

THE CENTER FOR  
ADVANCED LEARNING

# CHARTER PETITION

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4016 South Central Avenue  
Los Angeles, CA 90011

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## CHARTER BRIEFING PAGE

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**Name of organization applying for charter:** Center for Advanced Learning.

**Grades served:** Kindergarten-Fifth.

**Number of students:** 224 first year, 328 at capacity.

**Location Address:** 4016 South Central Avenue, Los Angeles.

**Facility status:** Site is near completion and has been leased to the school.

**Does the location meet Board policy?** The school will serve a community whose local schools have low API scores and are overcrowded.

**Board of Directors:** Alvaro Alvaranga; Dr. Evangelina Stockwell; Debbie DePuy; Dr. Kenneth Phillips; Lucy Figueroa and Murad Rahman.

**Description of Philosophy:** The School will use the Baldrige Criteria and quality tools to build a high-quality, high-performing school. The Center for Advanced Learning's philosophy is that students are successful only when they accept personal responsibility for their learning. As students experience success, they develop increased confidence and pride in their accomplishments. The most important workers at the Center for Advanced Learning will be its students. Center for Advanced Learning students will understand that their "job" is to master the standards and be prepared for the next grade level. The Center for Advanced Learning will consciously shift the responsibility for learning from teachers to students. Teachers will facilitate learning and create learning experiences – but students will be responsible for their own learning. This approach will help students become proactive, create action plans, and make decisions based on data.

**Source/Core of Money:** The California Department of Education has awarded the Center for Advanced Learning a \$405,000 Public Charter School Grant. Additionally, the Center for Advanced Learning has been awarded a \$230,000 High Quality Charter Start-Up Grant from the Walton Family Foundation and has received a \$40,000 grant for computers.

**3-5 Top Leaders:** Joan Sabree Faqir, Kenyatta Bakeer, Lucy Figueroa. Ms. Faqir is a teacher trainer in the LAUSD District Intern Program, President of UCLA's Chapter of Phi Delta Kappa and Al-Taliah, and served as Principal of MuMin Academy in Oklahoma City, Oklahoma for six years. She now also teaches fifth grade at Shirley Avenue Elementary School in LAUSD. Ms. Bakeer is an experienced LAUSD Early Education

Center administrator. Lucy Figueroa was a teacher and is now the Baldrige Coach at Emerson Parkside Academy.

**Has the charter applied to any other jurisdiction for approval?** No.

**Are there any sister charters?** No.

**What innovative elements of your charter could be considered “best practices” and replicated by other schools?** The adoption of the Baldrige Criteria and implementation of quality tools.

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## AFFIRMATIONS AND ASSURANCES

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As the authorized representative of the applicant, I hereby certify that the information submitted in this application for the charter for the Center for Advanced Learning (“the Charter School”) to be located within the Los Angeles Unified School District boundaries is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded the charter, the Charter School is committed to the following affirmations:

- The Charter School shall conduct all required pupil assessment tests pursuant to Education Code § 60605 or any other pupil assessments applicable to pupils in non-charter public schools.
- The Charter School shall meet all statewide standards applicable to non-charter public schools.
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.
- The Charter School will not charge tuition.
- The Charter School will not discriminate on the basis of race, ethnicity, national origin, gender, or disability.
- The Charter School will admit all pupils who wish to attend the Charter School, subject only to capacity.
- The Meetings of the Board of Directors for the Charter School shall be held in accordance with the Brown Act.
- The Charter School shall comply with the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEIA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”).
- The Charter School shall comply with the Public Records Act and the Family Educational Privacy Rights Act (“FERPA”).
- Admission to the Charter School shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within California. This is subject only to capacity and the admissions procedures and preferences stated herein.
- The Charter School shall continually strive for a healthy, collaborative, synergistic relationship with the District without imposing a burden or liability on the District.

- The Charter School shall offer, at a minimum, the same number of minutes of instruction set forth in paragraph (1) of subdivision (a) of Education Code § 47612.5 for the appropriate grade levels.
- The Charter School shall maintain written contemporaneous records that document all pupil attendance and make those records available for audit and inspection.
- The Charter School shall comply with all laws related to the minimum and maximum age for public instruction.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, teaching credentials, fingerprinting, and background checks as required by law.
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold, and are highly qualified as required by the No Child Left Behind Act (“NCLB”). As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School’s educational program.
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School facilities shall comply with the California Building Code, as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the Charter School is located.
- The Charter School shall notify the Superintendent of the school district of the pupil’s last known address within 30 days of the pupil being expelled from or leaving the Charter School. The Charter School shall 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, upon request.
- The Charter School shall comply with all applicable provisions of the No Child Left Behind Act.
- The Charter School shall comply with all other applicable federal, state and local laws.
- The Charter School will comply with the current LAUSD policy for charter schools.

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Joan Faqir, Lead Petitioner

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Date

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## **PREFERENCES AND PRIORITIES**

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### **PREFERENCE FOR THIS PETITION**

The Center for Advanced Learning submits this petition to the Los Angeles Unified School District as its sponsoring district and is requesting charter approval for a period of up to five years from September 2007 to June 2012. “In reviewing petitions for the establishment of charter schools within the school district, the school district governing board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Department of Education under Section 54032.”

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

### **DISTRICT PRIORITIES IN GRANTING CHARTERS**

The Center for Advanced Learning meets the vision and mission of the Los Angeles District Charter School Policy priority in granting charters.

- The Center for Advanced Learning will assist in relieving overcrowding of year round schools in the King-Central community.
- The Center for Advanced Learning will serve in a community where schools have historically low academic performance as measured by the Academic Performance Index (API).

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## ELEMENT 1: EDUCATIONAL PROGRAM

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### IDENTIFICATION OF THOSE WHOM THE SCHOOL IS EDUCATING

The Center for Advanced Learning intends to serve students from around the greater Los Angeles area with a focus on South Central Los Angeles. The Center for Advanced Learning will reflect the ethnic, cultural, and economic diversity of LAUSD. The Center will reach out to South Los Angeles where the majority of the youth enrolled in the Center for Advanced Learning will reside.

The overwhelming majority of students within LAUSD come from underserved communities and the sobering statistics about the children and adults of South Los Angeles suggest a compelling need for new educational options. Analysis of South Central Los Angeles' zip code 90011 (within which the Center resides) statistics reveal high ratios of:

- *Low-income families.* With 47,163 total households, 20,964 households (or 44%) have an income of less than \$20,000 per year.
- *Single-parent families.* Of the 78,120 youth between the ages of 0-17, 64% – or 49,680 – live in single parent families, with grandparents, or are in foster care.
- *Families that do not speak English.* Of 78,120 youths between the ages of 5 and 17, 10% – or 7,812 – do not speak English well or at all. 24%, or 58,708, of the total population of South Los Angeles do not speak English well or at all.
- *Families with minimal formal education.* Of the population of 244,618, 39% – or 95,401 – residents of South Los Angeles have not completed school past the 8th grade.
- *Unemployment.* 39,139 of the population of South Los Angeles are unemployed – a 16% unemployment rate.

The 90011 zip code features a diverse minority-dominated community. 33% or 80,856 are Black, 65% or 158,569 are Hispanic, and 2% are White, Asian, American Indian, and Pacific Islander.

The Center for Advanced Learning has signed a five-year lease for a site located at 4016 South Central Avenue in South Los Angeles. The nearest traditional public school is Wadsworth Avenue Elementary, which is located across the street. Wadsworth was a

year-round school during the 2005-2006 school year and had the following demographics and performance (as of 2005-2006):

Enrollment	Free and Reduced Lunch	Title 1	English Language Learners	African American (not of Hispanic origin)	Hispanic or Latino
1223	94%	Yes	78%	8%	91%

Wadsworth’s 2005-2006 API statewide rank was 1; its comparable schools rank was 3.

53% of Wadsworth’s parents were not high school graduates and 24% more had high school degrees but no college-level education.

The Center for Advanced Learning will serve students K-5: generally, students between the ages of 5 and 10. The school will open with approximately 224 students in grades K-5 during the first year and following the enrollment projections shown below until it is fully attended at 328 during the fourth year. Kindergarten through third grade class size will be up to twenty students; fourth and fifth grade class average class sizes will be 32 students.

Year	Grade levels	Classes	# of Students
2007-2008	K-5	10 (2 per grade level K-3, one each 4 <sup>th</sup> and 5 <sup>th</sup> )	224
2008-2009	K-5	11 (2 per grade level K-4, one 5 <sup>th</sup> )	256
2009-2010	K-5	12 (2 per grade level K-5)	288
2010-2011	K-5	K-1 (3 per grade level) 2-5 (2 per grade level)	328 (capacity)

The school will comply with statutes governing the minimum age of attendance at a public school.

**DESCRIPTION OF WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21<sup>ST</sup> CENTURY**

The Secretary’s Commission on Achieving Necessary Skills report (SCANS), developed by the U.S. Department of Labor in 1991, outlines the skills necessary for today’s youth to acquire in order to participate in the modern workplace. The report breaks down the skills into “foundation skills” and “competencies.” The former include communication skills, thinking and reasoning skills, and personal qualities such as responsibility, self-esteem, competencies, information gathering and processing skills, and the ability to find, organize and deploy resources. The Center for Advanced Learning agrees in large part with this report’s conclusions and believes that educated people in the 21st century must possess many of these skills in order to reach their potential and be productive members of society.

Underlying the report is the realization that, even more than at the end of the 20<sup>th</sup> century, information and communication will be the hallmarks of the ever changing and ever shrinking 21<sup>st</sup> century world. To function effectively in the environment and in the 21<sup>st</sup> century workplace, an educated person will need to know how to:

- Acquire, manage, critically analyze and use information in many mediums;
- Communicate effectively using spoken words, written text, symbols (mathematical and graphical);
- Think creatively and logically to make decisions;
- Use continuous improvement systems and practices in problem solving, strategic planning, and process management;
- Adapt to change and work within a multi-cultural society.

An educated person in the 21<sup>st</sup> century will also need a solid foundation of knowledge in math, science, history, and language arts to provide a context to understand and interpret new information and problems and to communicate with others. To build on this foundation and adapt to a changing world, an educated person will need to:

- Have a passion for learning how to learn and for asking questions and getting information.
- Be self-motivated and driven to learn throughout his or her life.
- Have extensive computer skills. As information and communication migrate to digital media, the computer in its many forms will continue to grow in importance.

### **HOW LEARNING BEST OCCURS: EDUCATIONAL PHILOSOPHY AND PRACTICES**

In his book, *“A Different Kind of Classroom: Teaching with Dimensions of Learning”*, Robert Marzano asserts that, “learning involves the interaction of five types of thinking” or, what he calls the five “Dimensions of Learning.” Using the five dimensions as metaphors for how the mind works during learning, Marzano attempts to give educators an alternate frame of reference from which to view their classroom instruction. Marzano’s five Dimensions of Learning are as follows:

## **DIMENSION 1: POSITIVE ATTITUDES AND PERCEPTIONS ABOUT LEARNING**

Attitudes and perceptions color our every experience. They are the filter through which all learning occurs. Some attitudes affect learning in a positive way and others make learning very difficult.

## **DIMENSION 2: THINKING INVOLVED IN ACQUIRING AND INTEGRATING KNOWLEDGE**

Some non-educators think that learning is a process of passively receiving information. More pointedly, they view knowledge as an objective entity that learners must somehow assimilate into their minds. From this perspective, teaching is a process of dispensing information. The teacher moves from student to student, filling each mind with the facts of the lesson. When a well-taught lesson is completed, all students have the same knowledge and understanding of the content.

## **DIMENSION 3: THINKING INVOLVED IN EXTENDING AND REFINING KNOWLEDGE**

Knowledge doesn't remain static, even when we learn it to the point of automaticity. If we continue the learning process, we extend and refine what we know. This dimension of learning, like the others, has some distinguishing characteristics.

## **DIMENSION 4: THINKING INVOLVED IN USING KNOWLEDGE MEANINGFULLY**

We acquire knowledge or develop a skill so that we can use that knowledge or skill. The type of thinking required to use knowledge is related to the type of thinking necessary to extend and refine knowledge (Dimension 3).

## **DIMENSION 5: PRODUCTIVE HABITS OF MIND**

Our mental habits influence everything we do. Poor habits of mind usually lead to poor learning, regardless of our level of skill or ability. Even skilled learners can be ineffective if they haven't developed powerful habits of mind.

We believe that the Baldrige quality principles, processes, tools and framework will help to build the kind thinking processes throughout our school that Marzano feels are the foundation for the occurrence of learning in students.

## **GOALS OF THE PROGRAM**

### **MISSION STATEMENT**

The Center for Advanced Learning will be a high-performing charter school dedicated to continuous improvement educating students in grades Kindergarten through fifth. The Center for Advanced Learning will apply the Baldrige Criteria and associated quality tools and processes throughout the organization to create a competitive benchmark for student achievement. The Center for Advanced Learning, through the implementation of Baldrige-based practices and systems, will continually develop and improve educational processes that promote high student achievement in a safe learning environment.

### **VISION STATEMENT**

The Center for Advanced Learning will be a high-performing school dedicated to continuous improvement educating students in grades Kindergarten through fifth. It will apply the Baldrige Criteria and associated quality tools and processes throughout the organization to create the world-class benchmark for highest value-added student achievement and starting up a quality-based charter school. The Center for Advanced Learning will be a world-class model of Baldrige-based practices and systems.

The Center for Advanced Learning will continually improve educational processes that promote high student achievement in a safe learning environment.

The Center for Advanced Learning will provide an accelerated academic program featuring clear expectations, academic rigor, differentiated instruction, and students setting their learning goals, writing action plans for meeting those goals, and tracking their own learning progress with enrichment classes in a safe, traditional setting. Teachers will adjust curriculum and the time spent on concepts based on the student learning goals and progress data, thus increasing the amount of information covered as it is tailored specifically to the needs of the students.

The School will stress the early development of enthusiasm for learning, self-motivation, respect for elders, and the acceptance of personal responsibility.

The school's objectives are that students in grades K-5 will be able to demonstrate the ability to gather, analyze and use information, communicate precisely, solve problems, work cooperatively, think creatively, initiate action, and participate in a global society.

In addition to the academic goals identified in our educational program, the Center for Advanced Learning will focus on the objective of enabling pupils to become self-motivated, competent, lifelong learners who totally embrace the concept of student accountability.

The Center for Advanced Learning will strive to create a dynamic educational environment that focuses on quality educational experiences, fosters educational excellence, promotes the use of innovative curriculum, accommodates the demands of a diverse student population, integrates technological resources and cultivates personal, intellectual, esthetic, social, physical and emotional growth and personal responsibility.

**HOW THE OBJECTIVE OF ENABLING PUPILS TO BECOME SELF-MOTIVATED, COMPETENT, LIFE-LONG LEARNERS WILL BE MET BY THE SCHOOL**

The Center for Advanced Learning will implement the Baldrige Core Values and Criteria to meet the objective of enabling pupils to become self-motivated, competent, life-long learners. As a charter school, responsible for all aspects of organizational effectiveness, including finances, stakeholder satisfaction, operational management, and student learning, the criteria provide a framework for accomplishing these tasks while focusing on enabling students to be motivated and successful learners.

The Center for Advanced Learning's educational program has been designed around the Malcolm Baldrige National Quality Award Core Values and Criteria. Schools and districts throughout the nation have implemented the Baldrige Philosophy as part of their educational program, with successful results. While it is difficult to find schools with identical student populations to use as a comparison to the Center for Advanced Learning, subgroup data that is aggregated by State Departments of Education provides relevant student performance data to support that the Malcolm Baldrige National Quality Criteria for Performance Excellence provides a framework that has helped schools raise student achievement levels with similar populations to the one that the Center for Advanced Learning anticipates serving. Overall the data presented below shows that implementing the Baldrige Criteria has helped schools to improve student performance data. Evidence also supports the success of implementing the Baldrige Criteria with Economically Disadvantaged, Hispanic and African American students who have been identified as the target population for the Center for Advanced Learning.

*Montgomery County Public Schools*

Montgomery County Public Schools in Rockville, Maryland have implemented Baldrige strategies throughout the district. District performance data found on the State of Maryland Report Card (<http://www.mdreportcard.org>) are shown below:

MSA Results for Mathematics (numbers represent percent of students at advanced and proficient levels).

Grade Level	Subgroup	2003	2004	2005	2006
Grade 3					
	African American	55.8	63.5	67.3	69.6
	Hispanic	56.5	64.9	73.0	73.2
Grade 4					
	African American	Unavailable	62.2	68.8	72.3
	Hispanic	Unavailable	64.0	71.8	77.8
Grade 5					
	African American	43.1	52.4	58.8	62.7
	Hispanic	47.5	55.0	62.6	69.3

The state of Maryland does not provide results for the low socioeconomic subgroup. Both subgroups, at all three grade levels increased in performance each year, demonstrating continuous improvement.

MSA Results for Reading (numbers represent percent of students at advanced and proficient levels).

Grade Level	Subgroup	2003	2004	2005	2006
Grade 3					
	African American	48.3	64.5	66.4	66.5
	Hispanic	39.9	59.7	62.9	69.5
Grade 4					
	African American	unavailable	68.6	76.4	76.7
	Hispanic	Unavailable	65.2	75.9	77.6
Grade 5					
	African American	58.3	60.0	65.3	70.6
	Hispanic	53.4	56.4	63.6	69.2

The state of Maryland does not provide results for the low socioeconomic subgroup. Both subgroups at all three grade levels increased in performance each year, demonstrating continuous improvement.

*Emerson Parkside Academy Charter School*

Emerson Parkside Academy Charter School, in Long Beach, California began implementing the Baldrige Criteria in 2001. District performance data found on the California Department of Education website (<http://dq.cde.ca.gov>) are shown below:

Overall API Scores:

2002	2003	2004	2005	2006
690	739	772	778	807

Emerson's API scores have increased consistently over the last 5 years with the school meeting the state target of 800 this past year. The school became an 800 school one year prior to the target date of 2006-07 that was established as part of the school's vision. These results show the effects of continuous improvement strategies at a school-wide level.

*Pinellas County School*

Several Pinellas County Schools have successfully implemented the Baldrige Criteria and are highlighted on the district website (<http://www.cls.pcslearn.org>). These include Northwest Elementary School and Largo Central Elementary School. School performance data taken from the Florida Department of Education Website (<http://doeweb-prd.doe.state.fl.us/eds/>) are shown below:

*Northwest Elementary School*

FCAT Reading Assessment Results (numbers represent the percent of students scoring a 3 or above on a scoring rubric with levels 1-5).

<b>Subgroup</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Economically Disadvantaged	56	57	69
African American	42	44	54
Hispanic	86	57	80

FCAT Math Assessment Results (numbers represent the percent of students scoring a 3 or above on a scoring rubric with levels 1-5).

<b>Subgroup</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Economically Disadvantaged	45	51	60
African American	28	33	47
Hispanic	43	71	87

Significant growth is shown for all three subgroups over a three year period, demonstrating continuous improvement.

*Largo Central Elementary School*

FCAT Reading Assessment Results (numbers represent the percent of students scoring a 3 or above on a scoring rubric with levels 1-5).

<b>Subgroup</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Economically Disadvantaged	58	61	67

African American	35	41	47
Hispanic	50	59	61

Significant growth is shown for all three subgroups over a three year period, demonstrating continuous improvement.

FCAT Math Assessment Results (numbers represent the percent of students scoring a 3 or above on a scoring rubric with levels 1-5).

<b>Subgroup</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Economically Disadvantaged	54	60	65
African American	25	35	40
Hispanic	31	65	61

Significant growth is shown for all three subgroups over a three year period, demonstrating continuous improvement.

As cited in the 2007 Education Criteria for Performance Excellence, see <http://www.quality.nist.gov/index.html>, using the Education Criteria for Performance Excellence results in: “delivery of ever-improving value to students, contributing to education quality and organizational stability;” “improvement of overall organizational effectiveness and capabilities;” and most importantly, “organizational and personal learning.”

The proceeding narrative outlines how the Baldrige Core Values and Concepts, as well as the Criteria, will influence the educational environment at the Center for Advanced Learning. Specific descriptions of each concept are provided, along with an explanation about how the concept will be applied in the daily activities of the charter school. The Core Values and Concepts as well as the descriptions can be located on <http://www.quality.nist.gov/index.html>. Examples of how the Core Values and Criteria will be implemented at the Center for Advanced Learning are based on best practices modeled after Emerson Parkside Academy Charter School in Long Beach ([www.lbusd.k12.ca.us/emerson/index1.html](http://www.lbusd.k12.ca.us/emerson/index1.html)), and from the Montgomery County Public Schools in Rockville, Maryland ([www.montgomeryschools.md.org](http://www.montgomeryschools.md.org)), in conjunction with the educational philosophy, curriculum and program design compiled by the Center for Advanced Learning development team.

The Baldrige Core Values and Concepts as well as the descriptions can be located on <http://www.quality.nist.gov/index.html>. Examples of how the Core Values and Criteria will be implemented at the Center for Advanced Learning are based on best practices modeled after Emerson Parkside Academy Charter School in Long Beach ([www.lbusd.k12.ca.us/emerson/index1.html](http://www.lbusd.k12.ca.us/emerson/index1.html)), and from the Montgomery County Public Schools in Rockville, Maryland ([www.montgomeryschools.md.org](http://www.montgomeryschools.md.org)), in conjunction with

the educational philosophy, curriculum and program design compiled by the Center for Advanced Learning development team.

## BALDRIGE CORE VALUES AND CONCEPTS

### *Visionary Leadership*

Description: Senior Leaders should set directions in the school and create a student-focused, learning-oriented climate. (2007 Education Criteria for Performance Excellence).

#### Application at CAL:

Schoolwide: CAL leaders will involve all stakeholders to carry out the mission and vision of the school. The leaders will monitor the progress of students towards meeting the goals for the site and stress the importance of meeting goals by communicating them to parents and the community and highlighting the successes students have had. Leaders will model the expectations that are established for students and teachers. The leaders will support teachers by providing training and resources needed to accomplish goals with students in the classroom. Leaders at CAL will recognize teachers for their accomplishments and support teachers to further their studies and develop leadership skills, with the interest of sustaining the school in mind.

Classroom: Students will show that they understand the expectations of the school and state by developing a mission statement that will describe who they are, what their goals are for the year, and how they will accomplish these goals. The teacher will use the mission statement to guide and refocus the students throughout the year and students will hold themselves and each other accountable to the mission that has been established. Students will provide teachers with input regarding the types of learning activities that are most helpful to them and also develop classroom procedures and strategies that will help create a more productive environment. Teachers and students will act as role models for one another by carrying out the expectations that have been set for their classroom and they will continually set goals that require them to increase achievement levels.

### *Learning-Centered Education*

Description: The focus of any school should be learning and the real needs of students. Needs must be determined from market and citizenship requirements and then be met using appropriate curricula and learning experiences. (2007 Education Criteria for Performance Excellence).

#### Application at CAL:

Schoolwide: As specified in the mission of the Center for Advanced Learning the Baldrige Criteria will be utilized to promote high student achievement. The goals and assessment targets established by the school for the first 5 years of implementation demonstrate higher performance expectations than surrounding public schools. Standards and expectations will be established in each classroom as well as throughout the school. The faculty at CAL will receive professional development based on differentiated instruction, sensitivity to students' affective domains, and Marzano's five "Dimensions of Learning". This training will help ensure that faculty understand the students learn in a variety of ways, that their learning rates may differ and that the amount of support needed will vary. In addition, this training will address the types of thinking that students need to acquire and integrate knowledge, extend and refine their knowledge and then use knowledge meaningfully, or in other words apply knowledge to real world problem solving situations. Teachers will collect actionable data regarding each student from both formative and summative assessments. Assessments are described in Element 3: Measuring Pupil Progress. This data will be used to determine the needs of students. Teachers will develop action plans for their individual students based on their needs and review progress twice a month to ensure that students are receiving instruction based on individual needs.

Classroom Level: Teachers will plan instruction based on the needs of students in their classrooms. The class will write goals to focus their learning and students will write individual goals to help further define their own learning focus. Students and teachers will monitor progress throughout the year and communicate that progress and their action plans to other stakeholders.

#### *Organizational and Personal Learning*

Description: Organizational learning includes continuous improvement of existing approaches and making changes that lead to new goals and methods. Learning should be a regular part of daily work, take place within individuals, work units, departments and the entire organization, and it should result in solving the root cause of problems. Knowledge and information should be shared throughout the organization and learning should be guided by opportunities for making significant change.(2007 Education Criteria for Performance Excellence).

#### Application at CAL:

Schoolwide: Personal and Organizational Learning will be a focus at the Center For Advanced Learning from the beginning. Several weeks of professional de-

velopment have been established for teachers to participate in before the beginning of the school year. These courses are being developed based on best practices from surrounding districts and focus on research based methodologies. Throughout the year follow-up support will be provided to the faculty and staff as they begin implementing the educational program. Best practices will also be shared throughout the year at staff meetings and teachers will learn from their colleagues about strategies that are working at other grade levels.

Organizational Learning will be a focus at all levels of the school from students, to teachers, to administrators, to the Board of Directors. The organization will be a member of the California Charter Schools Association so as to hear about current legislation and best practices at other charter schools. The Board of Directors, administrators and teachers will attend conferences throughout the year based on the needs of the site, as determined from data that are collected. The Plan, Do, Study, Act process for continuous improvement will be utilized for all major goals and initiatives to guide improvements and learning cycles and focus the staff and Board of Directors on data driven decision making.

Classroom Level: Students and teachers will use data in the classroom to help guide their decision making. They will analyze data, set goals, and use quality tools and the Plan, Do, Study, Act cycle to plan and monitor improvements. Teachers will help students ensure that the goals they set are aligned with state standards for the grade level and the schoolwide goals for the year (a more in depth description of these activities are described in the Baldrige Criteria application section).

### *Valuing Faculty, Staff and Partners*

Description: It is important to commit to workers' satisfaction, development and well-being. Participation in determining policies creates higher staff satisfaction, and professional development might include job rotation and learning about student assessment and learning styles. (2007 Education Criteria for Performance Excellence).

#### Application at CAL:

Schoolwide: Professional development that will be mandatory for staff before the beginning of the school year and throughout the year is one component to motivate faculty and staff and show that they are valued as members of the educational team. Faculty will be compensated for their time as well as receiving valuable information that will allow them to be more effective at their job throughout the year. Leaders will demonstrate support for faculty and staff by meeting with them to develop goals for the year, asking about what resources and training are

needed, and checking in with each staff member throughout the year to determine progress towards their personal and professional goals. Staff will work as a team within and between grade levels, sharing instructional resources and ideas and analyzing student data. Staff will also be given opportunities to give input and help with decision making regarding the operational needs, financial processes and support processes. This will occur at faculty meetings throughout the year. External partnerships, including those with community organizations, local politicians and the BALI business management company will support the school with maintaining programs and adding value for students and staff. Leaders will recognize staff members for their contributions through weekly bulletins and at staff meetings. Some form of teacher to teacher recognition will also be built into the site procedures. The format for this recognition will be determined during the professional development at the beginning of the school year.

Classroom Level: Teachers and students will have the opportunity to recognize each others performance and ideas in several ways. Using the “Kudos” section of the Issues Bin will be one format of recognition. Classrooms will also celebrate as a team when goals are met to recognize the importance of their accomplishments. These accomplishments will be shared with parents and other stakeholders through classroom newsletters. Group work and active participation strategies used within the classroom will stress the importance of valuing one another. Classrooms will sometimes work together on projects or activities to reinforce the importance of collaboration.

### *Agility*

Description: Success requires the ability to be flexible and respond more quickly to the changing needs of students and stakeholders. Measuring response time helps focus on simplifying work processes and systems. A cross-trained workforce that is empowered to make innovative changes will make for a more agile workforce. Time improvements often drive improvement in the rest of the work systems, the organization, quality, cost and productivity.

#### Application at CAL:

Schoolwide: The Center for Advanced Learning will ask for input from stakeholders about processes at the site. These will include internal processes such as hiring, completion of report cards, time taken to collect and analyze student data, as well as external processes such as payroll and budget development. By reviewing processes and having processes in place to call the staff, stakeholders and/or Board of Directors together to make decisions when needed, will help ensure agility. The varied knowledge of members of the Board of Directors, school site staff, and the community will also assist with agility. Senior Leaders will deter-

mine accountability expectations for teachers at the beginning of the year and teachers will know how often student performance data must be collected and submitted. Collection of the data early in the learning process and use of quality tools and the Plan, Do, Study, Act process will help the staff recognize student needs right away and be proactive in supporting student learning.

Classroom Level: Using quality tools and the Plan, Do, Study, Act process in the classroom will also help students and teachers recognize where they need to make improvements early in the learning process. Teachers will respond to parent and student concerns, questions and comments quickly and provide any additional information or support as necessary. Students will learn how to look at their own data continually throughout the year and identify what they need to work on to improve. They will be encouraged to ask each other and the teacher for support with their learning goals and action plans as needed.

### *Focus on the Future*

Description: To create a sustainable organization a school must focus on the short term and long term factors affecting the education market. Workforce development, succession planning, innovation and anticipating concerns and needs are all important in planning for the future (2007 Education Criteria for Performance Excellence).

#### Application at CAL:

Schoolwide: By monitoring the student demographics, communicating with other charter schools throughout the state, and connecting with community organizations and service providers, CAL will prepare for the future. Monitoring the budget with updates from BALI, the Board of Directors and school administrators will continually prepare the site for upcoming program and resource needs and ensure the availability of financial resources. Human resource development needs will also be addressed by gathering input from the staff and planning upcoming training in advanced according to staff needs. Based on community expectations and the needs of the students, the staff at CAL will determine whether changes need to be made in curriculum or programs and plan for the future by allocating the appropriate resources. This will be a combined responsibility of the Board of Directors and site administrators, with input from the community and staff members.

Classroom Level: Teachers will prepare students for the expectations of the upcoming grade level and students will know what they need to do in order to be ready for promotion. Students will understand that the assessments they take throughout the year help to prepare them for the end of year assessments. Community members and parents will talk to students about expectations for being

hired into specific jobs and teachers will help students make connections between these expectations and what the students are learning currently in school. If changes are needed in the classroom to help prepare the students for the future expectations then students and teachers work together to make these adjustments.

### *Managing for Innovation*

Description: Meaningful changes can improve programs, services, processes and operations, and create new value for stakeholders. Innovative changes also improve performance and should be part of the learning culture within the organization. (2007 Education Criteria for Performance Excellence).

#### Application at CAL:

Schoolwide: Staff members will be asked to evaluate programs on a yearly basis and determine their effectiveness by looking at student learning results. With staff input innovative changes will be brought to the attention of the administration. An open door policy on behalf of administrators and a willingness to listen and learn from all stakeholders will encourage staff members and the community to share their ideas and help the school investigate the plausibility and effectiveness of any suggested change. Before stakeholders can give innovative solutions they need to be provided with background information about the school processes and procedures and be invited to provide possible solutions.

