parent contact, behavior plan or contract, short-term counseling support, modifications to environment (e.g., seating)
Frequency of Progress Monitoring	Twice a semester	Twice a semester	Twice a semester
Staff (Who provides)	Classroom teachers, Instructional Aides	Classroom teachers, Instructional Aides	Classroom teachers Counselor, other school staff
Tier 3 (Approximately 5% of students)			
Supports	Very small group or individual instruction	Very small group or individual instruction	Behavior Analysis, Individual Behavior Plan, parent

⁵⁶ http://www.rtinetwork.org/learn/research/research_review

	using research- based methods Daily, approximately 120 minutes/week	using research-based methods, daily Daily, approximately 90 minutes/week	conference, referrals to outside agencies
Frequency of Progress Monitoring	Every 2-3 weeks	Every 2-3 weeks	Every 2-3 weeks
Staff (Who provides)	Interventionist, Resource Teacher	Interventionist, Resource Teacher	Classroom teacher, Special Education staff, Administrator, DIS Counselor, outside agencies

For reading intervention, Gabriella Charter School 1 may use the Leveled Literacy Intervention System developed as part of the Fountas & Pinnell Reading System or another supplemental curriculum to support intervention. This system of leveled books includes lesson plans targeting decoding skills and within the text, beyond the text, and about the text comprehension skills. Staff instructing intervention select books based on student levels and select lesson components based on students’ skills as a reader. The LLI System provides interim assessments aligned to the Fountas & Pinnell benchmark assessments that GCS 1 will administer each semester, allowing more frequent monitoring of Tier 2 and Tier 3 students.

Tier 2 and tier 3 reading support is provided both during school during blocks of small group instruction and, depending on staffing, during before school and after school sessions. Any staff member who provides Tier 2 or Tier 3 interventions are trained by the Interventionist or an experienced teacher. For math intervention, GCS 1 currently uses a research-based program aligned with the Charter School’s Tier 1 math curriculum, Bridges Intervention. Other materials used include lessons provided by i-Ready, an online, differentiated math instruction and assessment program, or reteach lessons and review activities provided as part of GCS 1’s tier 1 curriculum, Illustrative Mathematics. Both Illustrative Mathematics and i-Ready are described further elsewhere in this Element, under *Curriculum and Instruction*. Intervention groups are formed based either on i-Ready assessment data or another data point chosen by the math team (e.g., benchmark data, foundational math assessments, etc.). Tier 2 and Tier 3 math lessons occur both within the school day during blocks of small group instruction and, depending on staffing, before or after school. All staff who provide Tier 2 or Tier 3 intervention in math will be trained to use Bridges Intervention (or similar) program.

As described in the section above regarding English Learners, intervention is also provided for students not making adequate progress in learning English.

Identification of students in need of academic (or behavioral/socio-emotional) interventions will first occur with instructional staff or a parent noting a need or difficulty of the student. Before referring a student to the Charter School’s Coordination of Services Team, in most cases teachers will be asked to provide interventions for 4-6 weeks, monitor progress, and track results. Teachers will be provided with a standard template to track the types of interventions attempted, time frames, and results. After initial interventions prove ineffective, progress of these students is monitored by, and solutions are designed by the COST process. Typically, COST participants are the Principal, Assistant Principal, Counselor or School Social Worker, Instructional or MLL Specialist, and a special education representative (Director of Special Education (“SPED”)/School Psychologist/Resource Teacher/SPED Coordinator).

The **COST** typically meets several times a semester for two purposes:

1. Analyzing assessment data to assign students to appropriate “tiers” within RTI. Students who have not made significant progress are identified and next steps brainstormed (including potential referral to Special Education). With the help of the ELD Specialist and/or a representative from the special education team, the team examines patterns in progress towards intervention goals and/or mastery of standards by special populations (EL, SPED) and determines potential solutions fitted to the needs of these groups. New schedules for intervention based on student movement between tiers are also created.
2. Reviewing referrals to the COST team made by staff or parents. Students are referred to COST when classroom interventions have not been effective in addressing academic or other (behavioral, socio-emotional, physical) concerns.

COST collectively determines interventions or next steps that should be put in place to best serve groups of students as well as individual students referred to the team. Common next steps for individual students include a parent meeting, a behavior plan, or a referral to counseling. At the conclusion of each COST meeting, it is determined which team member will own the process of following up to make sure all staff members, as well as parents or guardians of individual students, are aware of and have the proper training and information to carry out the next steps.

Parent/team meetings occur regularly and as needed to address concerns regarding individual students. Teachers, parents, administrators and other school staff relevant to the child (e.g., ELD specialist for an EL student, RSP teacher for a special education student) collaborate to analyze issues, determine root causes, and plan next steps to best support the child.

A parent/team meeting is scheduled after COST determines it as an appropriate next step. At the meeting participants present data such as recent academic data (i-Ready diagnostic data, Fountas & Pinnell assessment, CORE Phonics, grades, benchmark assessments, etc.), types of interventions attempted, dates these interventions have been attempted, and the results of the interventions. At the end of the meeting, next steps for all participants are determined. Specific goals for progress are set and followed up on at the next meeting.

When a student does not respond to interventions determined through the COST process, and is not making significant progress towards goals, referral for assessment to determine eligibility for special education services may be a next step.

Socioeconomically Disadvantaged/Low-Income Students

It is part of the mission and vision of Gabriella Charter Schools to ensure that all students, regardless of socio-economic circumstances, have access to an excellent education and to high quality arts instruction. Through additional art instruction, enrichment programs, and field lessons, we strive to give students from low-income backgrounds access to experiences that might otherwise be academically unattainable. In order to realize this vision, the Charter School also has in place systems to identify specific needs of individual students within this group or of the group as a whole. The Principal or their designee will monitor the progress of this subgroup during regular data analysis that happens about

three times per year.

Socioeconomically disadvantaged students are identified through the student's free or reduced lunch status, and their progress as a subgroup is tracked on major assessments (e.g. Smarter Balanced, i-Ready, etc.). Because free and reduced price meal ("FRPM") status is neither a perfect nor a continuously updated measurement of socioeconomic disadvantage, GCS 1 teachers and staff may receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs, as part of annual training on the Charter School's COST and Response to Intervention processes. Part of the Charter School's culture is also that every staff member is responsible for being aware of and responsible for addressing the needs of each child on campus. This expectation will be explicitly communicated to staff in order to promote a high level of vigilance and attention to needs that may arise related to socio-economic disadvantage.

Needs of individual socio-economically disadvantaged students can be identified and addressed through the COST process.

The COST meeting system described above allows for identification not just of academic need, but also of a diverse range of needs that might arise related to socioeconomic status (e.g., difficulty completing homework, attendance issues due to difficulty with transportations, health or hygiene issues, parent difficulty in attending conferences due to work schedule, etc.). All staff members (including office staff) receive training on the COST referral process. The COST referral form includes information on potential needs of socioeconomically disadvantaged students. Responses to these needs include such strategies as:

- Facilitating connections between parents to promote car-pooling and sharing of resources
- Working with school volunteers and community organizations capable of providing assistance with supplies, clothing, or food
- Working with family schedules to ensure access to the free breakfast and lunch provided at school
- Providing alternate methods of conferencing with parents (home visit, telephone)

Students with Disabilities

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

Students in Other Subgroups

Gabriella Charter School 1 will identify and meet the needs of Foster Youth in accordance with AB 490 -- Education Code Section 48853.5. Gabriella Charter School 1 will identify Foster Youth through the enrollment process, self-disclosure or interaction with the Department of Child and Family Services ("DCFS"). The needs of Foster Youth are determined and met by working closely with educators, school personnel, counselors, social workers, caregivers, advocates, juvenile court officers and community-based organizations. Through collaborative meetings, individual and situational student needs are determined. A variety of services such as counseling, intervention, social skills groups, and transportation support may be provided by the Charter School or through community-based organizations. The progress and needs of Foster Youth may also be identified through the COST system

described above and through the assessments described in Elements 2 and 3. The principal or their designee will monitor the progress of these subgroups during regular data analysis that happens about three times per year.

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

Please refer to the LCFF table in Element 1, incorporated here by reference.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Performance Targets Aligned to State Priorities

Please refer to the LCFF table in Element 1, incorporated here by reference.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

School-Wide Outside Measures of Academic Progress

GCS 1 administers key outside assessments in addition to State mandated testing programs in order to track student progress, plan instruction, assign interventions, and evaluate programs. These assessments were selected due to their alignment with State Standards, their relevance to the GCS 1 instructional program, and their reputation (widely used, supported by research & enabling norming against schools nationwide). GCS 1 may choose other assessments if needed to better align with curriculum and school needs. For literacy in particular, GCS 1 is currently reviewing assessments to select new research-based, science of reading-aligned tools for measuring reading achievement and growth, identifying students in need of intervention, and tracking progress in interventions. In addition to State mandated assessments, a list of likely assessments can be found below:

Assessment	Description	Grade Levels	Frequency	Performance Expectations
i-Ready diagnostic benchmark system	<p>* On-line, adaptive reading and math assessments based on Common Core standards</p> <p>*State-approved assessment program for diagnostic assessment of CCSS in grade levels not covered by CAASPP</p>	K - 8	Beginning of year, middle of year, and end of year; more frequent standards assessments for students in Tier 2 and Tier 3 intervention	<p>i-Ready tracks whether students are “on,” “above,” or “below” level for each trimester</p> <p>Growth goals are set after the first diagnostic assessment and students are tracked as meeting or not meeting growth</p> <p>Students divided into Performance Profiles; profiles correlated to Tiers 2 and 3 in GCS 1 RTI system have intervention progress goals that are also monitored</p>
DIBELS 8th Edition	<p>*Comprehensive Assessment of Foundational Skills</p> <p>* Nationally Normed and Widely Used</p>	K-2 as needed for older students reading below grade level	1x/year; more frequently for students in Tier 2 and Tier 3 intervention	Students expected to meet performance expectations for each grade level are defined by assessment publisher

Other Assessments

Unit assessments in both English language arts, mathematics, and science will occur approximately twice per semester, depending on the grade and the unit scope and sequence. These assessments are used or adapted from curriculum guides, and revised as needed to ensure the most accurate data is captured.

In ELA, reading rubrics and writing prompts from our current curriculum are used to understand students' learning progressions in comprehension and writing. In math, lesson formatives and unit pulse checks guide instruction, and unit assessments demonstrate the level of proficiency attained by students. Science assessments, also provided by the publisher, allow teachers and students to understand the conceptual knowledge attained by students throughout the course of their instruction.

Teachers may also design performance tasks to be included in their unit assessments that fuse concepts across disciplines. These assessments will be reviewed with department leaders for feedback to ensure alignment and appropriate rigor for all grade levels. Data will also be debriefed in departments to create action plans aligned to student data, which occurs during professional development.

Data Analysis and Reporting

Gabriella Charter School 1 will utilize a student information system (e.g., Aeries) and other data analysis systems and vendors (e.g., Parsec) that has the capacity to capture data and create a variety of reports and analyses regarding student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom, tailored to the needs of our school and our instructional methodologies. The current systems are cited within the petition and may be changed as student needs evolve. Data for all State assessments as well as other key data points (e.g., SBAC, i-Ready) are stored and can be accessed and analyzed using a data analysis platform (e.g., Parsec) or the system itself (e.g., i-Ready platform). Training for staff will support them in analyzing results of assessments and use this information to inform their teaching, as well as allowing instructional leaders to evaluate the efficacy of the Charter School's program and make adjustments as necessary. The Director of Special Projects has responsibility for implementation and effective use of the data analysis platform and student information system at GCS 1, with the Director of Operations & Strategy supervising the technical roll-out of the system at the site and overseeing ongoing maintenance and use of the site for attendance, maintenance of student data, and compliance reporting as well as training instructional staff in the use of either system for tracking and analyzing academic data.

Both internal assessments and standardized test results are utilized to inform teaching and learning. By disaggregating the standardized test data and looking at individual students' results, faculty and staff utilize test results along with other assessments to determine student's academic needs, and create individualized learning plans to address these needs. Conversely, individual performance data from each classroom is aggregated to enable school leaders to identify trends and address specific needs.

School leaders and groups of teachers will analyze assessment data regularly (i.e., during check-ins with administration team and teachers, at PD meetings, at the end of trimesters, during IEP meetings) from the perspective of teacher education. Gaps in student knowledge become the focus of teacher development in the classroom and help determine appropriate professional development experiences. GCS 1 staff will participate in professional development activities relating to assessment and data analysis, so that teachers can enhance their understanding of student performance in light of data, and modify their instructional designs accordingly. The staff is trained on how to interpret

different data points and engages in critical analysis of assessment data in real-time – including that created and derived from their classroom activities - in order to determine how best to address any performance deficiencies or negative data trends, both for entire groups of students as well as individuals. For example, an end-of-trimester analysis of data might reveal that students with IEPs across grade levels are having difficulty meeting IEP goals, and that based on trimester benchmarks and i-Ready data, these students are also having difficulty mastering specific standards. As a result, co-planning between general education and special education staff might focus on aligning IEP goals and classroom interventions to target areas of greatest need. Data analysis is yet another part of our strategy to ensure differentiated and meaningful instruction for all of our students, based on their individual needs.

Results from these assessment activities will be collected and analyzed continuously in order to drive program improvement across all facets of the school. We regularly report on and distribute information about school progress to the school community and interested members of the community, including, but not limited to:

- Summary data showing student progress toward the Charter School’s goals and outcomes from assessment instruments and techniques as described in this section, including dissemination of the School Accountability Report Card.
- Summary data from an annual parent satisfaction survey
- A summary of major accomplishments by the school community, including fundraising efforts, facility developments, community partnerships and other information regarding the educational program and the administrative, legal and governance operations of the Charter School relative to compliance with the terms of the charter generally

This data is reported to the Gabriella Charter Schools Board through reports at Board meetings and maintenance of a performance dashboard tracking key school metrics over time. School-wide data is shared with parents through newsletters and parent meetings (coffee with the principal, MLL parent meeting, Title I annual meeting), with staff at professional development sessions, and with staff/students at School Meetings and in signage posted on campus.

Grading, Progress Reporting, and Promotion/Retention

Grading Policy

GCS 1 is in the process of adopting a standards-based grading model, which we believe would provide a more equitable, transparent, and meaningful assessment of student learning. The traditional A-F grading system often aggregates various factors—such as homework completion, participation, and extra credit—into a single grade. While these elements are important, they can sometimes obscure a student’s true understanding of the subject matter. This can inadvertently disadvantage some students and create inequities in how we assess and support their learning.

By shifting to standards-based grading, we aim to:

- **Focus on Learning Mastery:** This system emphasizes students' proficiency in specific learning standards, providing a clearer picture of what they have learned and what they need to improve.
- **Promote Equity:** All students are assessed against the same consistent standards, ensuring a fair evaluation of their skills and knowledge regardless of their background or learning style.

- **Enhance Feedback:** The 1-4 scale offers more detailed feedback, helping students understand their progress and empowering them to take ownership of their learning.

Standards-based Grading: The 1-4 Scale

1	2	3	4
Below	Approaching	Sufficient Mastery	Strong Mastery
Not yet meeting the standard	Beginning to, and occasionally does, meet the standard	Regularly meets the standard	Consistently meets and/or regularly exceeds the standard

During this transitional period, GCS 1 may continue to provide traditional A-F grades, in accordance with the chart below, alongside the 1-4 scale as we engage students and families in adjusting to this change.

Grade	Range	Descriptor
A+	96 – 100 %	Exceeds Standards
A	90 – 95%	Meets Standards Plus
B	80 - 89%	Meets Standards
C	70 – 79%	Approaches Standards
D	60 – 60%	Minimal Progress Towards Standards
U	0 – 59%	Does Not Meet Standards

Customized TK report cards will be used, in which scores will be given only for the identified benchmark skills listed in Element 1, under **Transitional Kindergarten**.

TK - 3rd grade ELD grades are reported on a scale of 1-4 using the following rubric:

Grade	Range	Descriptor
4	Portfolio Scores average > 3.5 90-100%	Advanced Progress
3	Portfolio Scores average between 2.5 – 3.5 80-89%	Good Progress
2	Portfolio Scores average between 1.5 – 2.5 66-79%	Partial Progress
1	Portfolio Scores average to < 1.5 0-65%	Limited Progress

4th - 8th grade ELD grades are reported on a scale of 1-4 using the following rubric:

Grade	Range	Descriptor
4	90-100%	Advanced Progress
3	70-89%	Good Progress
2	51-69%	Partial Progress
1	0-50%	Limited Progress

Multilingual learner grades are determined through maintenance during the trimester through work samples and assessments based on ELD standards. Progress towards each standard covered during the trimester is evaluated on the 1-4 rubric and an overall grade is calculated. Multilingual learner grades are determined each trimester through unit assessments from the Designated ELD curriculum based on ELD standards. Progress toward each standard covered during the trimester is evaluated on the 1-4 rubric and an overall grade is calculated.

At the beginning of each school year, instructional staff meet in grade level clusters (TK/K-2, 3-5, 6-8, arts teachers) to finalize grading matrices for each grade/grade span and each subject reported on the report card. Teachers determine: 1) The categories within each gradebook (e.g. benchmark assessments, formative assessments, labs, group projects); 2) The weight of each category to be used in calculating a final grade and 3) The appropriate minimum number of assignments for each assignment category. These grading matrices are approved by instructional leaders, and teacher grade books within Illuminate (SIS) are reviewed to ensure alignment with matrices.

Type/Frequency of Progress Reporting

GCS 1 will issue a school-designed report card, created through the Aeries SIS or similar at least twice a year, and teachers schedule teacher parent conferences to discuss student progress twice during the year. Grades on report cards are aligned with California State Standards for content skills and English and Language development.

Parents will also receive a progress report at the midpoint of each semester, and are invited at this time to conference with instructional staff to address any concerns.

Parents will also receive all results of state-mandated testing programs within mandated timelines, and are provided with translated explanations of their student's progress. Parents are specifically invited to ask questions regarding their child's ELPAC results each year at an EL parent meeting scheduled after the distribution of results. Parents are specifically invited to discuss their child's results for CAASPP testing at a Coffee with the Principal meeting in September and at Back to School Night.

Promotion/Retention/Acceleration

Gabriella Charter School 1 has a standards-based promotion policy that mirrors Education Code Section 48070.5(1)(d) that may be adjusted from time to time. GCS 1 expects students to promote to the next grade level within one school year from Transitional Kindergarten through 8th grade.

To accomplish this, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic gaps as needed.

GCS 1 recognizes that many factors must be considered when determining whether a student will profit from promotion, acceleration, or retention. Students shall promote through the grade levels as listed above by demonstrating growth in learning as indicated by grade level standards for expected student achievement.

Retention

The Principal or their designee shall identify students who are at risk of being retained in accordance with **two or more of the following criteria as determined by the Principal:**

- Failure in one or more classes
- Chronic absenteeism
- Scoring below proficiency on standards-based assessments
- Scoring below grade-level on reading assessments
- Below proficiency on California standardized assessments
- Below grade-level in i-Ready assessments

Retention of students with disabilities will be determined on an individual case-by-case basis and will be addressed through the IEP process. For students designated as English Learners, retention may be considered if the student is at risk for being retained for reasons other than their progress toward English language proficiency, and in the judgment of the Principal and the student’s teacher(s) where retention would be beneficial to the student.

If a student is performing below the standards for promotion but the teacher and Principal determine that retention is not an appropriate intervention under the circumstances (e.g., the student regularly attends intervention and/or summer school and significant progress is made, etc.), the student will not be retained.

