Roll Call

Pledge of Allegiance

Public Speaking at Special Meetings

The public may address the Board on any item that is described in this notice.

Individuals wishing to speak at a Board meeting must sign up at the meeting. Speakers to items for action on this agenda should plan to arrive early as items with no speakers may be acted on at the beginning of the meeting.

Each speaker is allowed a maximum of three minutes for his or her presentation. Accommodations are made for translation and for those needing assistance. Each speaker may only make a single appearance at each Board Meeting, but exceptions are made for items labeled “Public Hearing”.

Consent Items

Items for action below assigned by the Board at the meeting to be adopted by a single vote. Any item may be pulled off of consent for further discussion by any Board Member at any time before action is taken.

New Business for Action

1. Board of Education Report No. 217 – 19/20 (SUPERINTENDENT PROPOSES ITEM BE ON CONSENT) Charter Schools Division
   (Approval of the Proposed Material Revisions for the Libertas College Preparatory Charter to Increase its Enrollment Capacity) Recommends approval of the proposed material revisions for Libertas College Preparatory Charters to increase the enrollment capacity from 360 to 450 to reflect its increased operational capacity due to the planned acquisition of a private facility, which would take effect July 1, 2020.

2. Board of Education Report No. 218 – 19/20 (SUPERINTENDENT PROPOSES ITEM BE FOR DISCUSSION) Charter Schools Division
   (Denial of Charter Petition for Los Angeles School of Creativity and Technology) Recommends denial of the A charter petition for Los Angeles School of Creativity and Technology, which would serve up to 325 students in grades TK-6 and adoption of the attached Findings of Fact in support of denial of the charter.
Charter Schools Division
(Proposition 39 Charter Facilities Compliance for the 2020-21 School Year – Findings and Written Statements of Reasons Why Certain Charter Schools Cannot be Accommodated on a Single School Site) Recommends adoption of the written statement of reasons why certain charter schools that submitted a Proposition 39 facilities request for the 2020-21 school year cannot be accommodated on a single school site.

Adjournment

Please note that the Board of Education may consider at this meeting any item referred from a Board Meeting five calendar days prior to this meeting (Education Code 54954.2(b)(3)).

The Board of Education may also refer any item on this Order of Business for the consideration of a committee or meeting of the Board of Education, which meets on the Thursday immediately after this meeting.

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat in person or by calling (213) 241-7002.

Individuals wishing to speak at a Board meeting must sign up at the meeting. There will be no sign ups in advance of the meeting. Speakers must sign up prior to the item being acted upon by the Board. Speakers should plan to arrive early as items with no speakers may be acted on at the beginning of the meeting.

If you or your organization is seeking to influence an agreement, policy, site selection or any other LAUSD decision, registration may be required under the District's Lobbying Disclosure Code. Please visit http://ethics.lausd.net/ to determine if you need to register or call (213) 241-3330.

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
http://laschoolboard.org/01-21-20SpclBdCharters

Items circulated after the initial distribution of materials are available for inspection at the Security Desk.
TAB 1
Approval of the Proposed Material Revision for Libertas College Preparatory Charter to Increase its Enrollment Capacity
January 21, 2020
Charter Schools Division

Action Proposed:
Staff recommends approval of the material revision of the charter for Libertas College Preparatory Charter (“Charter School”), located in Board District 1 and Local District West, to increase its enrollment capacity from 360 to 450 to reflect its increased operational capacity due to the planned acquisition of a private facility. This change would take effect under its charter that was renewed effective July 1, 2020. The recommendation for approval is based on findings in the attached Staff Assessment and Recommendation Report.

Background:
Libertas College Preparatory Charter is a 4-8 school serving 278 students on the campus of Thomas Bradley Global Awareness Magnet Elementary School, currently as a co-location through Proposition 39, in South Los Angeles at 3875 Dublin Avenue, Los Angeles, CA 90008 in Board District 1 and Local District West. Libertas College Preparatory Charter was approved by the LAUSD Board of Education on August 26, 2014. On September 24, 2019, the charter school was renewed for another five year term to serve 360 students in grades 4-8.