Classroom Level: Teachers will model this same openness to ideas and suggestions within the classroom and encourage students to take risks and share their ideas. By getting input from students and parents about possible changes that might strengthen the learning that is occurring in the classroom, innovation will occur. Several tools and strategies can be used with both staff and students to encourage the sharing and brainstorming of creative solutions, which include utilizing an Issues Bin to gather input, using Force Field Diagrams and discussion to determine root causes and then discussing possible solutions.

### *Management by Fact*

Description: Measuring and analyzing performance should provide the organization with information about key processes and results. Student learning should be a focus of this measurement and include input data, environmental data, performance data, comparative data, workforce data, cost data and operational performance measures. Analysis allows the organization to plan, accomplish change, compare performance and continually improve programs and processes. (2007 Education Criteria for Performance Excellence).

#### Application at CAL:

Schoolwide: Data will be collected by Site Administrators and teachers and specific performance indicators will be reviewed by the Board of Directors Bi-monthly. Key student performance and financial performance indicators will be the focus of the Board of Directors. Site administrators will be responsible for monitoring teacher performance data and personal learning data for staff members. Teachers will also turn in student performance data to administrators on a monthly basis and will show progress made by individual students as well as their entire class. This data will be broken down as necessary based on the category and information. The Board of Directors will look at schoolwide and grade level student performance data, while administrators and teachers also review individual student progress. Ethical performance will be monitored by administrators and the Board of Directors. Expectations will be made clear to staff through a handbook at the beginning of the year, and administrators will include comments about ethical behavior on yearly evaluations. The Board of Directors and Site Administrators will develop a process and explain said process to all staff members for reporting unethical behavior in an anonymous format.

Classroom Level: Teachers will help students collect classroom data, display this data, and use the Plan, Do, Study, Act process to analyze the data and make appropriate goals and action plans. Students will use similar tools and processes modeled at the classroom level to collect and record their personal learning data and develop individual action plans (see further description below under Criteria 2.0 and 4.0).

#### *Social Responsibility*

Description: Leaders should model the importance of ethical behavior and protecting public health and safety. When planning, the organization should take into account affects on the public and community and prevent any problems that may arise. (2007 Education Criteria for Performance Excellence).

#### Application at CAL:

Schoolwide: The Center for Advanced learning will be involved with the community by providing numerous educational programs for students, parents and other community members after school hours. In addition the site will be used by organizations for functions and activities that will support the community. Students, parents, staff and the Board of Directors will participate in these community service activities as appropriate to support the relationship between the school and the larger community. CAL will support other schools by sharing best practices and develop reciprocal partnerships with businesses in the community. After all community activities and at the end of the year, CAL will ask partners

for feedback about the effectiveness of partnerships and the school's support for the larger community. Feedback may be based on the number of requests for a specific service, survey feedback, and the evaluation of the success of an activity. This feedback will be used the following year to determine which service activities and partnerships were most beneficial and effective so that plans can be made to continue this support.

**Classroom Level:** Teachers will emphasize the importance of helping the community with students by modeling the behavior themselves. By participating in schoolwide and community events teachers will show students the importance of becoming involved. Teachers will encourage students to help other classrooms meet their learning goals whenever possible and help students set goals to contribute to the school and community throughout the year. Just as parents are expected to contribute volunteer hours each month to the school, students will be asked to contribute to the school and community.

### *Focus on Results and Creating Value*

**Description:** Performance measures should focus on results and be used to create value for students and stakeholders. The organization should determine key stakeholder requirements and balance these needs with the value they provide to the school when planning for the future. (2007 Education Criteria for Performance Excellence).

#### **Application at CAL:**

**Schoolwide:** The needs of stakeholders will be determined through several methods. Leading indicators will include asking students and parents for input about programs and services that are important to them for the school year, and prioritizing their needs. Budget and enrollment projections for upcoming years will provide indicators for financial planning. Lagging indicators will include formative and summative assessment data gathered from state, schoolwide and classroom assessments and satisfaction and safety data gathered from parents and students. These results will be analyzed during staff meetings and utilized to develop short term and long term action plans for the school that are focused on meeting the mission and goal targets.

**Classroom Level:** Students will learn that when they have met one goal, they must determine their next steps towards continual improvement. By utilizing planning tools and processes teachers will help students understand the data analysis and decision making processes that are required for looking towards and planning for the future. Students will have goals for the entire year and short term goals that help them move towards the long term goals incrementally. Formative

assessments used weekly or bi-weekly will help teachers and students consistently monitor their progress and more effectively adjust their action plans as needed.

### *Systems Perspective*

Description: The Baldrige Criteria and Core Values provide building blocks to integrate a system, but to manage the performance of the system requires synthesis, alignment and integration. Synthesis means looking at the big picture and building on the key requirements, objectives and action plans of the organization. Alignment means linking together requirements in the Baldrige Criteria to ensure consistency between plans, measures and actions. Integration takes alignment to the next level and looks for performance of all components in an interconnected manner. (2007 Education Criteria for Performance Excellence).

#### Application at CAL:

Schoolwide: The administrators and Board of Directors will be responsible for monitoring all data collection and action plans for the site. The five year plan for the charter school that includes achievement targets will be the focus for aligning everything that happens at CAL. In addition the staff will determine yearly action plans that address the needs of stakeholders and the assessment targets outlined in the charter petition.

Classroom Level: Teachers will help students utilize tools and processes to set goals and monitor their achievement. Students will be able to explain why they are setting goals and how their goals will help them be successful in the future. Teachers will help students prioritize classroom and individual goals so that they will be able to see progress throughout the year.

### EDUCATION CRITERIA FOR PERFORMANCE EXCELLENCE FRAMEWORK

The Baldrige Criteria provide guidelines for an organization to focus on performance excellence. The Criteria focus on results including student learning outcomes, student and stakeholder focused results, budgetary, financial and market outcomes, workforce-focused outcomes, process effectiveness outcomes and leadership outcomes. The Criteria are nonprescriptive and adaptable because the focus is on results, not on the procedures, tools or organizational structure that allow the system to be successful. The Criteria integrate key education themes including teaching and learning. Students are the key stakeholder but there are multiple stakeholders that affect the success of a school. The concept of excellence within the Criteria include a well-conceived and well-executed assessment strategy, year to year improvements in performance indicators, and demonstrated leadership compared to other organizations. The Criteria support goal alignment between all aspects of the organization and goal-based diagnosis with measurements that address the

performance requirements within the Criteria (2007 Education Criteria for Performance Excellence).

The descriptions below are taken directly from the 2007 Education Criteria for Performance Excellence. The Application at CAL is broken into two sections, schoolwide application and classroom level application to better describe the model of implementation that will occur at all levels.

### *1.0 Leadership*

#### Description:

“The Leadership Category examines how your organization’s Senior Leaders guide and sustain your organization. Also examined are your organization’s Governance and how your organization addresses its ethical, legal and community responsibilities” (2007 Education Criteria for Performance Excellence).

#### Application at CAL:

**Schoolwide Level:** Leaders at the site are responsible for ensuring that all teachers, staff, students and parents know the mission statement for the school. In addition they establish the expectation that all personnel, classrooms and students develop their own personal mission statement. Leaders monitor the progress towards meeting schoolwide goals and share the data with other stakeholders. Leaders model all expectations for students and staff and reinforce behavior that reflects the standards and expectations developed for the site.

**Classroom Level:** Each classroom teacher will help their class develop a mission statement that describes, who they are, what their goals are and how they will accomplish their goals throughout the year. Several activities build up to the writing of the mission statements. Conversations must occur about expectations for the year and how students will be prepared for the future. These ideas can be brainstormed using quality tools like the Forcefield Diagram and the Affinity Chart, so that each student has input. Students should develop the sentences that will be part of the mission statement, based on the ideas they gathered. In upper grades students can write the mission statement or type it for their class. In lower grades teachers may choose to write the mission statement, but often Kindergarten and 1<sup>st</sup> grade classes will use the interactive writing model where students are responsible for writing the sentences with guidance from the teacher and classmates. Mission statements will be posted in the classrooms and all students will sign their names to show their commitment to achieving the mission. The mission should be shared with parents and with the administration. The teacher and students refer to the mission statement throughout the day to focus behavior and work towards the standards they established for themselves. Some classes read the

mission statement out loud at the beginning of everyday, while others read it once a week. From 2<sup>nd</sup> to 5<sup>th</sup> grade, students will be required to write their own personal mission statement using the same format as the classroom one. The focus will be on themselves and their personal goals. Brainstorming activities will occur before the writing begins, just like with the whole class mission statement. Kindergarten and 1<sup>st</sup> grade students may participate in a different kind of activity where they illustrate three goals they will work on throughout the year and then dictate the sentence that will accompany the picture to the teacher. This provides a focus on goals as part of an individual mission statement for the year.

Leadership can be shared in many other ways with students. Students can be given jobs and responsibilities in the classroom as well as help determine classroom rules. Students will have discussions about rubrics that define expectations for their behavior and the type of work that must be turned in. Monitoring personal goals, as described in section 2.0 below, is another important component of Leadership. Quality tools and strategies are available to teachers to help them involve students in all of these activities. These tools along with resources explaining the tools will be given to teachers during the professional development sessions about Baldrige.

## *2.0 Strategic Planning*

### *Description:*

“The Strategic Planning Category examines how your organization develops Strategic Objectives and action plans. Also examined are how your chosen strategic objectives and action plans are deployed and changed if circumstances require, and how progress is measured” (2007 Education Criteria for Performance Excellence).

### *Application at CAL:*

Schoolwide: Long term strategic objectives have been outlined in the charter petition, including API, AYP and CST goals for the first year and five years of implementation. These targets will be a focus for administrators and staff during professional development at the beginning of the year when they talk about the curriculum and action plans that will be put in place to reach these targets. Throughout the year teachers will examine formative assessment results, determine progress towards long term goals and discuss the effectiveness of their instruction. The teachers will monitor academic progress using the Plan, Do, Study, Act cycle. In this cycle they will review data, determine root causes for areas needing improvement, develop and carry out an action plan, study the results of the improvement after the next assessment cycle, and then either continue with the plan or make adjustments as necessary. Site administrators will help the teachers with this process and hold them accountable for turning in the data and utilizing the decision making process.

The Board of Directors and site administrators will be responsible for setting strategic targets for financial, safety, and satisfaction measures and for implementing the review of these measures throughout the year at bi-monthly meetings.

Classroom Level: Teachers help students to set classroom SMART goals that are Specific, Measurable, Aligned, Realistic and Timebound. The class looks at graphs reflecting their formative assessment results and then looks at the standard and schoolwide goals to determine what a realistic next step should be for their classroom. Throughout the year the class becomes more independent at writing their own goals and the teacher gives less guidance. Using sentence templates with blanks to fill in the type of assessment, the measurable goal and the date the goal will be met helps structure the process at the beginning of the year. The Force Field Diagram is the tool used to help students create an action plan once their goal has been developed. Students think about Drivers, or things that help them to meet the goal, and Preventers, or things that stop them from meeting the goal. These are listed on the tool and then prioritized to determine the things that will most likely improve classroom performance and help them meet the goal. Kindergarteners are able to use this same tool with additional guidance from the teacher. Some students who have difficulty writing can share ideas verbally, or draw pictures and dictate their idea to the teacher. Goals can be written at the classroom level for academic targets and also for behaviors that the class would like to improve following the same process as described above.

To move to the student level, teachers will use the same tools and strategies that were used with the whole class. Students will have individual data portfolios where they will record their assessment data (see section 4.0 for a detailed description of the data portfolios). Teachers model for students how to record their test data in their data portfolio. For kindergarten students teachers will work one on one with students to help them record what information they know. From 1<sup>st</sup> grade on up, students can record data independently with guidance and modeling from the teacher. Once the data is recorded the students talk about what they already know and what their goal should be for the next test. In Kindergarten the sentences for goal setting just have fill in the blank sections so that the student needs to verbalize, for example, that he/she knows 7 capital letters and next time they will know 20. The teacher will write in the numbers for the student at the beginning of the year. Older students will be given a sentence model to copy where they can fill in their own numbers based on their data. Throughout the year teachers will provide less structure, making students write goals independently. By fourth and fifth grade students may only need this skill to be modeled one time because they will have been working on it for 4 or 5 years. After recording a goal, students write what they will do to help them meet that goal. This can be written in a

narrative format or filled in on a small Drivers and Preventers tool, similar to the one used by the entire class. After students have worked on their action plan they update assessment data and see whether they met their goal. Most data portfolio pages will have a reflection section where students determine whether or not they met their goal and what they will do differently next time.

### *3.0 Student, Stakeholder, and Market Focus*

#### Description:

“The Student, Stakeholder, and Market Focus Category examines how your organization determines the requirements, needs, expectations, and preferences of students, stakeholders and markets. Also examined is how your organization builds relationships with students and stakeholders and determines the key factors that attract students and lead to student and stakeholder satisfaction and loyalty, student persistence, increased educational services and programs, and organizational sustainability” (2007 Education Criteria for Performance Excellence).

#### Application at CAL:

Schoolwide: The Center for Advanced Learning will gather input from parents and students through satisfaction and safety surveys once a year. The stakeholders will also give input about how things are going after events and throughout the year through informal surveys. Parents will be given contact information and methods for administrators and teachers so that they know how to give input and ask questions when necessary. Community meetings will be held and Board of Director meetings will be open to the public should anyone choose to give input. Communication will also occur through distribution of schoolwide newsletters that inform parents about what is happening at the school. Parents will be asked to give input about their options for completing service hours at the school. Students’ academic needs will be determined through formative and summative assessment data, as well as by asking the students and parents for information about learning styles and personal interests. Previous teachers will pass performance information on to the next year’s teacher. Positive relationships will be built with stakeholders through community events and by celebrating the success of students and the school as goals and targets are met throughout the year.

Classroom Level: Students and teachers will develop monthly newsletters to send home to parents informing them about things the students are learning, expectations, classroom goals and progress towards those goals. In grades 2-5 teachers will ask students to write different sections of the newsletter and compile all of the student work, thus making the newsletter more meaningful for parents and students. In grades K-1 teachers will ask students for input about what should be included in the newsletter and perhaps have them write

sentences about things they have been working on. Teachers will gather input from students through weekly or bi-weekly classroom meetings. The class will discuss concerns, questions, comments, and kudos that have been placed on the Issues Bin by students. The class will determine any actions that need to be taken based on the input. At-least three times a year the teachers will ask parents and students for feedback about how things are working in the classroom in terms of homework, classwork, assessments, the way things are taught, and behavior. If similar concerns are raised and suggested changes will help the class move towards their goals then the teacher will adjust things in the classroom to help the class move forward.

#### *4.0 Measurement, Analysis, and Knowledge Management*

##### Description:

“The Measurement, Analysis, and Knowledge Management Category examines how your organization selects, gathers, analyzes, manages, and improves its data, information, and knowledge assets and how it manages its information technology. The Category also examines how your organization reviews and uses reviews to improve its performance” (2007 Education Criteria for Performance Excellence).

##### Application at CAL:

Schoolwide: Administrators will hold teachers accountable for collecting and analyzing student performance data. Calendars will be established to accompany curriculum maps so that teachers know when their class performance data will need to be submitted to administration. Along with the data teachers will submit their Plan, Do, Study, Act cycles that explain the action plans they are working on to meet the current classroom goals. Some staff meeting time will be dedicated to sharing interventions that are included in these PDSAs so that other teachers can implement successful strategies if their students need similar support. Financial reports will be presented by BALI to the Board of Directors bi-monthly and support will be given to administrators to monitor the budget and financial data throughout the year. Administrators will collect data and monitor the performance of teachers throughout the year. Staff will submit data about their professional development needs at the beginning of the year and will also reflect on the pertinence and applicability of each training session that occurs throughout the year. Administrators will use this data to plan for future professional development needs and sessions.

Classroom Level: Classroom data will be collected by the teacher when formative assessments are administered. The teacher can graph the data or ask students to help graph this information. Classrooms will use data from reading, writing and math assessments to set goals and guide their action plans, as described in section 2.0. Classroom data, goals and action plans will all be displayed on a classroom data board. This will allow students,

displayed on a classroom data board. This will allow students, teachers, and parents and other classroom visitors to reference the information and know where the instructional focus is at that point in the year. Each student will collect their individual data in a data portfolio. In Kindergarten the pages will include skills like letter identification, letter sounds, rote counting, number recognition, sight words, and things like writing scores and reading levels can be added later in the year based on the levels of achievement. From first through fifth grade students will graph data related to reading comprehension, writing and math assessments. Teachers can also choose to have students reflect on their individual behavior in class or on other subjects like Science and Social Studies. Staff will be given an opportunity during professional development to learn about the variety of structures data portfolio pages can take on and will have time to work together to create the pages they will use with students. Students' data portfolios will be used to help the teachers and students conference about individual progress and look at different ways they can work together to help the student continue to grow. Students will share their data portfolios with parents throughout the school year to explain the progress they have made, the goals they are currently working on and what they will need to do to accomplish those goals. These conferences will occur during parent conference time and students and teachers will work together to lead this conference. Teachers may also choose to send data portfolios home with students once a month so that they can discuss their progress more frequently with parents. A list of discussion questions will guide the parent and student through the analysis of the data portfolio and also explain to the teachers the outcome of the informal conference.

### *5.0 Workforce Focus*

#### *Description:*

“The Workforce Focus Category examines how your organization engages, manages, and develops your workforce to utilize its full potential in alignment with your organization’s overall Mission, strategy and action plans. The Category examines your ability to assess workforce capability and capacity needs and to build a workforce environment conducive to high performance” (2007 Education Criteria for Performance Excellence).

#### *Application at CAL:*

Schoolwide: Staff satisfaction surveys will be administered once a year and will be broken down by workgroup to determine if changes need to be made to increase the satisfaction of certain groups of people. Staff will also be surveyed to determine their professional development needs for the school year. Administrators will work with staff to plan for this training. Teachers and

classrooms will be recognized when goals are met and schoolwide celebrations will occur. Staff will recognize one another in meetings and will utilize a staff Issues Bin. Through the Issues Bin, staff questions, concerns and comments will be listened to by administration and changes will be made as needed. Kudos from the Issues Bin will be listed in a weekly bulletin that will be distributed to staff so that employees have an opportunity to recognize one another and be recognized.

**Classroom Level:** Teachers will share schoolwide goals and expectations with students and they will work together to make progress towards these goals as well as their classroom goals. Teachers will model giving Kudos on the Issues Bin so that students will understand the importance of giving and receiving recognition. Celebrations will occur in the classroom when goals are met and students will be recognized when they meet their personal goals. Students will be taught that classroom celebrations need to match to goal. Short term goals will receive smaller celebration while long term goals will receive a larger reward. Classroom celebration will include things like, extra recess time, time to play board games in the classroom, time to draw on the board, pizza parties, lunch with the teacher, etc. Teachers and students will brainstorm a list of possible celebrations at the beginning of the year and then choose one from this list whenever they set a goal. If a goal is not met, the celebration can be used later in the year for another goal.

## *6.0 Process Management*

### **Description:**

“The Process Management Category examines how your organization determines its core competencies and work systems and how it designs, manages, and improves its key processes for implementing those work systems to deliver student and stakeholder value and achieve organizational success and sustainability. Also examined is your readiness for emergencies” (2007 Education Criteria for Performance Excellence)

### **Application at CAL:**

**Schoolwide:** The school will implement processes for communicating with stakeholders, getting input from stakeholders, for all business functions, and for instruction. These processes will be reviewed if feedback determines that they are not as effective as they could be. Schoolwide procedures for emergencies will be established and shared with staff and students so that all stakeholders are prepared. The major process that will guide continuous improvement at the school will be the Plan, Do, Study, Act process. This process will guide the analysis of data at all levels within the organization. The planning stage includes looking at baseline data to determine the starting

place, looking at the long term goal for the area of focus, determining a short term goal, analyzing the causes for lower performance in this area, and determining a plan of action. The “Do” stage of the process requires looking at the steps it will take to accomplish the action plan, who will be responsible for completing each task and when it should be accomplished by. The plan is carried out during this stage. The “Study” stage occurs after the data has been collected. The team reviews the information and determines whether progress was made and the goal was met. To “Act” the group decides whether this plan should be continued, changed, or discarded and a new plan established. The process can be used by the Board of Directors, the site administrators, groups of teachers, and/or individual teachers to plan and monitor any change that is taking place at the site.

Classroom Level: Teachers will introduce the PDSA cycle to students when they have learned how to set goals and look at data to see if they met those goals. The class then determines next steps based on what the data is telling them. The classroom data boards are a way for teachers to help students visualize the PDSA model. A section of the board for each subject can be broken into four quadrants. Under the planning quadrant the goal and action plan can be written. The Do quadrant will have a list of actions that need to be completed by the student and teacher based on the new action plan. The study quadrant will contain graphs that reflect the assessment data the students are collecting and the act quadrant will briefly describe what the students will do next. Students are working on the PDSA model independently in the data portfolios. The pages are created to naturally reflect this continuous improvement cycle by including the baseline data, a goal, an action plan, new performance data, and then a reflection section which is basically the Act portion of the PDSA. Data portfolio pages can be designed to specifically list the PDSA components or just walk the students through the model without referring to the steps. It is easier for third through fifth grade students to understand the specific references to the PDSA components on their data pages. The most important thing is that students understand the process and can verbalize what their improvement plan entails to other people. Classroom processes can also be simplified and explained to students using the Flow Chart tool. Morning procedures, lining up for recess, and content processes like the Scientific Method and the Writing Process can all be flow charted. This allows the students to understand each step in the process and their responsibilities in the classroom.

## 7.0 Results

### Description:

“The Results Category examines your organization’s performance and improvement in all key areas – student learning outcomes; student and stakeholder focused outcomes; budgetary, financial and market outcomes; workforce-focused outcomes; process effectiveness outcomes; and leadership outcomes. Performance levels are examined relative to those of competitors and other organizations providing similar programs and services” (2007 Education Criteria for Performance Excellence)

### Application at CAL:

Schoolwide: Performance results at the school level focus on student achievement, financial results and survey results that help to look at organizational effectiveness. Student achievement will be monitored by the state with data reports provided yearly on Data Quest. These reports will be analyzed by the Board of Directors, site administrators and teachers to determine growth based on schoolwide targets. Student assessment results will be compared to Wadsworth Elementary and other local schools in LA Unified. Teacher and administrators will also look at end of year assessments given in the classrooms to determine whether schoolwide goals were met. Financial data will be reviewed by the Board of Directors bi-monthly with a focus on preparation for the upcoming year as well as fiscal stability and maintaining a reserve. Projected vs. Actual expenditures will be reviewed throughout the year, but the overall performance results in this area will be determined during the end of year report that will include projections for the next school year.

Classroom Level: Classroom data boards and individual data portfolios will help classrooms not only monitor their progress throughout the year, but also determine whether year long expectations and standards were met at the end of the year. These year long expectations will be posted in classrooms so that students know the ultimate achievement goal and can check their progress accordingly. Data will be compared between classrooms and grade levels to determine whether there are additional instructional strategies that may need to be shared between staff members to improve the overall instruction at the site.

## **A TYPICAL DAY AT THE CENTER FOR ADVANCED LEARNING**

Upon entering the parking lot of the Center for Advanced Learning a visitor notices some students outside with their teachers participating in Physical Education activities. First graders are practicing throwing and catching a ball. Walking through the main

doors and into the office to check in he finds the school vision and mission posted on the wall, emphasizing the focus of learning and continuous improvement to all those who walk through the entrance to the school. Parents are busy helping in the office making copies, filing information and assisting the secretary. The visitor learns that this is one way parents can fulfill their volunteer hours each month. After a friendly greeting from the office staff, signing in and getting a pass, the visitor walks out into the main courtyard of the school.

All classrooms are situated around the central courtyard and the visitor must decide which grade level to visit first. Upon entering a Kindergarten classroom the visitor sees students actively involved in a variety of learning centers. While some students are reading in a small group with the teacher, others are practicing tracing letters, and some are writing in their journals. On the wall the visitor sees the classroom mission statement, which describes how the students will prepare themselves for first grade. The students have also explained that they will work hard as a team, follow classroom rules, do their homework and practice what they are learning to help them meet their goals. The visitor notices that all students have signed the mission statement and put their handprint on the paper. When asked why there are handprints and signatures on the mission statement a student responds that it means he agrees to work hard to achieve the mission statement and help other students in the class to remember what the mission statement says. On the back bulletin board the visitor finds graphs that show the number of students who know all 26 capital letters and all 26 lower case letters. There is another chart showing the number of students in the class who can count to 50 and the number of students who can count to 100. On the counter next to the data board there is a crate with folders for each student. When taking a closer look the visitor notices that each student has charts in his or her folder that show how many letters and numbers they know. The students have set a goal on each page that tells what they will learn by the next time they are tested. Before leaving the room the visitor notices that students are moving from activity centers to a whole group lesson on the carpet. Students look at a Flow Chart poster at the front of the room to help them remember the steps for cleaning up and transitioning to a new activity.

Heading back out into the courtyard the visitor finds older students during their recess break. While some are out on the playground playing handball and kickball, others are working together to review flash cards, practice reading, and quizzing each other to prepare for a science test. When the visitor asks why the students are doing these activities rather than playing, students explain that they are trying to meet their classroom goals and that these activities are part of their individual action plans to help them be more successful. The computer lab door is open and the visitor sees that each student has a computer to work on. The class is working on creating their classroom newsletter, which will be sent home to parents explaining what has been happening in the classroom for the last month. All students are writing a section of the newsletter from their point of view.

They are engaged and work as a team if there is a technological question that they need help with.

Before leaving the school the visitor heads upstairs. Staff members and students who are leaving for their lunch break greet him on the way up the stairs. A fifth grade class is finishing up their math lesson before heading to lunch. The students have just taken a pre-test and they are identifying key skills and standards that will be a focus for the chapter. Students are creating a learning plan for the class based on the results of their pre-test so that they don't spend time learning things that they already know. After identifying the key standards they will focus on, students record their pre-test scores in their personal data portfolios, set a goal for the chapter and write their personal action plan to help them achieve their goal. Two parents are sitting in the back of the classroom preparing supplies for the science lab activity that will take place after lunch. These parents are also earning their volunteer hours for the month. As the visitor walks out of the classroom he notices that the learning standards that are being taught in each subject area that day have been written on the board. The classroom mission statement is posted on the board next to these standards.

Heading back down the stairs the visitor runs into the principal. After checking that his visit was successful and that he was confident that the emphasis at CAL is on increased student achievement, the principal explains that she is on her way to observe in some classrooms to see the progress students and teachers are making towards their classroom and personal goals. Heading back to his car the visitor reflects on the meaningful learning activities he has seen students engaged in, in the level of student motivation and independent desire to achieve their goals, the emphasis on standards and expectations, and the support from administration for students and teachers that he has witnessed.

## **TEACHER RECRUITMENT PLAN**

CAL will begin its teacher recruitment effort in January 2007. It will advertise its openings at local university training programs that specialize in producing NCLB-qualified teachers, including California State Universities at Dominguez Hills, Los Angeles, and Northridge; Pepperdine, Loyola Marymount, and Claremont Graduate Universities; and Mount St. Mary's College. It will also advertise on EdJoin and CCSA's placement service. In order to ensure that candidates are NCLB-qualified, CAL's teacher application package includes an "NCLB Teacher Requirements: Certificate of Compliance" form that applicants must complete. In addition, the School Clerk will complete an "NCLB Teacher Requirements Form" provided by EdTec and verify the critical elements in it (credential, degrees, and examination results). In order to qualify for interviews, candidates must be verified as NCLB-qualified and document SDAIE training and CLAD credentials in order to deal with the high proportion of targeted students learning English.

Applicants will be scored on a variety of measures, including demonstrated student achievement with CAL's target student population. Bilingual teachers will qualify for additional points on the scoring rubric. Qualifying candidates scoring above a set score will be invited for interviews with the Development Team, where further scoring will be completed. Candidates must express unconditional support and commitment to CAL's mission and Baldrige-based program in the interviews. Top scorers will be asked to teach demonstration classes for observation by Development Team members; these observations will also be scored. Top scoring candidates will be sent invitations to join the CAL faculty at the end of the process and, if they accept the invitations, will be sent employment agreements to complete.

## **PROFESSIONAL DEVELOPMENT: AN ONGOING PROCESS**

Professional development is a critical component of transforming theory into sound instructional practices that meet the needs of all students. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction.

The Center for Advanced Learning will encourage educators to be teacher-researchers, utilizing their knowledge base to collect and analyze student data, study and reflect upon student response to teaching, formulate questions regarding curricula and instruction, report to peers, and adapt new lessons to meet the needs of the students we serve.

At the Center for Advanced Learning, professional development opportunities will provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals. A two-week program/staff development session before the start of each school year will provide staff with the opportunity to plan a coherent and coordinated course of study together that reflects the rigorous California content standards and has high expectations for student learning. Session topics will include the Baldrige Award in Education, the Center for Advanced Learning Classroom Learning System, employing quality tools in the classroom, and utilizing technology in the classroom. This staff development will result in teachers becoming competent users of technology, experts in the use of quality tools and the Classroom Learning System, and becoming skilled in classroom management.

Teachers and other school staff will visit other charter schools and schools using Baldrige strategies as part of professional development.

Every Friday school will have a shortened schedule; students will leave at lunch, leaving three hours for professional development in the afternoon. Some of the topics will be:

- Baldrige in the Classroom training.
- Baldrige Leadership training.
- California Content Standards-based effective lesson planning.
- Monitoring student mastery of the California Content Standards and adjusting instruction to maximize student mastery.
- Classroom management.
- Sensitivity to students' affective domains.
- Differentiated instruction.
- Grading and assessment.
- Mainstreaming special needs students.
- Writing across the curriculum.
- Utilizing technology.
- The Internet and supplementary resources.

While the Center for Advanced Learning budget includes a significant line item for outside quality consultants (\$5,000) as well as \$1,000/teacher for professional development coaching (\$10,000), most professional development sessions will be led by the Center for Advanced Learning staff, which will include seasoned veterans in using quality systems in classrooms.

The Center for Advanced Learning will require that all employees prepare their own individual professional development plans and will assist them in their endeavors to meet their professional development plan objectives.

### **CURRICULUM AND INSTRUCTIONAL PROGRAM**

The curriculum will be guided by the California State Content Standards specifying what students must master each academic year.

The Center for Advanced Learning will offer a curriculum that is aligned with the academic performance and content standards of the California State Board of Education and supplemented by proven research-based curriculum models. Where appropriate and

practical, the curriculum will be project-based. These elements will ensure that the Center for Advanced Learning will offer a highly focused curriculum for all students coupled with a creative, stimulating, learning environment.