Acceleration

When high academic achievement is evident, the Principal or their designee may recommend a student for acceleration to a higher grade level. The student’s readiness - both in academics as well as social emotional maturity - will be taken into consideration in making a determination to accelerate a student. The Principal and the student’s teacher(s), in consultation with the parent or guardian, shall determine if the student will be accelerated under **two or more of the following criteria as determined by the Principal:**

- Consistently scoring advanced on standards-based assessments in reading and math
- Scoring with advanced proficiency/exceeding on California standardized assessments
- Scoring above grade level on i-Ready assessments
- Demonstrating sufficient emotional maturity to support grade acceleration

The GCS 1 TK program is designed to be a two-year program, and only in exceptional cases will students in TK be considered for acceleration to 1st grade.

Timeline and Process

As early as possible in the school year, but no later than May, the Principal or their designee shall identify if a student is a candidate for acceleration or retention. The Principal or their designee will notify the parent of the recommendation, and the child’s teacher will consult with the Principal and parent in each case concerning possible retention or acceleration. Translation will be provided for parents whose native language is not English.

The Principal or their designee will provide families with information about the possible benefits and challenges of retention or acceleration, and families will be active partners in the decision-making process. Families may also request retention or acceleration for their child. In the event a parent requests retention or acceleration, the same criteria, timeline, and process will be used as shared above. Parents may reach out to their child’s teacher and the Principal for consideration of retention or acceleration.

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).)

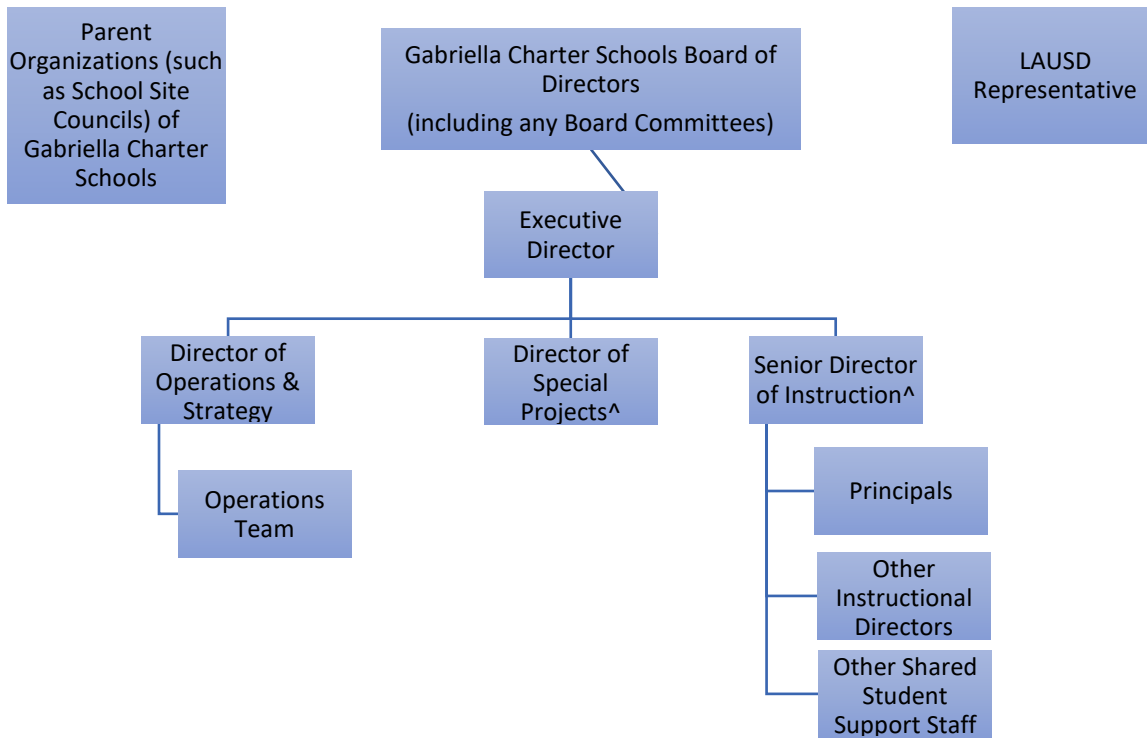
Federal Program Compliance

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.

Gabriella Charter Schools, a 501(c)(3) nonprofit corporation (the “Corporation”) shall operate Gabriella Charter School 1 according to the terms of this charter, bylaws and articles of incorporation.

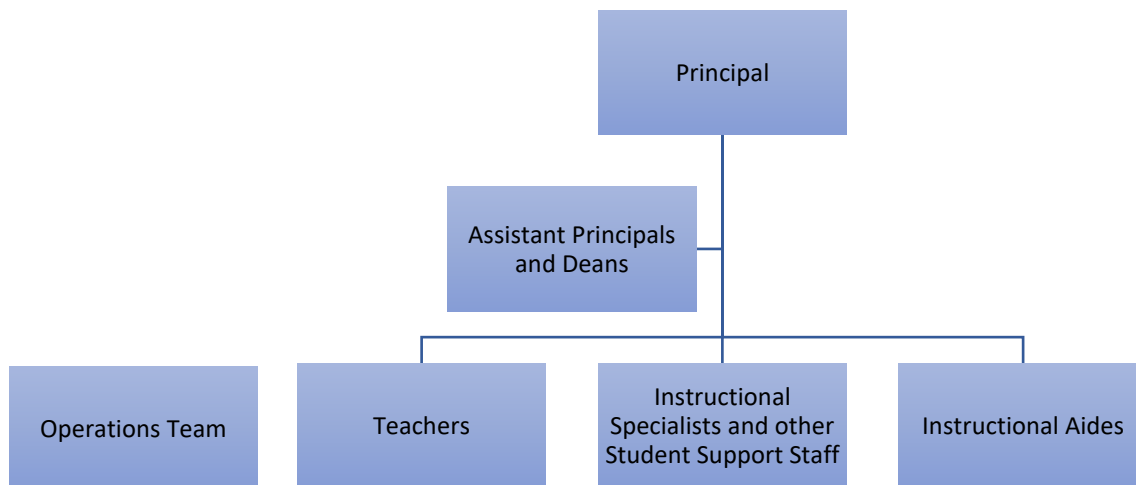
The current organizational charts for Gabriella Charter Schools and GCS 1 are displayed below. The organizational charts may change over the course of the charter term to adapt to changes in roles and/or reporting structures. For example, changes in funding and student needs may result in certain roles to be eliminated or combined with other roles within the organization.

Organizational Chart for Gabriella Charter Schools



^Denotes roles that are subject to budgetary and programmatic considerations. Should they be eliminated, key responsibilities will be allocated to other roles or external service providers.

Organizational Chart for GCS 1



The Corporation's Board of Directors ("Board") will be fully responsible for the operation and fiscal affairs of the Charter School, including but not limited to the following:

- Promote, guard and guide the mission and vision of the Charter School;
- Ensure adherence to all state and federal requirements as well as those requirements set forth specifically in the charter petition;
- Hire, supervise, and evaluate the Executive Director, in relation to charter school functions;
- Monitor student achievement to ensure progress toward and fulfillment of the Charter Schools' mission;
- Engage in ongoing strategic planning;
- Approve and monitor the Charter Schools' annual budget, budget revisions, and monthly cash flow statements and ensure the long-term financial stability of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Review and approve annual independent fiscal audit and performance report;
- Provide support and assistance to the Charter School in its fundraising efforts, as well as other needs as they arise;
- Establish Board Committees as needed, in accordance with the Bylaws;
- Attract and recruit new Board members and ensure proper training and orientation for all new members;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Such other duties and activities as may be needed, in accordance with the Corporation's Bylaws, this charter, and all applicable laws.

The Executive Director reports to the Board and is responsible, with the Board, for ensuring that the Charter School fulfills its charter, in addition to being ultimately operationally responsible for all aspects of the organization and its schools. This position is the primary staff of the Board and is responsible for ensuring that the Board receives updates and information on the Charter School's progress. The Executive Director hires and evaluates the key staff (e.g., Director of Operations & Strategy, Principal, the Director of Special Projects, and other key senior level staff). The Executive Director decides which key leadership, and in what capacity, supports the Board in fulfilling their duties.

The Executive Director or their designee will hire and evaluate the Principals of Gabriella Charter School 1 and Gabriella Charter School Echo Park, as well as oversee other high-level shared instructional staff (e.g. Director of Special Education).

The Director of Operations & Strategy is responsible for ensuring that all non-academic functions of the Charter School (e.g., facilities, technology, purchasing, Human Resources, data reporting) function in a way that supports the Charter School's fulfillment of its educational mission and allows the Charter School to comply with all applicable law/policy. This position will manage site specific and shared Operations staff.

Governing Board Composition and Member Selection

Composition

In accordance with the Bylaws of the Corporation, the Board of Directors will be comprised of five to eighteen Directors. The Board shall strictly adhere to the terms of the Bylaws and Conflict of Interest Code and Policy.

Pursuant to Education Code Section 47604(c) the Los Angeles Unified School District shall be entitled to designate a single representative to serve on the Board as a Director. In the event that a representative of the District serves on the Board, the number of allowable directors is increased by one, per the Corporation's Bylaws.

Selection

Board Directors are designated for a two-year term, and remain in office until a successor member has been designated.

At all times, the Board will be comprised of Directors who offer a diverse range of experience in education, non-profit management, finance, business, law, facilities and other areas of expertise.

Desirable qualifications for Board Members include:

- Particular expertise or professional experience complementing the expertise of the existing Board.
- Particular expertise or professional experience in curriculum design and oversight.
- Prior board service or leadership experience.
- Diverse perspectives to help the Board maximize its ability to learn and grow. This includes nationality; gender; age; ethnicity or cultural heritage.
- Familiarity with the educational landscape in the Los Angeles region, and/or at the state and national level
- Commitment to and appreciation for the value of arts education
- Capacity to attract new resources to the Charter School.

The need to select/add a Board member may arise upon the resignation or removal of a current member, as described in the Corporation's Bylaws. At other times, changes in the organization (e.g. growth, change in location of a school site) may create a mismatch between the expertise of the current composition of the Board and organizational needs. In these situations, an additional member (not to exceed the overall membership limit of 18) may be recruited and appointed to the Board.

In order to ensure that the composition of the Board is consistently in line with the needs of the organization, the Board may choose to form a Governance Committee as a standing committee that can be appointed by the Board to consider candidates year-round, making an effort to reach outside the circle of acquaintance of those currently on the Board. Ideally, on at least a yearly basis, the skills, experience, and other general and special strengths needed on the Board are identified and it is determined which particular individuals would bring these skills. The Governance Committee develops a list of qualified individuals who will further the aims of the organization and bring to the Board a variety of different perspectives.

The typical process of recruiting and selecting members of the Corporation's board is described below:

Any member of the Board can refer a potential candidate to the Board's Governance Committee, which will generally adhere to the following procedure:

1. The Executive Director, the referring Board Director (if any), and the Principals will meet with the potential candidate.
2. If the candidate is deemed a good fit, the candidate's resume will be forwarded to all members of the Governance Committee. The Committee Chair will schedule a meeting with the candidate for Governance Committee members and the Board President to assess the candidate's qualifications, ensure no conflicts of interest exist (or that if any exist, they can be managed), and to orient the candidate to the responsibilities of Board service. This process may involve external assessment of the candidate's qualifications.
3. The Governance Committee will ensure that a candidate is informed if the Committee chooses not to advance their nomination. If the candidate's nomination is advanced, the Chair of the Governance Committee will request a vote of the full Board at its next scheduled meeting.
4. The candidate's information will be forwarded to the full Board at least a week in advance of the vote. Any interested Board Directors can opt to contact the candidate prior to the meeting.
5. At the Board meeting, the referring Board Director shall present the candidate to the Board for discussion and a vote.
6. Vacancies on the Board may be filled by approval by a quorum of Board Directors.

Orientation and Ongoing Training

When new members join the Board, the Board Chair and Executive Director, along with legal counsel, are responsible for providing an Orientation covering the Board Bylaws, Conflict of Interest Policy and Code, annual Board goals and a Brown Act training. New members also tour school sites and meet key staff and stakeholders (e.g., School leadership, parent leaders). Each year ongoing training and Board development occurs at a Board retreat or meeting. In addition to annual training on the Brown Act and ethics, meeting or retreat topics might include updates on laws and regulations impacting charter schools, exploration of best practices for each of the Board's key responsibilities (e.g. financial oversight) or Board development activities.

Governance Procedures and Operations

Meetings and Committee Procedures

Location and Frequency of Meetings

The Corporation's Board will meet approximately every other month during the school year in accordance with the Brown Act and Education Code Section 47604.1(c). Additional meetings may be

called as necessary and will comply with the Brown Act and Education Code Section 47604.1(c). Board meetings will be held in locations accessible to the public; locations of board meetings may rotate between Gabriella Charter School 1 and Gabriella Charter School 2, or another publicly accessible location within Los Angeles County, in order to ensure that parents, staff and community members of both Gabriella Charter Schools have equitable access to meetings. Meeting schedules for board committees, if any, will be adopted by individual committees. The schedule of committees will vary and will be determined by committee needs, and the frequency of meetings may vary from between one to six meetings a year. Copies of Board meetings agendas and minutes will be available upon request in the main office of the Charter School. Agendas will be posted on the Charter School's website.

Annual Calendar

The schedule of Board Meetings for a school year is expected to be approved by the Board at the final meeting of the preceding school year. The Executive Director drafts a schedule and presents it to the Board. The schedule is approved by a Board vote and the calendar is publicized. Committee composition is developed by the Board's Governance Committee and approved by Board Action. Committee meeting schedules, if any, are determined by committee chairs; meeting times, locations and agendas for regular meetings are publicized 72 hours in advance and/or as required by the Brown Act.

Agenda Locations

Agendas for regular meetings and committee meetings will be published in advance and distributed to each member of the Board and will be posted on the Charter School's website and near the entrances of the Charter School and at the entrance of the Charter School's main office for public viewing at least 72 hours in advance of regular meetings. Agendas for special meetings will be posted at least 24 hours before the meeting.

Brown Act Compliance

In order to ensure compliance with the Brown Act, all Board Members and key staff who participate in Board meetings and communication will participate in training on the Brown Act and the Gabriella Charter Schools Bylaws. This will occur yearly at a Board retreat or other Board meeting and will be conducted either by an outside expert or a highly trained staff member (e.g. Director of Operations & Strategy). The Board Chair and Executive Director are responsible for ensuring the Board acts in compliance with the Brown Act.

Decision-making Procedures

Decisions of the Board are made by majority vote of its members then in office, provided requirements for a quorum are fulfilled in accordance with the bylaws of Gabriella Charter Schools. A majority of the Board Directors then in office will constitute a quorum of the Board. Board members may abstain from a particular vote.

The Board may elect to use teleconferencing in connection with any meeting of the Board. If the Board elects to use teleconferencing, it will post agendas at all teleconference locations, and each teleconference location will be identified in the notice and agenda of the meeting. Each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the Board will participate from locations within the boundaries of Los Angeles County. Votes taken during a teleconferenced meeting shall be by roll call.

Stakeholder Involvement

Stakeholder engagement is an important aspect of governance at GCS 1. Parents and staff are key educational partners in the pursuit of GCS 1's mission and vision, and contribute to robust governance and oversight. Parents and teachers, given their close relationships with students, are uniquely positioned to evaluate the impact of school programming and policies. Teachers play an important role in the continuous improvement of GCS 1's educational programs and instructional strategies. As such, the Charter School's administration team, comprised of the Principal, Assistant Principal and other instructional leaders identified by the Principal, strives to invite parents and staff to provide input on school plans, policies or procedures in order to best serve students. Input may be solicited both formally and informally, such as through outreach, group meetings, and surveys. Parents are provided multiple opportunities throughout the school year to provide specific insight on students' needs, which help inform school programming. Other parent involvement strategies may include:

- Multiple parent workshop nights each year in which all full-time instructional staff present on topics based on parent interest/need
- Several targeted meetings each year providing important information and parent education for parents of specific populations (e.g., middle school, English Learners)
- Parent satisfaction surveys
- Monthly Coffee with the Principal
- Parent newsletters
- Multi-media communication strategy including mail, e-mail, text messaging, "robocalls," and regular parent meetings
- Frequent opportunities for parent involvement in school activities
- Regular volunteer opportunities on campus

Parents and staff, along with other stakeholder groups, also play an important role in the annual LCAP development and update process. GCS 1 views the LCAP stakeholder engagement process through the lens of a continuous improvement process. Prior year LCAPs are used to inform, educate, and gather feedback from stakeholders for ways to improve moving forward. Feedback may be collected through surveys, meetings, and individual conversations. Parents and other stakeholders will be consulted by leadership in development of the Charter School's LCAP and annual update. The process followed is as outlined below:

1. Goals and are presented to and feedback sought from the following groups and committees:
 - Parent organization(s) (e.g., ELAC, SSC, room parents, and other parent groups that may be formed year to year)
 - Admin Team (e.g., Principal, Assistant Principal, Director of Special Education, and/or others).
 - Instructional Leadership Team
 - Teaching Staff
 - Other Staff
 - Board
2. LCAP Team meeting to gather feedback on priority areas
3. Draft LCAP distributed for comment

4. Final LCAP distributed to the Board
5. Board approval of final LCAP

Additionally, the GCS 1 website includes links to the LCAP and LCAP-related documents, important public documents, and other information that enables stakeholders to build knowledge and engage meaningfully in conversations around the Charter School's programs or policies. Through these various feedback channels, stakeholders have the opportunity to provide meaningful insight and input on the educational program at GCS 1.

GCS 1 also operates a stakeholder organization similar to a School Site Council ("SSC"). While not legally required to do so, GCS 1 has operated a SSC since inception, as we have found the SSC of GCS 1 to be a helpful means through which parents and staff participate and give input into the governance of the Charter School, and we may continue to use the term "SSC," although legally, use of that moniker is not mandatory. If for some reason GCS 1 elects to not continue with an SSC, it will create alternative avenues for parent and staff participation and opportunities for feedback into the governance of the school.

The SSC stakeholder organization is led by the Principal and acts as an advisory body to the Board of Directors. The composition, selection, and operating procedures are as follows:

The SSC stakeholder organization is typically comprised of approximately 10 members:

- Two (2) classroom teachers
- Two (2) out of classroom staff / faculty members (at least one must serve in a classified position)
- Five (5) parents or community members
- The Principal shall be an ex officio member of the School Site Council.

The exact composition of the stakeholder organization may change from time to time at the discretion of the Principal. The Principal may invite other stakeholders to act in an advisory capacity at the SSC meetings. The SSC meets approximately once each month during the school year to discuss operational and instructional matters and ensure parent and teacher input in the decision-making process. Following each meeting, council members report to their respective stakeholder groups. The chair of the SSC may be invited to present to the Board at least once annually.

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

Gabriella Charter School 1 will select professionals who share the educational philosophy of the Charter School and who are willing to collaborate and work hard to improve the educational outcomes of every student enrolled. All leaders, teachers and staff are committed to providing academic and artistic opportunities for the students and families of the Charter School.

School Employee Positions

The following positions are intended to ensure that Gabriella Charter School 1 is able to fulfill its mission, vision, and charter. Salaries of the “Shared” employees will be allocated between Gabriella Charter 1 and Gabriella Charter 2, taking into consideration proportional enrollment. Exact positions, job titles, credentialing requirements, and duties are subject to change in accordance with evolving student needs, organizational needs, and applicable legal changes.