On October 16, 2019, Libertas College Preparatory Charter submitted its material revision application to the Charter Schools Division. Libertas College Preparatory Charter seeks to revise its renewal charter, which commences July 1, 2020, to increase enrollment capacity from 360 to 450. The Libertas College Preparatory Governing Board, the nonprofit organization that holds the charter, seeks the proposed material revision to secure a private facility through Prop. 51 funds (a California facilities bond initiative passed in 2016 for construction and improvement of K-12 and community college facilities). The school reports having a waiting list per grade level, and is in the process of re-submitting a facilities Augmentation Grant application with LAUSD. Moreover, per the school’s Board Resolution requesting the material revision, “[t]he increase in student enrollment would occur once [the school has] moved off [its] Prop 39 site.” The school had previously submitted a Facilities Augmentation Grant application to LAUSD projecting a plan to serve 450 students. This grant was scheduled to go to the Board of Education for approval on May 21, 2019. The item was subsequently withdrawn from the agenda due to environmental concerns raised by the Office of Environmental Health and Safety (OEHS) at the proposed site (which is no longer being considered by the school).

Based on a comprehensive review of the charter petition application and supporting documentation, staff has determined that the charter school has met the requirements set forth in Education Code 47605 and therefore recommends approval of the material revision of the charter.

Expected Outcomes:
Charter School is expected to operate its school in a manner consistent with local, state, and federal ordinances, laws and regulations and with the terms and conditions set forth in its petition. The measurable pupil outcomes
and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

**Board Options and Consequences:**

“**Yes**” - If the Board adopts the recommendation of approval of the material revision of the charter, Charter School would operate as a charter school, as amended, commencing July 1, 2020.

“**No**” - If the Board does not adopt the recommendation of approval of the material revision of the charter, and instead takes specific action to deny the proposed material revision of the charter, Charter School would continue to operate under the terms of its approved renewal charter.

**Policy Implications:**

There are no policy implications at this time.

**Budget Impact:**

State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(c), a school district that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not held liable for the charter school’s debts or obligations as long as the school district complies with all oversight responsibilities. The District will continue to have monitoring and oversight responsibility for charter school finances, as specified in the Charter Schools Act. Any modifications to the charter school’s petition or operations with significant financial implications would require District approval prior to implementation. Petition approval is also contingent upon adequate liability insurance coverage.

**Student Impact:**

As stated in the Board of Education’s Policy on Charter School Authorizing, “[W]hen the Board of Education authorizes a charter school, it establishes a partnership to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools (Policy, p.1).” Based on a comprehensive review and assessment of Charter School’s material revision application and its record of performance, staff has determined that Charter School has met the requirements and therefore recommends approval of the material revision.

**Issues and Analysis:**

If all pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda.

**Attachments:**

Attachment A - Staff Assessment and Recommendation Report
Attachment B - Data Set and Subgroup Data
Attachment C - Desegregation Impact Statement
Attachment D - Material Revision

**Informatives:**

Not applicable

**Submitted:**

January 3, 2020
RESPECTFULLY SUBMITTED,

AUSTIN BEUTNER
Superintendent of Schools

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

Approved as to form.

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

Approved as to budget impact statement.
### STAFF ASSESSMENT AND RECOMMENDATION REPORT

**REQUEST FOR MATERIAL REVISION OF CHARTER**

Board of Education Report 217-19/20  
January 21, 2020

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Libertas College Preparatory Charter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Charter School:</td>
<td>Start-Up Independent Charter School</td>
</tr>
<tr>
<td>Charter Operator</td>
<td>Libertas College Preparatory</td>
</tr>
<tr>
<td>Location Code:</td>
<td>5230</td>
</tr>
<tr>
<td>Type of Site(s):</td>
<td>Proposition 39 Co-Location</td>
</tr>
</tbody>
</table>
| Site Address(es):                    | 3875 Dublin Avenue, Los Angeles, CA 90008  
(Thomas Bradley Global Awareness Magnet ES Campus) |
| Board District(s):                   | 1                                    |
| Local District(s):                   | West                                 |
| Grade Levels Served:                 | 4-8                                  |
| Current Enrollment:                  | 278                                  |
| Grade Levels Authorized in Current Charter: | 4-8                                  |
| Approved Enrollment in Current Charter: | 360 (see proposed change in “Action Proposed” below) |

**CONSIDERATION:**  
Material Revision to increase the enrollment capacity

**STAFF RECOMMENDATION:**  
Approval

**SUMMARY OF STAFF FINDINGS:**  
Based on a comprehensive review of the request for material revision of the charter and the school’s record of performance, staff has determined that the charter school has met the standards and criteria for approval.