Our curriculum will give children the opportunity to become natural learners. We believe that growth is developmental and the Center will be prepared to assist students at different developmental levels socially and emotionally. We understand that children learn best when they are engaged in activities and studies of interest to them. In addition to meeting California state-mandated curriculum standards, the Center for Advanced Learning will provide students with the opportunity to learn a second language, experience other cultures, and understand the challenges that they face in a global society.

The school will encourage students to use problem-solving and critical-thinking skills not only in the classroom but in social engagements as well. The school will foster a learning community in which students experience respect for their sustained efforts as well as their immediate successes.

As mentioned earlier, the curriculum is developmentally appropriate, as it is based on a developmental model that holds that children have identifiable stages of development and their education must be appropriate to the specific stages of development, and it is aligned with the California state curriculum framework. The school has specific standards-based curriculum for each grade level. The curriculum outcome standard of the school is that all students function at or above grade level in areas of reading, language arts, mathematics, science and social studies.

The core curriculum consists of reading/language arts, mathematics, science, and social studies. In addition, students will be taught physical education, visual-performing arts, technology and foreign language courses.

The curriculum is designed to allow each child the opportunity to communicate and to develop an interest in culturally diverse literature and other reading materials. Emphasis will be on acquiring basic skills using sequential learning standards. Through the utilization of cooperative and flexible learning strategies, participation in small group activities will promote positive social development, responsibility, and academic interaction.

Innovative teaching plans will provide activities to build visual, auditory, and kinesthetic skills for students who learn best through seeing, hearing and movement. These activities will employ one or more modalities to build sound-symbol association skills and provide lively and engaging ways to capitalize on children's individual intellectual strengths and learning styles.

The Visual and Performing Arts learning standards form a bridge for students at the Center for Advanced Learning to achieve excellence. The arts program supports and ex-

tends learning experiences for students in basic literacy and advance skills in Language Arts, Math, Science, and History-Social Science. The arts program will engage students in meaningful activities and lesson sessions involving analytical and creative thinking and help them practice discipline and team work to deliver student-produced products. The Center for Advanced Learning recognizes the arts program as an essential learning dimension to excellent teaching and learning.

## **CORE ACADEMIC COURSE DESCRIPTIONS: SCOPE AND SEQUENCE**

### *READING AND LANGUAGE ARTS*

The Center for Advanced Learning will develop and deliver a language arts curriculum that is based upon certain core instructional concepts, to be covered systematically and explicitly, consistent with current research-based approaches to the teaching of reading and language arts. CAL will develop and deliver a language arts curriculum that is systematic and carefully articulated, and establishes specific, continuing standards leading to competence and alignment with the California English-Language Arts Content Standards.

CAL will develop proficiency in reading and language arts by adhering to the goals and key components of effective language arts instruction such as:

- Developing lifelong readers and writers early in students' lives giving them a unique balance of competence, motivation, accessibility, and experiences with print;
- Providing a strong literature, language, and comprehension program that includes a balance of oral and written language;
- Implementing an organized, explicit skills program that includes phonemic awareness, phonics, and decoding skills to address the needs of the emergent reader;
- Administering ongoing diagnosis that informs teaching and assessment that ensures accountability, and;
- Ensuring a powerful early intervention program that provides individual tutoring for students at risk of failure in reading.

All elements of the California English/Language Arts Content Standards (California Department of Education, 1997) will be implemented at each grade level. The Center for Advanced Learning will use **Open Court Reading 2002** for its English/Language Arts

curriculum. A summary of topics, skills, and California State content standards to be taught, is found below:

Grade	Unit Themes/Titles	Skills Covered	State Standards
<b>K</b>		<b>READING:</b>	
	School	Print/book awareness	1.1-1.5
	Shadow	Phonemic awareness	1.7-1.13
	Finding Friends	Alphabet knowledge	1.6
	The Wind	Phonics	1.14-1.18
	Stick to It	Comprehension skills	2.1-2.5: 3.1-3.3
	Red, White, and Blue		
	Teamwork		
	By the Sea		
		<b>WRITING: Strategies:</b>	
		Writing process	1.1-1.3
		Writer's craft	1.1-1.3
		Purpose	1.1
		Penmanship	1.4
		<b>GRAMMAR: Conventions:</b>	
		Parts of speech	1.1-1.2
		Sentences	1.1-1.2
		Usage	1.1-1.2
		Mechanics	
		<b>LISTENING/SPEAKING/ VIEWING</b>	
		Listening skills	1.1-1.2
		Speaking skills	2.1-2.3
		Visual information	
<b>1</b>		<b>READING:</b>	
	Let's Read	Print/book awareness	1.1-1.3
	Animals	Phonemic awareness	1.4-1.9
	Things That Go	Alphabet knowledge	1.10
	Our Neighborhood at Work	Phonics	1.11-1.16
	Weather	Comprehension strategies	2.1-2.7
	Journeys	Comprehension skills	3.1-3.3
	Keep Trying	Vocabulary	1.17

	Games		
	Being Afraid		
	Homes		
		<b>WRITING: Strategies:</b>	
		Writing process	1.1-1.2
		Forms	1.1-1.2
		Writer's craft	1.1-1.2
		Purpose	
		<b>WRITING: Applications:</b>	2.1-2.2
		Penmanship	1.3
		<b>GRAMMAR: Conventions:</b>	
		Parts of speech	1.2-1.3
		Sentences	1.1
		Usage	1.1-1.3
		Mechanics	1.4-1.7
		Spelling	1.8
		<b>LISTENING/SPEAKING/ VIEWING</b>	
		Listening skills	1.1-1.3
		Speaking skills	1.4-1.5: 2.1-2.4
		Visual information	
<b>2</b>		<b>READING:</b>	
	Sharing Stories	Print/book awareness	1.1-1.6
	Kindness	Phonemic awareness	1.1-1.6
	Look Again	Alphabet knowledge	1.1-1.6
	Fossils	Phonics	1.1-1.6
	Courage	Comprehension strategies	2.1-2.8
	Our Country and Its People	Comprehension skills	3.1-3.4
		Vocabulary	1.7-1.10
		Study skills	
		<b>WRITING: Strategies:</b>	
		Forms	1.1,1.3,1.4
		Writer's craft	
		<b>WRITING: Applications</b>	2.1-2.2
		Penmanship	1.2
		<b>GRAMMAR: Conventions</b>	
		Parts of speech	1.3,1.6

		Sentences	1.1-1.2
		Usage	1.1-1.6
		Mechanics	1.1-1.6
		Spelling	1.7-1.8
		<b>LISTENING/SPEAKING/ VIEWING:</b>	
		Listening skills	1.1-1.4
		Speaking skills	1.5-1.9; 2.1-2.2
		Visual information	
<b>3</b>		<b>READING:</b>	
	Friendship	Phonemic awareness	1.1-1.3
	City Wildlife	Alphabet knowledge	1.1-1.3
	Imagination	Phonics	1.4-1.8
	Money	Comprehension strategies	2.1-2.2
	Storytelling	Vocabulary	1.4-1.8
	Country Life	Study skills	
		<b>WRITING:</b>	
		Writing process	1.1,1.3,1.4
		Forms	1.1,1.3,1.4
		Writer's craft	2.1-2.3
		Penmanship	1.2
		<b>GRAMMAR:</b>	
		Parts of speech	1.2
		Sentences	1.1
		Usage	1.3-1.4
		Mechanics	1.5-1.6
		Spelling	1.8-1.9
		<b>LISTENING/SPEAKING/ VIEWING:</b>	
		Listening skills	1.3-1.4
		Speaking skills	1.5-1.11; 2.1-2.3
		Visual information	
<b>4</b>		<b>READING:</b>	
	Risks and Consequences	Phonemic awareness	1.1
	Dollars and Sense	Alphabet knowledge	

	From Mystery to Medicine	Phonics	1.2-1.6
	Survival	Comprehension Strategies	2.1
	Communication	Comprehension skills	2.2-2.4
	A Changing America	Vocabulary	3.1-3.5
		Study skills	
		<b>WRITING:</b>	
		Writing process	1.1,1.3,1.4
		Forms	2.1-2.3
		Writer's craft	1.5-1.8; 2.1-2.4
		Penmanship	1.4
		<b>GRAMMAR:</b>	
		Parts of speech	1.3
		Sentences	1.1
		Usage	1.2
		Mechanics	1.4-1.6
		Spelling	1.7
		<b>LISTENING/SPEAKING/ VIEWING</b>	
		Listening skills	1.1-1.4
		Speaking skills	1.5-1.9; 2.1-2.4
		Visual information	
<b>5</b>		<b>READING:</b>	
	Cooperation and Competition	Print/book awareness	1.1
	Astronomy	Phonemic awareness	1.1
	Heritage	Phonics	1.1-1.5
	Making a New Nation	Comprehension strategies	2.1-2.2
	Going West	Comprehension skills	2.3-2.5; 3.1-3.7
	Journeys and Quests	Vocabulary	1.2-1.5
		Study skills	
		<b>WRITING:</b>	
		Writing process	1.1-1.5
		Forms	2.1-2.4
		Writer's craft	1.1-1.5; 2.1-2.4
		Purpose	2.1-2.4
		<b>GRAMMAR:</b>	
		Parts of speech	1.1-1.4

		Sentences	1.1-1.4
		Usage	1.1-1.4
		Mechanics	1.1-1.4
		Spelling	1.5
		<b>LISTENING/SPEAKING/ VIEWING</b>	
		Listening skills	1.1-1.3
		Speaking skills	1.4-1.7; 2.1-2.3
		Visual information	

## *MATH*

CAL 's teaching methodologies will emphasize the importance of a balanced mathematics curriculum. It will stress the critical interrelationships among computational and procedural proficiency, problem-solving ability, and conceptual understanding of all aspects of mathematics. Student progress will be assessed frequently toward the achievement of the mathematics standards and instruction adjusted as needed. Utilizing the natural progression of the five strands set forth by the state (i.e. Number Sense; Algebra and Functions; Measurement and Geometry; Statistics, Data Analysis, and Probability; and Mathematical Reasoning), teachers will provide the learning in each instructional year that lays the necessary groundwork for success in subsequent grades; create and maintain a classroom environment that fosters a genuine understanding and confidence in all students that through hard work and sustained effort, they can achieve or exceed the mathematics standards.

The goals for student achievement will align with those set forth in the Mathematics Framework for California Students:

- Develop fluency in basic computational and procedural skills, an understanding of mathematical concepts, and the ability to use mathematical reasoning to solve mathematical problems, including recognizing and solving routine problems readily and finding ways to reach a solution or goal when no routine path is apparent;
- Communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms;
- Develop logical thinking in order to analyze evidence and build arguments to support or refute hypotheses;
- Make connections among mathematical ideas and between mathematics and other disciplines;
- Apply mathematics to everyday life and develop an interest in pursuing advanced studies in mathematics mathematically related career choices;
- Develop an appreciation for the beauty and power of mathematics.

Students will receive a balanced instructional program so that they will become proficient in basic computational and procedural skills, develop conceptual understanding, and become adept at problem solving. Students will practice basic computational and procedural skills sufficiently and use them frequently enough to commit them to memory. They will also develop a conceptual understanding of each domain so that they know not only how to apply skills but also when to apply them and why they are being applied. This will enable them to apply their knowledge to new situations and problems and to recognize when they have made procedural errors.

A progression of learning experiences fostering academic rigor will be used to help students learn the necessary skills, understand and master the concepts of mathematics and connect them to real world experiences. A variety of strategies to enhance learning and ensure that all students have the opportunity to learn including brainstorming and discussion, games, manipulatives, project-based and problem-based instruction, technology and visuals, will be used. To guide students in developing and maintaining a positive classroom culture, different types of groupings will be experienced, such as, flexible, ability/aptitude and cooperative.

A variety of formative and summative assessments will be used to give every student the opportunity to demonstrate their progress. As teachers and students reflect on the expectations set forth in the California state standards, they will be able to monitor progress frequently to determine what is or is not working, allowing for immediate corrective action, as needed.

CAL will use **Scott Foresman Mathematics** as an adopted text. The five strands of mathematics to be addressed on each grade level are:

- Number Sense;
- Algebra and Functions;
- Measurement and Geometry;
- Statistics, Data Analysis, and Probability; and
- Mathematical Reasoning.

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Grade	Unit Themes/Titles	State Standard
<b>K</b>	NUMBER SENSE	1.0;2.0;3.0
	Sorting and Classifying	
	Patterns	1.1,1.2,1.3
	Numbers to 5	2.1
	Shapes and Sharing	3.1
	Numbers to 10	

ALGEBRA AND FUNCTIONS	1.0
Measurement	1.1
Time and Money	
MEASUREMENT and GEOMETRY	1.0, 2.0
Greater Numbers	1.1, 2.1,2.2
Introducing Addition	1.2,1.3,1.4
Introducing Subtraction	1.2,1.3,1.4
STATISTICS, DATA, ANALYSIS, And PROBABILITY	1.0 1.1,1.2
MATHEMATICAL REASONING	1.0, 2.0 1.1,1.2; 2.1,2.2

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<b>1</b>	NUMBER SENSE	1.0,2.0,3.0
	Numbers and Patterns	
	Understanding Addition	1.1-1.5
	Understanding Subtraction	2.1-2.7
	Introducing Basic-Fact solving Strategies up to 100 <sup>th</sup> place for numbers	3.1
	Patterns and Numbers to 100 Relating Addition and	1.0
	ALGEBRA AND FUNCTIONS	
	Subtraction	1.1-1.3
	Addition and Subtraction To 20	
	MEASUREMENT AND GEOMETRY	1.0,2.0
	Money	
	Time and Probability	1.1,1.2
	Measurement	
	Two-Digit Addition and Subtraction	2.1-2.4
	STATISTICS, DATA ANALYSIS, And PROBABILITY	1.0, 2.0 1.1,1.2, 2.1
	MATHEMATICAL REASONING	1.0, 2.0,3.0 1.1, 1.2 2.1,2.2, 3.0

<b>2</b>	<b>NUMBER SENSE</b>	
	Using Addition and Subtraction Strategies	1.0-6.0
	Place Value and Adding Two-Digit Numbers	1.1-1.3
	Subtracting Two-Digit Numbers	2.1-2.3,6.1
	Money	3.1-3.3,6.1
	Time	4.1-4.3
	<b>ALGEBRA</b>	5.1-5.2,6.1
	Patterns and Numbers	1.0
	Adding and Subtracting	1.1-1.3
	Comparison	1.0,2.0
	Three-Digit Numbers	1.1-1.5
	<b>MEASUREMENT and GEOMETRY</b>	2.1-2.2
	Measurement	
	<b>STATISTICS, DATA ANALYSIS, and PROBABILITY</b>	
	Geometry	1.0,2.0
	Fractions and Probability	1.1-1.4
	Multiplication	
	Division	2.1-2.2
	<b>MATHEMATICAL REASONING</b>	
		1.0,2.0, 3.0
		1.1-1.2
		2.1-2.2
		3.0
<b>3</b>	<b>NUMBER SENSE</b>	1.0,2.0,3.0
	Place Value and Money	
	Addition and Subtraction	1.1-1.5
	Measurement	2.1-2.8
	Multiplication Concepts	
	Multiplication Facts	
	Division Concepts	3.1-3.4
	Division Facts	
	Geometry	
	<b>ALGEBRA and FUNCTIONS</b>	1.0,2.0
	Multiplying Greater Numbers	
	Dividing Greater Numbers	

	Fractions and Decimals	1.1-1.5
	Data, Graphs, and Probability	2.1-2.2
	MEASUREMENT and GEOMETRY	1.0,2.0 1.1-1.4 2.1-2.6
	STATISTICS, DATA ANALYSIS, And PROBABILITY	1.0 1.1-1.4
	MATHEMATICAL REASONING	1.0,2.0,3.0 1.1-1.2 2.1-2.6 3.1-3.3
<b>4</b>	<b>NUMBER SENSE</b>	<b>1.0,2.0, 3.0,4.0</b>
	Place Value	
	Adding and Subtracting Whole Numbers and Money	1.1-1.9 2.1-2.2
	Multiplication and Division Facts	3.1-3.4 4.1-4.2
	ALGEBRA and FUNCTIONS	1.0,2.0
	Multiplying by One-Digit Numbers	1.1-1.5
	Multiplying by Two-Digit Numbers	2.1-2.2
	Dividing by One-Digit Numbers	
	MEASUREMENT and GEOMETRY	1.0,2.0,3.0
	Fraction Concepts	1.1-1.4
	Probability	
	Adding and Subtracting Fractions and Mixed	3.1-3.8
	STATISTICS, DATA ANALYSIS, and PROBABILITY	1.0,2.0
	Numbers	
	Decimals	1.1-1.3
	Data and Graphs	
	Geometry and Area	2.1-2.2
	Measurement, Perimeter, MATHEMATICAL	

	REASONING	1.0,2.0,3.0 1.1-1.2 2.1-2.6 3.1-3.3
5	NUMBER SENSE	
	Understanding Place Value	1.0,2.0
	Adding and Subtracting	1.1-1.5
	Whole Numbers and	
	Decimals	
	Using Data and Statistics	2.1-2.5
	Multiplying Whole Numbers	
	Dividing Whole Numbers	
	Multiplying and Dividing	
	ALGEBRA and FUNCTIONS	1.0
	Decimals	1.1-1.5
	Fraction Concepts	
	Fraction Computation	
	MEASUREMENT and	
	GEOMETRY	1.0,2.0
	Integers, Equations, and	1.1-1.4
	Graphs	
	Geometry	2.1-2.3
	Measurement	
	Ratio, Percent, and	
	STATISTICS, DATA	
	ANALYSIS, and PROBABILITY	1.0
	Probability	1.1-1.5
	MATHEMATICAL REASONING	1.0,2.0,3.0 1.1-1.2 2.1-2.6 3.1-3.3

## *SCIENCE*

The Center for Advanced learning Science Program will provide children with the opportunity to investigate the natural world, learn about interesting, relevant, and exciting science ideas, and link science to mathematics, writing, technology, and all other aspects of the elementary curriculum. It will nurture a lifelong fascination with the natural world in our students.

The Science Program is based on the following principles of scientific literacy:

- All children can investigate and learn science concepts and can experience literacy.
- Children must develop knowledge of and the ability to use the tools and processes of scientific inquiry.
- Children experience success in science when they develop age-appropriate knowledge and understanding of the life, earth, and physical sciences and when they learn the history and nature of science.
- While engaged in the study of science, children should have the opportunity to build success in other curricular areas.
- Science content should be presented to children in an interesting, comprehensible, and easily organized format.
- Children’s competence in the concepts and processes of science should be assessed through a variety of tools that are consistent, authentic, and fair.

The California Science Content Standards outline what students should know and should be able to do in science. The content is organized into four strands:

- Life Science
- Earth Science
- Physical Science
- Investigation and Experiments

CAL will use the **California Edition of Harcourt Science** as its textbook and the investigation kits that accompany the series. Instruction will incorporate the California Science Standards with each lesson involving hands-on investigation. A variety of formative and summative assessments will be used to identify where students are on their learning continuum at regular intervals so that feedback can be conveyed to students (and their parents) on how to improve students learning. The curriculum for the K-5 grades will cover the following topics and skills.

Grade	Unit Themes/Titles	Skills Covered	State Standards
K	PHYSICAL SCIENCE		
	Objects Around us	*Objects can be described in terms of the materials they are made of and their physical properties	1.a
	Investigating Water	*Water can be a liquid or a solid and can be made to change back and forth from one form to the other	1.b

		*Water left in an open container evaporates but water in a closed container does not	1.c
	LIFE SCIENCE		
	Animals		
	Plants	*Observe and describe similarities and differences in the appearance and behavior of plants and animals	2.a
		*Stories sometimes give plants attributes they do not really have	2.b
		*Identify major structures of common plants and animals	2.c
	EARTH SCIENCE		
	Earth's Land, Air, and Water	*Characteristics of mountains, rivers, oceans, valleys, deserts, and landforms	3.a
	Weather	*Changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants	3.b
		*Identify resources from Earth and how they are conserved	3.c
	INVESTIGATION AND EXPERIMENTATIONS		
		*Observe using five senses	4.a
		*Describe common properties	4.b
		*Describe positions	4.c
		*Compare and sort	4.d
		*Communicate observations	4.e
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1	PHYSICAL SCIENCE		
	Investigating Matter	*Solids, liquids, and gases have different properties	1.a
	Heat and Light	*Properties of substances can change when the substances are mixed, cooled, or heated	1.b
	LIFE SCIENCE		
	Living and Nonliving Things		
	A Place to Live	*Different plants and animals	2.a

All About Plants All About animals	inhabit different kinds of environments and have external features that help them thrive in different kinds of places	
Plants and animals Need One Another	*Both plants and animals need water, animals need food, and plants need light	2.b
	*Animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting	2.c
	*Infer what animals eat from the shape of their teeth	2.d
	*Roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight	2.e
EARTH SCIENCE		
Measuring Weather	*Use simple tools to measure weather conditions and record changes from day to day and across the seasons	3.a
The Seasons	*Weather changes from day to day but that trends in temperature or rain(or snow) tend to be predictable during a season	3.b
	*Sun warms the land, air, and water	3.c
INVESTIGATIONS and EXPERIMENTATION		
Magnets	*Draw pictures that portray some features of the thing being described	4.a
Pushes and Pulls	*Record observations and data with pictures, numbers, or written statements	4.b
	*Record observations on a bar graph	4.c
	*Describe the relative position of objects by using two references	4.d
	*Make new observations when discrepancies exist between two descriptions of the same object or phenomenon	4.e

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2	<b>PHYSICAL SCIENCE</b> Observing and Measuring Matter Changes in Matter	*Position of an object can be described by locating it in relation to another object or to the background	1.a
		*An object's motion can be described by recording the change in position of the object over time	1.b
	<b>Forces and Motion</b>	*The way to change how something is moving by giving it a push or pull. The size of the change is related to the strength, or the amount force, of the push or pull	1.c
		*Tools and machines are used to apply pushes and pulls to make things move	1.d
		*Objects fall to the ground unless something holds them up	1.e
		*Magnets can be used to make some objects move without being touched	1.f
	<b>Sound</b>	*Sound is made by vibrating objects and can be described by its pitch and volume	1.g
	<b>LIFE SCIENCE</b>		
	<b>Plants Grow and Change</b> <b>Animals Grow and Change</b> <b>People Grow and Change</b>	*Organisms reproduce offspring of their own kind and the offspring resemble their parents and one another	2.a
		*The sequential stages of life cycles are different for different animals	2.b
		*Many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment	2.c
		*There is variation among individuals of one kind within a population	2.d
		*Light, gravity, touch, or environmental stress can affect the germination, growth,	2.e

	and development of plants	
	*Flowers and fruits are associated with reproductions in plants	2.f
EARTH SCIENCES		
Earth's Resources		
	*Compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals	3.a
	*Smaller rocks come from the breakage and weathering of larger rocks	3.b
	*Soil is made partly from weathered rock and partly from organic materials and that solids differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants	3.c
Earth Long Ago	*Fossils provide evidence about the plants and animals that lived long ago and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils	3.d
	*Rock, water, plants, and soil provide many resources that humans need	3.e
INVESTIGATION and EXPERIMENTATION		
	*Make predictions based on observed patterns and not random guessing	4.a
	*Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units	4.b
	*Compare and sort common objects according to two or more physical attributes	4.c
	*Write or draw descriptions of a sequence of steps, events, and observations	4.d

		*Construct bar graphs to record data, using appropriately labeled axes	4.e
		*Use magnifiers or microscopes to and draw descriptions of small objects or small features of objects	4.f
		*Follow oral instructions for a scientific investigation	4.g
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3	PHYSICAL SCIENCES		
	Properties of Matter	*Energy comes from the Sun	1.a
	Changes in Matter	*Sources of stored energy take forms	1.b
	Energy	*Machines and living things convert stored energy to motion and heat	1.c
		*Energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current and by moving objects	1.d
		*Matter has three forms, solids, liquid, and gas	1.e
		*Evaporation and melting are changes that occur when the objects are heated	1.f
		*When two or more substances are combined, a new substance may be formed with properties that are different from those of the original material	1.g
		*All matter is made of small particles called atoms, too small to be seen with the naked eye	1.h
		*There are 100 different types of which are presented on the periodic table of the elements	1.i
	PHYSICAL SCIENCE		
	Light	*Sunlight can be blocked to create shadows	2.a
		*Light is reflected from mirrors and other surfaces	2.b
		*The color of light striking an	2.c

	object affects the way the object is seen	
	*An object is seen when light traveling from the object enters the eye	
<b>LIFE SCIENCES</b>		
How Plants Grow	*Plants and animals have structures that serve different functions in growth, survival, and reproduction	3.a
Types of Animals	*Diverse life forms live in different environments	3.b
Where Living Things Are Found	*Living things cause changes in the environment in which they live	3.c
	*When the environment changes, some plants and animals survive and reproduce; others die or move to new locations	3.d
	*Some kinds of organisms that once lived on Earth have completely disappeared and some of those resembled others that are alive today	3.e
<b>EARTH SCIENCES</b>		
Earth in the form of light	*Patterns of stars stay the same, although they appear to move across the sky nightly	4.a
Earth, the Water Planet	*The Moon's appearance changes during the four-week lunar cycle	4.b
The Solar System and Beyond	*Telescopes magnify the appearance of some objects in the sky	4.c
	*Earth is one of several planets that orbit the Sun and that the Moon orbits Earth	4.d
	*The position of the Sun in the sky changes during the course of the day and from season to season	4.e

INVESTIGATION AND  
EXPERIMENTATIONS

		*Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same	5.a
		*Differentiate evidence from opinions	5.b
		*Use numerical data in describing and comparing objects, events and measurements	5.c
		*Predict the outcome of a simple investigation and compare the results with the prediction	5.d
		*Collect data in an investigation and analyze those data to develop a logical conclusion	5.e
4	PHYSICAL SCIENCES		
	Physical Properties of Matter	*Design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs	1.a
		*Build a simple compass and use it to detect magnetic effects, including Earth's magnetic field	
	Electricity and Magnetism	*Electric currents produce magnetic fields and know how to build a simple electromagnet	1.c
		*The role of electromagnets construction of electric generators, and simple devices, such as doorbells and earphones	1.d
		*Electrically charged objects attract or repel each other	1.e
		*Magnets have two poles and like poles repel each other while unlike poles attract each other	1.f
		*Electrical energy can be converted to heat, light, and motion	1.g
	LIFE SCIENCES		
	Plant Growth and Adaptations	*Plants are the primary source of matter and energy entering most	2.a

Living Things Interact	<p>food chains</p> <p>*Producers and consumers are related in food chains and food webs and may compete with each other for resources in an ecosystem</p>	2.b
	*Decomposers recycle matter from dead plants and animals	2.c
<b>LIFE SCIENCES</b>		
Protecting and preserving Ecosystems	*Ecosystems can be characterized by their living and nonliving components	3.a
Animal Growth and Adaptations	*In any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all	3.b
Biomes	*Many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter	3.c
	*Most microorganisms do not cause disease and many are beneficial	3.d
<b>EARTH SCIENCES</b>		
Rocks and Minerals	*Differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation	4.a
	*Identify common rock-forming minerals and ore minerals by using a table of diagnostic properties	4.b
<b>EARTH SCIENCES</b>		
Changes to Earth's Surface	*Some changes in the earth are due to slow processes, and some changes are due to rapid processes	5.a
	*Natural processes cause rocks to break down into smaller pieces	5.b
Soil—A Natural Resource	*Moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand slit, and mud in other places	5.c

INVESTIGATION and  
EXPERIMENTATIONS

		*Differentiate observation from inference	6.a
		*Measure and estimate the weight length, or volume of objects	6.b
		*Formulate and justify predictions based on cause-and-effect relationships	6.c
		*Conduct multiple trials to test a prediction and draw a conclusion about the relationships between predictions and results	6.d
		*Construct and interpret graphs from measurements	6.e
		*Follow a set of written instructions for a scientific investigation	6.f
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5	PHYSICAL SCIENCES		
	Matter and Its Properties	*During chemical reactions the in the reactants rearrange to form products with different properties	1.a
	Atoms and Elements	*Matter is made of atoms, which may combine to form molecules	1.b
		*Metals have properties in, common, such as high electrical conductivity. Some metals are pure elements, others are composed of a combination of elemental metals	1.c
		*Each element is made of one kind of atom and the elements are Organized in the periodic table by their chemical properties	1.d
		*Scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays	1.e
	Energy	*Know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds	1.f

	*Properties of solid, liquid, and gaseous substances	1.g
	*Living organisms and most materials are composed of just a few elements	1.h
	*Common properties of salts	1.i
LIFE SCIENCES		
From Single Cells to Body Systems	*Many multicellular organisms have specialized structures to support the transport of materials	2.a
Classifying Living Things	*Blood circulates through the heart chambers, lungs, and body and how carbon dioxide and oxygen are exchanged in the lungs and tissues	2.b
	*Sequential steps of digestion	2.c
	*Role of the kidney in removing cellular waste from blood and converting it into urine	2.d
	*Sugar, water, and minerals are transported in a vascular plant	2.e
Plants and Their Adaptations	*Plants use carbon dioxide and energy from sunlight to build molecules of sugar and released oxygen	2.f
Plant Processes	*Plant and animal cells break down sugar to obtain energy	2.g
EARTH SCIENCES		
Earth's Air and Water	*Most of Earth's water is present as salt water in the oceans	3.a
	*When liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water	3.b
	*Water vapor in the air moves from one place to another and can form for or clouds and can fall to Earth as rain, hail, sleet, or snow	3.c
	*The amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended	3.d

	by recycling and decreasing the use of water	
	*Know the origin of the water used by local communities	3.e
<b>EARTH SCIENCES (WEATHER)</b>		
Earth's Weather	*Uneven heating of Earth causes air movements (convection currents)	4.a
	*Know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns	4.b
Weather Prediction and Climate	*Know the causes and effects of different types of severe weather	4.c
	*The Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions	4.d
<b>EARTH SCIENCES (THE SOLAR SYSTEM)</b>		
The Solar System	*The Sun is the central and largest body in the solar system and is composed primarily of hydrogen and helium	5.a
Earth and the Moon	*The solar system includes the Earth, the moon, the Sun, other planets and their satellites, and smaller objects	5.b
	*The path of a planet around the Sun is due to the gravitational Attraction between the Sun and the Planet	5.c
<b>INVESTIGATION and EXPERIMENTATION</b>		
	*Classify objects in accordance with appropriate criteria	6.a
	*Develop a testable question	6.b
	*Plan and conduct a simple based on a student-developed question and write instructions others can follow to carry out the procedure	6.c

*Identify the dependent and controlled variables in an investigation	6.d
*Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment	6.e
*Select appropriate tools and make quantitative observations	6.f
*Record data by using appropriate graphic representations and make inferences based on those data	6.g
*Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion	6.h
*Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions	6.i

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## *SOCIAL STUDIES*

The goals of the California History/Social Science Framework fall into three broad categories:

- (1) Knowledge and Cultural Understanding;
- (2) Democratic Understanding and Civic Values and
- (3) Skills Attainment and Social Participation.