Shared Employees		Site Specific Employees of Gabriella Charter School 1	
Position	Type	Position	Type
Executive Director	Central/Shared Leadership	Principal	School Site Administrator
Director of Operations & Strategy	Central/Shared Leadership	Assistant Principal and/or Dean	School Site Administrator

Senior Director of Instruction [^]	Central/Shared Leadership	Instructional and/or Content Specialist	School Site Instructional Support
Director of Special Education	Central/Shared Leadership	Teacher (Includes Credentialed Arts & Electives Teachers)	Teacher/Credentialed
Director of Special Projects [^]	Central/Shared Leadership	Resource Teacher	Teacher/Credentialed
Director of Dance Education [#]	Central/Shared Leadership	Instructional Aide	Classified Instructional
English Learner Instructional Specialist [^]	Central/Shared Pupil Support	Administrative Assistant [^]	Classified Operations
Information Technology (“IT”) Associate	Central/Shared Operations	Office Associate	Classified Operations
School Psychologist	Central/Shared Pupil Support	School Operations Manager	Classified Operations

[^]Denotes roles that are subject to budgetary considerations. Should they be eliminated, key responsibilities will be allocated to other roles or external service providers.

[#]Denotes roles that may be reassigned to be site-based.

Position Descriptions and Qualifications

The responsibilities and qualifications for key roles at the Charter School are described below. Positions, job titles and job descriptions are subject to change as the hiring needs of the Charter School evolve.

Shared Staff at Gabriella Charter Schools

Executive Director

Reporting to the Board of Directors, the Executive Director of Gabriella Charter Schools is a community responsive leader, responsible for both the overall instructional and operational strategy and success of the organization as well as its long-term sustainability. The ideal candidate is a strong communicator, strategist, educator, and community advocate with experience working in the Los Angeles or charter education system. While overseeing and directly supporting outstanding academic programming in an arts-based environment is the top priority, the role also encompasses managing internal operations within budget guidelines, recruiting, and supporting high-performing staff and sustaining a strong, positive organizational culture. This position is also public-facing, requiring a focus on raising support and awareness for the schools. As a collaborative, empathetic leader, the Executive Director will build on the Charter School’s successful education model integrating quality arts instruction with high-level academics with improved outcomes related to staff retention, student academic success, family satisfaction, and community engagement. The Executive Director will also oversee and ensure WASC accreditation and charter compliance requirements in accord with applicable laws, regulations and District policies.

Roles and Responsibilities

Instructional Leadership and Strategy

- Serves as the Superintendent of Gabriella Charter Schools.
- Provides effective leadership to ensure that Gabriella students master instructional standards and achieve classroom success while delivering comprehensive services to support student needs.
- Evidence of a deep commitment to and understanding of the role the arts play in enabling students to thrive and succeed both inside and outside the classroom, including the historic role that dance and the arts have played in raising GCS' profile and distinguishing our schools in the Los Angeles community.
- Supports, sustains, and promotes a collaborative and supportive work environment while recruiting, retaining, and developing a high-performing faculty and staff.
- Sustains and strengthens an organizational culture and environment that reflects GCS' values of equity, creativity, resilience, compassion, flexibility, and integrity.
- Collaborates with staff to improve organizational efficiency and capacity and strengthen internal operating systems, both instructional and operational.
- Partners with the Board to develop a strategic plan aligned with GCS' mission, vision, and values.
- Keeps the Board fully informed on the progress of the both Gabriella Charter schools towards educational excellence and fiscal sustainability while identifying challenges, issues, and opportunities.
- Works with Board leadership to develop and implement ongoing strategies that support inclusive Board recruitment and engagement.
- Develops instructional plans and creates external partnerships to synthesize and advance learning initiatives (e.g., WASC, internal and external program evaluations, Cotsen Art of Teaching Liaison, etc.).
- Coaches and provides feedback to instructional leaders, including Principals, Senior Director of Instruction, Director of Special Education, Director of Dance, and Multilingual Learner Specialist; sets vision and monitors action plans for instructional frameworks and processes and oversees the assignment of these leaders.
- Hires, supervises, coaches, and evaluates the Senior Director of Instruction, Director of Special Projects, and Director of Operations & Strategy in meeting instructional and organizational goals, ensuring both quality of the instructional program as well as ensuring the laws of compulsory education are followed with compliance.
- Supports and coaches other select instructional leaders and faculty as needed to ensure academic and programmatic growth.

Fiscal Sustainability

- Ensures the sound fiscal management of the schools, including long-term sustainability, healthy cash flow and adequate reserves aligned to the instructional priorities of GCS.
- Oversees the effective management of school operations to ensure quality program delivery.
- Works with the leadership team to present to the Board annual budget and monthly financials, while ensuring the timely completion of required audits and financial reporting in collaboration with the Board of Directors, supports GCS' fundraising initiatives.

Community Relations & Advocacy

- Serves as the chief spokesperson for GCS.
- Develops and maintains good relationships with LAUSD, Gabriella Charter Schools' school board members and other essential education partners.

- Builds and fosters trusting partnerships with families
- Acts as a liaison to local media and social media.
- Represents GCS to and increases the profile of GCS in the community.

Qualifications

- Bachelor's degree required. Master's or Doctoral qualification in Education, Educational Psychology, or other relevant field of study highly preferred.
- Possession of a California Administrative Services Credential and/or other valid instructional and/or pupil services credential.
- Prior experience as an Executive Director, or member of the senior leadership team, of a nonprofit organization with an annual operating budget greater than \$3M.
- A minimum of 7 years' experience in progressively responsible roles within senior management positions.
- Background and work in the arts and/or knowledge of educational programming informed by the arts, preferred.
- Experience working within education and a key understanding of the changing landscape, preferred.
- Bilingual in English and Spanish, preferred.
- Demonstrated belief in and a commitment to continued professional growth and development of employees and volunteers.
- Ability to effectively represent GCS to the larger community.
- Ability to effectively articulate the mission and philosophy of GCS.
- Ability to create a culture of high expectations and student achievement within the GCS community.
- Ability to attract and retain a high-performing team.
- Ability to lead and work with all stakeholders, including staff, students, parents, board members and authorizer(s).
- Commitment to inclusivity and diversity in hiring and staff development.
- Energetic, self-starting, and resourceful attitude.
- Ability to represent self and GCS effectively with strong presence in diverse public situations.
- Computer literate (Microsoft and Google Suite, database proficiency).

Director of Operations & Strategy

The Director of Operations and Strategy is a passionate leader responsible for matters of school administration, both instructionally and non-instructionally, that support both Gabriella Charter School 1 and Gabriella Charter School 2. The Director of Operations and Strategy plays a leadership role in executing plans for current excellence and future growth, and supervises the Senior Manager, Operations, School Operations Managers, the HR Specialist, and the Parent & Community Outreach Coordinator in their operations efforts on our campuses.

Responsibilities

School Administration

- Supports the Director of Special Projects with compliance requirements and timelines, including reports to the District, Los Angeles County, California Department of Education, and US Department of Education (e.g., CALPADS, CNIPS)
- Ensures that student records are properly maintained and updated

- Manages schools' instructional and non-instructional items needed to deliver an instructional program; overseeing purchasing processes by approving orders with vendors, tracking delivery, maintaining inventory, and other processes as needed.
- Manages schools' food/nutrition services by coordinating with service provider
- Designs and implements systems, policies, procedures, and checklists to build capacity to operate school and instructional programs efficiently and effectively
- Oversees annual admission lotteries and student enrollment
- Works closely with School Operations Managers on compliance report completion and ensure school operations staff complies with student information processes and procedures
- Supports the Executive Director, Senior Director of Instruction, Director of Special Projects, and School Principals with data analysis and reports as needed
- Ensures that schools are adhering to all District, Local, State, and Federal compliance and reporting requirements, including student attendance
- Sets up school attendance procedures, including enforcement of student attendance
- Deliver professional development and in-service training to teachers and administrators re: child-welfare and instructional related topics
- Serves as school homeless liaison, and interacts and manages interactions with social services
- Manages the schools' supply and asset inventories
- Ensures parent/family listening sessions to better understand family experience with GCS and continually build family/student/school relationships
- Leads in LAUSD oversight audits
- Supports the development and management of school budgets in coordination with the Executive Director, Senior Director of Instruction, Director of Special Projects, School Principals, and the GCS back end finance and accounting office provider
- Ensures adherence to schools' fiscal policies and best practices
- Supports with annual tax filings and financial audit in conjunction with the GCS auditor
- Oversees and approve accounts payable and accounts receivable
- Supports Executive Director with Board related functions (e.g. set agendas, prepare materials, maintain documentation, determining/creating specific school policies, etc...).
- Supports the Executive Director in developing annual school fundraising objectives and plans, assist in identifying and stewarding donors, maintain donor databases, and oversee communications to donors and funders
- Leads knowledge management throughout the organization
- Supports the Executive Director, Senior Director of Instruction, and School Principals with charter renewal

Staff Management

- Oversees recruiting/hiring/onboarding process, including background checks and teacher credentialing compliance and support
- Refines performance review standards and procedures and oversee compensation guidelines and benefits
- Supervises and evaluates all direct reports of the operations team (Senior Manager, Operations, School Operations Managers, HR Specialist, and Parent & Community Outreach Coordinator) and specific staff or vendors related to school health services and compulsory education enforcement
- Oversees and approves semi-monthly payroll process and reports
- Oversees emergency preparedness
- Supports with annual renewals for insurance (health, liability, worker's comp, etc.)

- Serves as point person for employee relations issues and grievances, investigations, employee leave, and benefits
- Oversees the planning of employee appreciation event(s)
- Supports Principals in ensuring school facilities are well managed to support the academic program
- Ensure a safe and productive learning environment, including overseeing all facilities management and maintenance (e.g., SOM management, janitorial services, vendor relationships, and pest control) is done properly.
- Leads Principals in managing shared space for LAUSD co-location/shared use agreements
- Ensures seamless process for ordering furniture, equipment, and classroom supply orders at the beginning/end of every year

Instructional Materials and Technology

- Supports the selection, collection, preparation, classification, and evaluation of instructional materials and curriculum, including digital access to materials to support the instructional program
- Manages the technology resources at Gabriella Charter Schools; coordinate with the Director of Special projects as needed on their management of e-Rate, etc.
- Manages the creation of school report cards, and supports administrative staff to ensures staff timely and accurately produce student report cards with the Director of Special Projects, supervises Information Technology Staff Member(s)

Miscellaneous

- Other duties as assigned by the Executive Director and Senior Director of Instruction that relate to student learning and support operational and instructional excellence at Gabriella Charter Schools

Skills and Characteristics

- Possesses a personal belief system that aligns with the mission and vision of Gabriella Charter Schools
- Strong work ethic
- Data analysis skills (e.g., advanced Excel, preparing data reports)
- Experience managing people as well as functions
- Detail-oriented and highly organized
- Proven ability to relate to people at all levels of an organization, including families, community partners, and donors.
- Self-directed with the ability to work both autonomously and in groups
- Bilingual (Spanish/English) preferred

Education and Experience

- At least 5 years of experience in a fast-paced, entrepreneurial environment
- Successful past experience managing adults
- Possession of a California Administrative Services Credential, and/or other valid instructional and/or pupil services credential.
- Bachelor's degree required, MBA preferred
- Educational work experience, strongly preferred
- Experience with data management systems like CALPADS, Aeries, and E-Rate program, preferred

Senior Director of Instruction

The Senior Director of Instruction is responsible for all matters of school administration related to instruction for Gabriella Charter Schools. This key leader envisions, cultivates, synthesizes, and coordinates decisions and programs across campuses to ensure that students receive the highest-quality education. The Senior Director of Instruction oversees School Principals, the Director of Special Education, the Director of Dance Education, and the English Learner Specialist and leads in cultivating instructional talent pipelines to support current excellence and future growth of talent across Gabriella Charter Schools.

Roles and Responsibilities

Instructional Leadership

- In coordination with Principals and Directors, refine instructional vision and priorities across schools and departments that is rooted in equity
- Establish metrics of excellence for instructional, cultural, and artistic goals and support Principals and Directors to achieve dramatic growth; support Principals and Directors in developing and implementing action plans to meet goals to meet goals
- With the Director of Special Education and Principals, refine MTSS system of supports to ensure all students achieve accelerated growth, with a focus on strong, consistent Tier 1 instruction and systems to identify and serve students who need additional supports
- Coordinate the instructional team in systematizing effective organizational instructional practices (e.g., observation, coaching tools and approaches, lesson planning, and assessment maps)
- Develop and codify school-chosen curricular resources, including onboarding training, professional development, and resource guides for key curricula (e.g., Open Court Phonics, Expeditionary Learning, Illustrative Mathematics, Amplify Science, etc.)
- Design and implement new teacher professional development across schools and departments, including direct support of new teacher coaching
- With Principals, codify data analysis practices and procedures (e.g., annual data-to-goal reflections, mid-unit data reflections, leader data chats, etc.)
- Lead in transition to standards-based grading and furthering development of curriculum and instructional practices (e.g., social studies)
- Serve as an Interim Principal or Director at the Executive Director's request

School Culture

- Ensure positive school culture; promote warm, productive learning environments by coordinating efforts with Principals, Directors, and other key stakeholders within the organization
- Build tiered systems for strong student attendance; support staff (e.g., Assistant Principal, Counselor/Social Worker) in developing and implementing both proactive and responsive attendance protocols
- Refine framework, philosophy, and action plans across teams to ensure a cohesive student culture system lives at each school and within each department

Operations and Compliance

- With the Director of Special Projects, develop school calendars and instructional minutes for Board approval
- Oversee and support Principals in developing master schedules that reflect charter promises and goals, while also ensuring compliance with regard to credentialing

- Support Directors and Principals with LCAP and LCAP Addendum development
- Contribute to the development of program-related budgets aligned with school goals
- Refine handbooks (e.g., Parent-Student Handbook) to reflect the mission and goals of the organization and ensures compliance within charter and legal framework

Talent Management

- Supervise, coach, and evaluate Principals, the Director of Special Education, the Director of Dance, and the English Learner Specialist, including hiring, onboarding, coaching, and evaluating (in first year only, direct reports will also report to the Executive Director)
- Establish performance evaluation criteria for all certificated faculty in the organization, including School Principals, Directors, teachers, and support personnel
- Create and implement professional development scope and sequence for Principals, instructional Directors, and the English Learner Specialist to support cohesive leadership practices and skills across the organization
- Design and oversee talent pipeline development to support current staff to grow and thrive at GCS (e.g., Assistant Principal to Principal, instructional aide to teacher, etc.) across sites
- Support the Director of Operations & Strategy to implement certificated faculty recruiting strategy

Strategic Planning and Oversight

- Lead WASC accreditation process for all sites
- Attend and present regarding instruction at Gabriella Charter Schools Board meetings; lead Academic Excellence Board Strategy meetings
- Assist the Executive Director in strategic planning related to instruction
- Support grant writing to further funding for innovative programming

Miscellaneous

- Other duties as assigned by the Executive Director that support excellence and growth at Gabriella Charter Schools

Skills and Characteristics

- Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
- Excellent written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff, Board, and community members with diverse identities and perspectives
- Demonstrated resourcefulness in setting priorities and building investment in people and systems; proven resilience in meeting organizational goals
- Deep knowledge of effective instructional practices; knowledge of current curricula/instructional approaches (e.g., Open Court Phonics, Expeditionary Learning, Illustrative Mathematics, Amplify Science, Conscious Discipline) highly preferred
- Self-directed with the ability to work both autonomously and in teams
- Ability to navigate ambiguity to forge creative solutions and approaches with others
- Ability to nurture talent through an asset-based approach; brings out the best in direct reports and supports them in their growth trajectory
- Builds with and not for; listens deeply to all stakeholders to create responsive solutions
- Is comfortable navigating conflict; leans into difficult conversations whenever necessary with a wide variety of stakeholders

- Work ethic and personal belief system that align with the mission and vision of Gabriella Charter Schools
- Bilingual (Spanish/English) preferred

Education and Experience

- Public school teaching experience at the elementary and/or middle school level
- Experience in leading or supporting arts education highly preferred
- Successful past experience as a school/systems leader (e.g., Principal, Director) with experience in public school site-based administration, with charter experience highly preferred
- Prior experience in developing instructional practices, policy, and curriculum
- Bachelor's and Master's degree required; Doctorate preferred
- Possession of a California Administrative Services Credential, and/or other valid instructional and/or pupil services credential.

Director of Special Projects

The Director of Special Projects is responsible for special projects and initiatives as identified as critical to Gabriella Charter Schools' continued success. The Director of Special Projects plays a leadership role in creating and executing plans that will allow GCS' operations and instruction to run smoothly.

Responsibilities include, but are not limited to:

School Administration

- Support the Executive Director, Director of Operations and Strategy, Senior Director of Instruction, and School Principal(s) with data analysis and reports as needed
- In consultation with the Senior Director of Instruction and School Principals, vet, develop and implement an instructional data system that assesses, collects, and reports key academic data across sites (e.g., i-Ready, attendance, etc.)
- Ensures student information is accurately collected and reported, including CALPADS data reporting
- Complete research connected with the evaluation and efficiency of instructional programs as requested by the Senior Director of Instruction or Executive Director
- Create, plan, and implement the enforcement of federal laws, state laws, and district policies, including those related to student attendance
- Support student enrollment policies and procedures, and ensure staff are supporting students and families to meet required items for school entry (e.g., immunizations, physical for school entry, etc.)
- Complete and/or support in school compliance requirements (e.g.; SARC, Dashboard local indicators, CBEDS, Civil Rights Data Collection, ConApp, P1/P2, LCAP, etc.)
- Create and update key organization policies
- Manages school independent study policies and procedures, including training of staff on independent study requirements
- Review and stay current with all school-related legislative updates and implement new policies/procedures as needed
- Supports the examination, selection, and placement of teaching, administrative, and other instructional staff, and ensures they are appropriately assigned in their role
- Manages teacher, admin, and student services staff credentialing
- Advises school Principals on master scheduling

- Serves as main contact for key administrative items to support instructional and non-instructional staff, including 403b plan and insurance (H&W, liability, worker's comp, etc.)
- Manages school parking lot and related SB 740 reporting
- Work with the Executive Director, School Principal(s), Director of Operations & Strategy, and back end finance and accounting office provider to develop and manage the school's budget and monitor cash flow
- Participate in monthly meetings to review financials and account for budget variances
- Assist in ensuring the school adheres to various Federal, State, and Local education requirements, and ensures the necessary school program information is reported in annual tax filings and financial audit
- Ensures school has various necessary services for schools, including those related to instructional and student services
- Vets job descriptions and reviews contract agreements to ensure duties and services meet school needs
- Lead the development of both schools' LCAP and other related documents with input from the Director of Operations and Strategy, Senior Director of Instruction, and School Principals
- Support the Director of Operations and Strategy in preparing for annual schools' oversight visits
- Develop and implement record retention policy for student records and key organization documents
- Function as the administrative lead, or support thereof, of federal (e.g., Title I) or state programs/funding that are not assigned to other administrators
- Other school administration duties as assigned to support the instructional and non-instructional program of the schools.
- Other duties as assigned by the Director of Operations and Strategy, Senior Director of Instruction, or Executive Director that support operational and instructional excellence at Gabriella Charter Schools

Instructional Materials and Technology

- Supports the selection, collection, preparation, classification, and evaluation of instructional materials and curriculum, including digital access to materials to support the instructional program
- Manages the technology resources at Gabriella Charter Schools
- Manage technology resources and funding of Gabriella Charter Schools
- Manage student information system and other student instructional platforms (e.g., i-Ready)
- Manages the creation of school report cards, and supports administrative staff to ensure staff timely and accurately produce student report cards
- Supervise Information Technology Staff Member(s)
- Other technology and instructional material related duties as assigned

Skills and Characteristics

- Possesses a personal belief system that aligns with the mission and vision of Gabriella Charter Schools
- Strong work ethic
- Data analysis skills (e.g., advanced Excel, preparing data reports)
- Experience managing people as well as functions
- Detail-oriented and highly organized
- Proven ability to relate to people at all levels of an organization, including families, community partners, and donors.