- The charter school has presented a sound educational program for its targeted student population.
- Petitioners are demonstrably likely to successfully implement the educational program set forth in the renewal petition.
- The petition, as revised through the petition review and revisions process, contains the District Required Language and provides reasonably comprehensive descriptions of all required elements.
- The petition contains the required affirmations, assurances, and declarations.

Please see “Staff Review and Assessment” section below for further detail.

**PROPOSED BENCHMARKS:**  
N/A
I. ACTION PROPOSED
Staff recommends approval of the proposed material revision of the charter for Libertas College Preparatory Charter (“Libertas” or “Charter School”), a 4-8 span school located in Board District 1 and Local District West, to increase its enrollment capacity from 360 to 450 to reflect its increased operational capacity due to the planned acquisition of a private facility. The new facility is proposed to be in Board District 1 and Local District West and the proposed material revision would take effect under its charter that was renewed effective July 1, 2020. The school proposes to house the students in grades 4-8 at the new location.

The Libertas College Preparatory Governing Board, the nonprofit organization that holds the charter, seeks the proposed enrollment increase from 360 to 450 students to secure a private facility through Prop. 51 funds (a California facilities bond initiative passed in 2016 for construction and improvement of K-12 and community college facilities). The school reports having a waiting list per grade level, and is in the process of re-submitting a facilities Augmentation Grant application with LAUSD. Moreover, per the school’s Board Resolution requesting the material revision, “[t]he increase in student enrollment would occur once [the school has] moved off [its] Prop 39 site.” The school had previously submitted a Facilities Augmentation Grant application to LAUSD projecting a plan to serve 450 students. This grant was scheduled to go to the Board of Education for approval on May 21, 2019. The item was subsequently withdrawn from the agenda due to environmental concerns raised by the Office of Environmental Health and Safety (OEHS) at the proposed site (which is no longer being considered by the school).

II. CRITERIA FOR MATERIAL REVISION OF CHARTER
Upon submission, District staff comprehensively reviews each request for material revision of an approved charter to determine whether the proposed changes are educationally sound, reasonably comprehensive, and demonstrably likely to be successfully implemented. (Ed. Code §§ 47607(a) and 47605; Policy for Charter School Authorizing (LAUSD Board of Education, February 7, 2012), pg. 13.)

III. GENERAL SCHOOL INFORMATION

A. School History

<table>
<thead>
<tr>
<th>Libertas College Preparatory Charter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Authorization:</strong></td>
</tr>
<tr>
<td><strong>Most Recent Renewal</strong></td>
</tr>
<tr>
<td><strong>Approved Material Revisions of Current Charter:</strong></td>
</tr>
<tr>
<td><strong>Board Benchmarks in Current Charter Term:</strong></td>
</tr>
</tbody>
</table>
B. Educational Program

| Key Features of Educational Program: | Libertas College Preparatory Charter offers a 4-8 educational program informed by methods of *Understanding by Design* extending from instructional backwards planning, which includes the following features:

- Classroom instruction and classroom lesson planning begin with the end goal in mind to reflect the school’s vision of a place that provides a strong curriculum and academic program that enables students to enter high-performing high schools, and eventually colleges.
- Through Direct Instruction (DI) students acquire vocabulary, knowledge, and schema “to do more in less time.” Explicit direct instruction is the primary pedagogical approach utilized to develop the students’ understanding of varied forms of inquiry and problem based lessons.
- Students experience the arts, technology, and physical/health programs geared towards character education to enable the development of the “whole child,” and provide opportunities for socioemotional, as well as, academic growth. |

| English Learner Master Plan: | Libertas College Preparatory Charter implements its own English Learner Master Plan which includes the following features:

- Teachers implement both integrated and designated English Language Development (ELD) instruction.
- The school uses the Performance Level Descriptors (PLDs) approved by the State Board of Education to support English Learners (ELs) in developing their listening, speaking, reading and writing skills.
- Teachers implement Specially Designed Academic Instruction in English (SDAIE) techniques along with a heavy emphasis on differentiated instruction to further address the needs of English Learners in both individual and collaborative classroom settings. |

| Special Education SELPA | Libertas College Preparatory Charter participates in LAUSD SELPA Option 3. |
C. **Student Population**

<table>
<thead>
<tr>
<th>School</th>
<th># Enrollment</th>
<th>% F/R Meal</th>
<th>% GATE</th>
<th>% American Indian or Alaska Native</th>
<th>% Asian</th>
<th>% Black or African American</th>
<th>% English Learner</th>
<th>% Filipino</th>
<th>% Foster Youth</th>
<th>% Homeless</th>
<th>% Latino</th>
<th>% Native Hawaiian or Pacific Islander</th>
<th>% Socioeconomic Disadvantaged</th>
<th>% Students with Disabilities</th>
<th>% Two or More Races</th>
<th>% White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Libertas College Preparatory Charter</td>
<td>258</td>
<td>95.3</td>
<td>0.0</td>
<td>0.4</td>
<td>0.0</td>
<td>15.9</td>
<td>21.7</td>
<td>0.0</td>
<td>0.8</td>
<td>0.8</td>
<td>83.7</td>
<td>0.0</td>
<td>95.3</td>
<td>12.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

*As of October 2018 Census Day

D. **Charter School Operator**

Libertas College Preparatory Charter is operated by Libertas College Preparatory, a California nonprofit public benefit corporation that does not operate any other LAUSD-authorized charter school.

IV. **STAFF REVIEW AND ASSESSMENT**

Based on a comprehensive review of the material revision application and the school’s record of performance, staff has determined that the charter school has met the standards and criteria for material revision of its charter. Staff findings include the following:

A. **Has the Charter School Presented a Sound Educational Program?**

*Yes, the charter school has presented a sound educational program for its targeted student population.*

The charter, as revised, sufficiently addresses and is consistent with the applicable legal and policy requirements, including but not limited to the identification of appropriate performance targets and description of an instructional program aligned to state performance standards and the salient needs of the target student population. The school’s implementation of the educational program during its current charter term has resulted in positive academic outcomes for students’ schoolwide and for its numerically significant subgroups. Please see discussion of the charter school’s record of academic performance in the section below.

B. **Is the Charter School Demonstrably Likely To Succeed?**

*Yes, the charter school is demonstrably likely to successfully implement the educational program set forth in the request for material revision of the charter.*

1. **Student Achievement and Educational Performance**

Libertas College Preparatory Charter’s record of student academic performance and related information demonstrate that the school is likely to succeed in the area of student achievement and educational performance.

   a. **Summary**

   Libertas College Preparatory Charter’s 2018-2019 CAASPP (SBAC) results show levels of academic performance that are above the Resident Schools Median in English Language Arts (ELA) and Math. The California Department of Education (CDE) has not identified Similar Schools for this school. Please see attached *Libertas College Preparatory Charter Data Set.*
### 2018-2019 CAASPP Assessment

#### Percentage of Students who Met/Exceeded the Standards

<table>
<thead>
<tr>
<th></th>
<th>Libertas College Preparatory Charter</th>
<th>Resident Schools Median</th>
<th>Similar Schools Median</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td>59.10</td>
<td>18.70</td>
<td>--</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>49.81</td>
<td>7.96</td>
<td>--</td>
</tr>
</tbody>
</table>

b. **Minimum Renewal Eligibility Criteria**

N/A

<table>
<thead>
<tr>
<th><strong>Minimum Renewal Criteria</strong></th>
<th><strong>Yes/No</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(School must meet at least one of the following criteria (Ed. Code § 47607(b).)</td>
<td></td>
</tr>
<tr>
<td>Has the charter school attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all significant subgroups?</td>
<td>N/A</td>
</tr>
<tr>
<td>Has the charter school ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years?</td>
<td>N/A</td>
</tr>
<tr>
<td>Has the charter school ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years?</td>
<td>N/A</td>
</tr>
<tr>
<td>Has the charter school presented clear and convincing evidence 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 in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school**?</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* “**Resident Schools**” are public schools that the charter school students would have attended based on their addresses.