Inherent in the Center for Advanced Learning's Baldrige design is a highly collaborative environment for staff, teachers, students and parents. This design will promote cross-grade level articulation and planning which lends itself well to carrying out the interrelated focus of the above framework goals.

The communities in which our students live and that surround our schools are a rich resource and have vast and colorful histories that our students will become aware of. Students will begin to discover the connections to and the relationships between our com-

munity and the larger societies. Our students and parents come to us with rich background experiences that will be tapped into and recorded.

Students at the Center for Advanced Learning will acquire core knowledge in history and social science while they develop critical thinking skills, such as chronological and spatial thinking, research, evidence, point of view and historical interpretation, to study the past and its relationship to the present. Students will also learn to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

In addition to community participation and student-led community projects, students will use biographies, original documents, diaries, letters, legends, speeches, and other narrative artifacts from our past (found in archives, museums, historical sites and libraries) to understand historical events by revealing the ideas, values, fears, and dreams of the people associated with them.

The Center for Advanced Learning will use **History-Social Science for California by Scott Foresman** as its adopted text. Through the mastery of the standards, students will know the facts and understand common and complex themes throughout history, making connections among their own lives, the lives of the people who came before them, and the lives of those to come after.

Grade	Unit Themes/Titles	Skills Covered	State Standard
K	Getting Along	Why do we follow rules	K.1.1
		Symbols	K.1.2
		Work	K.1.3
	Where We Are Calendars Time Past	What can we learn from stories?	K.1.3
		What are symbols?	K.2
		What jobs do people do?	K.3
		How can you find things?	K.4.1
		Is it land or water?	K.4.2
		What symbols do you know?	K.4.3
		How can we show a neighborhood?	K.4.4
		What happens at school?	K.4.5
		How can we show time?	K.5
		What is a holiday?	K.6.1
		Who are people in history?	K.6.2
How have things changed?	K6.3		
1	Citizenship People and Places	How do we make rules?	1.1.1
		How do we show respect?	1.1.2

	Our Country	Changes Over Time	
		How can we use maps and globes?	1.2.1
	Celebrate Cultures	What does a model show?	1.2.2
	Goods and Services	How can you make a map?	1.2.3
		Where do you live?	1.2.4
		How do we honor our country?	1.3.1
		How do we honor heroes?	1.3.2
		What are symbols of America?	1.3.3
		What was life like long ago?	1.4.1
		How has travel changed?	1.4.2
		How can we learn about the past?	1.4.3
		How are we alike?	1.5.1
		Who came before us?	1.5.2
		How do we learn about others?	1.5.3
		How do people use money?	1.6.1
		How do goods get to people?	1.6.2
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2	Long Ago and Yesterday	How do we learn family history?	2.1.1
	Map skills	How is life different today?	2.1.2
	Our Government	How can we put events in order?	2.1.3
	Producers and Consumers		
	People in History	How can we locate places?	2.2.1
		What does a map show?	2.2.2
		Where did my family come from?	2.2.3
		How do people use land?	2.2.4
		What do governments do?	2.3.1
		How do people solve problems?	2.3.2
		How do people grow and use food?	2.4.1
		Who are buyers and sellers?	2.4.2
		How do people use resources?	2.4.3
		How do heroes make a difference?	2.5
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3	Land and Water in Your Area	What are the land and water like in your area?	3.1.1
	California Indians Past And Present	How have people used the land in your region?	3.1.2
	Our Community over Time	How are California Indians in your region alike and different?	3.2.1
	Rules and Laws		3.2.2
	The Economy of Your Region	How have California Indians lived in their environment?	
		How do California Indian groups function?	3.2.3

		How did Europeans change life For California Indians?	3.2.4
		Who has come to your region?	3.3.1
		How did early settlers affect your region's economy?	3.3.2
		How have people helped places in your region grow?	3.3.3
		How do rules and laws help people live together?	3.4.1
		Why is being a good citizen important?	3.4.2
		What brings our communities and country together?	3.4.3
		How does government work?	3.4.4
		How do states, American Indians, and our country's government work together?	3.4.5
		How have people worked for freedom?	3.4.6
		What kinds of resources do we use?	3.5.1
		Where are goods made?	3.5.2
		How do we decide what we want?	3.5.3
		How does your work in school help You?	3.5.4
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4	The Land of California	How do you locate places on Earth?	4.1.1
	Early People in California	How is Earth divided?	4.1.2
	Early History to Statehood	How are the areas of California different?	4.1.3
	Growth and Development Since 1850	How have California's landforms and water affected settlement?	4.1.4
	California Government	How are California's communities alike and different?	4.1.6
		How did early people live in California?	4.2.1
		How did early Europeans come to California?	4.2.2
		How did the Spanish change how California Indians lived?	4.2.3
		What was Spain's influence in California?	4.2.4
		What was life like in Spanish and Mexican California?	4.2.5

How did California's early economy change?	4.2.6
How did the Mexican War for Independence affect California?	4.2.7
How did Mexican rule affect California?	4.2.8
Where were California's Settlements?	4.3.1
How and why did people travel to California?	4.3.2
How did the discovery of gold affect California?	4.3.3
How did women help California grow?	4.3.4
How did California's government change?	4.3.5
How did the movement of people and ideas change in California?	4.4.1
How did the Gold Rush change California's economy?	4.4.2
How did different people coming to California affect our state?	4.4.3
How have immigration and settlement helped California grow?	4.4.4
What was California's role in the the twentieth century?	4.4.5
What new industries came to California in the twentieth century?	4.4.6
How did California's water system develop?	4.4.8
How have Californians made our state unique?	4.4.9
Why was the United States Constitution created?	4.5.1
How does the California Constitution affect you?	4.5.2
How are federal, state, and local governments alike and different?	4.5.3
What does our state government Do for us?	4.5.4
How are California's communities governed?	4.5.5

5	The First American Age of Exploration	How did geography and climate affect how early people lived?	5.1.1
	The Fight for a Continent	What common ways of life developed among American Indian cultures?	5.1.2
	Life in the Colonies	How did American Indian groups work together?	5.1.3
	Causes of the Revolution		
	The Revolutionary War		
	Forming a New nation		
	A Nation Moves West		
	States and Capitals	Why did Europeans sail to new places?	5.2.1
		Who were the explorers and what did they find?	5.2.2
		What explorations were made by land?	5.2.3
		Where in the Americas did European countries claim land?	5.2.4
		Why did European nations and American Indians compete in North America?	5.3.1
		How did colonists and American Indians cooperate?	5.3.2
		What major conflicts did European colonists and American Indians have?	5.3.3
		How were American Indians forced off their lands?	5.3.4
		What conflicts occurred among American Indians?	5.3.5
		Who were the leaders in the struggle for American Indian Lands?	5.3.6
		What influenced where Europeans settled in North America?	5.4.1
		Who founded the colonies and why?	5.4.2
		How did religion affect the founding of the colonies?	5.4.3
		How did the First Great Awakening affect the colonies?	5.4.4
	What systems developed in the colonies?	5.4.5	
	What was the role of slavery in the	5.4.6	

colonies?	
What brought on democratic ideas` In colonial America?	5.4.7
What events led to the American Revolution?	5.5.1
How did the colonists work together?	5.5.2
Why did the colonists declare independence?	5.5.3
Who caused change in the colonies?	5.5.4
How did the American colonies defeat Britain?	5.6.1
How did other nations help the Patriots?	5.6.2
What role did women play in the Revolutionary War?	5.6.3
What was life like in the colonies during the Revolution?	5.6.4
How did the American Revolution affect the creation of state governments?	5.6.5
How did the United States move into western lands?	5.6.6
How did people's views on slavery change after independence?	5.6.7
What problems did the new United States government face?	5.7.1
How did the United States create a Constitution?	5.7.2
What are the rights of U.S. citizens?	5.7.3
What is the role of government?	5.7.4
How do citizens help protect liberty?	5.7.5
How does music express American ideals?	5.7.6
How did people reach lands west of the Appalachians?	5.8.1
What were the geographic features of western lands?	5.8.2
What were the major explorations of western lands?	5.8.3
What was life like on the overland	5.8.4

trail?

Why have Mexican settlers migrated 5.8.5  
into the West and Southwest?

How did the United States expand in 5.8.6  
the 1800's?

What are the fifty states and capitals? 5.5.9

### ***Visual and Performing Arts***

The Center for Advanced Learning will offer a visual and performing arts program that is aligned with the national and state learning standards. These standards recommend that students should:

- Be able to communicate in four arts disciplines – music, visual arts, dance, and theatre.
- Be able to communicate proficiently in at least one art form.
- Be able to present basic analyses of works of art.
- Have an informed acquaintance with exemplary works of art from a variety of world cultures and historical periods.
- Be able to relate various types of arts knowledge and skills across the arts disciplines.

The Center for Advanced Learning visual/performing arts program will support and extend the learning experiences for students in basic literacy and advance skills in language arts, math, science, and history-social science. The arts program will engage students in meaningful activities and lesson sessions involving analytical and creative thinking and help them practice discipline and team work to deliver student produced products. The Center for Advanced Learning recognizes the “arts” program as an essential learning dimension to excellent teaching and learning. The arts program will celebrate cultural diversity in dance, painting, music forms, and theory from a global perspective.

Each year, students at the Center for Advanced Learning will participate in a culminating project aimed at connecting the visual/performing arts and the history/social science programs. This project will allow students to demonstrate mastery of content standards through a performance assessment model (electronic portfolios, video yearbooks etc.)

## TEACHING METHODOLOGIES

Research suggests that one of the most important factors in student academic success involves teachers' high expectations. The Center for Advanced Learning teachers and staff will be committed to this concept and have designed its standards-based curriculum to encourage students to meet their educational goals and exceed minimal requirements.

The Center for Advanced Learning's Classroom Learning System instructional delivery focuses on ensuring teachers use a variety of instructional strategies and assessments in working with students. The Center for Advanced Learning teachers will utilize a variety of strategies for the delivery of instruction implementing frameworks and standards, including:

- Explicit phonics instruction in reading.
- Problem solving in mathematics.
- Diverse prompts for multiple writing tasks.
- Multidisciplinary project-based learning.
- Direct instruction.
- Instruction differentiation.
- Collaborative group work.

The teacher – and class – will select the instructional strategy most likely to enable the students to achieve their academic goals.

Center for Advanced Learning classes will provide all students opportunities for learning and on-going personal development. Instruction will emphasize a cooperative framework with teacher-student interactions, as well as student-peer interactions. Interactive patterns of small group work will enable contributions from larger numbers of students within our core classes.

Students will be trained to use Baldrige quality tools for problem solving. Planning and process management will be modeled and utilized by teachers and students across the curriculum. Quality tools will be integrated into curricular areas as well as classroom management and goal setting. This will help students utilize tools independently by teaching the purpose of each tool and modeling a variety of uses. Application of Baldrige quality tools in problem solving situations is the main goal.

The CLS instructional delivery focuses on students as active learners. Through collaborative, student-centered curriculum development by teams of teachers within the Center for Advanced Learning, core content, such as the Power Standards, will be consistently delivered. Some of the ways curriculum will be delivered within the classroom include:

- Teach students to use self-questioning and think-aloud techniques.
- Help students learn how to work cooperatively in group projects.
- Promote individual creativity through creative research projects.
- Manage student-controlled peer interaction within a cooperative framework.
- Assist students in reflecting on their own academic success and challenges.
- Utilize different motivational strategies within the classroom (rewards/praise).
- Reduce distances between teacher-student interactions; encourage peer tutoring.
- Engage students in curricular conversations and promote critical thinking skills.

The Center for Advanced Learning will utilize additional teaching methods that overlap learning styles and contribute to the needs of all our students. These include giving students experience with problems before giving them the tools to solve them, balancing concrete with conceptual information, liberally using graphic representations and demonstrations, and showing students how concepts are connected within and between subjects and to everyday life experiences they encounter.

The development of rubrics is another method our teachers will utilize to clarify their expectations for themselves and students. This method will address the following:

- What do we want students to know and be able to do with instruction?
- How well do we want students to know instructional information and related processes; what do we want them to do with the instructional information?
- How will teachers know when the students master the instruction and how well they master it?

The Center for Advanced Learning teachers will divide performance standards into different component and complexity levels based on student ability levels. In sum, the complexity and rigor of the rubric is based on the experience and ability level of the students' and teachers' goals. The benefits include reflective practice among students and instructors within the classes.

Varying instructional strategies will promote student interest within the classroom, such as creating stimulating and successful questioning techniques. Some of these include cognitive, speculative, affective, and management questions addressed to the students within the classroom. Lastly, opportunities for students to receive continual feedback from their teachers will lead to more successful and efficient learning in our classrooms.

The Center for Advanced Learning believes that collaborative teamwork is essential and should be an integral part of the educational process. Teachers, students, administrators, and parents can ensure the continued progress of our children. Success in our environment lies not at the end of the road, but in having made the educational journey, step by step.

Learning outside of school plays a vital role in the development of competence in language, reading, writing, mathematics, and a variety of other academic domains. There is a full range of informal content-related activities our students bring to class. Much of their diverse backgrounds and attitudes are based on this informal education. It may become more specialized as students find some disciplines more interesting than others. The Center for Advanced Learning understands the influence home and community environments have on overall content literacy. Our teachers will explore, enhance, and develop a range of curricular connections to the students' informal background. We will encourage resources outside the classroom, such as guest speakers, field trips, and other community enrichment contributions to embellish classroom learning experiences for our students. Their community service and internship opportunities will further enhance learning.

#### **THE CENTER FOR ADVANCED LEARNING TEXT LIST**

The following table indicates the textbooks that the Center for Advanced Learning intends to use.

<b>Text Name</b>	<b>Publisher</b>
<b>Math</b>	
Mathematics	Scott Foresman-Addison Wesley
<b>History</b>	
Social Studies	Scott Foresman-Addison Wesley

<b>Science</b>	
Harcourt Science	Harcourt Education
<b>Language Arts</b>	
Open Court	SRA

## **ACADEMIC SUPPORT**

All students who do not complete their class work or struggle with it will be required to attend “Helping Hand” after school, where peer tutors from the Student Organization and older student tutors (from local high schools and community colleges) will help them complete their work. Helping Hand will be supervised by a teacher on a rotating schedule.

In addition, Individualized Success Plans and Student Assessment Binders will be tools for intervention and challenging students. Students will routinely develop action plans to meet their ISPs.

## **SPECIFIC GOALS FOR PROVIDING AND ENSURING EQUAL ACCESS TO ACADEMICALLY LOW ACHIEVING STUDENTS**

Variation is expected within the Center for Advanced Learning’s student community. Fundamental to the Center for Advanced Learning’s approach to academically low achieving students are the Baldrige systems used in the classrooms. Low achieving students, as with all other students, will set learning goals, create action plans for meeting the goals, and track their learning progress in their data notebooks. At Emerson Parkside Academy, this process has proven especially effective in Special Education classes and with low achieving students. Individual students do not want to be the ones holding back their class’ progress and will work hard to catch up.

After enrollment, all students will be assessed. Students academically at risk of falling retention will be provided with targeted, structured, and systemic intervention to address areas of weaknesses. We will attempt to address the needs of at risk students early: in kindergarten, first, and second grades, and early in their English language development.

Equal access for academically low achieving students will be ensured through:

- Supplementary hourly instruction offered to students at risk of retention from 3:00 to 5:00 each day (the “Helping Hands” program). The program will be led by a certificated teacher who will be assisted by student interns, instructional aides, or other assistants, including community volunteers.
- The Student Organization’s mentoring systems (see *Students as Leaders and Active Participants* above).

- Creating an environment responsive to different learners.
- Differentiating the curriculum to meet each learner's needs (see *How Instruction Will Be Delivered* above).
- Curriculum topics that are relevant to students' lives; students will be encouraged to make ideas personally meaningful.
- A continuous process of pedagogical reflection undertaken to find solutions to helping struggling students meet the most challenging standards. Formal and informal assessment of each learner's knowledge, understanding, and interest throughout each unit of instruction. Individual learner needs will be assessed using a variety of measures such as school designed tests and performance assignments, state-mandated standardized tests, Open Court Assessments, Saxon Math Assessments, teacher assignments, portfolios, etc. Students will record their assessment results in their data notebooks and create action plans to meet their learning goals.

### **MEETING THE NEEDS OF STUDENTS OF LOW SOCIO-ECONOMIC STATUS**

Parents of students from low socio-economic backgrounds tend to lack the knowledge, experience and tools that are necessary in supporting their children within the traditional school system. Therefore, as one of many activities designed to improve the success rate of this very important subgroup, the Center for Advanced Learning will, in accordance with the practices inherent in the Baldrige system, require, train and properly equip parents to become involved in their child's educational experience. Parents will be trained to:

- Be aware of their child's goals and follow their progress
- Provide feedback to the school
- Provide an environment at home that is conducive to their child learning and studying
- Communicate with the teacher on classroom issues
- Assist their child in goal setting and monitoring for progress

In addition to the above interventions, we also have a commitment from Los Angeles City Councilperson Jan Perry to provide transportation and funds for discovery field trips for our students. Many of our students have limited exposure to the world outside of their immediate community. This generous offer will help to provide them with experiences that will broaden their scope and hopefully stimulate thought and academic expression.

However, the cornerstone of our efforts to help parents of students from low socio-economic status will be our proposed Parent Center. The center will be used to provide classes on parenting, computer skills, English as a Second Language and student support.

We anticipate that the majority of our students will come to us from low socio-economic backgrounds. Therefore, we believe that the structure we put in place, using the Baldrige system will complement our efforts in successfully educating these students.

In addition, the Center for Advanced Learning will have Special Education and English Language Learner programs to help assist students; both programs are described below, as well as how proficient and advanced students are kept engaged.

## **SPECIAL EDUCATION**

The Charter School will adhere to the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education (FAPE). The Charter School will also ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment.

The Charter School will comply with Section, 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the Charter School.

The Charter School will adhere to all Los Angeles Unified School District policies and procedures regarding special education.

The Charter School will adhere to the requirements of the Chanda Smith Modified Consent Decree, including compliance with the Annual Plan, submitting documents and information, participating in reviews, and attending informational sessions and meetings.

The Charter School will use District forms to develop, maintain, and review assessments and IEPs in the format required by the District and will enter assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The Charter School will maintain copies, assessments, and IEP materials for district review. The Charter School will submit to the District all required reports, including but not limited to SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements. The Charter School will develop Individual Transition Plans to help students with disabilities, ages 14 and older, in transitioning to adult living.

The Charter School will participate in the state quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints

monitoring, procedural safeguards, and the local plan). The Charter School will participate in internal validation review (DVR).

The Charter School is responsible for the management of special education budgets, personnel, programs, and services. The Charter School will ensure that its special education personnel is appropriately credentialed, licensed, or on waiver consistent with California laws and regulations.

The Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the Charter School. The Charter School may request related services (e.g., Speech, Occupational Therapy, Adapted P.E., Nursing, Transportation, etc.) from the District, subject to availability and on a “fee-for-service” basis, by submitting written requests to the Charter Office. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

For students transferring to the Charter School from District schools or District affiliated charter schools, the Charter School will provide those related services required by the students’ IEPs upon the students’ enrollment. However, to allow for a smooth transition to independent charter schools, the District shall continue to fund services for those special education students enrolling in independent charter schools who have been receiving non-public agency (NPA) services from the District for thirty (30) days after enrollment. This will allow the Charter School time to conduct an IEP team meeting and to execute contracts as necessary to facilitate the students’ transition to the Charter School. When requested by the Charter School, a representative from the Local District Special Education Office may attend a student’s first IEP meeting at the independent charter school to assist with transition issues.

For students transferring to the Charter School from other school districts, the Charter School shall provide related services required by the students’ IEPs upon the students’ enrollment regardless of the type of service provider (school, NPA, or private). IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with state and federal law.

The referral process shall include Student Success Team meetings to review prior interventions, accommodations, and modifications and to recommend further interventions as appropriate. The Charter School will identify and refer students with disabilities who demonstrate early signs of academic, social, or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program.

The Charter School will be responsible for the development of assessment plans for students with suspected disabilities or, in the alternative, providing appropriate written notices to parents when a request for assessment is denied. The Charter School will make

decisions regarding eligibility, goals, program, placement, and exit from special education by consensus of the student's IEP team.

In the event that the Charter School is unable to provide an appropriate placement or services for a student with special needs, the Charter School will contact the District to discuss placement and service alternatives. Charter School IEP teams will ensure participation of a District special education representative at an IEP team meeting whenever it is anticipated that special education programs outside of the Charter School, including but not limited to placement at a District school or at a non-public or private school, will be considered. If an Individualized Education Program (IEP) team that includes Charter School personnel places a student in a special education program provided by another entity without District representation on the IEP team, the Charter School will be fully responsible for the quality of the program and for any costs incurred for such a placement. The Charter School will also maintain responsibility for monitoring progress towards IEP goals for the student with special needs.

The Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

The Charter School shall provide planned staff development activities and participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

The Charter School will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP.

The Charter School will ensure that student discipline and procedures for suspension and expulsion of students with disabilities are in compliance with state and federal law. Discipline procedures will include positive behavioral interventions. In accordance with the Modified Consent Decree, the Charter School will collect data pertaining to the number of special education students suspended or expelled.

#### *Procedural Safeguards/Due Process Hearings*

The District may invoke dispute resolution provisions set out in a charter, initiate due process hearings, and/or utilize other procedures applicable to the Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree,

In the event that a parent or guardian of a student attending the Charter School initiates due process proceedings, both the Charter School and the District will be named as respondents. Whenever possible, the District and the Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation),

During due process proceedings and any other legal proceedings or actions involving special education, the Charter School will be responsible for its own representation. If the Charter School retains legal representation for a due process proceeding or other legal proceeding or action, the Charter School will be responsible for the cost of such representation.

Because the Charter School will manage, and is fiscally responsible for, its students' special education instruction and services, the Charter School will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that the Charter School failed to fulfill its responsibilities under state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs).

If parents' attorneys' fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on the Charter School's alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, the Charter School will be responsible for payment of those attorneys' fees and costs.

### *Complaints*

The District will investigate and respond to all special education complaints the District receives pertaining to the Charter Schools including the District's Uniform Complaint Procedures, Office for Civil Rights, and California Department of Education Special Education Compliance Complaints. The Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints. The Charter School will be solely responsible for any and all costs resulting from, arising out of, or associated with the investigation and implementation of appropriate remedies.

### *Special Education Local Plan Area (SELPA)*

The District is approved to operate as a single-district SELPA under the provisions of the California Education Code, Section 56195.1(a), Charter schools authorized by the District are deemed to be public schools within the District for purposes of special education. The District will determine the policies and procedures necessary to ensure that the

protections of special education law extend to students in the charter schools in the same manner as students in all District schools.

#### *Funding for Special Education*

The Charter School shall receive its allocated share of AB602 special education funds and shall be fiscally responsible for the provision of special education services and instruction to the students they serve. The allocated amount shall be calculated using a funding model based on student population (average daily attendance). The Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures, The Charter School may request specific related services from the District on a fee basis.

The District will collect an equitable encroachment contribution from independent charter schools for district-wide costs for special education instruction and services. District-wide costs include: 1) maintaining a full continuum of program options; 2) professional development and training; 3) technical support for programs; 4) administration of due process proceedings, excluding any legal representation; 5) investigation of complaint and 6) implementation of the Modified Consent Decree.

The annual encroachment percentage collected may vary from year to year depending on the district-wide encroachment. The calculation of the encroachment contribution shall be based upon a formula designed by the District's Budget Services Office.

#### *District Responsibilities Relating to Charter School Special Education Program*

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to Charter School staff,

#### *Modifications to Special Education Responsibilities and Funding*

The special education responsibilities of the Charter School and the District and the special education funding model may be modified, supplemented or clarified through a mutually agreed upon Memorandum of Understanding ("MOU"). If such an MOU is executed its provisions shall be incorporated by reference into this Charter and shall, to the extent necessary to carry out intent of the MOU, supersede the provisions on special education responsibilities and funding set forth above.

## **ENGLISH LANGUAGE LEARNERS**

To accommodate English Language Learners, the Center for Advanced Learning will administer the CELDT exam to ELL students, along with the other placement exams given to all incoming students. From the results on these exams, teachers will be informed of their students' language levels and will work collaboratively to develop lessons that support English language development standards along with other California Standards.

At the beginning of the academic year, students will be heterogeneously mixed in their classes and at the quarter mark teachers will meet to discuss student progress. The classes will be structured immersion.

Volunteer parents and aides will lend first language support. English learners more fluent in English will be paired with less fluent students and will assist them.

Teachers will be trained in SDAIE and ELD techniques during professional development. To support student achievement, other models may be considered, such as building an additional class into the schedule for support in English, after school intervention programs, and summer school.

Lessons will be front-loaded for low English Learner ("EL") students in small groups using English Learning Development ("ELD") strategies. The Open Court curriculum includes support for front-loading. The front-loading will be done by the teacher while other students are working on independent activities. Front-loading strategies may include:

- Previewing in the home language.
- Visual aids.
- Graphic organizers.
- Vocabulary previews. The teacher or an aide will explain new or difficult vocabulary.

The first block of the Center for Advanced Learning schedule – 7:55 to 10:00 – is the language arts block. Into English will be taught the first 30-45 minutes after recess in ELD level classes; EL 5 students will be in an oral development class.

The school's Into English curriculum will offer English Language Learners a language-rich environment. Into English uses grade-level content as the vehicle for language development. The unique combination of grade-level content plus multi-level teaching

strategies gives all students access to the core curriculum. Multi-level strategies engage students in roles for cooperative groups for authentic communication activities. The strategy of Language Acquisition indicates the progress of students in their language development towards native-like fluency in English. Each student's progress moves at his or her own pace through the pathways of pre-production, early production, speech emergence, and intermediate and advanced fluency. The instructional path follows a three-part Language Builder plan: prior knowledge and vocabulary; language through literature; and language through content. Student success will be measured by on-going authentic assessment utilizing performance rubrics.

### **INTERVENTIONS FOR STUDENTS AT OTHER LEVELS (PROFICIENT & ADVANCED)**

To address the needs of students performing at the Proficient or above levels the Center for Advanced Learning will focus on creating standard-based lesson plans, appropriate delivery, and assessments, based on the individualized needs of these students within the content disciplines. Additional enrichment activities and resources will be utilized to serve these advanced students. The goal is to plan and deliver lessons providing these students with adequate opportunities to learn and practice the necessary standards-based skills and knowledge at a higher level.

Steps to be taken in implementing the standards for proficient and advanced students will include:

- Selecting and analyzing the standards to be met.
- Designing assessments through which these students can demonstrate mastery of the standards and determining the required performance levels.
- Identifying what students must know and be able to do to perform well on the assessments.
- Planning and delivering lessons in ways that will provide all students with adequate opportunities to learn and practice the necessary skills or knowledge.
- Examining student work to plan further instruction or individual support, as needed, and using variety of assessments to grade the work.
- In addition, community services such as mental health, drug, tobacco programs will be provided in conjunction with local community service organizations.

## **REFERENCE TO NCLB**

The Center for Advanced Learning agrees to comply with the provisions of No Child Left Behind as they apply to certificated and paraprofessional employees of charter schools. All classified support staff and teacher's assistants will be in full compliance with all NCLB provisions. It also agrees to adhere to the provisions regarding "School Choice" and "Choice Students."

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## **ELEMENT 2: STUDENT OUTCOMES**

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### **EXTENT TO WHICH ALL PUPILS DEMONSTRATE THAT THEY HAVE ATTAINED SKILLS, KNOWLEDGE AND ATTITUDES SPECIFIED AS GOALS**

In order for our students to be able to achieve in their chosen higher-education or employment path upon graduation from high school, the Center for Advanced Learning holds high standards for their academic achievement.

Student outcomes measure the skills and processes mastered and the concepts learned from the content of the school curriculum that is aligned to the California State Content Standards in Physical Education and the core academic areas of language arts, math, social studies, science and visual and performing arts. Exit outcomes address the goals for all students in our target population. These groups include: students who are currently achieving below grade level, students who live in low socio-economic conditions, regular education, English Language Learners, special education, and gifted.

The curricular exit outcomes and performance goals and outcomes below are expected to be achieved in each year of the Center's initial five year charter term.

### **ACADEMIC PERFORMANCE INDEX**

The nearest traditional public elementary school (Wadsworth) had an API score of 620 in 2006; a statewide API rank of 1; and is on a 4-track calendar (indicating overcrowding). The Center for Advanced Learning used this score and an average score of the remaining schools in the area to establish a 2007 baseline API target of 626. The Center for Advanced Learning anticipates a second year jump of at least 10 API and to increase at somewhat smaller increments of 3.5% per year over the remaining 3 years of the charter term to reach a 5 year goal of 705 API.