- Self-directed with the ability to work both autonomously and in groups, and capable of independent decision-making
- Bilingual (Spanish/English) preferred

Educational Background and Work Experience

- At least 5 years of experience in a fast-paced, entrepreneurial environment
- Successful past experience managing adults
- Bachelor's degree required, master's degree/MBA strongly preferred
- Possession of a California Administrative Services Credential, and/or other valid instructional and/or pupil services credential.
- Experience with data management systems (e.g., Aeries)

Director of Dance Education

The Director of Dance Education is responsible for the instructional and creative leadership of Gabriella Charter Schools' dance and arts program. The Director of Dance Education will be the outward face of arts instruction for the organization and will help establish Gabriella Charter Schools as a leading organization in arts education in public schools. The Director of Dance Education will work in conjunction with the Senior Director of Instruction and School Principals to oversee dance curriculum and instruction, ensure dance integration and professional development for arts faculty occurs across the organization, and coaching teachers to integrate movement with core content. In addition to envisioning and producing the end-of-year recital and mid-year showcases, the Director of Dance Education will additionally represent the school organization at key events to promote the Gabriella Charter Schools approach to arts instruction across Los Angeles and develop partnerships with key stakeholders.

Roles and Responsibilities

Instructional Leadership

- Refine a culturally relevant vision for dance and arts instruction; ensure arts curriculum reflects tied to State standards that will expose students to an inclusive variety of dance/arts forms and represents the diverse student body GCS serves
- Regularly observe arts instruction and ensure that all teachers are provided with ongoing support, feedback, and coaching
- Design, lead, and oversee professional development for arts teaching faculty, including weekly PD and individual coaching; support school-wide PD development as needed
- Monitor progress toward key arts priorities and develop action plans to meet goals
- Ensure that every student grows artistically, and that the school meets the ambitious performance goals set by Gabriella Charter Schools
- Design and implement arts master schedules that maximize student learning
- Teach dance classes as needed at Gabriella Charter Schools
- Oversee the director(s) of student dance performance groups (Company K!ds, etc.) and ensure that students have multiple opportunities to showcase dance at GCS and in the community; develop vision for expanding student dance group opportunities including developing a multi-year plan for roll out

School Culture

- Lead in envisioning and implementing inclusive socio-emotional education and behavior management approaches that create a healthy, positive culture that upholds high standards for all members of the GCS community in arts studios; coach arts teachers in supporting high expectations in arts classes
- Design and coordinate events that showcase dance instruction at Gabriella Charter Schools (e.g., end of year recital, mid-year showcases, etc.)
- Create an engagement-centered and achievement-oriented culture within the arts department
- Demonstrate exceptional communication skills with teachers, parents, students, and Board members both informally and through multiple mediums (e.g., bulletins, emails, presentations, check-ins, meetings, etc.)
- Model the Gabriella Charter Schools core values at all times; be a visible and highly engaged leader in the school community (e.g., arrival, dismissal, Morning Meeting awards)

Talent Management

- Recruit, hire, nurture, evaluate, and supervise arts faculty that is professional, appropriately credentialed, experienced, and able to carry out the program's goals
- Create professional growth plans for faculty, tying professional development to both school and individual priority areas of strength and growth including arts content, student engagement, and classroom management
- Create succession planning for the GCS dance program, including nurturing relationships for prospective teachers and leaders in our dance program
- Promote positive employee relationships/strong morale throughout the arts department with the input of key data (e.g., Insight Survey, California Kids Healthy Survey, etc.)

School Administration

- Serve as executive producer for the annual student recital(s), sourcing location and vendors and overseeing production and design of costuming; schedule performance and rehearsal dates, including transportation, staff, and volunteers; oversee ticket sales and day-of protocols and signage
- Attend and present at Gabriella Charter Schools Board meetings at the request of the Director of Instruction
- Participate in applicable administrative team and Instructional Leadership Team meetings as requested by School Principals
- Ensure that the arts program runs smoothly, efficiently, and on budget
- Manage arts schedules and ensure substitutes are appropriately scheduled for arts staff
- Lead in establishing school-level fundraisers for dance programming (e.g., costume contribution drives, recital fundraisers, etc.)

Miscellaneous

- Other duties as assigned by the Senior Director of Instruction that relate to arts learning and achievement at Gabriella Charter Schools

Skills and Characteristics

- Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
- Dedication to Gabriella Charter Schools' mission and a steadfast belief that all students deserve preparation for the college of their choice

- Deep knowledge of effective instruction and experience managing both instructional personnel and processes
- Demonstrated resourcefulness in setting priorities and guiding investment in people and systems
- Expertise in effective arts instructional strategies and the ability to articulate these effective strategies to colleagues and direct reports; possess superior teaching and classroom management skills
- Ability to write and prepare dance/arts curriculum
- Exceptional written and verbal communication skills and the ability to interact and forge relationships with students, families, staff, and community members
- Willingness to engage in frequent dialogue and to be relentlessly self-reflective with regards to personal teaching and leadership practices
- Bilingual (Spanish/English) preferred

Education and Experience

- At least 5 years of successful urban teaching experience, preferably with diverse learners (e.g., multilingual learners, students with disabilities, etc.)
- Successful past experience developing and managing faculty and staff highly preferred
- Experience coordinating programs and performances within budget guidelines
- Prior experience in developing instructional policies and/or curriculum
- Knowledge of dance standards and, ideally, familiarity with integrating dance in to a school setting
- Bachelor's degree required; Master's degree preferred
- Possession of a valid California teaching credential (e.g., Multiple Subject, Single Subject, or Educational Specialist) highly preferred

Director of Special Education

The Director of Special Education is responsible for all matters of school administration related to special education services for both Gabriella Charter School 1 and Gabriella Charter School 1. This leader envisions, cultivates, and leads the charge in ensuring that students receiving special education services reach ambitious IEP goals and make significant growth in achievement. They also oversee staff and systems and monitor that all services and compliance reporting related to special education are in place so that all students are afforded the appropriate FAPE in the least restrictive environment. In addition, the Director of Special Education oversees gifted testing and programming at both sites. This systems leader supervises and evaluates the School Psychologist, the RSP team, and special education providers to ensure strong programming across our schools. The Director of Special Education embraces diversity - race, ethnicity, income, class, neurodiversity, gender identity, and other aspects - and will harness the uniqueness of staff teammates, students, and families to guide our school community into the next phase of excellence.

Roles and Responsibilities

Instructional Leadership

- Develop a vision for special education instruction and support, including articulating strategies that ensure students with special needs access core programming and make academic gains

- Develop and monitor systems of support and accountability for special education goals and responsibilities (e.g., IEP goal attainment tracking, SBAC/assessment sub-group data monitoring, 200/300 reporting compliance, IEP goal progress reports, etc.)
- Ensure that accommodations are implemented in the general education setting at Gabriella Charter Schools (e.g., through observation and feedback by the Assistant Principals, modeling, consultation to faculty, etc.)
- Oversee professional development to faculty and staff related to special education (e.g., collaborating with content specialists/Assistant Principals in coaching/PD, etc.); promote a culture of continuous learning amongst all faculty, including consulting and supporting School Principals, Assistant Principals, and content specialists on professional development scope and sequence to meet the needs of students with disabilities
- Oversee the creation of strong Individualized Education Programs and 504 plans; attend initial IEPs and select IEPs as needed
- Develop gifted testing and programming across sites

School Culture

- Provide consultation to School Principals and Assistant Principals on behavior management approaches that create a healthy, positive school culture that supports students with special needs
- Participate in leadership and administrative team meetings and retreats
- Oversee strong, positive communication with GCS families of students who receive special education services, including outreach to families directly as needed
- Model the Gabriella Charter Schools' core values at all times; be a visible and highly engaged leader in the school community

Operations and Compliance

- Oversee that IEP timelines and services are provided timely and in compliance
- Oversee and interpret compliance with Federal, State, and LAUSD SELPA policies; lead in the documentation and reports for annual CSD Oversight visit and District Validation Review
- With the Executive Director and Senior Director of Instruction, develop special education program-related school budgets; monitor special education-related expenditures
- Ensure that the administration, scheduling, and reporting of all Special Education services, including sourcing and managing third-party providers, are timely and compliant
- Manage placement in Special Day Classes, Non-public Schools, and Residential Treatment Centers as needed
- Manage cases of informal dispute resolution and due process

Talent Management

- Provide coaching and supervision to Assistant Principals, consultation to School Principals, and feedback to special education staff as needed
- Establish performance evaluation criteria for all special education faculty and staff (e.g., RSPs, School Psychologist, DIS Counselor, service provider faculty, Special Education Instructional Aides, etc.)
- Supervise and evaluate the School Psychologist, DIS Counselor, and RSPs, providing both formal and informal feedback to strengthen services for students
- Recruit and retain appropriately-credentialed/qualified special education staff

Strategic Planning and Oversight

- Develop relationships with outside donors and funders to support program excellence; write grants for special education programming
- Develop and evaluate vendor relationships and programming and implement alternatives as needed; work closely with outside agencies to provide services, resources, and training to increase student services and success for students with special needs
- Report to the GCS School Board on matters involving special education

Miscellaneous

- Other duties as assigned by the Senior Director of Instruction that relate to supporting instructional excellence at Gabriella Charter Schools

Skills and Characteristics

- Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
- Excellent written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff, Board, and community members
- Demonstrated resourcefulness in setting priorities and guiding investment in people and systems
- Deep knowledge of effective instruction as it relates to special education and experience managing personnel
- Demonstrated relentlessness to meet organizational goals
- Self-directed with the ability to work both autonomously and in teams
- Work ethic and personal belief system that align with the mission and vision of Gabriella Charter Schools
- Bilingual (Spanish/English) preferred

Education and Experience

- A minimum of 5 years of teaching experience at the elementary/middle school level
- Successful past experience as a school/organizational leader with a track record of supporting strong student growth
- Prior experience in developing and overseeing special education programming
- Bachelor's degree required; Master's degree preferred
- Possession of a valid California teaching credential required; Education Specialist credential highly preferred
- Possession of a valid California Administrative Services Credential highly preferred

English Learner Instructional Specialist

The English Learner Instructional Specialist (“ELIS”) is a passionate school leader that develops and improves both designated and integrated English Language Development at Gabriella Charter Schools. In coordination with other instructional leaders – including the Senior Director of Instruction, the Director of Special Education, School Principals, and content specialists - the ELIS will create and implement strategic plans to increase the language development and academic progress development of English learners. The ELIS is a creative and inspiring educator with a desire to support staff, students, and families in a supportive and growth-oriented environment.

Roles and Responsibilities

Instructional Leadership

- Oversee the implementation (i.e., planning and instruction) of designated and integrated ELD across school sites, including observation/feedback cycles, lesson modeling, etc.
- Regularly monitor and analyze progress of English learners and RFEP students, including, but not limited to: reclassification rates, progress in ELD curricula, ELPAC, grades, school-wide assessments (e.g., i-Ready, F&P), state assessments (SBAC, CAST)
- Create and implement strategic plans to support English learner growth based on student data
- Design/oversee interventions for English learners, particularly for LTELs or potential LTELs
- Collaborate with the Director of Special Education regarding English learner reclassification; coordinate supports to ensure student progress in English proficiency
- Manage the reclassification process and Language Appraisal Teams
- Design and deliver professional development related to English learner growth and achievement in both designated ELD and integrated ELD (i.e., in core content areas)
- Oversee the creation and implementation of the GCS English Learner Master Plan

Talent Management

- Coach teachers in ELD curriculum implementation; model lessons and strategies as needed
- Coach and support site-based lead teachers in ELD if applicable
- Hire, manage, and supervise site-based ELD Instructional Aides

School Administration

- Engage in site-based instructional leadership team meetings and administrative meetings
- Participate in COST/SST meetings for students identified as English learners
- Oversee state language testing (e.g., ELPAC), and support with other state testing as requested by the Senior Director of Instruction
- Identify students for initial language assessment, supported by School Records Manager and Director of Special Projects; identify students for reclassification and provide reclassification data to School Records Manager and Director of Special Projects
- Monitor language classification of newly enrolled students and ensure correct program placement
- Ensure that information in SIS/CALPADS is accurate and timely updates are given to School Records Managers and the Director of Special Projects
- Oversee the training and administration of annual and initial ELPAC assessments; ensure that all English learner testing is completed within appropriate timelines
- Collaborate on and contribute to budget and compliance documents related to English learners and services for English learners (e.g., LCAP, Title III, etc.)
- Oversee required parental notifications related to English learners (e.g., assessment and classification notifications, annual letters, LTEL letters, etc.)
- Coordinate English Learner Advisory Committee and serve as the administrator for school ELAC committees
- Construct workshops for families of English learners
- Model the Gabriella Charter School core values at all times; be a visible and highly engaged leader in the school community

Miscellaneous

- Other duties as assigned by the Senior Director of Instruction to support academic, cultural, and operational excellence at Gabriella Charter Schools

Skills and Characteristics

- Possesses a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
- Possesses a high level of professionalism, including being proactive in seeking out feedback from team members
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
- Expertise in effective strategies to support English learner growth and the ability to articulate these strategies to faculty and staff
- Prior experience using data and systems to gather, assess, and analyze information
- Proven track record of supporting strong academic and socio-emotional growth with students
- Prior experience with/knowledge of the instruction and assessment in GCS' adopted English Language Development (i.e., Systematic ELD and/or Link to Literacy) curriculum, preferred
- Bilingual (Spanish/English) highly preferred

Education and Experience

- At least 5 years of successful teaching experience with English learners
- Successful past experience leading adults as an Assistant Principal, Principal, department head/content leader, Instructional Coach, or Dean, or demonstrated promise to become an effective school leader
- Possession of a valid California teaching credential (e.g., Multiple Subject, Single Subject, or Educational Specialist) required; Administrative Services credential highly preferred
- Bachelor's degree required; master's degree preferred

Lead IT Associate

Reporting to the Director of Operations and Strategy or Director of Special Projects, the Lead IT Associate is responsible for partnering with staff and students to provide high-quality desktop support and customer service, empowering the school to more efficiently reach student achievement goals, and helping create systems for the IT team.

Roles and Responsibilities

- Handle 1st level support calls by responding to phone calls, email, web, and walk-up requests
- Log requests, problems, and resolutions in the request tracking program
- Evaluate the appropriate level of technical support needed to resolve issues and escalate to the appropriate department as necessary while keeping customer informed
- Administer, inspect, and instruct teachers and staff on the use of Mac laptops, tablets, and digital projectors
- Maintain and administer user network accounts and user shares in the Mac OS, iOS, and other Mac operating system environments
- Maintain and inventory laptop cart labs, classroom desktops, and staff laptops independently
- Install, maintain, and provide support for hardware, software, handhelds (walkies), and network devices
- Create hard drive images and configures workstations and related peripherals as needed
- Consult with the community on a wide range of hardware, software, and operating system issues on predominantly Mac OS environment—with a few PCs running Windows 7/8/10.
- Maintain and administer email accounts and department groups in Google Apps
- Update and edit online the Gabriella Charter Schools websites

- Work collaboratively to ensure implementation of the E-Rate Technology Plan
- Work schedule is usually Monday to Friday, 8am to 4:30pm with occasional weekend or evening demands for scheduled projects
- Other technology-related duties as assigned by the Director of Operations and Strategy or Director of Special Projects
- Support implementation and programming of Mosyle and Ed Tech applications
- Develop systems, tracking tools, and other means of improving efficiency and effectiveness of IT team
- Under the direction of Director of Operations and Strategy or Director of Special Projects, delegate IT project duties to other team members
- Help create agenda for IT team meetings, create priorities for tech projects, and participate in cross-functional team meetings
- Serve as team leader for IT team

Knowledge, Skills and Abilities

- Experience and solid understanding of Microsoft Office and other Office Year Products for Mac, Apple iLife suite, and Google Apps
- Expert level skill working with Apple laptops and desktops
- Experience setting up and troubleshooting wireless devices and networks in a large environment
- Windows 7/8/10/latest version experience support, printers, and other computer related peripherals
- Eagerness and ability to learn new software applications and technologies quickly
- Excellent organization and communication skills as well as an attention to detail
- Interest in performing a critical support role while learning in a fast-paced environment
- Ability to work well with others in a team environment as well as work independently
- Strong oral and written communication skills
- Strong customer service skills not only requested but required
- Must be able to lift 40 lbs.

Academic Qualifications

- 5+ years of technical support experience
- BS/BA strongly preferred

School Psychologist

The School Psychologist provides a full range of school psychological services to children in grades K-8 such as screening and assessment, as well as leading and supervising Tier III behavioral and mental health supports. They will play a key role in building and maintaining a positive school-wide culture, and will assist the Director of Special Education in evaluating students for special education services, as well as supporting high-needs behaviors at the site. The School Psychologist will also be an integral member of the Individualized Education Program team to determine student's eligibility for special education services, appropriate programming, and suggest strategies and support for educational, academic, and behavioral needs. The School Psychologist will manage and supervise School Counselors and Behavior Intervention Implementation ("BII") providers, and ensure behavioral and mental health support are provided on campus.

Roles and Responsibilities

- Screen and evaluate children referred for special education services, which includes selecting appropriate instruments, administering tests, conducting observations, consulting with parents,

and school staff regarding accommodations/modifications needed for a specific child and writing reports which state the evaluation findings and provide for educational program recommendations at all school sites

- Screen and evaluate students for gifted and talented designation
- Participate in the development, planning, and implementation of multi-disciplinary and integrated learning support services at the school. These services include, but are not limited to, Student Success Team and Individualized Education Program) Team participation, which includes serving as the behavioral coordinator for the SST team, responsible for reviewing referrals, identifying intervention plans, and evaluating and assessing progress of interventions, etc. at all school sites
- Attend COST and MTSS team meetings at the request of the Director of Special Education
- Manage and develop coherent and comprehensive individual Behavior Intervention Plans including, but not limited to, Functional Behavior Assessments, and work collaboratively with staff to make modifications, as necessary, to ensure maximum effectiveness at all school sites
- Supervise and manage school counselors and BIs, and be a resource for school site personnel on mental health and social/emotional issues that may affect behavior at all school sites
- Provide counseling and mental health support at the request of the Director of Special Education
- Assist the Director of Special Education as needed with scheduling, compliance, and documentation
- Other related duties as assigned that relate to online learning and support special education services by the Director of Special Education

Skills and Characteristics

- Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter School
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff, and community members
- Excellent organization, time management, and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Demonstrated ability to work in a fast-paced, high energy environment with a proven ability to meet and complete multiple deadlines and tasks
- Articulate, professional demeanor with strong self-confidence and initiative
- Expertise in evaluation and counseling skills and the ability to articulate these effective strategies to school leaders, teachers, instructional aides, and staff
- Ability to work individually as well as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of their duties; tackles challenges with a positive approach
- Proven track record of meeting extremely high standards for student achievement
- Work ethic and personal belief system that align with the mission and vision of Gabriella Charter Schools
- Bilingual (Spanish/English) highly preferred, as the School Psychologist will interview and interact with diverse families

Education and Experience

- Minimum of two years' experience working with students with mild/moderate disabilities (K-8) OR related experience working in public schools (e.g., teacher, administrator)
- A valid Pupil Personnel Services Credential, School Psychology, with corresponding

- Bachelor's/Master's degree completion from an accredited university
- Past experience working in K-8 schools with diverse student populations highly preferred
- Knowledge of and experience with RTI/SST programs and interventions required
- Knowledge of LAUSD district policies and procedures related to special education and DIS services, preferred
- Training in clinical interventions and providing therapy to youth and families
- Minimum one year of experience administering and writing psycho-educational assessment reports

School Site Employees of GCS 1

School Principal

The School Principal is a passionate educator that serves as the instructional leader and exemplar teacher of the Charter School, consistently prioritizing classroom learning and school culture as the core focus of their work. In addition to strong instructional skill and orientation, the School Principal has exceptional people skills and has a track record in nurturing teammates both collectively and individually to meet ambitious goals. The School Principal should be highly reflective and embrace the role of constant learner within a team of learners, designing structures to co-create a vision and distributive leadership structures and proactively prioritize equitable teaching and learning practices at GCS 1. The School Principal will embrace diversity - race, ethnicity, income, class, neurodiversity, gender identity, amongst others - and will harness the uniqueness of teammates, students, and families to guide our school community into the next phase of excellence.