** “**District Similar Schools**” are LAUSD schools on the CDE’s Similar Schools list for this charter school.

c. **Student Academic Growth**

Libertas College Preparatory Charter’s comparative performance on the CAASPP (SBAC) from 2017-2018 to 2018-2019 reflects a 1.75 percentage point increase of students who Met or Exceeded performance standards in ELA. A similar comparison in Math, reflects a 1.37 percentage point decrease of students who Met or Exceeded the performance standards. However, a three-year comparison from 2016-2017 to 2018-2019 reflects a 10.55 percentage point increase of students who Met or Exceeded performance standards in Math. The school has four numerically significant subgroups (African American, English Learners, Latino and Socioeconomically Disadvantaged). In the two-year comparison, in ELA, the Socioeconomically Disadvantaged subgroup demonstrated an increase, while the remaining three subgroups demonstrated decreases. In three-year comparison, all subgroups demonstrated growth in ELA. In Math, the Socioeconomically Disadvantaged subgroup demonstrated an increase in the two-year comparison, while the other subgroups demonstrated decreases. In the three-year comparison, the Latino subgroup demonstrated an increase, while the African American and English Learner...
subgroups demonstrated decreases in both the two- and three-year comparison. However, the African American and English Learner subgroups were higher than the Resident Schools subgroup Medians by 18.45 and 20.84 percentage points, respectively.
d. English Learner Reclassification Rates
In 2018-2019, Libertas College Preparatory Charter’s reclassification rate was 38.9%, which was higher than the Resident Schools Median of 21.0%. In 2017-2018, Libertas College Preparatory Charter’s reclassification rate of 21.2% was higher than the Resident Schools Median of 13.7%. In 2016-2017, the school’s rate of 0.0% was lower than the Resident Schools at 14.3%. In addition to integrated and designated ELD, the school leadership attributes the increase in their reclassification rates to analytical ELD professional development, the implementation of SDAIE and Control, Partner, Independent (CPI) strategies for English Learners.

Libertas College Preparatory Charter’s reclassification criteria are as follows:

- The students must pass the English Language Proficiency Assessments for California (ELPAC) with a score of a 3 or 4
- The student must be recommended for reclassification by his/her teacher
- The student receives a score of basic (level 3) or higher or equivalent on the Smarter Balanced/CAASPP assessments
- Parent consultation

Libertas College Preparatory Charter’s percentage of Long Term English Learners (LTELs) is 14.0% (22 students), compared to the Resident Schools Median of 28.3%. The school has 15.3% “At-Risk” (24 students), compared to the Resident Schools Median of 2.3%. Per school leadership, to address the needs of the “At-Risk” students, the school is implementing SDAIE and CPI strategies for 4th and 5th grade EL students. In addition to integrated ELD, all students are provided designated support small group classroom settings.
e. **Graduation Rates [HS only]**
   N/A

f. **Annual Oversight Results**
   Libertas College Preparatory Charter has achieved the rating of *Proficient and Accomplished* in the category of Student Achievement and Educational Performance on its annual oversight evaluation reports for the last two years.

<table>
<thead>
<tr>
<th>Annual Oversight Evaluation Report Rating in Category of Student Achievement and Educational Performance</th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school’s performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Proficient</td>
<td>4 Accomplished</td>
</tr>
</tbody>
</table>

 g. **Additional Information**
   None

2. **Governance**
   Libertas College Preparatory Charter’s record of performance and related information demonstrate that the school is likely to succeed in the area of governance.