### **CALIFORNIA STANDARDS TEST (CST)**

A study of Wadsworth Elementary's 2006 CST English Language Arts data for Grades 2-5 shows the following:

- 16% of students achieved at the Proficient or Advanced level
- 33% achieved at the Basic level
- 26% achieved at the Below Basic level
- 25% achieved at the Far Below Basic level

In reviewing the above test data for Wadsworth Elementary, the Center for Advanced Learning projects for the first year ELA scores of:

- at least 50% of students will achieve at the Basic level or higher
- at least a 5% growth in achievement each year over the next four years

A study of Wadsworth Elementary’s 2006 CST Math data for Grades 2-5 shows the following:

- 33% of students achieved at the Proficient or Advanced level
- 22% achieved at the Basic level
- 32% achieved at the Below Basic level
- 13% achieved at the Far Below Basic level

In reviewing the above test data for Wadsworth Elementary, the Center for Advanced Learning projects for the first year Math scores of:

- at least 60% of students will achieve at the Basic level or higher
- at least a 5% growth in achievement each year over the next four years

#### **CURRICULAR EXIT OUTCOMES**

<b>Curricular Focus</b>	<b>Measurable Outcomes</b>	<b>Goals</b>
English Language Arts	Demonstrate literacy in reading, writing, speaking and listening by: <ul style="list-style-type: none"> <li>• constructing meaning from a variety of texts using comprehension strategies, prior knowledge and personal experience;</li> <li>• initiate reading opportunities and read independently for 30 minutes or longer;</li> <li>• write with fluency in a variety of genres for a variety of audiences, i.e. Reflective journal, persuasive essay, report, science observation, personal letter, business letter, creative story, poem;</li> <li>• apply the writing process and conventions of writing;</li> <li>• use speaking skills to present information, narrative, and response</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of students achieving at the proficient and advanced level on the CST will increase by 5% each year.</li> <li>• The school will meet or exceed NCLB requirements for AYP.</li> </ul>

	<p>to literature;</p> <ul style="list-style-type: none"> <li>• apply presentation strategies effectively.</li> </ul>	
English Language Development	<ul style="list-style-type: none"> <li>• Demonstrate verbal and written proficiency in English within 3 consecutive years of enrollment at the Center for Advanced Learning.</li> <li>• Re-designate from ELL status to English proficient status within 3 consecutive years of enrollment at the Center for Advanced Learning.</li> </ul>	Percentage of students re-designated will increase by 5% each year.
Mathematics	Demonstrate fluency in mathematics concepts, mathematical reasoning, and basic computational skills as well as communicate and apply these skills in various settings.	<ul style="list-style-type: none"> <li>• The percentage of students achieving at the proficient and advanced level on the CST will increase by 5% each year.</li> <li>• The school will meet or exceed NCLB requirements for AYP.</li> </ul>
Science	Demonstrate proficiency of the content standards in physical, life, and earth sciences, investigation and experimentation.	The percentage of students achieving at the proficient and advanced level on the CST will increase by 5% each year.
History/Social Science	Demonstrate proficiency of the content standards in history, geography, economics, government and society as well as intellectual, reasoning, reflection and research skills.	The percentage of students achieving at the proficient and advanced level on the CST will increase by 5% each year.
Visual and Performing Arts	<p>Connect the arts with all other content areas.</p> <p>Talk about, evaluate, and describe the arts, using specific criteria.</p> <p>Demonstrate an understanding of how culture and the arts interact.</p> <p>Demonstrate ability to read, write, and perform in each of the arts disciplines.</p> <p>Demonstrate expression through move-</p>	All continuously enrolled students will participate fully in the Visual and Performing Arts programs.

	ment and spatial awareness. Demonstrate a sense of self-confidence and knowledge of their place in history and society.	
Physical Education	Become physically educated, physically fit, and be able to enjoy a variety of physical activities. Demonstrate a commitment to lifelong health and physical well-being. Develop self-improvement, participation, and cooperation skills.	90% of students continuously enrolled will participate successfully in the Fitnessgram test.

### PERFORMANCE GOALS AND OUTCOMES

The Center for Advanced Learning will track and analyze the following factors that influence academic achievement and growth.

<b>Factor</b>	<b>Measurable Expected Outcome</b>
Student Conduct	<ul style="list-style-type: none"> <li>• Average daily attendance rate of at least 94%.</li> <li>• Tardiness continually decreases each year by 5%.</li> <li>• Suspensions/expulsions decrease each year by 5%.</li> <li>• Mediation referrals decrease each year by 5%.</li> </ul>
Parental Involvement	<ul style="list-style-type: none"> <li>• 70% of parents attend ongoing parent-teacher conferences.</li> <li>• Parent attendance at special programs, festivals and forums will increase annually.</li> </ul>
Professional Development	80% participation in annual two week program held prior to opening of school each year and at ongoing professional development programs during the year.
Teacher Performance	<ul style="list-style-type: none"> <li>• Knowledge of curriculum.</li> <li>• Competence in pedagogy.</li> <li>• Professional attitude.</li> <li>• Effective teaching strategies.</li> </ul>
Financial Solvency	No deficit in the operation budget after the first two years.

### ASSESSMENT METHOD AND FREQUENCY

The Center for Advanced Learning will use the California Content Standards to align the curriculum, assess and monitor student progress; design systematic support and intervention programs; and encourage parent investment and community involvement.

Methods for assessing student progress at CAL will include California standardized tests (i.e., STAR testing protocol, CST, CAT-6); text based pre- and post-assessments (i.e., Open Court, Saxon Math); the California English Language Development Test (CELDT) each year for all students who qualify as ELD/ELL; thrice-yearly standards-based Benchmark performance assessments; unit level standards-based benchmark performance assessments; formal and informal classroom assessments (tests, projects, worksheets, presentations, personal communication, surveys, anecdotal records); and portfolio evaluations.

CAL teachers will administer bi-weekly grade-level formative assessments in math and language arts adapted from the formative assessments included in the Saxon Math and Open Court curricula. Students will track their own learning progress by recording the results of the formative assessments in their own Data Notebooks (using templates being provided to CAL by Emerson Parkside Academy). Classes will track classroom progress by posting graphs summarizing class-wide assessment results.

Weekly, each grade level team will meet for one-half hour to analyze classroom data. Grade level teams will assemble monthly Data Notebooks showing their classes' progress on a variety of measurements, including formative assessments, class enthusiasm for learning, attendance, and other items. The Principal will review these Data Notebooks with the grade level teams.

Emerson Parkside, which is currently operating similar systems in all its classrooms, will assist CAL's set-up and implementation of these student and classroom data systems. CAL will use the Baldrige's Plan-Do-Study-Act (PDSA) process (Shewhart Cycle) to review classroom academic results on a biweekly basis and school-wide on a monthly basis and continuously improve its education program. This process includes the following cycle: develop a **Plan** for improving quality at a process; execute the plan (**Do**); evaluate feedback to confirm or to adjust the plan (**Study**); and make the plan permanent or study the adjustments (**Act**).

Meeting API growth targets will be one of the primary goals in the school-wide Plan portion of this PDSA process. The formative assessments will be linked to the State standards and CST testing items so that performance on year-end CSTs can be predicted. The biweekly classroom and monthly school-wide reviews and analysis of the data (the "study" portion of the PDSA cycle) will lead to "Act": adjustments to learning made on the basis of the data to ensure that API targets are met.

Parents will be involved in student progress through monthly learning progress reports sent home with students, incorporation of parent help in student's action plans, and participation in biannual Student Led Conferences.

CAL will participate in California's standardized testing program.

### **ATTENDANCE REQUIREMENTS INCLUDING LENGTH OF SCHOOL DAY AND YEAR**

The Center for Advanced Learning will comply with Education Code Section 47612.5 in regard to the required number of minutes of instruction. Students must meet the state requirement for attendance. Alternative interventions will be considered for truancy, for example: having a parent conference; detention; or restriction from participating in school activities such as sports, field trips, etc.

### **CALENDAR**

The Center for Advanced Learning will have at least 175 student days and an additional 10 professional development days for its teachers. It will meet and exceed the required number of minutes of instruction as set forth in Education Code 46201.

The proposed calendar for 2007-2008 is Appendix B. It is identical to the draft LAUSD single track calendar for the same year.

### **BELL SCHEDULE**

The Center for Advanced Learning school day begins at 7:55 AM and ends at 2:35 PM except for Fridays, when the school day ends at 1:10 in order to leave two hours for professional development.

### **BELL SCHEDULE**

#### **Monday-Thursday**

7:55 – 10:00 classes  
10:00 – 10:20 Recess  
10:20 – 11:45 classes  
11:45 – 12:25 Lunch  
12:25 – 2:35

#### **Friday**

7:55 – 10:20 classes  
10:20 – 10:40 Re-  
cess  
10:40 – 12:30  
classes  
12:30 – 1:10 Lunch

Instructional time is as follows:

	<b>Regular Schedule Minutes</b>	<b>Friday Minutes</b>
Instructional minutes	340	255
<b>Total Instructional Time</b>	<b>340</b>	<b>255</b>

The Center for Advanced Learning’s attendance accounting system will meet the requirements of LAUSD, LACOE, and DOE.

**PROCESS BY WHICH CURRICULUM, MATERIALS AND INSTRUCTIONAL ACTIVITIES ARE TO BE SELECTED**

The books utilized for each course, course material, and instructional activities at the Center for Advanced Learning will be chosen through a collaborative effort between the school Principal, curriculum development team, and the teachers. The Center for Advanced Learning’s curriculum development team will provide a list of recommended textbooks and teaching strategies for different courses at Center for Advanced Learning. The Principal and teachers will determine which textbooks and strategies from that recommended list are most relevant for their students. To encourage innovation, and emphasis on technology, teachers will have the flexibility to use books or strategies that are not on the Center for Advanced Learning recommended list as long as they achieve the required results.

The initial textbooks to be used are:

<b>Text Name</b>	<b>Publisher</b>
<b>Math</b>	
Mathematics	Scott Foresman-Addison Wesley
<b>History</b>	
Social Studies	Scott Foresman-Addison Wesley
<b>Science</b>	
Harcourt Science	Harcourt Education
<b>Language Arts</b>	
Open Court	SRA

## **DELINIATION OF WHEN AND HOW PUPIL OUTCOMES WILL BE ASSESSED**

Students are first assessed (using Scott Foresman Mathematics, CELDT, and McLeod Assessment of Reading Comprehension assessments and a writing prompt) upon matriculation. They then periodically take the Scott Foresman Mathematics and CELDT assessments to monitor student progress. At the end of the school year, they will take CST and CELDT assessments (they will also take the CELDT at the beginning of each year).

## **IDENTIFICATION OF WHO WILL BE ACCOUNTABLE FOR STUDENT PROGRESS**

Ultimately, students are responsible for their own progress; their acceptance of responsibility is the Center for Advanced Learning's core value (see Element 1).

In addition, teachers are responsible for student progress, and their annual evaluation will include an examination of the student outcomes of their classes as measured by standardized tests.

The Principal is also held accountable for student progress and the Principal's evaluations will include a significant student outcomes component based on assessment results.

The school intends to rely heavily on value-added measurements of teacher and administrator performance; the task of the teachers and administrators is build on whatever academic background the student enters with. Value-added measurements target the improvement the student demonstrates during the period the student is in contact with the teacher and school.

Teachers and grade level teams will set goals with action plans and evidence. Discussion and goal setting will occur at the beginning of the year with review at the end of the year. This reflection and monitoring will be a part of staff members' evaluations. This will tie into value-added measures and standardized tests results. While students are responsible for their own learning, they need a strong model from teachers of how to set goals and collect and analyze data. The teachers will be familiar with this process and live by it in order to model it for the students.

## **REFERENCE TO NCLB**

The Center for Advanced Learning accepts the NCLB premise that all children will succeed and will review its Annual Yearly Progress annually, with special attention given to the progress of sub-groups. The Principal will recommend and the Board will approve annual action plans to meet Annual Yearly Progress goals.

### Benchmarks to be met

The achievement of the charter school will be measured in both growth and absolute measures and will be compared to the achievement of two sets of comparison District schools.

### I. Comparison Schools

The analysis of the charter school's academic performance will include a comparison of the academic achievement of the charter school to the academic achievement of two sets of comparison District schools:

1. The residence schools the charter school students would have otherwise attended ("Resident Schools"); and
2. District schools of similar demographic characteristics ("Demographically Similar Schools").

#### (A) Comparison Resident Schools

"Resident Schools" will be selected by using the charter school students' home addresses to identify the District schools they otherwise would have attended. The District schools most represented at the charter school will be chosen as comparison "resident schools."

#### (B) Comparison Demographically Similar Schools

"Demographically Similar Schools" will be selected by:

1. Identifying the District schools that are included on the charter school's API "Similar Schools" list;
2. Identifying demographic characteristics at these District schools that are within 10% of the charter school's demographic characteristics. Demographic characteristics include:
  - a. Ethnicity
  - b. Percentage of ELL students
  - c. Percentage of Special Education Students
  - d. Percentage of students qualifying for free/reduced lunch
3. Schools with the greatest number of demographic matches (within 10%) will be chosen as comparison "demographically similar schools."

### II. Primary Growth Measures

Growth in student achievement is the primary measure that will be used to determine whether the school has been an academic success. The growth of the charter school will be measured annually against the growth of the comparison schools. At the time of renewal, if the charter school has met all of the following benchmarks either in the previous year or in two of the previous three years, the charter school will be considered an academic success:

1. The charter school's value added for English Language Arts is greater than the median value added for the comparison schools.
2. The charter school's value added for Math is greater than the median value added for the comparison schools.

3. The charter school's API growth is 1.25 times the median growth of the comparison schools.
4. The charter school's API growth for all subgroups is 1.25 times the median growth of the comparison schools.
5. The decrease in percentage points of students scoring Below Basic & Far Below Basic on the CST for ELA is 1.25 times the median decrease for the comparison schools.
6. The decrease in percentage points of students scoring Below Basic & Far Below Basic on the CST for Math is 1.25 times the median decrease for the comparison schools.
7. The increase in percentage points of students scoring Advanced & Proficient on the CST for ELA is 1.25 times the median increase for the comparison schools.
8. The increase in percentage points of students scoring Advanced & Proficient on the CST for Math is 1.25 times the median increase for the comparison schools.
9. The increase in percentage points of students scoring Early Advanced & Advanced on the CELDT is 1.25 times the median increase for the comparison schools.

### III. Other Measures

If the charter school fails to meet the primary growth measures, the following measures will be considered to determine whether the school should, nevertheless, be considered an academic success:

1. The charter school's API score at the time of renewal is greater than the median API score for the comparison schools.
2. The percentage of charter school students scoring Advanced & Proficient in ELA on the CST is greater than the median percentage for comparison schools.
3. The percentage of charter school students scoring Advanced & Proficient in Math on the CST is greater than the median percentage for comparison schools.
4. The percentage of charter school students scoring Below Basic & Far Below Basic in ELA on the CST is below the median percentage for comparison schools.
5. The percentage of charter school students scoring Below Basic & Far Below Basic in Math on the CST is below the median percentage for comparison schools.
6. The percentage of charter school ELL students redesignated to English proficiency is greater than the median for comparison schools.
7. The school has met its AYP goals and is not in Program Improvement

### IV. Annual Self-Study

Applying the measures in II and III above, the charter school will submit to the LAUSD Charter Schools Division an annual progress report. The Charter Schools Division will review the progress report and provide comments to the charter school within 60 days.

### V. Board Discretion

At the time of renewal, the Charter Schools Division will present an analysis of its findings with respect to II and III above, with a recommendation for action. The determination of whether a charter will be renewed will be based upon the requirements of the Education Code and is within the purview of the Board determination.

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## ELEMENT 3: MEASURING PUPIL PROGRESS

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### MANAGEMENT BY FACT

The Center for Advanced Learning will rely on the measurement and analysis of performance to manage its operations. These measurements will derive from the school's needs and strategy and will provide critical data and information about key processes and results.

Several types of data and information will be used for the Center's performance management. Performance measurement will focus on student learning and will feature a comprehensive and integrated fact-based system—one that includes input data, environmental data, performance data, comparative/competitive data, data on faculty and staff, cost data, and operational performance measurement.

Measurement areas will include students' backgrounds, learning styles, aspirations, academic strengths and weaknesses, educational progress, classroom and program learning, satisfaction with instruction and services, extracurricular activities, and success in later grades. Examples of data segmentation that will be employed include segmentation by student learning results, student demographics, and faculty and staff groups.

Analysis refers to extracting larger meaning from data and information to support evaluation, decision making, and improvement. At the Center for Advanced Learning, analysis will entail using data to determine trends, projections, and cause and effect that might not otherwise be evident. Analysis will support a variety of purposes, such as planning, reviewing the school's overall performance, improving operations, change management, and comparing the Center for Advanced Learning's performance with comparable organizations or with "best practices" benchmarks.

A major consideration in the Center for Advanced Learning performance improvement and change management will involve the selection and use of performance measures and indicators. The measures and indicators the Center for Advanced Learning will select will represent factors that lead to improved student, operational, financial, and ethical performance. This comprehensive set of measures and indicators tied to student, stakeholder, and organizational performance requirements will represent a clear basis for aligning all processes with the Center for Advanced Learning's goals. Through the analysis of data from its tracking processes, the Center for Advanced Learning's measures and indicators themselves will be evaluated and changed to better support the Center for Advanced Learning's goals.

Proficiency levels will be established to maximize teacher efficiency and student learning. Learning assessments will determine whether proficiency has been achieved

and identify opportunities for intervention. Diverse assessments will be used at the various grade levels.

The Instructional Accountability System (IAS) will start in Kindergarten. This system-wide computer-scored test covering multiple subject areas will be closely aligned to the Center for Advanced Learning's curriculum and is a part of the Classroom Learning System.

Comprehensive Mastery Tests will be administered in Language Arts and math quarterly and at the end of the year in grades K-5. These mastery tests will be modeled on LAUSD's quarterly assessments.

Assessment reports will provide measurements of knowledge acquired as well as identification of learning gaps. Staff will review test results on Friday afternoons in a group setting. Teachers at each grade level will review lesson plans and monitor expected learning outcomes with their colleagues at these meetings.

#### **USE OF STANDARDIZED TEST SCORES IN MEASURING PUPIL PROGRESS; USE OF LONGITUDINAL, SURVEY AND OTHER DATA IN MEASURING PUPIL PROGRESS**

Center students will be tested frequently using machine-scored tests developed and scored by the Center's Education Resource Center. Frequent testing allows the academic controllers to monitor students' performance and pinpoints gaps that need to be filled to secure a solid foundation on which to build further knowledge.

Testing trains students in sustained mental effort for long periods of time, a training that is essential for future success. Testing also reinforces knowledge and prepares students to face and tackle, successfully, difficult situations under pressure.

Teachers need only review the test results, which will be presented to them in a graphic format. These tests measure student outcomes to monitor progress, highlight student learning deficiencies for teachers, and increase teachers' pedagogical efficiency (teachers can shift time away from test preparation and scoring to other activities).

Assessments will be tied to ongoing teacher, classroom and grade level goals and action plans. The collaboration and monitoring of this information will allow for the sharing of resources and innovative solutions (Core Value "Managing for Innovation").

Teachers will share data with students and classrooms will work together to establish action plans. Data and action plans can also be shared with parents through class and school newsletters to involve them in the collaborative effort of continuous improvement.

## Testing

If the charter school does not test (i.e., STAR, CELDT, CAHSEE) with the District, a copy of the school's test results must be submitted to the District on a CD on or before September 30, immediately following that spring's test administration, except that the CELDT and CAHSEE results must be submitted to the District no later than two weeks after receipt of the CD from the state's vendor. Please send the CDs to:

Planning, Assessment and Research  
School Information Branch  
Beaudry Building, 23<sup>rd</sup> Floor  
Attn: Grace Pang Bovy

### INITIAL ASSESSMENTS

Analysis of assessment data at the Center for Advanced Learning will be ongoing, beginning with an initial assessment and, if indicated, an examination of a student's cumulative record. New students are given several assessments in order to determine their proficiency levels in core subjects. These assessments include:

- A written assessment consisting of one piece of paper with a prompt asking the student his or her reasons for enrolling in the Center for Advanced Learning.
- McLeod Assessment of Reading Comprehension.
- Saxon Math placement test.

An important goal of the initial assessments is to establish a baseline from which value-added student achievement may be measured.

### ONGOING ASSESSMENTS

At the Center for Advanced Learning, students will be assessed on their mastery of California State Standards in a variety of formats. These include the following:

- **Traditional Classroom Assessments:** Tests, Quizzes, essays, projects, exams on a regular basis.
- **Portfolios:** A selection of student work designed to demonstrate progress toward predetermined goals will demonstrate students' efforts, understanding, and mastery. These portfolios will be presented to parents at the biannual Student-Led Conferences.

- **Independent & Group Research Projects:** These authentic assessments will reflect understanding of units of study based on critical concepts and performance tasks.
- **Placement Exams:** Incoming and new students will be administered the McLeod Assessment of Reading Comprehension and Scott Foresman Math assessments to determine their skill level in core subjects.
- **State Required Tests.** All state required tests will be administered and closely analyzed (STAR, CST, etc.).
- **Other Standardized Tests** (Scott Foresman Math, CELDT, writing assessments, etc.) will be administered as required by authorities outside the school or as determined by school policy.
- **Oral & Written Presentations:** Speeches, position papers, essays, etc.

Students will also be measured in non-academic areas such as class attendance and discipline to ensure that they are following through with their enrollment agreement to be positive influences at Center for Advanced Learning. The Center for Advanced Learning believes that students develop more quickly and fully when they are held accountable for both performance and conduct.

Teachers will closely monitor student progress and students will be expected to demonstrate their mastery of locally developed competencies based on state standards as they progress through their courses of instruction. As one method of measuring pupil progress, assessments will be conducted pursuant to 47605(c)(1), which requires the Center for Advanced Learning to conduct state testing pursuant to Education Code Section 60605 and any other statewide assessments applicable to pupils in charter schools.

To ensure our educational programs serve the school's guiding principles and vision, "process" data, both objective and subjective, will be utilized to help continually improve the learning environment. Analysis of student outcomes will be used to determine how and what we teach, and to develop improved teacher support and training. Additional data from locally developed assessments and surveys will be used to determine how well the Center for Advanced Learning is achieving its goals and meeting the needs of its stakeholders. The data collected from these assessments and surveys will be utilized to refine our educational environment, design programs to inform stakeholders of the school's goals and pedagogic approach.

Assessments will be conducted pursuant to EC60602.5. The types of assessment to be used to evaluate pupil progress will follow state guidelines and may include:

- Norm-referenced achievement tests, including but not limited to STAR.
- Performance-based assessments;
- Teacher evaluation based upon clearly specified criteria for scoring pupil work, including state standards-aligned tests and quizzes, critical thinking and problem solving assignments, and in-class participation;
- Certification, to be maintained in student portfolios, of mastery of locally developed, state standards-aligned competencies;
- The use of longitudinal/survey, and other data collected by the Center for Advanced Learning to track pupil progress.

#### ACADEMIC PERFORMANCE INDEX (API)

The API will be used to compare the position of the Center for Advanced Learning with that of other schools in the state. The API will also be used to identify underperforming sub-groups and develop remediation strategies and programs, as appropriate.

#### OTHER ASSESSMENTS

Students will be measured in non-curriculum areas such as class attendance and discipline to ensure that they are performing against their commitments to be positive influences at school. For example, the Center for Advanced Learning will actively track each student's attendance numbers as well as the number of discipline actions against them (tardiness, detentions, suspensions, etc.). Non-curriculum areas are often overlooked at urban high schools when it comes to assessment, but the Center for Advanced Learning believes that students develop quicker when they are held accountable for both performance and conduct.

#### AVERAGE DAILY ATTENDANCE (ADA)

A crucial factor in determining the engagement and commitment of pupils to their programs of instruction is their attendance. As ADA is a factor in the measurement of the success of the school, and as pupils cannot participate in classroom activities when they are not present, the attendance of pupils will be closely monitored.

#### **SPECIFIC STANDARDS WHICH STUDENTS MUST DEMONSTRATE PROFICIENCY IN AND/OR PROGRESS TOWARD AND TIME FRAMES**

Specific proficiency standards and processes used to determine pupil achievement are addressed in Element 1 of this charter (see the table) and will be achieved in accordance with grade level time-frame state and national standards.

## **METHODS TO ENSURE THAT ALL STATEWIDE STANDARDS ARE MET AND PUPIL ASSESSMENTS CONDUCTED**

To ensure that all statewide performance standards are met and to ensure continual evidence of pupil learning, the Center for Advanced Learning shall conduct testing pursuant to Education Code Section 47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the school's performance in comparison to similar schools throughout the state, and provide the metrics for programmatic audits reported to LAUSD and the California Department of Education (CDE).

## **PROCESS SCHOOL WILL USE TO ENSURE THAT STUDENTS MEET THE STATEWIDE PERFORMANCE STANDARDS AND EVIDENCE OF IMPROVED PUPIL LEARNING**

Staff has identified what students should know (California state content standards) and what they should be able to do (performance standards) in all learning areas at critical points in their education (see Element 2). Steps in this process include: reviewing the school's mission, purpose, and expectations, reviewing state and district standards, developing exit outcomes and graduation standards, and listing specific academic outcomes that students will demonstrate in each subject area, grade, or skill level.

**Linking standards to curriculum and assessment:** Standards, curriculum, and assessment are aligned with each other, with state guidelines, and with the school's educational goals. Professional development includes training in the use of data-driven decision making, and educators review the alignment of assessment and curriculum with the state content standards at least twice a year.

**Determining assessments that will actually measure if curriculum has been learned and monitoring progress toward goals:** This includes a combination of digital portfolios, projects, exhibitions, performances, and criterion-referenced assessments. Instruments used appropriately measure important student objectives, reflect the vision of the school, but do not adversely affect the learner. Progress is objectively measured by the annual statewide assessments for each grade (CST, etc.) and by other adopted statewide assessments (CELDT, etc.). Classroom teachers may also measure achievement in a traditional manner, such as through quizzes, essays, tests, and exams. Progress is discussed on a regular basis with parents and students no less than twice a year. Additionally, report cards are issued thrice a year. Teachers use technology in assessment to monitor student computer skills and help them achieve academic goals. Staff development emphasizes advanced training in use of classroom management applications (e.g., PowerSchool, e-mail, and classroom spreadsheets) including the ability to use electronic work saved and networked by students to assess student progress toward project benchmarks.

To evaluate multi-media presentations and ensure technology-based student work is leading to student academic achievement goals, Center for Advanced Learning's staff will design standardized rubrics.

**The staff will:**

- Set baseline expectations for incoming students (e.g., information from previous assessments);
- Recommend additional support if needed;
- Administer all assessments, including school, district, and state-required testing (e.g., STAR, proficiency tests, CST);
- Develop evaluative comparisons with similar populations using disaggregated data;
- Set priorities for professional development;
- Assist with the allocation of resources.

**HOW THE LAUSD BOARD OF EDUCATION AND THE CHARTER SCHOOL CAN MONITOR PROGRESS IN MEETING STUDENT OUTCOMES**

Results on the standardized tests cited in this Element (STAR, CST, CELDT) will be reported in an Annual Report to the LAUSD Board of Education. The Board can monitor student progress in meeting student outcomes by reviewing this report.

If the Center for Advanced Learning is permitted to tap into the District's quarterly assessment program, interim progress reports based on these assessments will be made available to the Board of Education as well.

**PROCESS FOR CONDUCTING PUPIL ASSESSMENTS PURSUANT TO EC60602.5**

The Center for Advanced Learning will administer the CELDT, CST, and other state-mandated assessments as required. It will adhere to the administration protocols specified in the relevant State Department of Education bulletins.

**IDENTIFICATION OF THE GRADING POLICY**

Progress reports will be sent to the parents of all students four times a year, at the mid-point and end of each semester.

Grading will be by individual teachers in accordance with criteria determined by the school's teaching staff, using the following guidelines:

**Subject Marks**

- 4—Advanced
- 3—Proficient
- 2—Partially Proficient
- 1—Not Proficient

**Work Habits and Cooperation**

- E—Excellent
- S—Satisfactory
- U—Unsatisfactory

Marks are subject to review under special circumstances. In all matters relating to marks, the Center for Advanced Learning will be assiduous in upholding the rights of individuals under all relevant state and federal laws, and will guarantee due process. Pupils will receive letter marks at least twice per semester.

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## **ELEMENT 4: GOVERNANCE STRUCTURE**

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### **PUBLIC OPERATING PRINCIPLES**

The Center for Advanced Learning will comply with the Brown Act.

The Center for Advanced Learning and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

Any amendments to the charter school's bylaws, or the bylaws of a "parent" nonprofit corporation, that affect or impact the charter or school operations must be approved through the District's petition amendment process.

Members of the Center for Advanced Learning executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

### **LAUSD AND CENTER FOR ADVANCED LEARNING**

Although the Center for Advanced Learning will be a direct-funded charter organization we believe that we should have a close working relationship with the Los Angeles Unified School District as our chartering authority. It will be the district's responsibility to provide oversight and the two entities should work together closely to ensure the best situation for our students.

### **PROCESS WHICH ENSURES STAFF, STUDENTS AND OTHER STAKEHOLDER INVOLVEMENT**

At the Center for Advanced Learning, students are workers – and parents are their business partners. The Center for Advanced Learning staff believes that increased "business partner" involvement translates into increased student achievement. Business partners/parents will sign partnership contracts with students and the Center for Advanced Learning pledging to:

- Set up conditions at home for students to study.
- Monitor the child's Individualized Success Plan and Student Assessment Binder.

- Check homework every night.
- Volunteer a minimum of three hours of service per month, or equivalent, to the school. Service opportunities will include, but not be limited to, assistance in classrooms, tutoring, translating, supervision, communications, facilitation, and clerical support.

The Center for Advanced Learning will ensure additional staff, parent, and other stakeholder involvement through a Site Council. The Site Council will provide input to the Charter Board through the site Principal on the operations of the school, staff, teachers, and students. It will review and provide input on policies and procedures for expulsions, curriculum, fundraising, and governance ideas for increasing performance. The Site Council will include the elected president of the parent association, a representative of the staff, an appointed student representative, the Principal and such other persons as may be necessary to accomplish its tasks.

There will be numerous additional opportunities for students and parents to participate in the implementation and growth of the school and learn about leadership. Students will be encouraged to help design and assist in the administration of many school programs through the Student Organization, including the disciplinary process, student recruiting, and all-school meetings.

Teacher involvement will be ensured through the election of a teacher representative to the Site Council.

The Principal, staff and Board of Directors will seek community partnerships that will enhance the instructional program and support the vision and goals of Center for Advanced Learning.

#### **METHODS BY WHICH THE SCHOOL CONSULTS WITH PARENTS AND TEACHERS REGARDING THE SCHOOL'S EDUCATIONAL PROGRAMS**

As part of the process of creating a small learning community where everyone has a sense of ownership and purpose, the Center for Advanced Learning Board of Directors has been formed of parents, community members, and other stakeholders. Parent and teacher involvement will be ensured in the following manner.