Roles and Responsibilities

Instructional Leadership

- Lead in implementing the school's instructional vision for academics for grades TK-8
- Regularly observe instruction and ensure that all teachers are provided with ongoing support, feedback, and coaching
- Design, lead, and oversee professional development for GCS 1 teacher faculty, including weekly PD, department, and individual coaching; support teacher leaders and administrators in planning for professional development that supports teachers across grade levels
- Lead in the commitment to/adoption of K-8 curriculum that is anti-racist, equitable, rigorous, and aligned to State-adopted standards
- Monitor progress toward key instructional priorities and develop action plans to meet goals
- Ensure that every student grows academically, and that the school meets the ambitious performance goals set by Gabriella Charter Schools (e.g., through regular instruction and supplemental programs for student subgroups including English learners, students with special needs, gifted students, etc.)
- Design and implement master schedules that maximize student learning
- Oversee matriculation of students to rigorous high schools by supervising/coaching personnel charged with these tasks (e.g., Assistant Principal)

School Culture

- Model the Gabriella Charter Schools core values and set the standard for professional behavior for all faculty and staff
- Develop and sustain a culture of inclusivity, shared leadership, and joy amongst stakeholders while also standing firm on ensuring high standards for student success

- Provide ongoing feedback to administrators and teachers to ensure that school culture remains positive, supportive, and safe for students, staff, and families; coach site-based administrators and teacher leaders toward constant growth in leadership skills
- Create a data-centered and growth-oriented school culture
- Cultivate positive, authentic relationships with community and family stakeholders; engage parents in school-based decision-making and meet with families regarding key issues as needed
- Demonstrate exceptional communication skills with teachers, parents, students, and Board members both informally and through multiple mediums (e.g., bulletins, emails, presentations, check-ins, meetings, etc.)
- Lead in envisioning inclusive socio-emotional education and behavior management approaches that create a healthy, positive culture that upholds high standards and safety for students at all times; support Assistant Principals in bringing that vision to life

Talent Management

- Recruit, hire, nurture, and supervise classroom teachers and school-based administrators; provide informal feedback to all GCS staff members
- Create professional growth plans for faculty, tying professional development to both school and individual priority areas of strength and growth
- Promote positive employee relationships/strong morale throughout the campus by monitoring key data (e.g., Insight Survey, California Kids Healthy Survey, etc.) and celebrating teammates' successes
- Lead in the creation and modeling of a sustainable work/life balance through effective prioritization and clarity of role for both themselves and school faculty and staff

School Administration

- Ensure that the school runs smoothly, efficiently, and on budget; work with other administrators (both shared and site-specific) to identify operational growth areas and problem solve improvement strategies as needed (e.g., nutrition programming, etc.)
- Work with the Executive Director, the Director of Operations and Strategy, and back office provider to develop a school budget that reflects commitment to school priorities
- Serve in limited operational leadership capacities (e.g., School Site Council, LAUSD co-location meetings, etc.)

Miscellaneous

- Other duties as assigned by the Senior Director of Instruction that relate to learning and growth for staff and students at Gabriella Charter Schools

Skills and Characteristics

- Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
- Deep knowledge of effective instruction across TK-8, education that uplifts diversity, equity, and inclusion, and experience managing both instructional personnel processes
- Exceptional written and verbal communication skills and the ability to interact and forge positive relationships with students, families, staff, and community members
- Extremely high standards for student achievement; ability to give critical feedback when needed to ensure students have the best possible experience at GCS
- Demonstrated commitment to meet organizational goals

- Demonstrated resourcefulness in setting priorities and guiding investment in people and systems
- Superior ability to both take initiative as well as work within teams to accomplish school and organizational goals
- Bilingual (Spanish/English) highly preferred

Education and Experience

- At least 5 years of successful teaching experience, highly preferably in an urban environment with diverse learners (e.g., English learners, students with disabilities, etc.)
- Successful past experience leading adults as an Assistant Principal, Instructional Coach/Specialist, or Dean, highly preferred
- Prior experience in developing instructional policies/curriculum
- Possession of a valid California teaching credential (e.g., Multiple Subject, Single Subject, or Educational Specialist) required
- Bachelor's degree required
- Graduate degree and administrative credential highly preferred

Assistant Principal

The Assistant Principal is a passionate school leader who nurtures, empowers, and drives both staff and students to grow and meet their full potential at Gabriella Charter Schools. In addition to serving on the school's leadership team, the Assistant Principal leads both in instructional and school culture and assists the Principal in key initiatives. The Assistant Principal is a creative and inspiring educator with a desire to help staff, students, and families to create a supportive, growth-oriented school environment. Possessing strong initiative, excellent organizational abilities, and a talent for creating a positive environment for children and adults, the Assistant Principal has a strong desire to continue to grow in their leadership capacity to become a school leader in the future.

Roles and Responsibilities

Instructional Leadership

- Develops both their own and faculty's understanding of adopted instructional curriculum and lesson planning approach that embraces the neurodiversity of students
- Provides coaching, feedback, and ongoing support to classroom teachers in both academic content and classroom culture
- Supports the Principal and Director of Special Education in ensuring that differentiated teaching practices are implemented in programming (e.g., through observation and feedback, modeling, building collaborative structures between general education and special education, etc.)
- Plans and delivers high-quality professional development to faculty and staff to drive key academic and socio-emotional learning outcomes
- With the Principal, leads faculty and staff in regular data analysis – including special education metrics - to ensure compliance is upheld and progress is made toward key school goals
- Manages special education timeline and service delivery compliance at site; acts as Administrator in IEP meetings
- Coordinates COST/SST meetings; designs systems to track referred student progress
- Coordinates summer school, sourcing consultation from teachers, specialists, and the Principal
- Coordinates the high school matriculation process to ensure that 8th grade students enroll in rigorous, college-preparatory high schools, including coordinating ISEE test preparation, high school applications, Mock Interviews, and designing/hosting the annual High School Fair

School Culture

- Implements a school-wide culture system with an emphasis on diversity, equity, inclusion, and antiracism, emphasizing an asset-based and collaborative approach to character development that prioritizes learning and minimizes reactive student disciplinary practices
- Works closely and effectively with children who have behavior challenges and their families; partners with counselors, social workers, teachers, and parents to execute individualized behavior interventions
- Regularly monitors and supports key culture data points, including attendance and discipline data; creates and executes systems and structures (e.g., attendance support meetings) to proactively address students' areas of need
- Designs incentives, activities, and celebrations to maintain positive school culture and reinforce habits of success (e.g., culmination, incentives for citizenship, etc.)
- Supports student field lessons
- Manages key transitions of the school day, including arrival, breakfast, recess, lunch, dismissal, and transitions to ensure they are positive and orderly
- Partners with parents and families to build an inclusive school community
- Collaborates with the Extended Learning Program/After School Program Coordinator to ensure programming offers strong enrichment and support
- Models and supports a community of care both inside and outside of the classroom for all GCS 1 stakeholders, including students, families, and staff

Talent Management

- Hires, supervises, and supports School Social Worker; coordinates counseling to general education students
- Serves as the administrative lead for Diversity, Equity, and Inclusion ("DEI") teacher leaders
- Hires, supervises, and supports Instructional Aides with the instructional support of other specialists
- Coaches teachers in both academic and socio-emotional learning; evaluates teachers as requested by the Principal
- Supports the Principal in recruiting, interviewing, and selecting teachers
- Provides support to special education staff
- Ensures faculty and staff adhere to GCS policies and procedures
- Promotes positive employee relationships and morale by monitoring key data and creating and implementing effective action plans (e.g., Insight Survey, parent survey, etc.)

School Administration

- Participates in and leads administrative and leadership team meetings
- Supports the Principal in co-location meetings and acts as charter administrator in the absence of the Principal
- Works closely with the School Principal to support strong academic growth and positive, asset-based socio-emotional learning; supports in school administration in both visioning, delegating, and/or doing whatever is necessary to ensure the Charter School is place for all students and staff to learn and grow
- Coordinates and leads in Smarter Balanced Assessment administration, including scheduling and staff training; supports the English Learner Instructional Specialist with site ELPAC administration
- Models the Gabriella Charter School core values at all times; is a visible and highly engaged leader in the school community

Miscellaneous

- Engages in leadership capacity development under the mentorship of the Senior Director of Instruction
- Other duties as assigned to support academic, cultural, and operational excellence at Gabriella Charter Schools

Skills and Characteristics

- Dedication to Gabriella Charter Schools' mission and a steadfast belief that all students can achieve at the highest academic level, and deserve preparation for the college of their choice
- Prioritizes building own leadership skills
- Is consistently self-reflective and seeks feedback from stakeholders on their leadership skills and mindsets
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
- Expertise in positive school and class culture and the ability to articulate effective strategies to teachers and staff
- Proven track record of supporting strong academic and socio-emotional growth with students
- Bilingual (Spanish/English) highly preferred

Education and Experience

- At least 5 years of successful urban teaching experience, preferably with English learners
- Successful past experience leading adults as an Assistant Principal, department head/content leader, Instructional Coach, or Dean, or demonstrated promise to become an effective school leader
- Possession of a valid California teaching credential (e.g., Multiple Subject, Single Subject, or Educational Specialist) required; Administrative Services credential highly preferred
- Bachelor's degree required; master's degree highly preferred

Dean of Student Culture

The Dean of Student Culture is a passionate school leader who nurtures, empowers, and drives both staff and students to grow and meet their full potential at Gabriella Charter Schools. In addition to serving on the school's leadership team, the Dean of Students leads in tier 2 and 3 behavior support, collaborates closely with the Assistant Principal, and assists the Principal in key initiatives. The Dean of Students is a creative and inspiring educator with a desire to help staff, students, and families to create a supportive, restorative school environment. Possessing strong initiative, excellent organizational abilities, and a talent for creating strong bonds with students, the Dean of Students has a strong desire to continue to grow in their leadership capacity to become a school leader in the future.

Roles and Responsibilities

School Culture and Discipline

- Implements a school-wide behavior system with an emphasis on diversity, equity, inclusion, and antiracism, emphasizing an asset-based and collaborative approach to character development that prioritizes learning and minimizes reactive student disciplinary practices
- Works closely and effectively with children who have behavior challenges and their families; partners with counselors, social workers, teachers, and parents to execute individualized and small group behavior interventions

- Develops both their own and faculty's understanding of Conscious Discipline and Restorative Justice frameworks.
- Provides coaching, feedback, and ongoing support to classroom teachers in creating tier 2 and 3 behavior plans for students as needed
- Regularly monitors and supports key culture and behavior data points, including attendance and discipline data; creates and executes systems and structures (e.g., attendance support meetings) to proactively address students' areas of need
- Alongside the Principal and Assistant Principal, ensure that the character development and discipline program is cohesive across all grades
- Manage and respond to student discipline issues and collaborate with leaders, teachers, and parents on action plans
- In collaboration with the Assistant Principal, coordinates COST/SST meetings; designs systems to track referred student progress and hold parties accountable to action steps and calendars follow-through meetings to review student progress
- Supports the Assistant Principal as needed with designing and implementing plans and strategies to support strong student attendance, including family meetings, individualized attendance plans, parent educational workshops, and home visits as needed
- Models and supports a community of care both inside and outside of the classroom for all GCS stakeholders, including students, families, and staff

School Administration

- Participates in and leads administrative and leadership team meetings
- Works closely with the School Principal to support strong student outcomes and positive, asset-based socio-emotional learning; supports in school administration in both visioning, delegating, and/or doing whatever is necessary to ensure the school is place for all students and staff to learn and grow
- Models the Gabriella Charter School core values at all times; is a visible and highly engaged leader in the school community
- Maintain a frequent presence at recess and lunch; provide feedback to instructional aides/campus aides on strong supervision strategies to ensure that students have exemplary supervision while not in classrooms

Miscellaneous

- Engages in leadership capacity development under the mentorship of the Principal
- Other duties as assigned by the Principal to support academic, cultural, and operational excellence at Gabriella Charter Schools

Skills and Characteristics

- Dedication to Gabriella Charter Schools' mission and a steadfast belief that all students can achieve at the highest academic level, and deserve preparation for the college of their choice
- Prioritizes building own leadership skills with the ability to work both autonomously and in teams
- Is consistently self-reflective and seeks feedback from stakeholders on their leadership skills and mindsets
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
- Expertise in positive school and class culture and the ability to articulate effective strategies to teachers and staff

- Proven track record of supporting strong academic and socio-emotional growth with students
- High level of professionalism
- Bilingual (Spanish/English) highly preferred

Education and Experience

- At least 4 years of successful urban teaching experience, preferably with English learners
- Successful past experience leading adults as an Assistant Principal, department head/content leader, Instructional Coach, or Dean, or demonstrated promise to become an effective school leader
- Possession of a valid California teaching or Pupil Personnel Services credential (e.g., Multiple Subject, Single Subject, Educational Specialist, or PPS) required; Administrative Services credential preferred
- Bachelor's degree required; Master's degree highly preferred

Instructional Specialist

The GCS 1 Instructional Specialist is a passionate instructional leader, who, under the direction of the School Principal, supports the development of instructional practices and implementation of curricula that is rooted in equitable practices. In addition to supporting classroom teachers, the Instructional Specialist works to promote student learning and growth by supporting the design and implementation of systems and structures for planning, rigorous instruction, and student data analysis at Gabriella Charter Schools.

Roles and Responsibilities

Instructional Leadership

- Under the direction of the School Principal, support in the design and implementation of systems and structures for planning, instruction, assessment, and student data analysis that result in equitable student outcomes; analyze TK-8th literacy and mathematics data to inform instructional system design and related supports
- Support teachers in implementing adopted curricula and assessments, with walkthroughs and gradebooks showing evidence of use of curricula
- Create action plans to ensure student growth focused on 4th-8th grades, with measurable student growth outcomes on both formative and summative assessments (i-Ready, SBAC, IABs) for those grade levels
- Prioritize observing 4th-8th instruction and new teachers regularly and provide teachers with actionable feedback
- Regularly review unit and lesson plans and provide feedback to teachers and engage in regular student work analysis with teachers to determine next steps to advance their growth
- Coach new teachers and select 4th-8th teachers based on school-wide and individual teacher goals identified from the Danielson Framework (prioritizing Domains I and III)
- Support school leaders in the design and delivery of instructional professional development
- Coordinate and manage after school intervention systems
- Manage New Teacher PD with support from the Senior Director of Instruction
- Manage New Teacher Mentors
- Support in literacy efforts across the school

School Culture

- Model the Gabriella Charter Schools core values at all times; be a visible and highly engaged leader in the school community.
- Monitor student engagement in core academic subjects and design responsive system-wide strategies to promote student agency and choice
- Promote instructional practices aligned with adopted student culture system

School Administration

- Participate in administrative and instructional leadership team meetings at the request of the School Principal
- Manage and lead school-wide assessments (on-demand writing, i-Ready, and SBAC), with site support provided by campus-specific administrators

Talent Management

- Coach classroom teachers in school wide and individual focus goals
- Support the School Principal in teacher recruitment and retention efforts

Miscellaneous

- Other duties as assigned by the School Principal that support instructional excellence and equity at Gabriella Charter Schools

Skills and Characteristics

- Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
- Excellent written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff, Board, and community members
- Demonstrated resourcefulness in setting priorities and guiding investment in people and systems
- Deep knowledge of effective literacy and mathematics instruction, with experience coaching and/or managing instructional personnel
- Demonstrated relentlessness to meet organizational goals
- Expertise in effective literacy and mathematics strategies and the ability to articulate these effective strategies to both teachers and leaders
- Self-directed with the ability to work both autonomously and in teams
- Willingness to engage in frequent dialogue and to be relentlessly self-reflective with regards to personal teaching practices.
- Bilingual (English/Spanish) preferred

Education and Experience

- A minimum of 5 years of teaching experience at the elementary/middle school level required
- Experience as an instructional leader, including managing and/or coaching instructional faculty (e.g., coach, specialist, Assistant Principal, and/or Principal) highly preferred
- Prior experience with or knowledge of the instruction and assessment in GCS literacy and mathematics curricula (e.g., Illustrative Mathematics/CGI)
- Prior experience using data and systems to gather, assess, and analyze information
- Prior experience in developing policy and curriculum preferred
- Possession of a valid California teaching credential (Multiple Subject or Single Subject in English or Mathematics) required
- Administrative Services credential preferred

- Bachelor’s degree required; Master’s degree preferred

Teacher

Teachers are passionate educators who empower each student to grow and meet their full potential. Working in collaboration with partner teachers, RSP teachers, arts teachers, and school administrators, teachers design and implement a rigorous instructional program, based on our core curricula, in a learning environment which nurtures and develops the socio-emotional intelligence and capacity of their students. GCS teachers embrace diversity and learning differences, constructing opportunities that nurture all students’ growth.

Roles and Responsibilities

Instruction

- Design instruction around state standards that is rigorous and is correlated to school-wide and teacher-created learning outcomes and core curricula
- Create lessons that are culturally responsive to the students in the classroom and account for the neuro-diversity of learners that create the conditions for each student to grow
- Use a backwards-planning model to develop long-term, unit, and daily lesson plans, based on our core curricula
- Submit lesson plans to the Principal and instructional leaders and collaborate with colleagues to revise, edit, and improve lesson plans
- Accommodate, differentiate, or modify curricula to meet student needs
- Research and use a variety of methods to engage students in the classroom
- Utilize curricular assessments that measure student progress; continuously use formative and summative assessment data to refine curriculum and instructional practices
- Assume responsibility for the progress of all students, including developing and implementing intervention plans for students who do not meet instructional goals
- Develop daily plans for instructional aides and/or volunteers providing intervention or enrichment to small groups
- Demonstrate resourcefulness (e.g., anticipate and order materials, schedule guest speakers, design field trips, develop partnerships in the community, research and write grants, attend conferences to improve instruction, etc.)
- Provide students and their families with regular and timely information on classroom activities and student progress; consistently prioritize partnering with families to support students
- Collaborate with Principal, Assistant Principal, and grade-level partner and department-level teams to internalize and refine curricula and create strategic plans
- Track critical student information; maintain and submit accurate student records, including grades, attendance, and present levels of performance in accordance with GCS procedures

School Culture

- Model and support a community of care both inside and outside of the classroom for all GCS stakeholders, including students, families, and staff
- Support student growth through emphasizing an asset-based and collaborative approach to character development
- Organize classroom systems and procedures and manage student behavior to ensure all students are fully engaged
- Model and uphold school-wide student behavioral expectations
- Support and reinforce school procedures (e.g., monitoring student transitions and dismissal)

- Develop engagement and motivation strategies to help bolster good attendance amongst students
- Participate actively in school culture/leadership (e.g., School Site Council, ELAC, Read Across America Day, after-school club leadership, etc.)
- Collaborate with partner teacher to develop and maintain grade-wide systems and with dance teachers to integrate movement into the classroom
- Design and deliver presentations to engage families in their child's education (e.g., Back to School Night, Classroom Meetings, etc.)
- Demonstrate a work ethic and personal belief system that aligns with the Gabriella Charter Schools mission, vision, standards, policies and procedures, operating instructions, confidentiality standards, and ethical code of behavior.