   The school has earned the rating of *Proficient* in the category of Governance on its annual oversight evaluation reports over the past two years and has no unresolved governance issues pending.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<tr>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Proficient</td>
<td>3 Proficient</td>
</tr>
</tbody>
</table>

3. **Organizational Management, Programs, and Operations**
   Libertas College Preparatory Charter’s record of performance and related information demonstrate that the school is likely to succeed in the area of organizational management, programs, and operations.
a. **Summary**
Libertas College Preparatory Charter has achieved the ratings of *Proficient* and *Developing* in the category of Organization Management, Programs, and Operations on its annual oversight evaluation reports for the last two years and has no unresolved operations issues pending. In 2018-2019, the charter school earned the rating of *Developing* in this category on its annual oversight evaluation report due to a teacher credential misassignment. Following the site visit the teacher addressed the credentialing issue by obtaining a Temporary County Certificate (TCC). The school has added additional resources and implemented new procedures to address the above issue. Also, on September 16, 2019, the Office of Environmental Health and Safety (OEHS) issued a Corrective Action Notice (CAN) regarding lack of compliance of the District’s Integrated Pest Management Policy (IPM). According to the District’s Facilities Services Division – Maintenance and Operations, the issue has been addressed and OEHS has cleared the CAN. The CSD will continue to monitor these issues through oversight.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Proficient</td>
<td>2 Developing</td>
<td></td>
</tr>
</tbody>
</table>

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school’s performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.*

b. **School Climate and Student Discipline**
Libertas College Preparatory Charter’s suspension event rates for the past two years are: 2017-2018: 5.0%; 2016-2017: 11.1%. The school instituted a team-based approach to teaching, modeling, and communicating appropriate behavior to all students, and as the data shows, the suspension event rates have declined by more than half. In addition, Libertas College Preparatory Charter has revised its schoolwide positive behavior support system to incorporate elements of restorative justice practices.
c. **Access and Equity**

<table>
<thead>
<tr>
<th>School</th>
<th># Enrollment</th>
<th>% F/R Meal</th>
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<td>95.3</td>
<td>12.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Resident Schools Median</td>
<td>522</td>
<td>91.4</td>
<td>5.5</td>
<td>0.3</td>
<td>0.2</td>
<td>22.1</td>
<td>21.5</td>
<td>0.0</td>
<td>1.3</td>
<td>6.8</td>
<td>75.5</td>
<td>0.0</td>
<td>92.2</td>
<td>17.4</td>
<td>0.0</td>
<td>0.9</td>
</tr>
</tbody>
</table>

*As of October 2018 Census Day

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d. **Special Education**

According to the 2018 CASEMIS report, Libertas College Preparatory Charter has a 12.0% Special Education enrollment, which is lower than the Resident Schools Median of 16.0%. The CSD has conferred with staff in the Division of Special Education, and no concerns have been noted at this time.

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e. **Additional Information**

None

4. **Fiscal Operations**

Libertas College Preparatory Charter’s record of performance and related information demonstrate that the school is likely to succeed in the area of fiscal operations.

a. **Summary**

Libertas College Preparatory Charter achieved the ratings of *Developing* and *Proficient* in the category of Fiscal Operations on its annual oversight evaluation reports for the last two years.

According to the school, the rating of *Developing* in the category of Fiscal Operations for 2017-2018 was primarily due to expenditures of approximately $150,000 for a discontinued school facilities project, and the school’s non-adherence to its fiscal policies and procedures in areas including credit card late fees and the lack of itemized receipts for credit card transactions. The school submitted revised fiscal policies and procedures as part of its renewal petition to address these matters. The CSD will continue to monitor these issues through oversight.
b. Fiscal Condition
Libertas College Preparatory Charter’s fiscal condition is positive and has been upward trending since the 2017-2018 fiscal year. According to the 2017-2018 independent audit report, the school had positive net assets of $260,762 and net income of $155,450. The 2018-2019 Unaudited Actuals project positive net assets and net income.

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<td>Net Assets</td>
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c. 2017 – 2018 Independent Audit Report
Audit Opinion: Unmodified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported

d. Other Significant Fiscal Information
None

C. Is the Petition Reasonably Comprehensive?
Yes, the petition, as revised through the petition review and revisions process, contains the District Required Language and provides reasonably comprehensive descriptions of all required elements.