- The Site Council (see above) will meet monthly at the school to discuss school issues and policies.
- Student-led conferences will be held at least biannually in order to facilitate communication among their business partners (parents), teachers, administra-

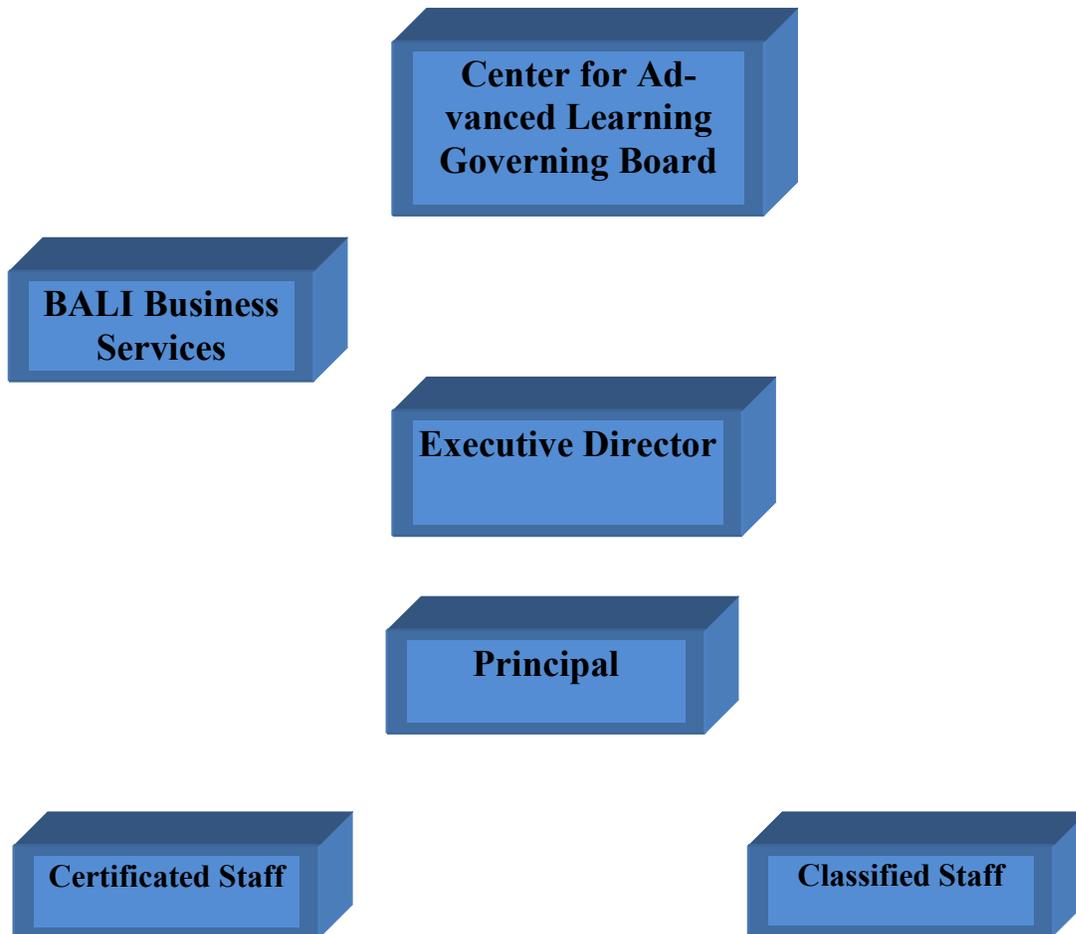
tion, and students; track the progress of the students; and develop any necessary interventions.

- Parent/guardians will be encouraged to form committees that will plan events and fundraisers, review curriculum and policies, or get involved in other areas of interest consistent with the vision, mission, and policies of the school.

The Center for Advanced Learning staff will maintain open lines of communication at all times with parents. Beyond meeting with staff at student-led conferences, parents will be advised that teachers will be available for additional conferences as needed.

## **DECISION-MAKING PROCESS AND ORGANIZATIONAL CHART**

### **ORGANIZATIONAL CHART**



## **DECISION-MAKING PROCESS**

The Center for Advanced Learning is a 501 (c)(3) non-profit benefit California Corporation. It is governed by its independent Board of Directors. Ultimate responsibility for the governance of the school rests with the Board of Directors, which hires the Principal to implement its will. The Board is the ultimate governing body and is responsible for major strategic and policy decisions related to the school. It also monitors the school's financial stability. Its responsibilities are detailed in the Governance section below.

The Executive Director and Principal are responsible for the daily administrative operation of the school and is accountable to the Board. The management team:

- Sets general school policies.
- Ensures operation of the school in accordance with the charter and the law.

## **THE CENTER FOR ADVANCED LEARNING DEVELOPMENT TEAM (FOUNDERS)**

The Center for Advanced Learning was founded by the Center for Advanced Learning, a nonprofit 501c (3) community development corporation. The Center for Advanced Learning is a community-based organization that engages in planning and development efforts that contribute to the revitalization and livability of South Central Los Angeles and the safety and education of its children. The Center for Advanced Learning Founding Board of Directors includes:

### **JOAN SABREE FAQIR**

Joan Sabree Faqir has been a fifth grade teacher at Shirley Avenue Elementary School in LAUSD for sixteen years. She currently serves as grade level chairperson, grade level representative for science with her local district, and BTSA support provider for her school. She specializes in literacy, English Language Development, Multicultural Education and the Social Sciences.

Ms. Faqir also instructs in the District Intern Program and BTSA. She serves as President of UCLA's Chapter of Phi Delta Kappa and President of Al-Taliah (Vanguards for Literacy).

Previously, Ms. Faqir served as Principal of MuMin Academy in Oklahoma City, Oklahoma for six years. She is a multiple nominee for Who's Who amongst American Teachers and holds memberships in numerous other professional and service organizations. In addition, she has been featured as a teacher in *USA Today* and the *Los Angeles Times*.

Ms. Faqir holds a B.B.A. from Texas Southern University in Houston, Texas. She is a graduate of the LAUSD District Intern Program and holds a clear Multi-Subject California Credential, Kindergarten-Adult Education. She is CLAD-certified.

#### MURAD RAHMAN

Murad Rahman is a Consultant Trainer with the Center for Human Services, University of California – Davis Extension. He also works with Los Angeles County Adult Protective Services as a Social Worker. He is a part-time instructor for the University of California at Santa Barbara.

Mr. Rahman has over 20 years experience in teaching and consulting with government and educational institutions. He has taught numerous courses at El Camino, Compton and Cerritos Community Colleges.

Mr. Rahman is a graduate of University of California, Los Angeles, where he received his Masters in Finance and Marketing.

#### ALVARO ALVARANGA

Alvaro Alvaranga is Categorical Programs Coordinator at Shirley Avenue School in Reseda, California. He has taught the ELD BTSA Course and has been a Thinking Maps Teacher Trainer. He has been ELD Institute-trained. He coordinates after school literacy intervention for all grade levels as well as Title I and ELL budgets. He conducts parent and teacher workshops and professional development on multiple topics. He holds a multiple subject credential BCLAD with Spanish emphasis and holds a B.A. in Liberal Studies from California State University Los Angeles. He is working on an administrative credentials and Masters in Educational Leadership at California State University Northridge.

#### GOVERNANCE

The Center for Advanced Learning will be governed by the Center for Advanced Learning Charter School Board of Directors. The Board will engage a Principal to run the day-to-day operations of the school.

The Center for Advanced Learning Charter School Board will have nine members. Board members will normally be appointed to renewable staggered three-year terms. The Board of Directors is composed of individuals of high moral character who are leaders in the school's community and in the nation and who have evidenced sincere concern for the welfare of children and for the improvement of education. The members of the Board of Directors reflect the diversity of cultural, academic, and professional expertise that is essential for fulfilling the school's unique mission.

The selection process for new Board members will include review of candidates' curricula vitae, contact with their references, and a personal interview. All members must commit the necessary time and energy to ensure smooth operation of the Board.

Initial board members will include the Development Team above as well as the following individuals:

- Dr. Evangelina Ramirez Stockwell, a former Regional Superintendent in LAUSD.
- Ms. Debbie DePuy, a former Director of the Culture Fluency Center at Mt. St. Mary's College.
- Dr. Kenneth Phillips of the California Science Center.
- Ms. Lucy Figueroa, Instructional Leader at Emerson Parkside Academy.

The Board will provide leadership for the project in the community; participate in school development activities and promote awareness of the school's education programs among local families, civic and political leaders, and the media. The Board of Directors will have controlling legal power and responsibility for the school. The composition of the board will reflect a balance of expertise and perspectives needed to achieve the mission of the Center for Advanced Learning charter School. Specifically the Board will:

- Oversee the academic and social effectiveness of the school.
- Engage parents and the broader community in support of the school.
- Ensure compliance with applicable legal requirements.
- Approve the schools' mission and objectives.
- Review and will maintain bylaws, and establish policies and plans consistent with the mission.
- Be accountable for the financial well-being of the school, including capital assets, fund-raising, and endowment.
- Maintain full and accurate records of its meetings, committees, and policies.
- Work to ensure that all of its members are actively involved in the work of the board and its committees.

- Develop itself through new trustee orientation, ongoing education, and leadership succession planning.
- Assure compliance with applicable laws and regulations and minimizes exposure to legal action.

The responsibilities of the Board officers are as follows:

#### CHAIR

- Preside at all meetings of Board.
- Sign acts necessary to carry out state requirements and the will of the Board.
- Establish Board committees.
- Call emergency meetings of the Board, as necessary.
- Enforce parliamentary procedures.
- Communicate Board policy to the management organization.

#### VICE-CHAIR

- Attend all meetings, acting as support for the Chair.
- Serve in the capacity of the Chair in the latter's absence.

#### SECRETARY

- Record and distribute Board meeting minutes.
- Publicly advertise meetings, in accordance with state regulations.
- Oversee, announce, and record all motions and voting results.

#### TREASURER

- Oversee financial policy issues.
- Consult with management organization on all financial matters.

#### FINANCE COMMITTEE

A Finance Committee will be formed to:

- Monitor and report on the business operations of the school including reviewing financial reports and statements, providing primary contact with the auditing firm, reporting on the status of the school’s financials to the full Board and the broader school community.
- Ensure compliance with key measures of accountability plan.

## **FREQUENCY OF MEETINGS**

Regular governing board meetings will be held bi-monthly unless otherwise needed.

## **POSTING MEETING NOTICES, DISTRIBUTING AGENDAS AND RE- CORDING GOVERNING BOARD ACTIONS.**

### Regular Meetings

An agenda containing a brief description of each matter to be considered or discussed will be posted at 4016 South Central Avenue at least seventy-two (72) hours prior to the meeting. Meetings of advisory or standing committees are deemed to be “regular meetings” for purposes of the Brown Act.

Every agenda will provide an opportunity for members of the public to address the board on any item under the subject matter jurisdiction of the body, before or during consideration.

In addition to posting agendas at the school site, the community will be kept aware of meeting dates and times through the school’s newsletter publications.

Recorded minutes of each meeting will be made available within a week of the meeting date.

### Special Meetings

Twenty-four hour notice will be provided to members of the public and media outlets including a brief general description of matters to be considered or discussed.

### Meeting Minutes

Minutes of regular and special sessions will be recorded each meeting and made available to the public upon request.

## **ASSURANCES THAT SCHOOL WILL COMPLY WITH ALL LAWS RELATING TO PUBLIC AGENCIES IN GENERAL, ALL FEDERAL LAWS AND REGULATIONS AND STATE CODES**

The Center for Advanced Learning shall be solely responsible for the legal obligations of the charter school. The Center for Advanced Learning Board of Directors agrees to adhere to all state and federal laws or regulations governing non-profit corporations.

The Center for Advanced Learning will comply with all laws relating to public agencies in general, and all federal laws and regulations and state codes as it pertains to charter schools.

The Center for Advanced Learning declares the following assurances. The school will:

- 1) Be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
- 2) Not charge tuition. [Ref. California Education Code §47605(d)(1)]
- 3) Not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]
- 4) Not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements. Pupils should not be more than 22 years of age.
- 5) Not require any child to attend a charter school or any employee to work at a charter school.

### **LAUSD Charter Policy**

“The Center for Advanced Learning Charter School will comply with The District policy related to charter schools, as it may be change from time to time.

### **Grievance Procedure for Parents and Students**

The Center for Advanced Learning will 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 the Center for Advanced Learning alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. The Center for Advanced Learning will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

The Center for Advanced Learning will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

The Center for Advanced Learning will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

### **Responding to Inquiries**

The Center for Advanced Learning shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. The Center for Advanced Learning acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

### **Public Laws**

The Center for Advanced Learning agrees to comply with all laws that apply to public agencies.

### **Notifications**

Notification is to be made to the Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by the Center for Advanced Learning.

## **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 their 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 it, among other things, monitor the fiscal condition of the Charter School.
- The District is authorized to revoke this charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The Charter School shall cooperate fully with such audits and to 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.

In addition, if an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

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## **ELEMENT 5: EMPLOYEE QUALIFICATIONS**

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The Center for Advanced Learning will seek teachers who hold a current Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Updated CDE and CTE interpretations of requirements will be monitored and followed. Teachers hired will meet the criteria for “highly qualified” status as per the regulations of *No Child Left Behind*.

Should a qualified candidate not hold a California teaching credential, that employee must have, at a minimum, 18 semester units or 27 quarter units in a subject they wish to teach. If hired, the candidate will apply for an intern credential and must enroll in a credentialing program.

As noted in the section regarding Ed Code 47605 (b) (5) (E), all teachers shall hold the training and credentials appropriate to their placement and will be hired based on their capacity to deliver the Center for Advanced Learning’s instructional and curricular program.

### **PROCESS FOR STAFF SELECTION**

The Board will select the Principal who will select all other staff. Deadlines for submitting applications will be established and publicly advertised. The hiring authority will be responsible for ensuring that effected members of the community have the opportunity to comment on candidates and, where appropriate, interview them. The hiring authorities will make the final staff selections.

### **JOB DESCRIPTIONS FOR POSITIONS**

All personnel will have objectives, knowledge, skills, motivation and share a common belief system that supports the mission and goals of the school.

All staff will be subject to background checks, conducted in a manner consistent with the law, prior to hiring.

All staff must meet and maintain the behavior established in the Charter School’s Code of Ethics.

### **BELIEFS AND ATTITUDES (ALL PERSONNEL)**

- Unshakable belief that children from under-resourced communities can reach the highest academic levels.

- Persistence and resourcefulness in overcoming obstacles to solve problems.
- Acceptance of personal responsibility for the educational results of the school.
- Flexibility and willingness to embrace change.
- High personal ethical standards.
- Comfort with smart, highly skilled, assertive staff members.
- Sense of humor, can make work playful.
- Lifetime interest in how people learn and on one's own personal development.

### EXECUTIVE DIRECTOR

The Executive Director is responsible for providing the operational and administrative leadership necessary to ensure the success of the school. He or she organizes, administers, and evaluates all instructional and non-instructional aspects of the school. The Executive Director is held accountable for the continuous improvement of the school.

The Executive Director will:

- Develop and manage the school budget.
- Supervise all non-instructional operations involving the management of the school, including school funds, district funds, payroll, purchases, inventories, and office operations.
- In collaboration with the principal recruit, select, and hire school staff, including school-based support staff.
- Supervise all instructional operations, including training, observation, and evaluation of instructional staff to ensure quality instruction and student achievement.
- Recommend, support, and monitor the instructional staff professional development program to improve student achievement and continuously improve instruction.
- Lead a school-wide process of staff analysis of student assessment data to plan improvements in the educational program.

- Support the development of a network of student support systems.
- Ensure that continuous improvement addresses the achievement of all students and is guided by student academic standards, school performance standards, and concrete data from school, state, and local assessments.
- Oversee compliance in testing, admissions, special education, and other instructional areas.
- Complete and publicly present an annual school progress report to the Center for Advanced Learning Board of Directors, Los Angeles Unified School District, and the school community.
- Provide leadership to the Board of directors and the school leadership team.
- Seek feedback on the progress of the school.
- Serve as a spokesperson for the school in the community and elsewhere.
- Issue reports to the Board of Directors and to any affiliated private entity on the progress of students in the school and on matters of school operations as requested.
- Administer the school policies determined by the Center for Advanced Learning Board of directors and the applicable local, state, and federal regulations.
- Ensure compliance with federal, state and local regulations and policies.
- Establish and maintain a close working relationship with the Los Angeles unified School District Charter division and Board of Directors.

Special Skills/Experience Required:

- A bachelor's degree in education or business, a Clear California Multiple Subject Credential, and at least five years of education experience in addition to strong communication, managerial, and computer skills.
- Knowledge of quality systems and experience in applying them in an educational setting.
- Experience implementing high academic standards and curricula in an educational setting, preferably in an urban setting.

- Capacity to build a school culture which mobilizes the efforts of students, staff, and parents to achieve the mission of all students achieving at high levels.
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population.
- Capacity to facilitate groups to plan and make decisions.
- Capacity to build relationships that foster the development of staff.
- Capacity to analyze data on student learning to identify needs for improvement in instruction.
- Capacity to observe, evaluate and select effective teaching and teachers.
- Skill in oral and written communications.
- Ability to manage multiple tasks simultaneously while prioritizing projects and assignments.
- Experience working under time pressure and maintaining a positive work environment.

## PRINCIPAL

The Principal is responsible for onsite administration of the school. In collaboration with the Executive Director, he or she will provide the instructional leadership necessary to ensure the academic success of the Center for Advanced Learning's students. The Principal is also the Baldrige Program Leader and will be responsible for assisting the Executive Director in the continuous improvement of the school and its staff.

The Principal will:

- Build an effort-based school culture of high expectations for all students throughout the school community.
- Communicate the vision that supports the school's goals and articulate the school's values and model those values.

- Engage the active support of parents and community members in support of the education of the students in the school.

In collaboration with the Executive Director, the Principal will:

- Create an effective team of people jointly responsible for attainment of school goals and committed to achieving excellence.
- Manage the student recruitment and enrollment process.
- Engage parents and community in planning and implementing programs, including community use of the school site.
- Manage and facilitate group planning and problem-solving sessions.
- Build on the strengths of staff and recognize improvement.
- Support and monitor the development of non-instructional staff and implementation of non-instructional program improvements.
- Ensure a safe and orderly environment.
- Direct the enforcement of school policies and rules of student conduct, including decisions regarding the suspension or expulsion of students from the school.
- Ensure at least 70% of students in the school make at least one grade level improvement in academic performance in all subjects each year.
- Provide leadership, direction, and support in the formulation, implementation, and annual adjustment of the school's instructional program plans.
- Administer the academic policies determined by its Board of Directors and the applicable local, state, and federal regulations.
- Set standards for student achievement.
- Ensure the implementation of the high standards and research-based curricula in all classrooms of the school.

- Provide instructional leadership in advancing proven teaching and learning practices.
- Supervise and evaluate instructional staff to ensure quality instruction and student achievement.
- Monitor (and ensure that teachers monitor) student growth and achievement.
- Deal with discipline issues, including entering discipline information in to student records.
- Train staff in elements of the Baldrige program.
- Develop a plan for achieving the school's vision within the context of the Baldrige Criteria.
- Lead the school's application process for progressively higher California Awards for performance Excellence and, ultimately, the Baldrige Award.

Special Skills/Experience Required:

- A bachelor's degree in education or its equivalent and at least five years of education experience in addition to strong communication, managerial, and computer skills.
- Knowledge of quality systems and experience in applying them in an educational setting.
- Experience implementing high academic standards and curricula in an educational setting, preferably in an urban setting.
- Capacity to build a school culture which mobilizes the efforts of students, staff, and parents to achieve the mission of all students achieving at high levels.
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population.
- Capacity to facilitate groups to plan and make decisions.
- Capacity to build relationships that foster the development of staff.

- Capacity to analyze data on student learning to identify needs for improvement in instruction.
- Capacity to observe, evaluate and select effective teaching and teachers.
- Skill in oral and written communications.
- Ability to manage multiple tasks simultaneously while prioritizing projects and assignments.
- Experience working under time pressure and maintaining a positive work environment.

## TEACHER

Reports to: Principal

Qualifications: State Certification or meet the minimum requirements for licensure as defined by the state board of education. Teachers hired will meet the criteria for “highly qualified” status as per the regulations of *No Child Left Behind*.

Objective: Significant student progress towards meeting the school’s academic standards.

Responsibilities:

- Design, implement, and monitor the learning experiences of each student and class.
- Work collaboratively with each other, students, parents, and community partners and communicate regularly with parents.
- Establish challenging goals or targets for improvement of individual and overall student academic performance. These goals will be a combination of absolute measures and measures of progress.
- Analyze data from assessments of student work in their teams to determine which teaching strategies need to be expanded and which need to be replaced by more effective ones.
- Other duties as assigned.

### Knowledge and Skills:

- Experience implementing high academic standards and curricula in an educational setting.
- Capacity to teach in a school that mobilizes students to achieve at high levels.
- Knowledge of effective practices motivating students to adhere to high standards of conduct.
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population.
- Capacity to analyze data on student learning to identify needs for improvement in instruction.
- Skill in oral and written communications.
- Capacity to work as an effective team member.

### OFFICE MANAGER

Reports to: Principal

Qualifications: Bachelor's degree (B. A.) from four-year college or university; or one to two years' related experience and/or training; or equivalent combination of education and experience.

Summary of responsibilities: Schedules appointments, gives information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business detail by performing the following duties.

- Prepares and communicates reports.
- Reads and routes incoming mail. Locates and attaches appropriate file to correspondence to be answered by employer.
- Composes and types routine correspondence.
- Organizes and maintains file system, and files correspondence and other records.

- Answers and screens manager's telephone calls, and arranges conference calls.
- Coordinates manager's schedule and makes appointments.
- Greets scheduled visitors and conducts to appropriate area or person.
- Arranges and coordinates travel schedules and reservations.
- Conducts research, and compiles and types statistical reports.
- Coordinates and arranges meetings, prepares agendas, reserves and prepares facilities, and records and transcribes minutes of meetings.
- Makes copies of correspondence or other printed materials.
- Prepares outgoing mail and correspondence, including e-mail and faxes.
- Orders and maintains supplies, and arranges for equipment maintenance.

Knowledge and Skills:

- Ability to read, analyze and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.
- Additionally the ability to write reports, business correspondence, and procedure manuals.
- The verbal skills to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.
- Calculate figures and amounts such as discounts, interest, and percentages.
- Ability to independently solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Word processing, Spreadsheets, Internet software, E-mail

## **CREDENTIALS, REQUIREMENTS AND QUALIFICATIONS OF STAFF**

All professional staff (administrators and teachers) will be required to have state certification appropriate to their positions, or meet the minimum requirements for licensure as defined by the state board of education. All staff will be asked to submit evidence during the application process. All school staff will be required to undergo a criminal background check and fingerprinting through the local police department prior to hiring.

The school will maintain current copies of all teacher credentials and they will be readily available for inspection.

## **SALARIES AND BENEFITS FOR ALL EMPLOYEES**

The starting salary schedule for employees is shown on the table below. All employees will be offered health benefits, to which the Center for Advanced Learning will contribute \$400/employee/month.

Executive Director	\$85,000
Principal	\$80,000
Teachers	\$42,000 (average)
Office Manager	\$38,500

## **IDENTIFICATION OF THE ROLES AND FUNCTIONS OF STAFF MEMBERS**

The roles and functions of staff are detailed in the job descriptions above. Staff expectations are further delineated in Appendix C, Staff Handbook, and Appendix D, Employment Agreement.

## **EMPLOYEE HIRING AND EVALUATION**

### **RESPONSIBILITY FOR EVALUATING EMPLOYEES**

The Executive Director will set goals with and enforce the Center for Advanced Learning teacher expectations. The Executive Director will complete evaluations in coordination with the Principal.

### **CRITERIA AND PROCEDURES USED IN EVALUATIONS**

#### *Teachers*

The Executive Director in coordination with the Principal, will observe teachers at least three times a year and evaluate them on these five categories and their underlying Teacher Performance Expectations (TPE):

### **Making Subject Matter Comprehensible to Students**

TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction

### **Assessing Student Learning**

TPE 2 – Monitoring Students Learning During Instruction

TPE 3 – Interpretation and Use of Assessment

### **Engagement and Supporting Students in Learning**

TPE 4 – Making Content Accessible

TPE 5 – Student Engagement

TPE 6 – Developmentally-appropriate Teaching Practices

TPE 7 – Teaching English Learners

### **Planning Instruction and Designing Learning Experiences for Students**

TPE 8 – Learning About Students

TPE 9 – Instructional Planning

### **Creating and Maintaining Effective Environments for Student Learning**

TPE 10 – Instructional Time

TPE 11 – Social Environment

### **Developing as a Professional Educator**

TPE 12 – Professional, Legal and Ethical Obligations

TPE 13 – Professional Growth

### *Other Staff*

All staff other than teachers and Executive Director report to and are evaluated by the Principal, who will set goals with them and evaluate them on their performance and on the extent to which they achieved their goals.

### **HOW HIRING DECISIONS ARE MADE**

The Board will select the Executive Director and Principal, who will select other staff members. Deadlines for submitting applications will be established and publicly advertised. The hiring authority will be responsible for ensuring that effected members of the community have the opportunity to comment on candidates and, where appropriate, in-

interview them. The hiring authorities will make the final staff selections, but all hiring decisions must be ratified by the Board of Directors.

### **MEASURES OF ASSESSMENT OF PERFORMANCE**

The Center for Advanced Learning Board of Directors will annually set performance goals with the Executive Director and Principal and review their performance at the end of the school year. The Executive Director and Principal, in turn, will set performance goals and evaluate other staff members.

The measures of the Executive Director will include:

- Financial performance of the school.
- Relationship of the school with the charter authorizer and other elements of the community.
- Student turnover.
- Parent satisfaction.

The measures of the Principal will include:

- Student performance.
- API results.
- Teacher renewals.

### **PROCEDURE TO BE USED FOR ADEQUATE BACKGROUND CHECKS**

All faculty and staff will undergo a criminal background check and fingerprinting to be conducted by the local police department or an outside vendor, as well as a child abuse registry check. The applicants will be required to provide a full disclosure statement regarding prior criminal records. All staff will be required to produce documents for U.S. employment authorization, and to follow all mandated child abuse reporting laws.

Employees and contractors of the school will be required to submit to a criminal background check and finish a criminal record summary as required by ed code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal will monitor compliance with this policy and report to the Center for Advanced Learning Board of Directors on a quarterly basis. The Board President will monitor the fingerprinting and background clearance of

the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

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## ELEMENT 6: ENSURING HEALTH AND SAFETY

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### **SCHOOL WILL MEET THE REQUIREMENTS THAT EACH EMPLOYEE OF THE SCHOOL FURNISH CRIMINAL RECORD SUMMARY AS REQUIRED IN EC44237**

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in §44237.” Ed. Code §47605 9b)(5)(F)

The Center for Advanced Learning shall comply with the provisions and procedures of Education Code 44237, including the requirement that as a condition of employment each new employee must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. No employee shall be permitted to commence work at the Center for Advanced Learning until clearance has been obtained from the Department of Justice. Policies and procedures shall be adopted for issues such as fires, earthquakes, compliance with health and safety laws and other emergency responses.

The Center for Advanced Learning shall adopt and implement a comprehensive set of health, safety and risk management policies that will address, at a minimum, the following:

- Policies and procedures for responses to disasters and emergencies including fires and earthquakes;
- Policies relating to blood-borne pathogens;
- A policy requiring that instructional and administrative staff to receive training in emergency response, including first aid, first responder training or its equivalent;
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by the Center for Advanced Learning, OSHA, the California Health and Safety Code, and EPA;
- Policies relating to the administration of prescription drugs and other medicines; and

- A policy establishing the Center for Advanced Learning as a drug, alcohol, and tobacco free workplace.
- All faculty members will be required to attend an annual blood borne pathogen presentation.
- All classified candidates will be required to read, read, sign and comply with a document similar to District Legal Requirements, Policies and Rules for Classified Employees.
- All classified candidates will be required to read, sign and comply with a document similar to the LAUSD Employee Code of Ethics.
- All classified candidates will be required to read, sign and comply with an acceptable internet use policy.
- Among the many health and safety laws that need to be followed is the Healthy Schools Act – California Education Code Section 17608, which details pest management requirements for schools.

#### **HOW THE SCHOOL WILL ENSURE THAT ITS FACILITIES ARE SAFE**

The Center for Advanced Learning will obtain property insurance coverage for the site. The site will comply with Uniform Building Codes, federal American with Disabilities Act (ADA) access requirements, and any other applicable fire, health, and structural safety requirements. The Center for Advanced Learning will provide LAUSD with a Certificate of Occupancy issued by the City of Los Angeles Department of Building and Safety no later than 45 days prior to the opening of the school. An appropriate safety plan has already been developed. The Center for Advanced Learning has active safety plans on file as required by California Ed Code.

The Center for Advanced Learning will hire its own contractors and the appropriate resources necessary in order to perform the maintenance and operations functions required at its facility. For additional school safety, the Center for Advanced Learning will engage full time security guards.

The Center for Advanced Learning is housed in facilities that have received Fire Marshal approval.

The Center for Advanced Learning has prepared a Safety Plan, which is included in Appendix E.

## **Insurance Requirements**

No coverage shall be provided to the charter school by the District under any of the District's self-insured programs or commercial insurance policies. The charter school shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the charter school from claims which may arise from its operations. Each charter school location shall meet the below insurance requirements individually.

It shall be the Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect the charter school from claims under Workers' Compensation Acts which may arise from its operations, including Employers Liability limits of \$1,000,000/\$1,000,000/\$1,000,000.
2. Commercial General Liability coverage of not less than \$5,000,000 for each occurrence. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as *named* additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy. Coverage shall be maintained with no self-insured retention above \$25,000 without approval of the LAUSD.
3. Commercial Auto Liability coverage with limits of \$1,000,000 combined single limit unless the Charter School operates student bus services; if providing student bus services coverage limits not less than \$5,000,000 combined single limit shall be required. *The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy.*
4. Fidelity Bond coverage shall be maintained by the Charter School to cover all charter school employees who handle, process, or otherwise have responsibility

for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage including sexual molestation and abuse coverage [if that coverage is not afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy] with minimum limits of \$3,000,000 per occurrence.
6. Excess/umbrella insurance with limits of not less than \$10,000,000 required of all high schools and any school which 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. *The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy.*

### **Evidence of Insurance**

The Charter School shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District."*

Facsimile or reproduced signatures may be acceptable however the District reserves the right to require complete certified copies of the required insurance policies.

Should the charter school deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

### **Hold Harmless/Indemnification Provision**

A charter petition must include the following indemnification provision:

To the fullest extent permitted by law, the charter school does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. The charter school further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the charter school, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

### **Asbestos Management:**

The charter school shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

### **HOW THE SCHOOL WILL ENSURE THAT ITS AUXILIARY SERVICES ARE SAFE (FOOD SERVICES, TRANSPORTATION, CUSTODIAL SERVICES, HAZARDOUS MATERIALS)**

The Center for Advanced Learning will contract with a bonded third party to provide food service.

The school will maintain a list of locally stored hazardous materials and will prepare a safety plan with the assistance of a consultant specializing in writing these plans (see Appendix E: Safety Plan). The school will also request periodic safety inspections from its insurer. See also Appendix K: Maintenance and Operations Plan. The school will comply with AHERA regulations.

## **ROLE OF STAFF AS MANDATED OR NON-MANDATED CHILD ABUSE REPORTERS**

The Center for Advanced Learning administrators and employees are responsible for complying with the Child Abuse and Neglect Reporting Act, California Penal code Sections 11165.7, 11165.8, and 11166.

## **TB REQUIREMENTS**

Records of student immunizations shall be maintained, and staff shall follow requirements for periodic TB tests using the Mantoux tuberculosis test.

## **MEDICAL SCREENINGS AND ADMINISTRATION OF MEDICATIONS**

The following screenings will be administered to all students in the specified grades:

- Vision: kindergarten, first, second, and fifth grades.
- Audiogram: kindergarten, second, and fifth grades
- CHDP: first grade.

Administration of medications and related protocols will be included in the school's office procedures manual.