Miscellaneous

- Communicate with the School Principal and other school staff regularly and in a timely manner
- Other duties as assigned by the Principal and/or school leaders that relate to instructional excellence at Gabriella Charter Schools

Skills and Characteristics

- Dedication to Gabriella Charter Schools' mission and a steadfast belief that all students can achieve at the highest academic levels, and deserve preparation for the college of their choice
- Excellent written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff, Board, and community members
- Demonstrated resourcefulness in setting priorities and guiding investment in people and systems
- Deep knowledge of effective instruction and instructional processes
- Demonstrated persistence to meet student learning outcomes
- Self-directed with the ability to work both autonomously and in teams
- High level of professionalism
- Willingness to engage in frequent dialogue and to be relentlessly self-reflective with regard to personal teaching practices
- Proficiency in computer hardware and software use, including Google Suite, word processing, spreadsheets, multimedia presentations, email, the Internet and digital media
- Bilingual (Spanish/English) preferred

Education and Experience

- Possession of a bachelor's degree from a four-year college or university
- Possession of a valid California Multiple-Subject Credential, permit, or other document required for the certificated assignment; authorization to teach English learners
- Two years of teaching experience in historically under-resourced communities, preferred

Resource Teacher

The Resource Teacher is an instructional leader who helps students with disabilities grow to meet their full potential. Working in collaboration with classroom teachers, other RSP teachers, electives teachers, other support personnel (e.g., school psychologist, school counselors, occupational therapists, speech therapists, etc.) and school administrators, the Resource Teacher plans and delivers instruction and support to those students identified with disabilities in alignment with students' IEP goals.

Roles and Responsibilities

Instruction

- Plan and execute individualized instruction and support to students with special needs in accordance with IEP goals
- Support general education teachers and administrators to implement appropriate strategies to meet the needs of students with IEPs within the general education setting
- Provide accommodated testing conditions for classroom and standardized testing
- Administer formal and informal academic assessments
- Develop, implement, and monitor appropriate behavior management techniques and systems for students with special needs
- Ensure student achievement and progress towards IEP goals
- Influence the intervention process and participate in SST meetings
- Schedule weekly meetings with general education teachers to plan lesson-specific accommodations for special education students that will facilitate access and mastery of the core curriculum

Case Management

- Manage compliance of accommodations and modifications for students with IEPs both in the general education classroom and during special education service time
- Maintains appropriate records and follows appropriate procedures and practices as they relate to special education
- Analyze assessment results to drive and inform instruction and IEP development
- Complete trimester IEP progress reports in accordance with GCS guidelines
- Develop IEPs in accordance with federal, state, and district standards
- Create and maintain special education documentation as required by federal, state, and district regulations
- Manage IEPs and service trackers in Welligent
- Ensure IEP timeline compliance of assigned caseload; attend all IEPs in caseload
- Manage relationships with outside vendors to ensure students receive all prescribed services in their IEPs (i.e. Occupational Therapy, Language and Speech, etc.)
- Coordinate formal assessments for related services with outside providers
- Develop positive relationships with parents and families to engage them in the IEP process
- Assist in the development and facilitation of ongoing professional development for general education staff
- Maintain knowledge of current special education regulations and best practices

School Culture

- Model and support a community of care both inside and outside of the classroom for all GCS stakeholders, including students, families, and staff
- Support student growth through emphasizing an asset-based and collaborative approach to character development
- Organize classroom systems and procedures and manage student behavior to ensure all students are fully engaged
- Model and uphold school-wide student behavioral expectations
- Support and reinforce school procedures (e.g., monitoring student transitions and dismissal)
- Develop engagement and motivation strategies to help bolster good attendance amongst students

- Participate actively in school culture/leadership (e.g., School Site Council, ELAC, Read Across America Day, after-school club leadership, etc.)
- Design and deliver presentations and meetings to engage families in their child's education (e.g., Back to School Night, Classroom Meetings, High School Prep sessions, parent/teacher conferences, etc.)
- Demonstrate a work ethic and personal belief system that aligns with the Gabriella Charter Schools mission, vision, standards, policies and procedures, operating instructions, confidentiality standards, and ethical code of behavior.

Miscellaneous

- Communicate with the Director of Special Education and other school staff regularly and in a timely manner
- Other duties as assigned by the Director of Special Education as assigned that relate to, and promote, instructional/compliance excellence in special education at Gabriella Charter Schools

Skills and Characteristics

- Dedication to Gabriella Charter School 1's mission and a steadfast belief that all students can achieve at the highest academic levels, and deserve preparation for the college of their choice
- Excellent written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff, Board, and community members
- Demonstrated resourcefulness in setting priorities and guiding investment in people and systems
- Knowledge of effective instruction as it relates to special education and experience managing personnel
- Demonstrated relentlessness to meet organizational goals
- Self-directed with the ability to work both autonomously and in teams
- High level of professionalism
- Willingness to engage in frequent dialogue and to be relentlessly self-reflective in personal teaching practices
- Proficiency in computer hardware and software use, including Google Suite, word processing, spreadsheets, multimedia presentations, email, the Internet and digital media
- Bilingual (Spanish/English) highly preferred

Education and Experience

- Possession of a valid Education Specialist credential
- Master's degree highly preferred
- Prior teaching experience in historically underserved communities, preferred

Instructional Aide

Instructional aides are an integral part of Gabriella Charter School's academic program. The primary role of Instructional Aides is to provide individual and small-group instruction under the supervision of our skilled and experienced teaching staff. Instructional Aides work together with teachers to monitor student progress, remediate for struggling students, extend lessons for advanced students, and maintain a safe and nurturing learning environment in the classroom. In addition, Instructional Aides play a vital role in reinforcing the school's culture and expectations through student supervision before school, at recess, and at lunch, and help build relationships with parents by providing translation. This position is a professional growth opportunity ideal for candidates who are currently in a credentialing program or who are considering teaching as a career.

Responsibilities

- Provide individual and small group instruction
- Supervise students at breakfast, recess, and lunch
- Perform a small amount of classroom-related clerical work (e.g. check homework, make copies)
- Communicate regularly with classroom teachers regarding student progress
- Provide primary language support for students as necessary
- Provide translation for parents at meetings and conferences
- Provide supervision support at events such as end-of-year dance recital

Skills and Characteristics

- Commitment to Gabriella Charter School 1's mission and belief that all students can achieve at the highest academic levels
- Ability to manage large groups of students
- Consistent availability through June of each school year
- Work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter Schools
- Bilingual (English/Spanish) preferred

Education and Experience

- Experience working with students in a school/educational setting
- High school diploma or GED and one of the following: Bachelor's degree from a recognized college or university OR Associate's degree from a recognized college or university OR Completion of 48-semester units or 72 quarter units from a recognized college or university OR Pass a local assessment of knowledge and skills in assisting in instruction

School Operations Manager

The Gabriella Charter Schools operations team is a cornerstone of the Gabriella model and is designed to support school administrators in non-instructional obligations so that they can focus almost exclusively on student achievement and the professional development of the teaching staff. The School Operations Manager is a critical member of the operations team, and reports to the Director of Operations and Strategy as well as the School Principal. The School Operations Manager supervises and oversees the Administrative Assistant, Office Associate, and Campus Aide. The ideal candidate is a highly personable, systematic, and extremely organized individual who deeply believes in the Gabriella Charter Schools model and is committed to helping build a culture where all students reach their highest potential.

Team Management

- Conduct weekly check-ins with administrative assistant, office associate and campus aide, as needed
- Train administrative assistant, office associate and campus aide on procedures and hold staff accountable
- Set standard for customer service and observe staff to ensure expectations are being met
- Provide professional development to the office team based on individual areas of growth and feedback/coaching as needed
- Support IT staff in creating schedules and project planning for IT projects
- Conduct performance reviews up to twice per school year of office team and campus aide

Student Recruitment and Enrollment

- Manage the enrollment cycle at the school site, including student recruitment, lottery management, waitlist management, and parent/student orientations (including delegation of duties to office team members)
- Support the Parent Coordinator with parent meetings, informational sessions with prospective families, and school tours

National School Lunch Program Compliance

- Oversee operationalization of the National School Lunch Program
- Coordinate daily student food services
- Oversee payments for the National School Lunch Program
- Troubleshoot meal program issues as they arise (e.g., contacting food vendor or obtaining additional meals if necessary)
- Ensure the accurate tracking of student meal consumption and compliance with Wellness Policy
- Act as liaison with School Food Wellness vendor to ensure all administrative/compliance tasks (meal applications, verification, on-site visits, monthly meal claims) are completed timely and accurately; manage these duties in the absence of School Food Wellness as a vendor
- Organize the distribution and collection of meal applications throughout the year
- Report chronic service issues to the Director of Operations and Strategy
- Support the Senior Manager, Operations and Director of Special Projects with preparing documentation for submissions, reporting, and audits

Accounting, Financial Reporting, and Business Operations

- Generate purchase orders and upload invoices; work with business management firm to process payment
- Maintain positive vendor relationships
- Maintain inventory of school supplies and materials
- Prepare the school credit card for payment by assembling receipts and coding expenses
- Process, code, and reconcile incoming donations and check/cash receipts for timely deposit
- Prepare employee reimbursements and submit to business management firm

Facilities and Emergency Preparedness

- Serve as liaison to maintenance contractors, technicians, and LAUSD facilities department
- Conduct monthly facilities inspection
- Coordinate with LAUSD plant manager in regard to maintenance and facility work orders
- Manage building keys/key inventory
- Maintain and update emergency preparedness plan at least annually
- Coordinate emergency drills (e.g., fire, lock-down, shelter-in-place) at least once a month including The Great Shakeout with co-located facility
- Communicate Emergency Procedures to staff, conduct trainings, and maintain emergency supplies as needed
- Ensure that the school's physical environment is at all times neat and orderly, including but not limited to the reception/administrative area, waiting area, technology, supplies, copier, and teacher's lounge
- Provide parent/take home literature informing parents of school protocols and parents' roles/procedures in emergency situations
- Coordinate with School Site Councils, first responders, and site administrators to revise School Safety Plans annually

- Ensure campus is stocked with emergency supplies, and replenish based on usage and expiration dates as needed, including fire extinguishers
- Create and maintain emergency signage in classrooms and on/off campus
- Coordinate special projects as needed Student Health and Safety
- Provide first aid to students and manage student medications
- Perform lice checks
- Organize immunization clinics and vision/hearing screenings as necessary
- Ensure all students are in compliance with all immunizations required for school entry
- Review student injury reports and connect with insurance as needed.
- Process insurance certificate requests

School Culture

- Take initiative to trouble-shoot operational issues as they arise at school; consult with Director of Operations and Strategy and Principal when needed to improve operations at the site
- Support Administrators with parent, student, faculty, and staff surveys.

Special Projects

- Design and/or coordinate special operational projects as necessary throughout the year
- Supervise, plan and prepare for school events and activities, including regular events and special events (e.g., Winter Dance Party)
- Perform all duties designated for the school's successful functioning, including student supervision, arrival/dismissal, and meal service

Attendance

- Distribute weekly and monthly attendance reports to teachers and reconcile completed reports to give to ExED

School Communication & Documents Archive

- Produce letters, memos, and other notices as requested by school administrators
- Delegate translation of communications to parents into Spanish as requested by school administrators
- Request, organize and secure all student records, electronic and hard copy, per applicable law
- Ensure that past memos, notices, and other school-specific documents are posted to the Shared Google Drive
- Create notices for parents of students with special needs as requested by the Director of Special Education
- Assist school operations manager and/or administrators in coordinating special events (e.g. science fair, picture day, Read Across America Day, classroom meeting nights, Wellness Committee meetings)

Student Information, Data, & Reporting

- Use the SIS to maintain and update all student contact/demographic information
- Process and update new student enrollment and returning student re-enrollment paperwork
- Create and set up student schedules in SIS and maintain classroom rosters
- Update student cumulative files and respond to requests for student letters as required by District, State, and Federal law
- Manage student reporting issues, such as following-up with the families of absent students

- Produce accurate and timely student reports as requested by the administrative team (e.g., attendance reports, ELL reports, etc.)
- Assist Director of Operations and Strategy with compilation of data for various reports (e.g., CALPADS)
- Support Office Associate with IEP documentation, compliance, and data management tools
- Support Administrators with the preparation of documents for the District’s annual oversight visit
- Support the Director of Operations & Strategy with submitting credentialing documents
- Coordinate with ExED to maintain accurate student information

Field Trips

- Coordinate with Office Associate to arrange all field trips: book reservations, make permission slip copies and parent chaperone agreements, order field trip lunches, book buses, coordinate day-of logistics

General Support

- Assist and communicate as needed with other members of the operations team
- Model the Gabriella Charter School core values at all times; be a visible and highly engaged member of the school community
- Maintain and secure electronic and hard-copy records (vendors, contracts, payroll, nutrition, etc.) per applicable law
- Other duties as assigned consistent with this position as assigned by the Director of Operations and Strategy or School Principal

Skills and Characteristics

- Very strong written and oral communication skills
- Possess a work ethic and personal belief system that aligns with the Gabriella mission
- Fiercely organized and execution-oriented; experience managing many moving parts and consistently delivering on time
- Acute attention to the smallest details to ensure smooth, predictable, and effective outcomes
- Highly proficient with MS Excel, MS Word, MS PowerPoint, and Google Suite
- Superior initiative - takes instruction well, but does not wait for it
- Ability to manage others and make decisions in the moment
- Places a high value on delivering quality internal and external focused customer service
- Ability to work in a fast-paced, high-performing, but sometimes unpredictable environment
- Shows maturity, humility, strong work ethic, sense of humor, and roll-up-my-sleeves attitude
- Consistently demonstrates and articulates a “whatever it takes” disposition
- Bilingual in English and Spanish strongly preferred
- Current First Aid and CPR Certification preferred

Educational Background and Work Experience

- Bachelor’s degree from a college or university preferred
- 4 years of previous office management/administrative experience preferred

Administrative Assistant

The Administrative Assistant is the face of the Gabriella Charter School 1 campus and a key member of the school’s operations team. The primary responsibility of the Administrative Assistant is to support the School Operations Manager in creating a welcoming and efficient main office and provide operational

support to school programs. The Administrative Assistant will work closely with the office staff and will report to the School Operations Manager. The ideal candidate is a highly personable, systematic, and extremely organized individual who deeply believes in the Gabriella Charter Schools model and is committed to helping build a culture where all students reach their highest potential.

Roles and Responsibilities

Front-Office Management

- Welcome visitors; serve as a gatekeeper to address questions and minimize interruptions of the school administration and other staff members
- Answer phones, redirect inquiries as may be appropriate, and relay messages to staff in a timely manner
- Receive and distribute mail and shipments
- Maintain complete sets of commonly used forms for staff and families
- Provide first aid to students and provide medication to students when needed
- Supervise students while in the main office (e.g., for health needs, administrative action, etc.)
- Manage student issues, such as processing late arrivals and early departures during and after school
- Support the Special Education department with IEP reminder phone calls
- Assist the School Operations Manager with fiscal requests (e.g., reconciling credit card payments, preparing deposits, etc.) while adhering to the Charter School's fiscal policies and procedures.
- Receive and organize payments from parents for various fundraisers, nutrition payments, late pick-up fees, etc.
- Work in conjunction with the School Operations Manager on the School Nutrition Program (e.g., processing meal applications, assisting with verification procedures, collecting meal payments, calling families with outstanding balances)
- In collaboration with the Family Engagement Specialist, process volunteer applications; assist parent and community volunteers in on-boarding and answering any questions throughout the year
- Track and report site specific parent and volunteer engagement participation (i.e., parent conferences, classroom meeting night, daily volunteer activities)

General Support

- Student Recruitment and Enrollment: support collection and processing of prospective student lottery forms/enrollment forms, support the School Operations Manager in managing the waitlist and correspondence with families, and represent GCS 1 in recruiting efforts to preschools and other organizations (including school visits)
- Parent Engagement: assist School Operations Manager, Family Engagement Specialist, and/or administrators in coordinating events (e.g., science fair, picture day, Fall Festival, Birthday Celebrations, classroom meeting nights, Wellness Committee meetings, etc.)
- Emergency Preparedness: support Schools Operation Manager by coordinating emergency drills at least once a month, and distributing and updating monthly emergency rosters
- School Communications & Documents Archive: produce letters, memos, and other notices such as the monthly school newsletter, and post them to the shared cloud storage
- Translation: Assist in translating school documents and in-person at conferences and other school activities/events, as requested by the administration
- Attendance and Record Keeping: Assist with collecting and distributing attendance information

- and general record keeping tasks
- Model the Gabriella Charter Schools' core values at all times; be a visible, courteous, and highly engaged member of the school community.
- Perform additional duties as assigned that relate to the foregoing primary responsibilities and the holistic functioning of the office and parent engagement program
- Other duties as assigned consistent with this position as assigned by the School Operations Manager, Director of Operations and Strategy, School Principal or other school leaders

Skills and Characteristics

- Very strong, positive written and oral communication skills
- Strong organizational skills
- Takes instruction well but does not wait for it
- Proficiency with MS Word, Excel, Google Suite, and databases
- Show desire and capacity to join the team of a start-up, nonprofit organization
- Ability and desire to work in a fast-paced, highly disciplined, sometimes unpredictable school environment
- Display maturity, humility, strong work ethic, sense of humor, and roll-up-my-sleeves attitude
- Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter School
- Bilingual in English and Spanish required
- First Aid and CPR Certified

Educational Background and Work Experience

- High School diploma or equivalent, required
- AA degree from a college or university is strongly preferred; a bachelor's degree preferred
- 1-2 years of previous office management/administrative experience is strongly preferred

Office Associate

The Gabriella Charter Schools operations team is a cornerstone of the Gabriella model and is designed to support school administrators in non-instructional obligations so that they can focus almost exclusively on student achievement and the professional development of the teaching staff. The Office Associate is a critical member of the operations team, and reports to the School Operations Manager. The ideal candidate is a highly personable, systematic, and extremely organized individual who deeply believes in the Gabriella Charter Schools model and is committed to helping build a culture where all students reach their highest potential.

Roles and Responsibilities

Attendance

- Support monthly reconciliation of attendance reports
- Reconcile and organize absence notes and maintain documentation in student data system (i.e., Illuminate)
- Produce attendance reports as requested by school administration
- Log student tardies and provide tardy notes to students daily

School Communication & Documents Archive

- Produce letters, memos, and other notices as requested by school administrators

- Translate and edit communications to parents into Spanish as requested by school administrators
- Request, organize and secure all student records, electronic and hard copy, per applicable law
- Ensure that past memos, notices, and other school-specific documents are posted to the shared Google Drive
- Create notices for parents of students with special needs as requested by the Director of Special Education
- Set up and record robo call announcements and reminders as requested by school administration (e.g., weekly Sunday Broadcasts, special announcements, etc.)
- Assist school operations manager and/or administrators in coordinating special events (e.g. science fair, picture day, Read Across America Day, classroom meeting nights, Wellness Committee meetings)

Student Information, Data, & Reporting

- Use Gabriella Charter Schools' Student Information System to reconcile student attendance daily
- Use the SIS to maintain and update all student contact/demographic information
- Process and update new student enrollment and returning student re-enrollment paperwork
- Create and set up student schedules in SIS and maintain classroom rosters
- Manage student cumulative files to remain updated, request records from other schools, and respond to requests for student letters as required by District, State, and Federal law
- Manage student reporting issues, such as following-up with the families of absent students
- Produce accurate and timely student reports as requested by the administrative team (e.g., attendance reports, ELL reports, etc.)
- SpEd Clerk: Primary point of contact for Director of Special Education with IEP documentation, compliance, and data management tools, including but not limited to: transferring incoming students to Welligent, updating SIS when a student qualifies for SPED, supporting with IEP notifications and scheduling, scheduling health screenings, and updating IEP folders
- Primary point of contact for the English Learner Intervention Specialist and Literacy Intervention Specialists with various compliance, data reconciliation, and parent communication for EL students
- Coordinate with ExED to maintain accurate student information

Translation

- Translate all school documents (SSC meeting minutes/agendas, ELAC meeting minutes/ agendas, newsletter) as requested by administration (e.g., handbooks, etc.)