D. Does the Petition Contain the Required Affirmations, Assurances, and Declarations?
Yes, the petition contains the required affirmations, assurances, and declarations.
ATTACHMENT B

Libertas College Preparatory Charter

Data Set

Loc. Code: 5230
CDS Code: 0131904

CRITERIA FOR RENEWAL

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in California Education Code sections 47605 and 47607. Once a charter school is determined to be eligible for renewal under § 47607(b), the school must submit a renewal petition application that, upon review, is determined to be educationally sound, reasonably comprehensive, and demonstrably likely to be successfully implemented. (Ed. Code §§ 47607(a) and 47605.) Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” (Ed. Code § 47607(a)(3)(A).) The District “shall consider the past performance of the school’s academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any.” (5 CCR § 11966.4.) Please see Policy for Charter School Authorizing (LAUSD Board of Education, February 7, 2012) for more information.
## Libertas College Preparatory Charter
### SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

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<th>% Standard Met</th>
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<th>Met/Exceeds Standard, Combined %</th>
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### Similar Schools
## Libertas College Preparatory Charter

### SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

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<th>School</th>
<th>Subgroup</th>
<th>Students with Scores</th>
<th>% Standard Not Met</th>
<th>% Standard Nearly Met</th>
<th>% Standard Met</th>
<th>% Exceeds Standard</th>
<th>Met/Exceeds Standard, Combined %</th>
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<tbody>
<tr>
<td></td>
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<td>78.42</td>
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<td>C</td>
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<td>All Students</td>
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### Similar Schools Median

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<tr>
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<td>47.74</td>
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<tr>
<td>W 1 8245 Johnnie Cochran, Jr.,</td>
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### Resident Schools Median

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### Los Angeles Unified

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Data Source: California Assessment of Student Performance and Progress (CAASPP) - https://caaspp-elpac.cde.ca.gov/caaspp/
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</tr>
</tbody>
</table>

**Similar Schools**

Libertas College Preparatory Charter

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Libertas College Preparatory Charter

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<th>Met/Exceeds Standard, Combined %</th>
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<td></td>
<td></td>
<td>W 1 Audubon Middle</td>
<td>All Students</td>
<td>525</td>
<td>73.33</td>
<td>20.57</td>
<td>4.38</td>
<td>1.71</td>
<td>6.10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C 1 Barack Obama Global Preparation Academy</td>
<td>All Students</td>
<td>481</td>
<td>87.11</td>
<td>9.98</td>
<td>2.91</td>
<td>0.00</td>
<td>2.91</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C 1 Foshay Learning Center</td>
<td>All Students</td>
<td>1,237</td>
<td>59.74</td>
<td>24.25</td>
<td>12.77</td>
<td>3.23</td>
<td>16.01</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W 1 Horace Mann UCLA Community</td>
<td>All Students</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W 1 John Muir Middle</td>
<td>All Students</td>
<td>925</td>
<td>75.68</td>
<td>16.22</td>
<td>5.73</td>
<td>2.38</td>
<td>8.11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W 1 Johnnie Cochran, Jr., Middle</td>
<td>All Students</td>
<td>707</td>
<td>64.64</td>
<td>20.65</td>
<td>10.04</td>
<td>4.67</td>
<td>14.71</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W 1 Sixth Avenue Elementary</td>
<td>All Students</td>
<td>301</td>
<td>68.11</td>
<td>20.60</td>
<td>8.97</td>
<td>2.33</td>
<td>11.30</td>
</tr>
</tbody>
</table>

Data Source: California Assessment of Student Performance and Progress (CAASPP) - https://caaspp-elpac.cde.ca.gov/caaspp/
## Libertas College Preparatory Charter

2017-18 and 2018-19 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "--" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

### English Language Arts

<table>
<thead>
<tr>
<th>School</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Libertas College Preparatory Charter</td>
<td>All Students</td>
<td>211</td>
</tr>
</tbody>
</table>

### Similar Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Similar Schools Median</th>
<th>Resident Schools</th>
<th>Change from 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audubon Middle</td>
<td>All Students</td>
<td>480</td>
<td>71.25</td>
</tr>
<tr>
<td>Barack Obama Global Preparatory Academy</td>
<td>All Students</td>
<td>390</td>
<td>81.03</td>
</tr>
<tr>
<td>Foshay Learning Center</td>
<td>All Students</td>
<td>1,181</td>
<td>42.51</td>
</tr>
<tr>
<td>Horace Mann UCLA Community</td>
<td>All Students</td>
<td>313</td>
<td>77.00</td>
</tr>
<tr>
<td>John Muir Middle</td>
<td>All Students</td>
<td>790</td>
<td>54.30</td>
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<td>Johnnie Cochran, Jr., Middle</td>
<td>All Students</td>
<td>669</td>
<td>48.43</td>
</tr>
<tr>
<td>Sixth Avenue Elementary</td>
<td>All Students</td>
<td>263</td>
<td>61.98</td>
</tr>
</tbody>
</table>