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**ELEMENT 7: ACHIEVING RACIAL AND ETHNIC BALANCE**

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It is the objective of the charter school to achieve and maintain LAUSD’s ethnic balance goal of between 70% non-white and 30% other white and 70% other white and 30% non-white. The plan to achieve and maintain this goal is detailed on page 109 in the Court-Ordered Integration section.

The charter school will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. It will also keep on file documentation on the efforts the school made to achieve racial and ethnic balance.

**Los Angeles Unified School District Ethnicities for the year 2003-04**

<b>African American not Hispanic</b>	<b>American Indian or Alaska Native</b>	<b>Asian</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>White not Hispanic</b>
88,271 (11.8%)	2,283 (0.3%)	28,348 (3.8%)	16,059 (2.1%)	541,514 (72.5%)	68,132 (9.1%)
183,832 (10.5%)	5,223 (0.3%)	132,641 (7.6%)	37,305 (2.1%)	1,067,978 (61.3%)	296,419 (17.0%)
510,487 (8.1%)	52,706 (0.8%)	504,537 (8.0%)	160,394 (2.5%)	2,898,120 (46.0%)	2,046,549 (32.5%)

**Public School Choice Traveling Students**

The District and the Center for Advanced Learning are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice (“PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). The Center for Advanced Learning agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s PSC program. The parties agree to separately memorialize any agreed-to number of PSC placements of District students at the school.

As required under NCLB, all PSC students attending the Center for Advanced Learning shall have the right to continue attending the Center for Advanced Learning until the highest grade level of the charter. However, the obligation of the District to provide transportation for a PSC student to the Center for Advanced Learning shall end in the event the PSC student’s resident District school exits Program Improvement status.

The Center for Advanced Learning will ensure that all of its PSC students are treated in the same manner as other students attending the school. PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. The Center for Advanced Learning will make reasonable efforts to invite and encourage the participation of the parents of PSC students in the activities and meetings at the school.

Determination of student eligibility for this PSC option, including the grade level of eligibility, will be made solely by the District, based on the District's PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at the Center for Advanced Learning under the PSC program increases in subsequent years, the Center for Advanced Learning agrees to discuss with the District the possibility of increasing the number of PSC places available at the school.

### **Federal Compliance**

To the extent that the Center for Advanced Learning is a recipient of federal funds, including federal Title I, Part A funds, the Center for Advanced Learning has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. The Center for Advanced Learning agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and para-professional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The Center for Advanced Learning also understands that as part of its oversight of the school, the Charter School Office may conduct program review of federal and state compliance issues.

The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

## **Court-Ordered Integration**

The Center for Advanced Learning is subject to the requirements of the Crawford Court Order. The school will provide a written plan to achieve and maintain the District's ethnic balance goal which is within a 70:30 or 30:70 ratio.

1. Below is the Charter's written plan to achieve and maintain the District's ethnic balance goal, which is within a 70:30 or 30:70 ratio.

- Every effort will be made to reach out to all families with children in Kindergarten through fifth grade within a five-mile radius of the school. Families will be notified through community meetings, mailings, personal phone calls, and possibly newspaper advertisements. We expect to hold at least three informational meetings during the winter and spring of 2007 where we will share information about the Center for Advanced Learning and our alternative setting for families and their children.
- In addition, the Center for Advanced Learning expects referrals from local preschools as well as from local community service organizations.
- Each family showing interest will be sent an application packet. Parents are responsible for completing an application, a copy of which can be found in Appendix F. Once the student list has been set, a waiting list will be developed for those students still wishing to enroll should space become available.
- There have already been several community meetings to help the school achieve racial balance. On July 10, 2005 there was a meeting in Griffith Park between community leaders, parents, representatives for the Center for Advanced Learning, and representatives from foundations and other interested parties. Another similar meeting was held on January 4, 2006. On September 24, 2006 there will be a combined open house and community meeting similar to the previous meetings. This meeting was repeated once each week during each of the following three weeks. All the meetings included and will include representatives from the Latino community, as well as representatives from other community groups.
- All the material will be available in both Spanish and English. Neighborhood churches, local libraries. Schools and community centers as well as Neighborhood Councils will be provided flyers for meetings and enrolments. The Center for Advanced Learning will attempt to provide balanced places to neighborhood students and also endeavor to achieve ethnic and racial balance.

- Any student within the boundaries of the LAUSD will receive equal opportunity and access to enroll at the Center for Advanced Learning.

The charter school shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school, along with documentation of the efforts the school has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation

The proposed recruitment plan for 2007 is outlined in the table below:

<b>What</b>	<b>Where</b>	<b>When</b>	<b>Misc. Information</b>
Distribution of English/Spanish fliers advertising May 12 <sup>th</sup> /May 28 <sup>th</sup> info mtgs.	Local area community centers, pre-schools, churches and park and recreation centers.	April 20 <sup>th</sup> –May12th, 2007	
Distribution of English/Spanish fliers advertising May 28 <sup>th</sup> info mtgs.	See Above	May 12 <sup>th</sup> – May 28 <sup>th</sup> , 2007	
Community Information Tables	At least one local area supermarket, church or marketplace	Post Charter Approval June 5, 2007	All Community Information Tables will be done at least twice in the period listed. In the event we are unable to place a Community Information Table or presentation at the place listed, we will select a similar venue based upon target student population.
	Target	Post Charter Approval June 5, 2007	
	Walmart	Post Charter Approval June 5, 2007	
	Ralph's	Post Charter Approval June 5, 2007	
	Albertson's	Post Charter Approval June 5, 2007	
Center for Advanced Learning Website	www.centlearn.org	Available since September 2006	
Advertisements and/or Press Releases	Los Angeles Times, Los Angeles Sentinel, El Aviso, La Opinion,		

	three local television stations (one english, one Spanish and one asian) and three radio stations of the same ethnic make-up	Post Charter Approval June 5, 2007	
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## ELEMENT 8: ADMISSION REQUIREMENTS

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The Center for Advanced Learning will admit all students who wish to attend the school as outlined in Education Code § 47605(d)(2)(A). If the number of students who wish to attend the School exceeds capacity, enrollment shall be determined by a random public drawing. Preference shall be given to those students with siblings already in the Center for Advanced Learning.

Prospective students in the service area of Wadsworth Elementary School where recruitment efforts are focused are overwhelmingly low-achieving and economically disadvantaged. Efforts to recruit from this pool are prima facie efforts to recruit low-achieving and economically disadvantaged students.

Students and their parent(s)/guardian(s) must complete an application available from the school's office and submit it directly to the Center for Advanced Learning. Parents and students are required to sign an agreement that they will abide by school policies on academics, attendance, and conduct.

The school will designate an application deadline (tentatively COB May 10) and only applications received prior to the deadline will be included in the public random drawing. Public notice will be posted at the school site regarding a date, time, and location of the public drawing once the deadline date has passed; tentatively, the drawing will be at 7:00 P.M. May 17 at the school site. Enrollment applications will also include the date, time, and location of the drawing, as will the school's web site.

To ensure fairness, names will be drawn publicly at random by a neutral third party. A designee of the Center for Advanced Learning's Board of Trustees will be present at the drawing and will verify whether the lottery procedures were fairly executed. Once enrollment is reached at the random drawing, the remaining names will continue to be drawn and will be placed on a waiting list in the order drawn. If a child gains admission any siblings who are also applying will automatically be given the next enrollment slot, if available for their grade, or will move to the top of the waiting list for their grade. If vacancies occur during the school year, the vacancies will be filled according to the waiting list.

School staff will call parents or guardians of students on the wait list when positions become available and give the parents or guardians 24 hours to respond before moving to the next student on the wait list.

The school will maintain on file the verification of the fairness of the lottery process, the ordered list of lottery winners, and the ordered wait list. It will also maintain records of efforts to reach parents or guardians of students on the wait list who are notified when positions are available and documentation of parent and guardian responses, including time stamps.

No more than five percent of the school's enrollment capacity will be given preference in the public random drawing as follows: relatives of staff; siblings of students attending the Center for Advanced Learning. Preferential admissions will be subject to review and approval by the the Center for Advanced Learning's Board of Trustees.

The Center for Advanced Learning will open an office in the school building from 2:00 to 7:00 every week day during the enrollment period for accepting registration forms and personally answering questions about the school.

If there are more applicants than placements available a lottery will be conducted to fill available places in accordance with Education Code § 47605(d)(2). Only applications received prior to the designated deadline (May 31) will be included in the public drawing.

There will be no admission preferences other than to siblings of current students.

The Center for Advanced Learning will comply with all laws related to non-discrimination, tuition, and admissions criteria.

It is the policy of the Center for Advanced Learning to be unbiased in its programs, curriculum, admission policies, employment practices, and all other operations. It shall not charge tuition, and shall not discriminate against any student on the basis of ethnicity, national origin, gender, sex, religion, race or disability.

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## ELEMENT 9: FINANCIAL AUDITS

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The Center for Advanced Learning Board Finance Committee will oversee selection of an independent auditor. The auditor will have experience with public school audits. The audit will verify the accuracy of the school's financial statements, attendance, enrollment, and accounting practices and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the chief financial officer of the Center for Advanced Learning. The non-profit corporation's audit committee will review any audit recommendations or deficiencies and report to the corporation's governing board and the sponsoring district their plan for resolving deficiencies. The board will report to the charter-granting agency regarding how the exceptions and deficiencies have been or will be resolved. Exceptions/deficiencies will be resolved to the satisfaction of the Chartering Authority.

The Center for Advanced Learning will submit its annual audit to the State Controller, COE, CDE and LAUSD.

In addition, the Center for Advanced Learning will compile and provide to the district an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes outlined in Element 2 using the assessment instruments and techniques listed in Element 3.
- A summary of major decisions and policies established by the organization's governing board during the year.
- An overview of the school's admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.

The Center for Advanced Learning shall promptly respond to all inquiries and requests for documents from the District and shall consult with the District regarding any inquiries. Furthermore, the Center for Advanced Learning will provide any financial information requested by the District and make its books available to the District. In addi-

tion all legally required financial reports will be submitted to LAUSD in the format required by LAUSD within timeframes specified by LAUSD each year.

**District Oversight Costs**

The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allow under the law as it may change from time to time.

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## **ELEMENT 10: SUSPENSION AND EXPULSION**

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### **PROCEDURE FOR INVOLVING PARENTS, STUDENTS, AND STAFF IN DESIGNING AND IMPLEMENTING THE DISCIPLINE POLICY**

The Site Council, which includes parents, students, and staff, will review the discipline policy annually and recommend changes, as needed. The Board of Directors will have the final “yea” or “nay” on any changes to the discipline policy.

All students have a right to learn while attending a safe school. As such, discipline is a necessary part of school life and good discipline is based on an agreement between the school and parents about what is expected of our children.

The Center for Advanced Learning will develop, implement and regularly review a discipline policy that attempts to:

- Promote self-discipline and proper regard for authority among students,
- Encourage good behavior and respect for others,
- Ensure students’ standards of behavior are acceptable,
- Regulate student conduct.

Students and parents can expect consistent enforcement of the discipline policy and fair administration of consequences for failure to follow the acceptable expected behaviors.

The discipline policy will be reviewed with parents and students upon the students’ admission to the Center for Advanced Learning. Parents and students will acknowledge their understanding of, agreement with, and responsibility to standards set forth in the discipline policy. The discipline policy will determine student responsibilities, unacceptable behavior, and the consequences for noncompliance.

### **ACCEPTABLE BEHAVIOR EXPECTATIONS**

#### **STUDENTS**

##### **A. How I Treat Others**

I will:

- Treat all kids and adults with respect and kindness.

- Use words that are helpful, courteous and kind.
- Treat all things that belong to other people with care.
- Get help from an adult if someone tries to start a fight with me or a disagreement won't end (for example, if I am in a situation that could lead to violence or name-calling.)

I will not:

- Tease, call other people names, bully, or use swear words.
- Threaten to hurt anyone, even when joking around.
- Start fights. I understand that fighting is never acceptable.

#### B. How I Do My School Work

I will:

- Make sure my homework and projects are neat, complete and turned in on time.
- Respect school property by taking care of my books and classroom supplies, and by helping to keep the rooms and yards clean.
- Come to school on time. (Parents: this one depends on you, also.)

I will not:

- Leave school before it's over, except for a field trip or when I have written permission.

Parent clarifications:

- Homework is assigned Monday through Thursday.
- You must arrange prior approval from the office to remove your child from the classroom during school hours.
- Arriving at school "on time" means between 7:50 and 8:05 a.m.

#### C. How I Behave and What I Bring to School

I will:

- Greet visitors in a friendly way.
- Offer to help those who need it or request it.
- Take pride in my appearance. I will only wear clean school uniforms to school.
- Eat only in designated eating areas.

I will not:

- Wear sandals, open back, open toe, or platform shoes.
- Bring gum, candy, or soda in cans or glass bottles.
- Bring: beepers, cell phones, large amounts of money, jewelry, radios, electronic games, or trading cards.
- Bring any type of weapon to school – not a real weapon or a toy one.

Parents:

Expectations: Respect, responsibility, safety, and quality will characterize all behavior, relationships, and work habits. Parents and teachers will inform, teach, and reinforce the expectations to our children at home and in the classroom respectively.

Consequences: The teacher has primary responsibility for determining and implementing appropriate rewards and consequences for acceptable and unacceptable behavior. Students who violate the acceptable behavior expectations are subject to:

- Verbal warning
- Loss of privileges
- A notice to parents
- Conference with student and/or parent

The consequences listed above are not necessarily all inclusive.

No Violence: Under no circumstances will violence on campus be tolerated: acts of intimidation, extortion, or harassment or physical attacks on students, school personnel, or other authorized persons on campus will not be condoned or excused. A child possessing any weapon, whether real or a toy, may be suspended and/or recommended for expulsion.

## **REASONS FOR SUSPENSION AND EXPULSION**

### **CATEGORY III**

Students may be recommended for suspension and/or expulsion when any of the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus, or during, or while going to or coming from, a school-sponsored activity:

1. Caused, attempted to cause, or threatened to cause physical injury to another person
2. Willfully used force or violence upon the person of another.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Director or the designee of the Director.
4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco, or any products containing tobacco or nicotine products including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section

does not prohibit use or possession by a pupil of his or her own prescription products.

10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Section 1104.5 of the Health and Safety Code
12. Disrupted school activities or otherwise willfully defied the valid authority of school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. Possessed an imitation firearm.
15. Committed or attempted to commit a sexual assault or committed a sexual battery.
16. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in, hazing as defined in Section 32050.
19. Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).
20. 48900.2: Committed sexual harassment (grades 4-12).
21. 48900.3: Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-12).
22. 48900.4: Engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4-12).
23. 48900.7: Made terrorist threats against school officials, school property or both.

## CATEGORY II

Students will be recommended for suspension and expulsion when any of the following occur at school or at a school activity off campus, unless the school administrator determines that expulsion is inappropriate.

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance, except for the first offense of less than an ounce of marijuana.
4. Robbery or extortion.
5. Assault or battery (as defined in Penal Code sections 240 and 242) upon any school employee.

## CATEGORY I

It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. In addition, students will immediately be suspended and recommended for expulsion when any of the following occur at the school or at a school activity off campus:

1. Possessing, selling, or furnishing a firearm. However, suspensions and expulsions related to the Gun-Free Schools Act (GFSA) of 1994 must comply with the mandates of the IDEIA.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in Section 48900[n]).
5. Possession of an explosive (as defined in section 921 of Title 18 of the U.S. Code).

## **DUE PROCESS FOR SUSPENSION AND/OR EXPULSION**

### **INFORMAL CONFERENCE**

Suspension shall be preceded by an informal conference conducted by the administrative staff with the student and his or her parent. The pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. The conference may be omitted if the administrative staff determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or school personnel. If the student is suspended without a conference, the parent/guardian shall be notified of the suspension and a conference will be requested as soon as possible by the administrator.

### **NOTICE TO PARENTS/GUARDIANS**

At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up 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 school. If the school officials wish to ask the parent/guardian to confer with them regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay.

### **LENGTH OF SUSPENSION**

The length of suspension for students may not exceed a period of 5 consecutive days. However, if expulsion is being considered, the suspension may be extended. If the suspension is extended beyond 5 consecutive school days, a second conference will be scheduled between the parent/guardian and a school administrator prior to the completion of the 5th day of suspension. Reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

### **RECOMMENDATIONS FOR EXPULSION**

Once it is determined that the student committed an expellable act, and the school administrative staff is considering an expulsion recommendation, the student may be recommended for expulsion if the school administrative staff finds that at least one of the following findings may also be substantiated:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

2. Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The preceding paragraph will apply except in certain cases where the student must be recommended for expulsion under the law. (See Category I., p. 132.)

### **EXPULSION HEARING**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the school administrative staff determines that the student committed an act subject to expulsion. The hearing may be presided over by the Board of Trustees or an administrative hearing panel appointed by the Board.

Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. This notice will include:

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of The Center for Advanced Learning's disciplinary rules which relate to the alleged violation.
4. The opportunity for the student or the student's parent/guardian to appear in person at the hearing.
5. Notice that the student will be permitted to bring witnesses and present evidence on his or her behalf.
6. Notice that the pupil or pupil's parent or guardian may be represented by legal counsel or by a non attorney advisor, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf.

Written notice to expel a student will be sent by the school administrative staff to the parent/guardian of any student who is expelled. This notice will include the following:

1. The specific offense committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion."

2. 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 The Center for Advanced Learning.

## **EDUCATING STUDENTS THROUGH THE SUSPENSION/EXPULSION PROCESS**

Every effort will be made to provide assignments and lesson materials to students while they are at home during suspension or while awaiting expulsion.

## **APPEAL OF SUSPENSION AND EXPULSION**

The suspension or expulsion of a student will be at the discretion of the administrative staff of The Center for Advanced Learning. Parents can appeal a student's suspension or expulsion within 5 working days of being informed. In the case of suspension, an appeal will be heard by the Executive Director. If the Executive Director denies the appeal and enforces the suspension, the parent can appeal to the Board of Trustees or an administrative panel appointed by the Board. An appeal will not reinstate the student in school for the day(s) to be suspended. In reviewing the appeal, the Board or administrative panel, with a majority vote, may remove the suspension from the student's records.

In the case of an expulsion, if the panel determines to recommend to the Board the expulsion of the student, the parent has the right to address the Board. The student will be considered suspended until a Board meeting is convened (within 10 working days) at which time the parent(s) must attend to present their appeal. The Center for Advanced Learning will strive to schedule the hearing to accommodate the parent's presence.

In the event of a decision to expel a student from The Center for Advanced Learning, the school will work cooperatively with other charter schools with whom it has an established MOU, the district of residence, county, and/or private schools to assist with the gain appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious behavior shall be communicated to the school to which the student matriculates. If requested by the parent/guardian, assignments will be sent home for the remainder of the semester so the student can continue his or her work until a new placement is found.

## **REHABILITATION PLANS**

A pupil who is expelled from the Center for Advanced Learning shall be given a rehabilitation plan, at the time of the expulsion order, as developed by the Center for Advanced Learning's governance council, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may apply to the Center for Advanced Learning for readmission. Not all expulsions

shall last the same amount of time but shall remain in effect until the Board of Trustees of the school orders the readmission of the Student. Students will be considered for readmission no sooner than the beginning of the semester after expulsion occurs.

Examples of terms and conditions with which student's will be expected to comply during the rehabilitation period include but are not limited to:

1. Evidence of continued academic achievement at school of placement.
2. Evidence of improved behavior patterns.
3. Efforts to acknowledge and take responsibility for expellable offense.
4. A written essay on the reason for the expulsion and reflections of the student during the expulsion period.

## **READMISSION**

The decision to readmit a pupil or to admit a student under expulsion from another school district or charter school shall be in the sole discretion of the Center for Advanced Learning's governance and the pupil and guardian or representative, who shall determine whether the pupil has successfully completed the rehabilitation plan and whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of the Center for Advanced Learning at the time the pupil seeks readmission.

## **DATA COLLECTION AND REPORTING - SPECIAL EDUCATION STUDENTS**

The Center for Advanced Learning will collect and produce data regarding the suspension and expulsion of special education students as required by the Modified Consent Decree. The Center for Advanced Learning will adhere to all provisions of the Individuals with Disabilities Education Improvement Act (IDEIA) and its amendments, Section 504 of the Rehabilitation Act, AB 602, ADA, and the modified consent decree.

The Center for Advanced Learning acknowledges that many issues must be considered when disciplining or suspending students with disabilities so that the students' right to a free and appropriate education is not violated, including the manifestation determination, or in cases of 504 accommodations, the link determination. The Individuals with Disabilities Education Improvement Act (IDEIA) includes several amendments addressing disciplining students with disabilities and will be utilized as a guideline for the Center for Advanced Learning policy. If a student with a disability is suspended for more than ten days within a school year, the IEP team must meet and determine the appropriate next steps. A functional behavioral analysis must be completed and an individual behavior management plan developed, or modified if one is already in place. In addition a manifes-

tation hearing must be held to determine whether the behavior is a manifestation of the disability or the result of the school's failure to provide the mandated services. If it is not a manifestation of the student's disability or a result of the student's placement, the same disciplinary procedures applicable to children without disabilities may be applied, except that appropriate educational services must be provided. If it is a manifestation of the disability, suspension of more than ten days will be considered a change in placement.

A Student Study Team (SST) will be convened in the event of behavioral concerns with a student who has an IEP. The SST will determine what interventions will be needed to modify the student's behavior, which may include student contracts and other interventions. The SST will recommend alternative placements if the student is expelled or suspended for an extended period and the student's IEP will include the recommendations. This procedure will also be followed in the case of 45-day placements for weapons, drugs, or causing serious bodily injury.

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## ELEMENT 11: STAFF ISSUES

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### RELATIONSHIP BETWEEN THE TEACHERS AND THE DISTRICT/COUNTY BARGAINING UNIT

In accordance with the Educational Employee Relations Act (EERA) the Center for Advanced Learning employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be employed on an individual basis.

### PROCESS BY WHICH SALARIES, BENEFITS, WORKING CONDITIONS AND OTHER ITEMS WILL BE DETERMINED

The Center for Advanced Learning administrative staff will recommend the policies for salaries, benefits and annual work calendars for all employees to the Center for Advanced Learning board for approval. Work calendars will be submitted to staff in March for their input. Staff will be given opportunities to discuss any changes affecting benefits.

### CALENDARS, HOLIDAYS, VACATIONS, WORK DAY AND YEAR, AND OTHER ITEMS

The annual calendar, vacations, work day and year, and other items will be recommended by the Principal and set by the Board of Directors.

### LABOR PROCEDURES WHICH WILL BE APPLIED TO EMPLOYEES

All employees of the school will be hired on an at-will basis.

### PROCESS FOR RESOLVING COMPLAINTS/GRIEVANCES

Employees will be encouraged to resolve complaints and grievances informally and with their immediate supervisor. However, they will have the right to appeal informally or formally (in writing) to the Principal. If unsatisfied with the resolution, they may appeal to the Board as well.

All employees will be asked to agree to binding arbitration in their employment agreement.

### PROCESS FOR ENSURING DUE PROCESS

All staff members will follow state and federal laws for reporting alleged improprieties as well as adhere to the Center for Advanced Learning Employee Handbook.

The following process will apply to staff members filing a complaint /grievance:

- When a problem first arises, the grievant should discuss the matter with a member of the CAL's administration rather than fellow employees.
- The Administrator responsible for resolution of the grievance will review the problem and any relating policies. If the problem cannot be resolved informally through discussion or meeting, the grievance shall be reduced to writing by the grievant and submitted to the Administrator. The grievant should specify the problem to the fullest extent possible and any remedies sought.
- Following any necessary investigation, the Administrator shall prepare a written response to the grievant no later than ten (10) working days from the date of receipt of the grievance, unless for good cause, additional time is required for the response.
- If no satisfactory solution can be reached, the grievant may request to meet with the Board of Directors and the Executive Director. The request for this meeting will be written and will include any and all documentation related to the grievance along with any solutions that have been proposed by either the grievant or the Administrator. The request for the meeting is to be delivered to the Board Chair by the Executive Director within four (4) days before the next regularly scheduled meeting, so that the matter may be properly placed upon the agenda.
- The Board of Directors and Executive Director will set a date and time for the hearing of any evidence to be presented concerning the grievance. At the hearing, the grievant and a representative of CAL shall have the opportunity to present evidence, both oral and documentary. Within three (3) working days from the date of the hearing, the Board of Directors and Executive Director shall make a decision on the grievance in writing. This decision will serve as the final decision.

The district agrees not to intervene in the dispute without the consent of the Center for Advanced Learning unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked.

The Board of Directors will request an annual report of complaints and grievances brought to the Principal and the Board from the Principal. The will review the report and correct the process for resolving complaints and grievances if warranted.

In addition, employees will have the right to enter into binding arbitration if grievances are unresolved.

#### STRS, PERS, SOCIAL SECURITY AND MEDICARE

The Center for Advanced Learning teachers shall be a part of the State Teachers' Retirement System. Other employees shall be covered by Social Security. The Center for Advanced Learning's office manager will work with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related work. LACOE is the only agency who could report the contributions to both STRS and PERS. The Center for Advanced Learning will either use LACOE's reporting system or a system compatible with LACOE.

#### PROCESS FOR STAFF RECRUITMENT, SELECTION, EVALUATION AND TERMINATION

The Board will select the Principal and the Principal will select all other staff. Deadlines for submitting applications will be established and publicly advertised. The hiring authority will be responsible for ensuring that effected members of the community have the opportunity to comment on candidates and, where appropriate, interview them. The hiring authorities will make the final staff selections.

The hiring authorities will also be responsible for evaluation and for termination decisions.

All hiring and termination decisions must be ratified by the Board.

#### PROCEDURE FOR PROCESSING AND MONITORING CREDENTIALS IF REQUIRED

The Center for Advanced Learning's School Secretary will examine the credentials of applying candidates and determine whether the credentials are adequate for the position being applied for. The School Secretary will monitor credentialing requirements on an ongoing basis and will alert an employee when the employee is in danger of not meeting certification requirements.

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## ELEMENT 12: ATTENDANCE ALTERNATIVES

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“The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)”

Pupils who choose not to attend the Center for Advanced Learning may attend existing elementary schools in LAUSD that serve their attendance zone or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of Los Angeles Unified School District.

As an option for public school choice for eligible students from identified Program Improvement schools, priority may be given to the lowest achieving children from low-income families, as determined by LAUSD.

Annually, the charter school will inform parents in writing about the transferability and eligibility of courses to other public elementary schools. In addition, this information will be part of the parent orientation meeting for all new students.

The address of the Charter school is 4016 South Central Ave., Los Angeles, CA 90011.

The phone number of the Charter school is (310) 674-2034.

The contact person for the Charter school is Joan S. Faqir.

The number of rooms at the charter school is fifteen.

The grade configuration is Kindergarten through fifth grade.

The number of students in the first year will be 224.

The grade level(s) of the students the first year will be Kindergarten through fifth grade.

The opening date of the charter school is September 5, 2007.

The admission requirements include: Students will meet the state requirement for attendance. Alternative interventions will be considered for truancy, for example: having a parent conference; detention; or restriction from participating in school activities such as sports, field trips, etc.

The operational capacity will be 328.

The instructional calendar will be: September 5, 2007 through June 19, 2008.

The bell schedule for the charter school will be:

**Monday-Thursday**

7:55 – 10:00 Classes

10:00 – 10:20 Recess

10:20 – 11:45 Classes

11:45 – 12:25 Lunch

12:25 – 2:30 Classes

**Friday**

7:55 – 10:20 Classes

10:20 – 10:40 Recess

10:40 – 12:30 Classes

12:30 – 1:10 Lunch

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

Pupils who choose not to attend the Center for Advanced Learning may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district.

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### ELEMENT 13: EMPLOYEE RIGHTS

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Job applicants at the Center for Advanced Learning will be considered through an open process, and if hired, will enter into a contractual agreement with the school.

The law states that no District employee may be forced to work at a charter school.

All provisions pertaining to leave and return rights for district union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements.

Former District employees must consult with the District to determine their eligibility for leave. Certificated leave from the District may be up to one year. Classified leave from the District may be for one year, which may be extended for up to the term of the original petition.

The following is the description of the rights of any employees of the school district upon leaving the employment of the school district to work at Center for Advanced Learning, and of the rights of return to the school district after employment at the Center for Advanced Learning as required by Education Code section 47605(b)(5)(M):

- A) Any rights upon leaving the employment of a local education agency to work at the Center for Advanced Learning that the local education agency may specify.
- B) Any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify.
- C) Any other rights upon leaving employment to work at the Center for Advanced Learning and any rights to return to a previous employer after working in the charter school that the Los Angeles Board of Directors determines to be reasonable and not in conflict with any provisions of law that apply to the Center for Advanced Learning or to the employer from which the employee comes to the charter school or to which the employee returns from the Center for Advanced Learning.
- D) A permanent employee may opt to transfer to another position within LAUSD in accordance with LAUSD policies and procedures and collective bargaining agreements. The Center for Advanced Learning employees on personal leave from LAUSD have the right to return to other positions in LAUSD after em-

ployment in the charter school subject to the conditions of the granted leave of absence.

- E) Current LAUSD classified employees who choose to work at a charter school take a mandatory unpaid charter school leave for the length of the initial charter period. However, leave documents must be renewed each year. At the end of the initial charter period, the classified employee must either return to District service or resign. The charter may officially hire the former employee at that time (detail in each classified collective bargaining agreement.)

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## ELEMENT 14: RESOLVING DISPUTES

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### **DISPUTES BETWEEN THE CENTER FOR ADVANCED LEARNING AND LAUSD**

The staff and governing board members of the Center for Learning agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and the Center for Advanced Learning, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”). The Written Notification must identify the nature of the dispute and any supporting facts. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School:  
The Center for Advanced Learning  
c/o Joan S. Faqir  
4016 South Central Avenue  
Los Angeles, CA 90011

To Director of Charter Schools:  
Director of Charter Schools  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

(2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the claim or controversy (“Issue

Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

(3) If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration.

(4) If the mediation is not successful, then the parties agree to settle the controversy, claim or dispute by arbitration conducted by a single arbitrator in accordance with the guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear their own costs and expenses.

(5) However, any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

#### **DISPUTES ARISING WITHIN THE CENTER FOR ADVANCED LEARNING**

Disputes arising from within the Center for Advanced Learning including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school will be resolved by the Center for Advanced Learning Board of Directors and/or Executive Director. LAUSD will, as an initial step, refer any complaints or reports regarding such internal disputes to the Board or administrative staff of the Center for Advanced Learning for resolution. If the matter is not resolved to the satisfaction of the person or persons complaining, LAUSD may, among other things, refer the complaining person or persons to the appropriate state or federal agency.