Accounting, Financial Reporting, and Business Operations

- Upload invoices; work with business management firm to process payment
- Maintain positive vendor relationships
- Maintain inventory of school supplies and materials
- Assist the School Operations Manager as needed in preparing the school credit card for payment by assembling receipts and coding expenses
- Assist the School Operations Manager as needed in processing, coding, and reconciling incoming donations and check/cash receipts for timely deposit
- Prepare employee reimbursements and submit to business management firm

Field Trips

- Coordinate all field trips: book reservations, make permission slip copies and parent chaperone agreements, order field trip lunches, book buses, coordinate day-of logistics

Student Recruitment/Lottery/Enrollment

- Assist in collecting interest forms
- Assist in lottery event and lottery translation
- Manage correspondence with accepted and waitlisted students
- Call students off the waitlist when a seat becomes available
- Provide timely updates to SOM about enrollment list changes

Front-Office Management

- Welcome visitors; serve as gatekeeper to address questions and minimize interruptions of the school administration (up to 8 hours a day)
- Answer phones, redirect inquiries as may be appropriate, and relay messages to staff in a timely manner
- Maintain complete sets of commonly used forms for staff and families
- Provide first aid to students
- Supervise students while in the main office (e.g., for health needs, administrative action, etc.)

Student Health and Safety

- Provide first aid to students and manage student medications
- Perform lice checks and other health/safety checks in accordance with County/District guidelines
- Organize immunization clinics and vision/hearing screenings as necessary
- Ensure all students are in compliance with all immunizations required for school entry
- Review student injury reports and connect with insurance as needed.
- Process insurance certificate requests

Campus Safety Management

- Ensure campus is stocked with emergency supplies, and replenish based on usage and expiration dates as needed, including fire extinguishers
- Create and maintain emergency signage in classrooms and on/off campus
- Provide updates to School Operations Manager regularly on status of emergency supplies and what facility updates need to be made

General Support

- Model the Gabriella Charter Schools core values at all times; be a visible and highly engaged member of the school community
- Set up substitutes with information on lesson plans, maps, emergency information
- Receive and distribute mail and shipments
- Support instructional team by translating during parent conferences as needed
- Other duties as assigned consistent with this position as assigned by the Director of Operations and Strategy or School Principal
- Support the Parent Engagement program by supporting the communication of pertinent information

Skills and Characteristics

- Positive and effective written and oral communication skills

- Strong organizational skills
- Takes instruction well, but does not wait for it
- Proficiency with MS Word, Excel, Google Suite and databases
- Show desire and capacity to join the team of a start-up, nonprofit organization • Ability and desire to work in a fast-paced, highly disciplined, sometimes unpredictable school environment
- Show maturity, humility, strong work ethic, sense of humor, and roll-up-my-sleeves attitude
- Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter School
- Bilingual in English and Spanish required
- First Aid and CPR Certified

Educational Background and Work Experience

- AA degree from a college or university strongly preferred
- 2 years of previous office management/administrative experience strongly 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 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 Learners, 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.

Plan for Achieving Racial and Ethnic, Special Education, and English Learner Balance

Court-Ordered Integration

As part of its mission, Gabriella Charter School 1 aims to provide a rigorous academic and arts program to students who are traditionally underserved. We take the following steps to strive to maintain a racial and ethnic, special education, English Learner, and socioeconomic population balance of students with the general population residing within the LAUSD territorial jurisdiction and to increase opportunities for students who are representative of all racial and ethnic groups, including a balance of Special Education, and English Learners, including Redesignated Fluent English Proficient pupils.

Recruitment:

- Conduct meetings in English and Spanish prior to the opening of each school year to inform interested parents and students of school offerings.
- Participate as a school community in community events attended by a wide variety of racial and ethnic groups
- Conduct open houses and school tours during the school year. School tours for the 2025-26 school year are tentatively scheduled for the following dates:
 - Wednesday, October 1
 - Wednesday, November 5
 - Wednesday, December 3
 - Wednesday, January 14
 - Wednesday, February 4

- On an ongoing basis throughout the months of October through June, develop and distribute promotional and informational materials, such as school brochures, flyers, postings on social media, notifications via the Charter School website, and advertisements for local media. All materials will be translated into Spanish.
- Visit a broad range of community groups, agencies, neighborhood youth organizations, churches, public libraries and other locations that serve various racial and ethnic groups represented in the district. Activities may include the following:
 - Hosting information booths at the local community events during the months of August through June.
 - Visiting preschools and community organizations regularly during the months of September through June (to be individually scheduled). Preschools and organizations may include those listed in the following table:

Preschools	Community Organizations
ABC Preschool	826LA
Angelina Preschool	California Community Foundation
Bresee Community Center	Dream Center Foundation
Bright Horizon at South Figueroa Street	El Centro Del Pueblo
Burlington Nursery School	Friends of the Los Angeles River
Hilltop Nursery School	Heart of Los Angeles (“HOLA”)
Kedren Community Head Start	Homeless Health Care Los Angeles
Kedren Head Start	I Have A Dream Foundation- Los Angeles
Kedren Head Start Preschool	Ronald McDonald House Charities of Southern California
Ketchum Downtown YMCA Preschool	
Kids Town Preschool	
My Wonderful Pre-School	

Newton Academy	
Playgroup Preschool	
Rainbow Child Development Center	
Small World of Joy Preschool	
St. Annes Pre-school	
Tree House Kids #2 Wee Care Daycare	
Recreation Centers	Libraries & Bookstores
Echo Park Recreation Center	Echo Park Branch Library
Koreatown Senior & Community Center	Edendale Branch Library
Koreatown Youth & Community Center	Silver Lake Branch Library
Lafayette Multipurpose Community Center	Stories Books & Cafe
Lake Street Community Center	
Lemon Grove Recreation Center	
Montecito Heights Recreation Center	
Shatto Recreation Center	
Silver Lake Recreation Center	

In addition to providing school information to families within a few miles of our school site (areas that are predominantly low-income and Hispanic/Latino), we will target adjacent neighborhoods with more significant Asian, White, and African American populations.

Retention:

- Provide a diverse offering of extracurricular activities and family events that appeal to families of different backgrounds
- Encourage parents from all racial/ethnic, special education, and English Learner groups to become involved on campus and as parent leaders
- Provide engagement opportunities in the morning and in the evening, and both in-person and virtually, to allow for more parents to be involved
- Identify and eliminate language barriers through translation of materials or identification of translators within the Charter School community to support with school wide events and one-on-one meetings
- Provide culturally relevant curricular materials

GCS 1 maintains an accurate accounting of the ethnic, racial, special education, English learner, and socioeconomic population balance of students enrolled in the Charter School, along with documentation of efforts the Charter School has made to achieve racial, ethnic, special education, English learner, and socioeconomic population balance in accordance with the charter petition.

How Plan Achieves Balance

In order for the Charter School's plan for achieving balance to be successful, the Charter School will track the efficacy of its methods. This may be done through the annual Healthy Kids Survey for Parents, school created surveys, individual feedback, exit interviews/disenrollment forms, and enrollment documents indicating how families learned about the Charter School.

By tracking changes in racial, ethnic, special education, English Learner, and socioeconomic population composition of our student population over time (e.g. as cohorts of students advance in grade level), the Charter School can identify if recruitment or retention is an issue for certain student subgroups. If these trends are discovered, the Charter School will seek to identify causes for lower retention rates and to address them.

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student’s academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or

delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

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

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

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

SEXUAL HARASSMENT POLICY NOTICE

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

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

Admission Requirements

Gabriella Charter School 1 will be open to all students residing in California who wish to attend the Charter School, as outlined in Education Code Section 47605(e)(2)(A). GCS 1 does not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status. The Charter School is committed to serving all students, and to making sure that all members of the communities we serve are made aware of the opportunity we provide to students.

When students with IEPs enroll, it is the Charter School's policy to collect any and all information pertaining to the student's IEP following enrollment.

Student Recruitment

GCS 1 will conduct several different activities throughout the year that will serve the purpose of publicizing the Charter School's program to all community members, and ensuring specifically that students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities are reached by recruitment efforts.

- Creation of recruitment materials (flyers, banners, social media posts, print ads, radio advertisements) in English and Spanish, reflecting languages spoken in the community we serve.
- Distribution of recruitment materials through mail, postering in public spaces and applicable businesses, and community events (farmer's market, swap meet, laundromat, mercado)
- Participation (dance performance by students, parents and staff volunteering) in community events such as holiday parades or street festivals
- Advertisement through local media (both neighborhood focused and targeted to specific languages or ethnic communities)
- Presenting to staff and parents at local pre-school settings (Head Start, early education centers, private pre-schools, including those serving students with disabilities)
- Outreach to community arts programs, particularly those offering low-cost options to socio-economically disadvantaged families
- Outreach to community programs offering tutoring and family support, particularly those that have a strong partnership with the Charter School or with the GCS 2 campus. These organizations disproportionately serve socio-economically disadvantaged students and student who have low academic performance or who may have disabilities

Lottery Preferences and Procedures

If the number of students applying for admission exceeds the openings available, admission shall be determined by public random drawing ("lottery"), in accordance with Education Code Section 47605(e)(2) and all other applicable laws and requirements. Existing students shall be exempt from the lottery.

In determining the admission for each grade, preferences will apply in the following order, should a lottery be necessary:

1. Students who reside within the attendance boundaries of the District, in this order:
 - a. Siblings* of students admitted to or attending GCS 1
 - b. Children of Gabriella Charter Schools employees and Board members, not to exceed 10% of total enrollment of Charter School.
2. Students who reside outside of District boundaries, in this order:
 - a. Siblings* of students admitted to or attending GCS 1
 - b. Children of Gabriella Charter Schools employees and board members, not to exceed 10% of total enrollment of Charter School.

*For the purposes of lottery preferences, "siblings" shall be defined as any students who share a legal parent and/or legal guardian

During the annual lottery, students receive preference in admission for available spaces per grade level (i.e., openings that have not been filled by returning students) according to the order of preferences listed above. Since GCS 1 is designed to serve the Los Angeles community, preference is given to students who reside within LAUSD. Preference is also extended to siblings and to children of Charter School employees and board members in order to help keep families together and strengthen stakeholder relationships.

Open Enrollment Period and Procedures

GCS 1 will inform the public commencing in September of each school year that it is accepting applications for admission for the following school year and publicize, via such places as the Gabriella Charter Schools' website, public posting areas, and school newsletter, the deadline for applications. Commencing in September 2026 for the 2027-2028 school year, the open application period will last until, at a minimum, the end of November of that same year. Any family applying to GCS 1 will be informed of the Charter School's admission policies, and will receive information about when applications must be submitted in order to be included in the public lottery. New applications will be required each year, regardless of a student's status on the waiting list for the previous year.

Communication Methods for Open Enrollment and Lottery

The commencement of the open enrollment period each year will be publicized via the Charter School's website, public posting areas, and newsletter. Publicity also occurs through many of the channels listed under Student Recruitment, such as local media advertising, outreach to schools and community organizations, and flyering. Applications will be available on the Charter School's website and in the school office. The timeline, rules, and procedures for the lottery process are also communicated when publicizing open enrollment and to anyone seeking enrollment information. All enrollment forms and information will be available in Spanish and will be translated into other languages as needed.

Ensuring Lottery Procedures are Fairly and Publicly Executed

Leadership and staff work together to coordinate the lottery, and are responsible for securing an objective third party to observe and help conduct the lottery. The lottery location and time will be public and easily accessible to the community. This location will be well-publicized through advance notification and day-of signage. Proceedings will be conducted in Spanish and English, and translation made available in any other languages deemed necessary. Families of students participating in the lottery are encouraged to attend, and will be given multiple reminders via different channels before the date of the lottery; however, attendance is not required to be eligible for admission.

Date, Time and Location of Lottery

The lottery that will occur during the 2026-27 school year, and moving forward for the remainder of the charter term, will occur by or during February of each year in the event that applications for enrollment exceed open spaces. This date is publicized at the beginning of the open enrollment period and in all application materials and communication. The lottery time is set taking into account the typical preferences of families in the community, and will take place on a weekday. The lottery is held in a public, easily accessible location large enough to accommodate all interested families, which may be a location on the school campus.

Lottery and Waiting List Procedures

An objective third party will observe and/or help conduct the lottery in order of grade level.

The lottery may be conducted using an automated online system to ensure that the process is fair and equitable for all participants. Qualifying lottery forms submitted by the deadline will receive preference in the automated lottery system, per the preferences under Lottery Preferences and Procedures.

Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list in the order drawn or application received post lottery. If a prospective student gains admission during the lottery, any siblings who are also applying will automatically be given the next admission slot, if available, for their grade; or they will move up to the top of the waitlist for their grade in the order that siblings are drawn during the public lottery.

Students who are not granted admission for the next school year will remain on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. Students who are not granted admission during the next school year must reapply for the following year.

The wait list will include contact information of the families wanting to still be considered for admission should a position open. If a position opens during the course of the year, the administrative office will contact the family of the student on the top of the waiting list by phone, email and/or mail to offer their student admission to the Charter School. The amount of time a family has to respond will be indicated in the communication with the family, which is typically 72 hours. The family must confirm intent to enroll (via phone or email) and to submit a complete enrollment registration within the communicated timeframe.

Should the family decline the position, the next family on the list will be contacted until the open position is filled. In no circumstance will a wait list carry over to the following school year, and students who remain on the wait list must apply for enrollment in the following year.

Parent Notification of and Communication regarding Offer of Enrollment or Waitlist Status

Within approximately one week of the public lottery, all families will be notified in writing of their enrollment status (offered enrollment or placement on waiting list). Within approximately two weeks of the public lottery, the Charter School will hold at least one Pre-Enrollment support session to supply additional information and to assist families in filling out forms. Within approximately one week of the Pre-Enrollment session, each family offered a space in the following year will be required to return a complete digital or paper enrollment packet. Failure to meet this enrollment deadline will result in the student losing their space and the Charter School moving on to the next student on the waitlist.

When a new spot in a grade level becomes available, school staff contact the family of the student on the top of the waiting list by phone, email and/or mail to offer their student admission to the Charter School. The Charter School will determine and communicate all deadlines in advance. The family will typically have 72 hours to confirm intent to enroll (via phone or email) and to submit a complete enrollment registration. By the indicated specific deadline prior to the start of the upcoming school year, the family must confirm intent to enroll and return a completed enrollment packet.

Method for Documenting Fair Execution of Procedures

The public lottery will be recorded via video or audio or both each year. This recording, along with copies of all applicable forms, lottery lists and results, and waiting lists, will be available for inspection upon request from the school office. These records will be maintained by the Office Manager or other staff. The Office Manager and office staff will implement procedures to ensure that accurate record-keeping is observed at all times in connection with applications and waiting lists (e.g. date stamping, tracking systems for notification deadlines).

Element 9 - Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Annual Audit Procedures

In order to ensure the financial health of the organization, Gabriella Charter Schools and Gabriella Charter School 1 will develop and maintain internal fiscal control policies governing all financial activities. The Gabriella Charter Schools Board of Directors will annually oversee the selection of an independent auditor and the completion of an annual audit.

Key senior staff (e.g., Executive Director, Director of Operations & Strategy, and/or Director of Special Projects) of Gabriella Charter Schools will be responsible for supporting the audit committee to contract with the auditor to perform the audit. The auditor will be a Certified Public Accountant familiar with school finances and operations and is selected from the State Controller’s list of approved auditors to conduct charter school audits.⁵⁷

⁵⁷ <http://cpads.sco.ca.gov/CPAList.aspx>

The auditor conducts the independent financial audit in accordance with generally accepted auditing principles and the standards applicable to charter schools as specified in the K-12 Audit Guide.

Key senior staff (e.g., Executive Director, Director of Operations & Strategy, and/or Director of Special Projects), supporting the audit committee, in conjunction with any third party financial and accounting firm Gabriella Charter School contracts with, will be the primary contacts for auditors; the School's Office Manager will be responsible for maintaining financial documents and supporting documentation such as receipts, invoices and credit card statements in a uniform and orderly fashion for easy accessibility by the auditor(s). Key senior staff (e.g., Executive Director, Director of Operations & Strategy, and/or Director of Special Projects), will be responsible for ensuring completed audits are submitted to the required agencies by the statutory deadline.

Audit exceptions and deficiencies shall be reported to the Board of Gabriella Charter Schools. The Audit Committee will review these findings and report to the Board of Directors recommending actions to address them, and the Board will act upon these recommendations and report findings and corrective actions to the District's satisfaction. The Charter School agrees to use its best efforts to resolve outstanding issues from the audit prior to the completion of the auditor's final report.

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 Discipline Policy

All students and staff are expected to embody the five core values of Gabriella Charter School 1:

- Compassion
- Integrity
- Resilience
- Flexibility
- Creativity

Students are taught about these core values during classroom instruction and during whole school meetings. Teachers also incorporate teaching of the values into academic and arts instruction (e.g. mentor texts for each value have been identified for incorporation into reading instruction; students in dance class choreograph movement representing the core values).

Students are recognized positively when displaying core values, including in class by adults and peers, at whole-school meetings through presentation of awards, and during recess, lunch and transition periods by classified staff. We actively use Restorative Justice to develop community and to manage conflict and tensions by repairing harm and restoring relationships. Restorative Justice practices currently used include community circles to help foster a strong community within classrooms. These community circles help students to proactively create relationships, connect with their peers, and create safe spaces for students. Teachers also use restorative dialogue strategies when supporting students to resolve conflict. Examples of restorative dialogue practices include motivational interviewing, affective

statements, restorative questioning amongst others. When harm does arise between students and/or adults, staff are encouraged to use a non-violent communication protocol when resolving the issue. In addition to what is outlined in our discipline policy, we also use a layer of restorative accountability, which focuses on who was harmed, the relationships that were harmed, and what each party needs to move forward. GCS 1 continues to develop and refine their Restorative Justice.

School-Wide Positive Behavior Intervention and Support (“SWPBIS”)

GCS 1 adheres to a holistic behavior philosophy based on modeling and reinforcement of positive behavior and choices, and utilizing a Restorative Justice framework to apply consequences. GCS 1 will use a student culture/behavioral management framework to teach positive behavioral choices and set clear expectations in the classroom, dance studios, and in public spaces (e.g. the playground). The framework will seek to build consistency across classrooms and will include: 1) shared expectations for behavior while on campus; 2) age-appropriate rituals and practices to encourage practicing core values and behaviors that promotes learning and inclusivity; 3) guidelines for age-appropriate consequences grounded in Restorative Justice; and 4) a manner of communicating regularly with parents regarding student behavior.