Depending on the situation complaints can be addressed following the following levels:

1. Classroom teacher
2. Principal
3. Executive Director
4. The Center for Advanced Learning Board of Directors

#### **GRIEVANCE PROCEDURES FOR PARENTS AND STUDENTS**

The Center for Advanced Learning will 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 the Center for Advanced Learning alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. The Center for Advanced Learning will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

The Center for Advanced Learning will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

The Center for Advanced Learning will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

#### **TERM OF CHARTER, REVOCATION, RENEWAL, AMENDMENTS, AND SEVERABILITY**

The proposed term of this charter shall be for the period of up to five years, beginning July 1, 2007.

## **Revocation**

The District may revoke the charter of the Center for Advanced Learning if the Center for Advanced Learning commits a breach of any terms of its charter. Further, the District may revoke the charter if the Center for Advanced Learning commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. Furthermore, the District may revoke the charter of the Center for Advanced Learning on any of the following grounds:

- The Center for Advanced Learning committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- The Center for Advanced Learning failed to meet or pursue any of the pupil outcomes identified in the charter.
- The Center for Advanced Learning failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- The Center for Advanced Learning violated any provisions of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d), the District will notify the Center for Advanced Learning in writing of the specific violation, and give the Center for Advanced Learning a reasonable opportunity to cure the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

The District shall retain the right to revoke the charter immediately if the Center for Advanced Learning is engaging or has engaged in activities that constitute a severe and imminent threat to the health and safety of the students. Under these circumstances, the dispute resolution procedures will be inapplicable.

The Board of Education of the Los Angeles Unified School District and authorized LAUSD staff has the right to inspect the Center for Advanced Learning as necessary to fulfill its oversight responsibilities.

Any amendments to this charter will be made by the mutual agreement of the governing boards of the Center for Advanced Learning and LAUSD. Material revisions and amendments will be made pursuant to the standards, criteria, and timelines in California Education Code section 47605.

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter

will remain in effect, unless mutually agreed otherwise by LAUSD and the Center for Advanced Learning. LAUSD and the Center for Advanced Learning agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

### **Charter Renewal**

The Charter School must submit its renewal petition to the District's Charter School Division no earlier than September of the year before the charter is due to expire and no later than January 31 of the year the charter is scheduled to expire.

#### Charter School Responsibility:

The Center for Advanced Learning commits to its responsibility, commencing on January 1, 2011 or after the school has been in operation for four years, whichever is later, to meet at least one of the four criteria prior to receiving a charter renewal pursuant to (Ed. Code 47607).

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate of the prior three years.

OR

2. Ranked in deciles 4 to 10, inclusive, on the State API in the prior year or in two of the last three years.

OR

3. Ranked in deciles 4 to 10 inclusive, on the API for demographically comparable schools in the prior year or in two of the last three years.

OR

4. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend as well as the academic performance of the schools in the school district which the charter school is located, taking into account the composition of the population that is served at the charter school.

Renaming of the Center for Advanced Learning can be accomplished through a vote by the Center for Advanced Learning Board of Directors. Notification will be provided to LAUSD and the California Department of Education.

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**ELEMENT 15: EXCLUSIVE EMPLOYER**

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The Center of Advanced Learning shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act as specified in Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the California State Education Code [47611.5(b)]. In accordance with this code, the Center for Advanced Learning employees have the right to join organizations of their choice, to be represented by such organizations in their professional and employment relationships with public school employers, to select one employee organization as the exclusive representative of the employees in an appropriate unit, and to afford certificated employees a voice in the formulation of educational policy.

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## ELEMENT 16: SCHOOL CLOSURE

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The following are closing procedures that abide by Cal. Educ. Code §47605(b)(5)(P), should the school close for any reason. The decision to close the Center for Advanced Learning either by the Center for Advanced Learning governing Board or by the LAUSD Board, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the charter school board votes to close the school; or the charter lapses. In the event of such a Closure Action, the following steps are to be implemented:

1. Written notification to parents/guardians/caregivers of the enrolled students of the Center for Advanced Learning will be issued by the Center for Advanced Learning within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to LAUSD within the same time frame.
  - a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
  - b. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
  - c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.
2. Written notification to LAUSD of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.
3. Transfer of student records to the receiving schools, within seven calendar days from the determination of an Action to Close.
4. Written notification to the California Department of Education and the Los Angeles County Office of Education of the Closure Action shall be made by the Center for Advanced Learning by registered mail within 72 hours of the decision to Closure Action.
5. The Center for Advanced Learning shall allow LAUSD access, inspection and copying of all school records, including financial and attendance records, upon written request by LAUSD.

6. A financial closeout audit of the school will be paid for by the Center for Advanced Learning to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the 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 the Center for Advanced Learning will be the responsibility of the Center for Advanced Learning and not LAUSD. The Center for Advanced Learning understands and acknowledges that the Center for Advanced Learning will cover the outstanding debts or liabilities of the Center for Advanced Learning. Any unused monies at the time of the audit will be returned to the appropriate funding source. The Center for Advanced Learning 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, and other categorical funds will be returned to the source of funds.

7. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Center for Advanced Learning Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

8. The Center for Advanced Learning Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

9. In addition to a final audit, the Center for Advanced Learning will also submit any required year-end financial reports to the California Department of Education and LAUSD, in the form and time frame required.

10. If the charter school is a nonprofit corporation, the corporation does not have any other functions than operation of the charter school, the corporation will be dissolved according to its bylaws.

a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.

b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Petition.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end the Center for Advanced Learning's right to operate as a charter school or cause the Center for Advanced Learning to cease operation. The Center for Advanced Learning and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall

suffer irreparable harm should charter school breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

### **Facilities**

If the Center for Advanced Learning fails to submit a certificate of occupancy to the District not less than 45 days before the school is scheduled to open, it may not open unless an exception is made by the Charter Schools Division. If the Center for Advanced Learning moves or expands to another facility during the term of this charter, the Center for Advanced Learning shall provide a certificate of occupancy to the District for each facility at least 45 days before school is scheduled to open in the facility or facilities. The Center for Advanced Learning shall not open in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Charter Schools Division. 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 (Element 14).

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## OTHER ITEMS

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### EMPLOYMENT STATUS OF EMPLOYEES

Persons employed by the Center for Advanced Learning are not considered employees of the District for any purpose whatsoever. Charter school employees will be employees of the charter school, not the district or county. Employees of the District who resign from employment to work at the Center for Advanced Learning and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment except for the exceptions noted in Element 13: Employee Rights.

### COURT-ORDERED INTEGRATION

The Charter will comply with all requirements of the Crawford vs. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy, adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

LAUSD receives neither Average Daily Attendance (ADA) allocations nor Court-ordered Integration program cost reimbursements for charter school students. Instead, LAUSD now receives the Targeted Instructional Improvement Grant (TIIG) for its Court-ordered Integration Program. LAUSD retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding to the Charter. In addition, the availability of TIIG funding in prior years does not guarantee that LAUSD will allocate these funds to the Charter in any subsequent school year.

The Charter will comply with all Office of Student Integration Services requirements related to Court-ordered Integration Program compliance:

1. Below is the Charter’s written plan to achieve and maintain the District’s ethnic balance goal, which is within a 70:30 or 30:70 ratio.

- Every effort will be made to reach out to all families with children in Kindergarten through fifth grade within a five-mile radius of the school. Families will be notified through community meetings, mailings, personal phone calls, and possibly newspaper advertisements. We expect to hold at least three informational meetings during the winter and spring of 2007 where we will share information about the Center for Advanced Learning and our alternative setting for families and their children.
- In addition, the Center for Advanced Learning expects referrals from local preschools as well as from local community service organizations.

- Each family showing interest will be sent an application packet. Parents are responsible for completing an application, a copy of which can be found in Appendix F. Once the student list has been set, a waiting list will be developed for those students still wishing to enroll should space become available.
- There have already been several community meetings to help the school achieve racial balance. On July 10, 2005 there was a meeting in Griffith Park between community leaders, parents, representatives for the Center for Advanced Learning, and representatives from foundations and other interested parties. Another similar meeting was held on January 4, 2006. On September 24, 2006 there will be a combined open house and community meeting similar to the previous meetings. This meeting will be repeated once each week during each of the following three weeks. All the meetings included and will include representatives from the Latino community, as well as representatives from other community groups.
- All the material will be available in both Spanish and English. Neighborhood churches, local libraries. Schools and community centers as well as Neighborhood Councils will be provided flyers for meetings and enrolments. The Center for Advanced Learning will attempt to provide balanced places to neighborhood students and also endeavor to achieve ethnic and racial balance.
- Any student within the boundaries of the LAUSD will receive equal opportunity and access to enroll at the Center for Advanced Learning.

The charter school shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school, along with documentation of the efforts the school has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation

2. The Charter will provide to LAUSD all requested information using District forms, including the ethnic survey. The Charter must provide LAUSD with a system that can interface with the LAUSD Student Information System (SIS) for all enrolled students to assist with compliance monitoring. After the Charter submits the ethnic survey information during the first year of operation, Budget Services, Financial Planning Division and the Office of Student Integration Services will use the information listed below for compliance purposes:

Norm Day Classification	List of all highly qualified Certificated Personnel in core subjects as defined in No Child Left Behind and State policy and recommendations
Total School Enrollment	Number of Students by Ethnicity & Grade Level

Number of Students by Grade Level	Unfilled Classroom Teacher Positions
List of Register-Carrying Teachers	Fiscal Year-End Financial Report
	Number of Students Living Outside LAUSD Attendance Area

**ADMINISTRATIVE SERVICES**

The Center of Advanced Learning shall seek out mutually agreed upon memoranda of understanding (MOUs) with LAUSD which shall delineate the legal obligations of each respective party for each service rendered by the District. In addition, the Center for Advanced Learning shall enter into mutually agreed upon MOUs regarding, but not limited to, funding and services for special education pupils, a description of liability insurance, operational funding levels, responses to inquiries under Education Code Section 47604.3, and a delineation of duties regarding responsibility for operations. Requested services from LAUSD will be on a fee-for-service basis and subject to availability. The MOUs shall set forth the responsibilities and legal obligations of each respective party for each service rendered by LAUSD, and the manner by which administrative services of the school are to be provided.

The Center for Advanced Learning will engage the services of a professional charter school business services firm to provide the administrative services the school will require. Contracted business services will include:

- Accounting. The accounting system will meet the requirements of LAUSD, LACOE, and DOE.
- Purchasing and accounts payable.
- Accounts receivable.
- Payroll processing.
- Budget development and monitoring.
- Compliance.
- Attendance and Student Information Systems.

**BUDGET**

Budget development will begin each year immediately following the January announcement of the governor’s K-12 State Budget Proposals and continually refined

through the May Revision to the Final State Budget Act. Budgeted resources will always be consistent with charter school goals as identified by the governing council.

The key factors that will enable the Center for Advanced Learning to be self-sustaining on public funds (and occasional private donations) are:

1. High student attendance rates.
2. Comparatively low number of classified employees.
3. Intensive utilization of all employees.
4. Facility costs kept under 5% of total revenue.
5. Low non-classroom based operating expenses.

The Center for Advanced Learning will continue to follow the same financial model in order to ensure that the Center for Advanced Learning is financially sound and can provide a great education to the students it serves.

#### PROPOSED FIRST YEAR OPERATIONAL BUDGET (INCLUDING START-UP COSTS)

The Center for Advanced Learning's proposed operational budget is Appendix C.

#### *Key Revenue Sources*

Principal apportionment from the State of California makes up the vast majority of Center for Advanced Learning's revenue.

- The Center for Advanced Learning expects to enroll 224 students its first year and build to 328 students over five years.
- Average daily attendance (ADA) is projected at 95%.

#### *Capital Sources*

The California Department of Education has awarded the Center for Advanced Learning a \$405,000 Public Charter School Grant. Additionally, the Center for Advanced Learning has been awarded a start-up grant in the amount of \$230,000 from the Walton Family Foundation contingent on this charter application being approved. With these grants, the Center for Advanced Learning will have adequate start-funds required to open in 2007. The Center for Advanced Learning has a facility already approved for use as a school.

The Center for Advanced Learning will apply for a revolving loan as a back-up to support first year cash flow. Revolving loans are provided by the State in the amount of \$250,000 for the first year of operation. Equal repayments are deducted annually from a school's principal apportionment each year thereafter.

#### *Major Expenses*

- **Personnel and Benefits:** Employees and employee benefits will make up over 55% of costs at the Center for Advanced Learning. Average certificated teacher salaries will be \$42,000 in the school's first year of operations. All full time employees will be entitled to participate in a cafeteria benefit plan funded at \$400/employee/month.
- **Facilities:** Lease expense is based on the terms of the existing lease.
- **Management Fee:** Up to 7.5% of government revenues will be paid to a business services provider for administrative services.
- **Other Expenses:** Assumptions for other key expenses such as books, supplies, and other operating expenses are in line with the historical performance of other charter schools.
- **Reserve for Economic Uncertainty:** The Center for Advanced Learning will maintain a reserve for economic uncertainty equivalent to 5% of expenditures.

#### *Model Sensitivities*

The Center for Advanced Learning's budget is most sensitive to:

- 1) The amount of the principal apportionment.
- 2) Average Daily Attendance.
- 3) Certificated teacher salaries.
- 4) Facility costs.

5-YEAR BUDGET PROJECTIONS FOR THE CENTER FOR ADVANCED LEARNING AND  
3-YEAR PROJECTED CASH FLOW

See Appendix C.

## PROCESS FOR INVESTMENT PROCEDURES AND DEPOSIT OF FUNDS

The Center for Advanced Learning Board will set investment policies and the Executive Director will be responsible for executing those policies. Liquid cash will be invested in a checking account that will require two signatures for withdrawals greater than \$5,000: one by the Executive Director and another by the Principal.

## PROCEDURE FOR ENSURING ADEQUATE CASH FLOW

The business services provider will prepare periodic cash flow statements comparing actual cash flow to budget. The provider will make periodic presentations to the Center for Advanced Learning Board and will highlight cash flow concerns at these presentations.

## CASH AND REVENUE FLOW

The Center for Advanced Learning is a directly funded charter school. Funds still flowing through the District will be transferred via journal voucher entry, in a timely manner. Warrants are to be payable to the Center for Advanced Learning.

## FINANCIAL REPORTS

The Center for Advanced Learning will provide any financial information requested by LAUSD and make its books available to LAUSD during any business day upon request or within 24 hours. In addition, all legally required financial reports will be submitted to LAUSD, in the format required by LAUSD within time lines specified and clearly communicated by LAUSD each year. The legally required financial statements include, but are not limited to, the following:

- Provisional Budget – Spring prior to operating fiscal year
- Final Budget – July of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – November following the end of the fiscal year
- Classification Report – monthly the Monday after close of the last day of the school month

- Statistical Report – monthly the Friday after the last day of the school month. In addition:
  - P1, first week of January
  - P2, first week of April
- Other reports requested by LAUSD

The Center for Advanced Learning shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from LAUSD and shall consult with LAUSD regarding any inquiries.

#### APPROPRIATION OF FUNDS

The Center for Advanced Learning shall invest in accordance with Government Code section 53600. et seq. The charter school can lease or acquire any needed facilities, with site inspection approval from District and Board of Education approval. Any monies accrued from deposits or investments must be used to support the instructional program. All funds raised or generated by the Center for Advanced Learning will remain with the charter school.

In accordance with current Federal legislation, the Center for Advanced Learning will apply directly to receive Title I funding based on eligibility of students. Funds will be used to support service personnel, e.g. paraprofessionals, nurse, psychologist, etc., and programs in accordance with federal guidelines. Expenditures of Title I funds will conform to all guidelines, rules, and regulations pertaining to the expenditures of such funds.

If the Center for Advanced Learning determines to accept court-ordered integration funds or class-size reduction funds, the Center for Advanced Learning will comply with the District’s court-ordered integration policy set forth in Crawford vs. Board of Education, City of Los Angeles. The policy applies to all schools within or schools chartered through the Los Angeles Unified School District (LAUSD).

After the charter school submits its ethnic survey information, the type of class-size reduction will be determined during the first year of operation. If court-ordered integration funding is appropriate, pre-dominantly Hispanic, Black, Asian and Other Non-Anglo (PHBAO) teacher to pupil norming ratio will be approved for the first year of operation. If the charter school wishes to reduce class size to a lower ratio, court-ordered integration funds cannot be used and funding sources must be identified. Additionally, as documentation for initial and yearly funding, both the Budget Services and Financial Planning Division and the Office of Student Integration Services will use the information listed below:

- Norm Day Classification
- Total School Enrollment
- Number of Students by Grade Levels
- Number of Students by Ethnicities and Grade Levels
- List of Register-Carrying Teachers in Classrooms
- List of All Certificated Personnel
- List of Emergency Credentialed Teachers
- Unfilled Classroom Teacher Positions
- Fiscal Year-End Financial Report
- Number of Students Living Outside LAUSD Attendance Area

Court-ordered integration compliance will also include appropriate recordkeeping within the Center for Advanced Learning's budget line items to ensure that court-ordered integration funds are used specifically as designated, e.g., number and cost for class-size reduction position(s). The Center for Advanced Learning will provide to LAUSD all requested information using District forms, including ethnic survey and Parent Conferences Program documentation.

Any modification to Court-ordered Integration Program must first be approved by the Office of Student Integration Services of LAUSD.

**DESCRIPTION OF THE FACILITY TO BE USED BY THE SCHOOL**

No district or county facilities will be used by the charter school.

The Center for Advanced Learning will lease the Bilal Learning Center site at 4016 South Central Avenue. The site is 54,718 square feet. The school building there is a two story structure of recent construction with 13,685 square feet. It is a wood frame building with stucco. The certificate of occupancy is pending and expected by September 2006.

The facility meets all city codes for Los Angeles and has a current variance approving use as a school.

The school's facility may be inspected by Los Angeles Unified School District for compliance with Uniform Building Codes, Federal Americans With Disabilities Act

(ADA) access requirements, and any other applicable fire, health, and structural safety requirements. Certificate of Occupancy and all other records will be kept on file by the charter school. The Certificate of Occupancy will be provided to LAUSD two months prior to the opening of the Center for Advanced Learning.

An appropriate safety plan is in continued development. The Center for Advanced Learning will maintain active safety plans on file as required by California Ed Code.

The Center for Advanced Learning will hire its own contractors and other appropriate resources as necessary in order to perform maintenance and operations functions required at its facility.

If the Center for Advanced Learning fails to submit a certificate of occupancy to the District not less than 45 days before the school is scheduled to open, it may not open unless an exception is made by the Charter Schools Division. If the Center moves or expands to another facility during the term of this charter, the Center shall provide a certificate of occupancy to the District for each facility at least 45 days before school is scheduled to open in the facility or facilities. The Center shall not open in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Charter Schools Division. 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 (Element 16).

If LAUSD facilities are used during the term of this charter, the school shall abide by all LAUSD policies relating to Maintenance & Operations Services.

*Exterior view of facility*

*Classroom view*

*Interior courtyard view*

### ***Insurance Requirements***

No coverage shall be provided to the charter school by the District under any of the District's self-insured programs or commercial insurance policies. The charter school

shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the charter school from claims which may arise from its operations. Each charter school location shall meet the below insurance requirements individually.

It shall be the Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect the charter school from claims under Workers' Compensation Acts which may arise from its operations, including Employers Liability limits of \$1,000,000/\$1,000/000/\$1,000,000.
2. Commercial General Liability coverage of not less than \$5,000,000 for each occurrence. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy. Coverage shall be maintained with no self-insured retention above \$25,000 without approval of the LAUSD.
3. Commercial Auto Liability coverage with limits of \$1,000,000 combined single limit unless the Charter School operates student bus services; if providing student bus services coverage limits not less than \$5,000,000 combined single limit shall be required. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy.
4. Fidelity Bond coverage shall be maintained by the Charter School to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage including sexual molestation and abuse coverage [if that coverage is not afforded elsewhere

in the Commercial General Liability policy by endorsement or by separate policy] with minimum limits of \$3,000,000 per occurrence.

6. Excess/umbrella insurance with limits of not less than \$10,000,000 required of all high schools and any school which 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. *The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy.*

### ***Evidence of Insurance***

The Charter School shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District."

Facsimile or reproduced signatures may be acceptable; however, the District reserves the right to require complete certified copies of the required insurance policies.

Should the charter school deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

### ***Hold Harmless/Indemnification Provision***

To the fullest extent permitted by law, the Center for Advanced Learning will be deemed to be a “school district” for purposes of section 41302.5 of the California Education Code, and sections 8 and 8.5 Article XVI of the California Constitution.

To the fullest extent permitted by law, the charter school does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees, and volunteers from and against any and all claims, damages, losses, and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. The charter school further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees, and volunteers from and against any and all claims, damages, losses, and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever for claims, damages, losses, and expenses arising from or relating to acts or omission of acts committed by the charter school, and their officers, directors, employees, or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners, or sponsors.

The Center for Advanced Learning shall be responsible at its own expense for defending any claims, liabilities, or legal proceedings brought against the charter school by any person or entity.

### **DISTRICT AND COUNTY LIABILITIES**

The Center for Advanced Learning agrees, at its own expense, to indemnify, defend, and hold the District and County, their officers, employees, and agents harmless from and against any and all claims, liabilities, or legal proceedings brought by any person or entity whatsoever, arising from, or relating to the charter agreement. The Center for Advanced Learning further agrees to indemnify, defend, and hold the District and County, their officers, employees, and agents harmless from and against claims, liabilities, or legal proceedings brought by any person or entity if such claims, liabilities or proceedings arising from or relating to acts or omission of acts committed by the Center for Advanced Learning, its officers, employees, or students.

The Center for Advanced Learning shall be responsible at its own expense for defending any claims, liabilities, or legal proceedings brought against the charter school by any person or entity.

The Center for Advanced Learning shall be solely responsible for all cost and expenses related to this charter and operation of the Center for Advanced Learning, including, but not limited to, cost of insurance, reserves, staff, and operations.

The Center for Advanced Learning shall have no authority to enter contracts for or on behalf of the Los Angeles Unified School District Board of Directors.

The Center for Advanced Learning administrators and employees are responsible for complying with the Child Abuse and Neglect Reporting Act, California Penal code Sections 11165.7, 11165.8, and 11166.

#### **AB 1994**

Consistent with AB 1994, the Center for Advanced Learning will provide an annual financial report to LAUSD in a format developed by the Superintendent of Public Instruction. LAUSD will send this financial report to the Superintendent of Public Instruction. The Center for Advanced Learning will submit its annual audit to the State Controller, COE, CDE and LAUSD.

#### **OBLIGATIONS TO COMPLY**

The Center for Advanced Learning accepts and understands its obligation to comply with sections 47611 (STRS) and 41365 (Revolving Loan Fund) of the Education Code and all laws establishing minimum age for school attendance.

#### **DESCRIPTION OF TYPE/SCOPE OF LEGAL SERVICES TO BE USED**

The Center for Advanced Learning does not expect to use a significant amount of legal services. It anticipates a limited review of the agreements entered into with the District and a review of the Employee Handbook. Otherwise, legal services will be engaged on an as-needed basis.

#### **DIRECT FUNDING**

In consideration of the services rendered by the Center for Advanced Learning pursuant to this charter, the Center for Advanced Learning will receive full and equitable funding pursuant to the Charter School Funding Model for all funds included in the funding model. This includes but is not limited to, revenue limit apportionment, categorical block grant, economic impact aid, and state lottery funds. The Center for Advanced Learning will receive revenue payments based on student attendance (ADA) records and eligibility requirements. The Center for Advanced Learning will receive direct funding from the State Fund.

In accordance with applicable law, California's Superintendent of Public Instruction is authorized to make payments and/or apportionment directly to the Center for Advanced Learning, or to an account held in the name of the Center for Advanced Learning. The Center for Advanced Learning will notify the superintendent of schools of the county in the affected year.

As a direct funded charter school the Center for Advanced Learning will apply directly for categorical funding outside the block grant and complete its own consolidated applications for which charter schools can apply directly. This includes, but is not limited to, programs such as Title 1 and the After-School Learning and Safe Neighborhood Partnership programs. The Center for Advanced Learning will report to federal and state taxing authorities as required by law. The Center for Advanced Learning is responsible for payment of Social Security and all other applicable taxes.

The Center for Advanced Learning reserves the right to evaluate and change its election to receive funds directly on an annual basis. The school will notify the county superintendent of schools and LAUSD by June 1st prior to the affected fiscal year if it opts for local instead of direct funding.

#### **OPERATIONAL AGREEMENTS**

The Center for Advanced Learning will enter into an agreement with a provider of charter school business services to support its accounting, budgeting, insurance purchasing, and other administrative services.

According to Education Code § 47630.5(b) Charter Schools assigned a number by the State Board of Education after June 1, 1999 are funded based on the Charter School Block Grant. The Center for Advanced Learning may select to receive its funds directly or locally, through LAUSD. The Center for Advanced Learning must apply directly for categorical funding outside the block grant and complete its own Consolidated Application.

The Center for Advanced Learning must engage an independent public accountant, certified by the State of California, to audit the school's financial statements in accordance with generally accepted auditing standards and the audit guide issued by the Controller of the State of California. The independent public accountant and the Center for Advanced Learning will prepare the necessary financial reports to be submitted to the District.

Two interim reports and a year-end report, in a format to be provided by the District, which will include actual and revised budget figures and projected revenues, expenditures and fund balances, will be submitted to the sponsoring district unless a different system is agreed to by all the parties. In addition, financial statements certified by a certified public

accountant will be submitted to the sponsoring district within four months following the close of the fiscal year. Audit exceptions must be resolved to the satisfaction of the district.

The following reports will be prepared by the business services provider and submitted to LAUSD in the required format and within timelines to be specified by LAUSD each year:

- Provisional Budget – Spring prior to operating fiscal year
- Final Budget – July of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – November following the end of the fiscal year
- Classification Report – monthly the Monday after close of the last day of the school month
- Statistical Report – monthly the Friday after the last day of the school month.

In addition:

- For P1, first week of January
- For P2, first week of April
- Bell Schedule – annually by November
- Other reports as requested by LAUSD.

The Center for Advanced Learning will be responsible for its own financial services (accounting, budgeting, and payroll) and personnel services. The District may charge for the actual costs of supervisory oversight of the charter school not to exceed one (1) percent of the revenue of the charter school.

LAUSD may charge for the actual costs of supervisory oversight of the Center for Advanced Learning not to exceed 3 percent of its revenue if the Center for Advanced Learning is able to obtain substantially rent free facilities from LAUSD.

The Los Angeles Unified School District Food Services Branch will not act as the meal program sponsor nor provide any fiscal agent services. The Center for Advanced Learning must apply to the state to become its own meal program sponsor for the National School Lunch Program. It is understood that the District's Food Services Branch will not apply to the state on the school's behalf.

The Center for Advanced Learning shall conduct all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. Charter schools that elect to receive funding directly are responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. The Center for Advanced Learning shall provide the District with all financial and related reports, including enrollment attendance to enable the District to meet its requirements by law. Notwithstanding the expectation of the Center for Advanced Learning to receive Title I funding under Federal guidelines, said funding may not be forthcoming until the school meets established criteria for a determined school year.

If requested by the Center for Advanced Learning, LAUSD may at its discretion provide services to the Center for Advanced Learning on a fee-for-service basis (subject to availability). Cost is determined by LAUSD for services provided to the Center for Advanced Learning.

#### **MCKINNEY-VENTO ACT**

The Center for Advanced Learning will comply with the McKinney-Vento Homeless Assistance Act for homeless children.

#### **FERPA/CONFIDENTIALITY OF PUPIL RECORDS**

The Center for Advanced Learning's registration materials will include a parent waiver and consent form to disclose certain types of student information in order to enable students to grade each others' papers and teachers to post graded papers in compliance with *Falvo v. Owasso Ind. School District, 2000 WL 1472451 (10th Cir. 2000)*.

The waiver and consent to disclose student information will give parents an opportunity to grant permission to the Center for Advanced Learning to release information about their child in connection with inclusion in publications of student's names as part of school achievement; public display of student artwork and other school-related material which may bear any award, grade earned and the student's name; group-grading exercises in which students may grade each other's assignments; cooperative or group projects in which a single grade is given to a group, etc.

In addition, the following procedures will be followed in regard to access to student records to ensure compliance with FERPA regulations.

- A) Parents, Student, Former Student or Parent of Former Student Under Age 18.
  - a. A student's parent or legal guardian shall have access to educational records by scheduled appointments.
  - b. A counselor or other school official competent in interpreting student records must be present to explain the records that are examined.
  - c. The following exception shall be made to the principle of parent consent with respect to a student's age and his/her legal rights: A parent of a student or former student shall have access to his/her child's records as long as the child is a dependent and is under 18 years of age.
  - d. Parents or legal guardians shall be granted the opportunity to copy student records at a reasonable cost.
  
- B) Family Members Other Than Parents

Requests for information contained in the student's record shall not be honored when made by a student's relative or immediate family members other than parents or legal guardians whether the request is made in writing or in person. The release of information to those persons can be made only with the consent of parents or legal guardians. For the cases of "person acting as a parent" or surrogate parents of "wards of state" documentation should be verified. A surrogate parent will be assigned by the Center for Advanced Learning for students that are "wards of the state."

- C) Licensed School Staff

Only licensed school personnel who have a proper educational purpose shall have access to student records. Staff members shall respect and observe the importance of the student record. The utmost personal and professional responsibility is required in the uses to which they put their special knowledge about a student.

- D) Support Staff

Support staff will have access to student records only in the routine performance of duty under supervision of a certified person. They will not evaluate or interpret records.

- E) Court, Agency, or Institution

All information released to a court, agency, or institution should be directed to a specifically named representative there from. Requests for information originating from any federal, state, county, or local agency having any legitimate interest in the student's record and exercising the power of judicial order to subpoena may be processed according to these regulations so long as the use is consistent with their statutory powers or responsibility.

Notice of the receipt of the order or subpoena shall be given to the student's parents.

F) Other

No person may have access to any data in a student's records except under one of the following circumstances:

- a. When proper written consent to the access of such records has been obtained, the consent must be given by the student's parent or legal guardian. However, when a student reaches the age of 18 years, his or her consent, and not that of the parents or legal guardians, must be obtained for access of the information. The written consent must specify the records to be accessible and to whom they are to be accessible. Each request for consent must be handled separately; blanket permission for the access of the information shall not be honored.
- b. When data for outside research purposes are obtained, it should be done in such a manner that no individual student is identifiable.
- c. Licensed school personnel shall have access to pertinent educational records for legitimate reasons.

G) The Right to Withhold Information

In the course of processing a request for information, a reasonable doubt on any aspect of the request or concern about the authorization to process the request shall be deemed sufficient reason for the staff member to act in a prudent manner and to withhold all or part of the information until such time as the question is resolved.

**AMENDMENTS TO BYLAWS**

Any amendments to the Center for Advanced Learning bylaws that affect the operation of the school must be approved through the District's petition amendment process.