Certain behaviors are inappropriate and require the teacher to redirect the student or to administer consequences to effectively maintain a safe environment and teach positive choices. Consequences may include a restorative conversation, redirection, time out, oral or written reflection and/or apology, student-teacher conference, behavioral notice, phone call to parent, parent conference, and/or positive behavior contract. Attendance issues such as absences or excessive tardies are not treated as behavioral or discipline issues and are addressed outside of the Charter School’s discipline system.

It is at the discretion of the teacher to refer a student to the office for administrative intervention. Depending upon the specific circumstances surrounding the student’s behavior, a student may remain at the office for a short reflection, or may need to stay longer if there is a health or safety concern. On the day a student receives a disciplinary referral, they will generally meet with an administrator for an interview to learn more about the incident from the student’s perspective. Depending on the severity of the incident, at minimum the parent will receive a phone call about the incident and consequences, if there are consequences, and for more severe incidents, there will be a parent meeting held. For suspendable offenses, parents will be asked to acknowledge the disciplinary referral in writing as well.

Gabriella Charter School 1 uses a MTSS approach to behavior similar to that used for language arts and math. The standard classroom and school-wide behavior framework support the majority of students (Tier 1) in feeling safe, included, and productive at school. For students who may need additional strategies to support them in behavioral choices, Tier 2 strategic supports will be provided. Interventions for this tier might include parent involvement, participation in a social skills/counseling group, a short-term individual positive behavior plan, or additional interventions geared to meet the needs of the student. For students who need the most support, Tier 3 intensive interventions will be provided. Interventions at this level might include convening of an SST, referral to individual counseling, modified routines and procedures (e.g. supervised transitions), a longer-term individual positive behavior plan, or the conducting of behavioral analysis to determine triggers and motivations for problematic behaviors. Students at Tier 2 and Tier 3 are generally identified and tracked by the COST and progress is monitored to determine if interventions are effective.

Each year, GCS 1 will provide PD to instructional staff regarding the student culture policy, classroom management, and/or positive school culture and behavior support. GCS 1 also reviews data relevant to its school culture (e.g., suspension data) to evaluate how its policies and practices serve students and help build a joyful, inclusive learning environment.

Upon enrollment, re-enrollment, and/or at the beginning of each school year, GCS 1 families will receive a copy of the Parent / Student Handbook and will be asked at least once per year to agree in writing to abide by the provisions of the Handbook, including the Charter School's discipline policy, which is consistent with provisions in this petition, District's policy(ies)/School Climate Bill of Rights and all applicable law. In addition, school staff members will generally review the discipline policy with families at parent orientations.

This policy includes, but is not limited to, the students' rights and responsibilities while on school grounds as well as the Charter School's suspension and expulsion policies. The discipline policy is not discriminatory, arbitrary or capricious, and follows the general principles of due process. The policy may be adapted as needed in regard to the discipline of a student with special needs as determined by the provisions of the IDEA and as established by the Education Code and U.S. Code of Federal Regulations. GCS 1 will continue to refine our discipline policy, inclusive of our suspension policies, to ensure responses to behavior are restorative while also keeping our school community safe. From time to time, GCS 1 may make policy updates to reflect our commitment to equitable student culture practices.

Students who present an immediate threat to the health and/or safety of others or themselves may also be immediately suspended and later expelled upon recommendation of the Principal. GCS 1 policy is to provide all students with an opportunity for due process in conformity with applicable federal law regarding students with exceptional needs. Suspension and Expulsion procedures and policies are outlined below.

Grounds for Suspension and Expulsion

Scope of Disciplinary Jurisdiction

A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus or
- During, or while going to or coming from, a school-sponsored activity.

Grounds for Discretionary and Non-Discretionary Suspensions

1. *Mandatory:* Students **shall be suspended and recommended for expulsion from GCS 1** for any of the following conduct, should they occur as per the locations above:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with Principal or designee's concurrence
- Brandished a knife at another person
- Unlawfully sold a controlled substance listed in *Health and Safety Code* Section 11053 et. seq.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

2. *Expulsion Expected:* Students shall be suspended and may be recommended for expulsion from GCS 1 for the following violations unless a school administrator finds that the expulsion is inappropriate due to the circumstances. These acts must be committed at school or school activity.

- Caused serious physical injury to another person, except in self-defense
- Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the pupil unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with Principal or designee's concurrence
- Possession and/or use of any substance listed in the Health and Safety Code commencing with Section 11053, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.
- Robbery or extortion
- Assault or battery, or threat of, on a school employee

3. *Discretionary Suspension and Expulsion:* **Students may be immediately suspended and may be recommended for expulsion from GCS 1** for the following violations. These include acts committed at school or school activity or on the way to and from school or school activity.

- Caused, attempted to cause, or threatened to cause physical harm or injury to another person
- Willfully used force or violence upon the person of another, except self-defense
- Possessing a dangerous object
- Possessed a controlled substance (e.g., drugs or alcohol)
- Sold a controlled substance or a look-alike substance
- Committed robbery/extortion
- Caused or attempted to cause damage to school property
- Committed theft or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases
- Possessed or used tobacco
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Possessed or sold drug paraphernalia
- Received stolen property
- Possessed an imitation firearm
- Harassed, threatened or intimidated a student witness
- Sold the prescription drug Soma
- Committed hazing
- Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act, and directed specifically toward a pupil or school personnel

- Committed sexual harassment (i.e. sexual advances, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature, grades 4 and above)
- Caused or attempted to cause harm to individuals through the use of hate violence or hate language (grades 4 and above)
- Pervasively harassed, threatened, or intimidated staff or peers (grades 4 and above)
- Made terrorist threats against school officials or school property or both (grades 4 and above)

In-School Suspension

In-school suspensions are an alternative to out-of-school suspensions that reduces the amount of class time missed and ranges from a half to a full day. During an in-school suspension, the student is supervised by an administrator or out of the classroom certificated personnel in the main or auxiliary office, who ensures assigned school work assigned by the teacher is completed with assistance, when needed. An administrator notifies the parent(s)/guardians or the foster child’s educational rights holder, attorney, and county social worker⁵⁸ via telephone of an in-school suspension, and a meeting is held when needed/requested. The maximum number of days for in-school suspension for one incident is five, and no more than ten days of in-school suspension may be assigned per year per student.

In school suspension will not be option for the following offenses:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel;
- Made terrorist threats against school officials or school property, or both.

Process for Out-of-School Suspension

Suspension Rules and Procedures

The decision to *suspend* a student will be at the discretion of the School Principal, Assistant Principal, or another Administrative Designee on file.

The process for investigating incidents and collecting evidence will be fair and thorough.

Suspension shall be preceded by an informal conference conducted by the Principal, Assistant Principal, or Administrative Designee with the student, followed by a meeting with their parents or guardian regarding the reasons for the suspension. The conference may be omitted if the Principal determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference,

⁵⁸ 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.

the parent/guardian shall be notified of the suspension and school personnel will request a conference as soon as possible.

At the time of suspension, a Charter School employee shall make a reasonable effort to contact the parent/guardian by telephone, email, and in person and to follow up such contact with a written notification. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to the Charter School.

Parents and/or guardians will be notified in advance of the suspension and can appeal a student's suspension by written letter within five (5) working days. The Executive Director will hear and make the final decision on suspension appeals. The decision of the Executive Director regarding suspension appeals shall be final.

Maximum Days

The maximum number of days of suspension for a single incident may not exceed a period of five (5) consecutive school days unless the administration and parents/guardians agree to a longer term. For suspensions exceeding five consecutive days, a second conference will be scheduled with the parent/guardian upon completion of the fifth day of suspension to discuss the progress of the suspension. GCS 1 may suspend a student for a maximum of 20 days (*including* any in-school suspensions) during any one school year. If a suspension reaches 10 school days, the Charter School shall provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights, and a hearing adjudicated by a neutral officer within a reasonable number of days. The pupil has the right to bring legal counsel or an advocate. Students with special needs, as identified by their IEP or 504 Plan, may not exceed a period of five (5) consecutive days. In addition, after 10 days of suspension in a given year, an IEP will be held and a manifestation determination analysis must be documented.

Access to Education During Suspension

Any student who is suspended will receive both class assignments and homework for the duration of the suspension. Students shall be given the opportunity to complete any missing tests/assignments given during their suspension within five days of returning from their suspension. The Charter School shall comply with Education Code Section 47606.2(a).

Procedures for Suspension Pending Expulsion

Students may be recommended for expulsion if the Principal finds that the student has engaged in an activity listed above for discretionary and non-discretionary expulsion offenses.

Prior to the recommendation of expulsion by the Principal, the pupil and the pupil's parent/guardian or representative will be invited to a conference to discuss the allegations against the student. After the meeting, the Principal will inform the pupil's parent/guardians of 1) the suspension of the student, and 2) the process for the expulsion hearing, should the Principal decide to recommend expulsion. Should the Principal recommend expulsion, the Charter School will provide a written recommendation to the pupil's guardians within five business days from the date of the suspension.

Should a pupil be suspended and recommended for expulsion, a pupil's suspension may be extended from five consecutive days to 30 days, by which time an expulsion hearing shall be held.

During the suspension, the Charter School will ensure that the student receives classroom materials and assignments to be completed at home during the term of the suspension. Students will be given an opportunity to make up missed assignments and assessments if and when they return to campus. Additionally, to support students who are suspended for more than five consecutive days due to a recommendation for expulsion, the Charter School may pursue an alternative educational program for students on an interim basis, including appropriate alternative placements for students with disabilities. An agreement between LAUSD and Gabriella Charter Schools allows for alternative placement (Educational Placement in LAUSD Alternative Placement Programs for Charter School Students Residing in LAUSD's Geographic Boundaries Facing Expulsion). Upon issuing a suspension for a student who resides within LAUSD boundaries pending an expulsion hearing, refer student to the District's Student Discipline and Expulsion Support Unit ("SDES") before the end of the suspension for an interim placement at a CDS or other alternative program. This agreement applies to students with disabilities once a manifestation determination IEP meeting or Link Determination meeting has been held and a need for an interim placement has been determined and documented. The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

Grounds for Expulsion

Grounds for Discretionary and Non-Discretionary Expulsions

1. *Mandatory*: Students **shall be suspended and recommended for expulsion from GCS 1** for any of the following conduct, should they occur as per the locations above:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with Principal or designee's concurrence
- Brandished a knife at another person
- Unlawfully sold a controlled substance listed in *Health and Safety Code* Section 11053 et. seq.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

2. *Expulsion Expected*: Students **shall be suspended and may be recommended for expulsion from GCS 1** for the following violations unless a school administrator finds that the expulsion is inappropriate due to the circumstances. These acts must be committed at school or school activity.

- Caused serious physical injury to another person, except in self-defense
- Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the pupil unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with Principal or designee's concurrence
- Possession and/or use of any substance listed in the Health and Safety Code commencing with Section 11053, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.

- Robbery or extortion
- Assault or battery, or threat of, on a school employee

3. *Discretionary Suspension and Expulsion:* **Students may be immediately suspended and may be recommended for expulsion from GCS 1** for the following violations. These include acts committed at school or school activity or on the way to and from school or school activity.

- Caused, attempted to cause, or threatened to cause physical harm or injury to another person
- Possessing a dangerous object
- Possessed a controlled substance (e.g., drugs or alcohol)
- Sold a look-alike controlled substance
- Committed robbery/extortion
- Caused or attempted to cause damage to school property
- Committed theft or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases
- Possessed or used tobacco
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Possessed or sold drug paraphernalia
- Received stolen property
- Possessed an imitation firearm
- Harassed, threatened or intimidated a student witness
- Sold the prescription drug Soma
- Committed hazing
- Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act, and directed specifically toward a pupil or school personnel
- Committed sexual harassment (i.e. sexual advances, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature, grades 4 and above)
- Caused or attempted to cause harm to individuals through the use of hate violence or hate language (grades 4 and above)
- Pervasively harassed, threatened, or intimidated staff or peers (grades 4 and above)
- Made terroristic threats against school officials or school property or both (grades 4 and above)

Expulsion Procedures

The decision to recommend expulsion of a student will be at the discretion of the School Principal, while the decision to expel will be at the discretion of a neutral hearing officer (“Hearing Officer”) or administrative hearing panel (“Panel”) appointed by the Executive Director.

For students with disabilities, a manifestation determination IEP or a Link Determination meeting (for students with 504 plans) will be held prior to any recommendation of expulsion. If determined that the conduct was a manifestation of the child’s disability, the IEP/504 Team shall assess, implement a behavioral intervention plan, *or* review the existing behavioral intervention plan and modify it. If determined that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

A student with a disability can be moved to an interim alternative educational setting for up to forty-five days without regard if the student is charged with: a weapon at school, possesses/used/sold illegal drugs, or has inflicted serious bodily injury.

A student who has *not* been identified as a student with disabilities may assert the procedural safeguards available to such students only if the Charter School had knowledge that the student was disabled before the behavior occurred, including

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write
- The parent has requested an evaluation of the child
- The child's teacher, or other Charter School personnel, has expressed specific concerns

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Expulsion Hearings and Notification

Students recommended for expulsion have a right to a hearing to determine the appropriateness of an expulsion. This hearing will be conducted within a period of 30 days from when the school administrator issues a recommendation for expulsion. The hearing shall be presided over by a neutral hearing officer ("Hearing Officer") or administrative hearing panel ("Panel") appointed by the Executive Director. The Hearing Officer or members of Administrative Panel, if any, shall be comprised of persons who are certificated employees and neither a teacher of the pupil or a member of the Charter School's governing board. The hearing shall take place in a confidential setting. Parents/guardians will be notified of the expulsion hearing at least ten (10) calendar days before the date of the hearing. The written notification will include:

- Date, time and place of hearing
- A description of facts and offense(s) pertaining to the incident that calls for the expulsion
- A copy of GCS disciplinary rules as set forth in the charter that relate to the alleged violation
- Notification of parent/guardian's obligation to provide information to a school district or school to which student seeks enrollment regarding student's status with GCS 1
- Notification that the student and the student's parents/guardians may appear in person at the hearing, may bring a representative or counsel, and have the right to:
 - Inspect and obtain copies of all documents to be used at the hearing
 - Present evidence on the student's behalf, including witnesses, at the hearing
 - Confront and question all witnesses who testify at the hearing
 - Question all evidence presented
- Notification that language support and any other reasonable support necessary to facilitate participation by student or parent/guardian will be made available at the hearing, upon request

At an expulsion hearing, 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 decision by the Hearing Officer or Panel to expel must be supported by substantial evidence that the student committed an expellable offense. For non-mandatory expellable offenses, evidence must also be presented that supports at least one of the following additional findings: 1) Other means of correction are not feasible or have

repeatedly failed to bring about proper conduct; 2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Findings of fact of the Hearing Officer or Panel shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Hearing Officer or Panel or Executive Director determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

Special procedures will be followed in cases involving sexual assault. The Hearing Officer or Panel, or Executive Director may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by the Hearing Officer, Panel, or Executive Director in the hearing.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days (5) notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying

The Panel or Hearing Officer makes a final determination for expulsion, and written notice shall be sent to parent/guardian, within 10 days of the conclusion of the hearing. In the event that expulsion is not recommended, the student shall immediately return to the educational program.

Written notice to expel a student will be sent by the Principal to the parent/guardian of any student who is expelled. This notice will include the findings of fact of the Hearing Officer or Panel and the following:

- The specific offense committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion."
- Notice of the student or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with GCS 1.
- The expulsion appeals process and timeline.
- Information regarding rehabilitation, reinstatement eligibility, and alternative placement

A record of hearings and appeals will be made and maintained by any means, including electronic recording, as long as a reasonably accurate and complete record of the proceedings can be made. A copy of the hearing record will be provided to LAUSD, upon written request. A parent/guardian or student may request a copy of the hearing record by contacting the Charter School Principal or Executive Director.

In the event of a decision to expel a student from GCS 1, the Charter School will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates

Expulsion Appeals

Parents or guardians may appeal a proposed expulsion for Board review by submitting a written request to the Executive Director explaining the basis for the appeal within five (5) business days of Charter School's issuance of the notice of expulsion. The student will be considered suspended until such time as a meeting is convened to consider the appeal, which shall take place within 10 business days, or as soon thereafter as is practicable, of receipt by the Executive Director of the written request. The Board will consider the written request, findings of fact, and record of the expulsion in closed session. The appeal is not a second evidentiary hearing. Rather, the appeal is a review for fairness and error only. The decision on appeal is final. In the event the board overturns the expulsion, the student will immediately return to the educational program.

For a student who has an expulsion upheld upon appeal, the family will be sent written notification by the Principal, within 24 hours of such decision.

Rehabilitation and Reinstatement/Readmission

In the event of a decision to expel a student, the Charter School will work cooperatively with the district of residence, county, and/or private schools to assist with appropriate educational placement of the expelled student. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates. The Charter School shall recommend a plan of rehabilitation for the pupil, set to review one year from the date the expulsion occurred, to the extent practicable. The Charter School understands that the student may not be accessible for any such review. The rehabilitation plan may include periodic review, recommendations for improved academic performance, expectations for upholding school rules, acceptable attendance rate, completion of schoolwork, counseling, community service, and/or other assessments.

The Charter School shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the Charter School showing that the student has met the conditions of the rehabilitation plan. If submitted, the Charter's governing board shall review the reinstatement documentation and vote to reinstate or not. The decision to readmit a student shall be at the sole discretion of the School Board to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student continues to pose a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the enrollment capacity of the Charter School at the time the student seeks readmission.

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

The eligible certificated staff members, including teachers, instructional support staff, and certificated administrators at Gabriella Charter School 1 participate in the State Teachers’ Retirement System (“STRS”). The Gabriella Charter Schools Executive Director is responsible for ensuring appropriate arrangements for coverage have been made. The Director of Operations & Strategy and/or their designee(s), including GCS 1’s finance and accounting vendor, will coordinate on an ongoing basis with the Los Angeles County Office of Education to forward in a timely manner any required payroll deductions and related data. All withholdings from employees and the Charter School are forwarded to the STRS Fund as required.

Employees will accumulate service credit years in the same manner as all other members of STRS, and both the Charter School and applicable employees will contribute to STRS the currently applicable required percentages.

Gabriella Charter School 1 acknowledges that the Charter School must continue participation in STRS for certificated employees for the duration of the Charter School’s existence under the same CDS code.

Classified and Other Employees

Any employee not participating in STRS will participate in the federal Social Security system in accordance with applicable law. This may include operations staff and instructional support staff, as well as any teaching staff not eligible to participate in STRS. Any non-credential-holding school or

organizational administrator/leader will also participate in the federal Social Security system. The Executive Director of Gabriella Charter Schools is responsible for ensuring appropriate arrangements for coverage have been made.

The option to participate in a 403(b) plan is also currently available to all staff and may be subject to change in accordance with the Charter School's financial and strategic plans.

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.

As a school of choice, Gabriella Charter School 1 does not have restrictive enrollment based on residence. Parents and students will be informed of their public school attendance alternatives during the enrollment process through the provision of the following resources:

- C. LAUSD [Resident School Identifier](#) site
- D. Greatschools.org [School and Districts Boundaries Map](#)
- E. California Charter Schools Association [Find a School](#) site.

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

Gabriella Charter Schools
c/o Executive Director
1435 Logan Street
Los Angeles, CA 90026

- 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

Gabriella Charter Schools
c/o Executive Director
1435 Logan Street
Los Angeles, CA 90026

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

REVOCAION 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.

In the event that the Charter School closes, the following positions will serve as the Charter School's closure agents, unless otherwise determined by the GCS Board: **Executive Director, Director of Operations & Strategy, and/or Director of Special Projects.**

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with

other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to

the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District.

Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days’ notice to Charter School. When 30 days’ notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours’ notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)