### Data Source

California Assessment of Student Performance and Progress (CAASPP) - [https://caaspp-elpac.cde.ca.gov/caaspp/]
Libertas College Preparatory Charter

2017-18 and 2018-19 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "--" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>2017-18</th>
<th>2018-19</th>
<th>Change from 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with Scores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>XR 1 5230 Libertas College Preparatory Charter</td>
<td>All Students</td>
<td>211</td>
<td>23.70</td>
</tr>
<tr>
<td></td>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Learner</td>
<td>53</td>
<td>24.53</td>
</tr>
<tr>
<td></td>
<td>Filipino</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homeless</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Latino</td>
<td>150</td>
<td>16.67</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian or Pacific Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Socioeconomically Disadvantaged</td>
<td>198</td>
<td>23.23</td>
</tr>
<tr>
<td></td>
<td>Students with Disabilities</td>
<td>25</td>
<td>76.00</td>
</tr>
<tr>
<td></td>
<td>Two or More Races</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Similar Schools

Similar Schools Median All Students | | | |

Resident Schools Median

<table>
<thead>
<tr>
<th>School</th>
<th>All Students</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>W 1 8028 Audubon Middle</td>
<td>481</td>
<td>79.63</td>
<td>15.38</td>
</tr>
<tr>
<td>C 1 6668 Barack Obama Global Preparation Academy</td>
<td>396</td>
<td>87.12</td>
<td>8.84</td>
</tr>
<tr>
<td>C 1 8132 Foshay Learning Center</td>
<td>1,204</td>
<td>57.64</td>
<td>25.83</td>
</tr>
<tr>
<td>W 1 7574 Horace Mann UCLA Community</td>
<td>319</td>
<td>88.40</td>
<td>10.03</td>
</tr>
<tr>
<td>W 1 8255 John Muir Middle</td>
<td>809</td>
<td>70.83</td>
<td>17.31</td>
</tr>
<tr>
<td>W 1 8245 Johnnie Cochran, Jr., Middle</td>
<td>684</td>
<td>64.91</td>
<td>21.05</td>
</tr>
<tr>
<td>W 1 6781 Sixth Avenue Elementary</td>
<td>262</td>
<td>64.12</td>
<td>23.28</td>
</tr>
</tbody>
</table>

Resident Schools Median All Students | 481 | 70.83 | 17.31 | 8.03 | 3.83 | 11.87 | 447 | 73.55 | 19.24 | 5.87 | 2.09 | 7.96 | -3.91 |

Los Angeles Unified | 256,285 | 42.07 | 26.30 | 17.65 | 13.67 | 31.32 | 249,763 | 40.70 | 25.83 | 18.39 | 15.08 | 33.47 | 2.15 |

Data Source: California Assessment of Student Performance and Progress (CAASPP) - https://caaspp-elpac.cde.ca.gov/caaspp/
This page displays CALPADS K-12 enrollment number and percentages of select subgroups as of October 3, 2018 Census Day (first Wednesday in October).

<table>
<thead>
<tr>
<th>LD</th>
<th>BD</th>
<th>Loc Code</th>
<th>School Name</th>
<th>Enrollment</th>
<th>F/R Meal</th>
<th>GATE</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>English Learner</th>
<th>Filipino</th>
<th>Foster Youth</th>
<th>Homeless</th>
<th>Latino</th>
<th>Native Hawaiian or Pacific Islander</th>
<th>Socio-economically Disadvantaged</th>
<th>Students with Disabilities</th>
<th>Two or More Races</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>XR</td>
<td>1</td>
<td>5230</td>
<td>Libertas College Preparatory Charter</td>
<td>258</td>
<td>95.3%</td>
<td>0.0%</td>
<td>0.4%</td>
<td>0.0%</td>
<td>15.9%</td>
<td>21.7%</td>
<td>0.0%</td>
<td>0.8%</td>
<td>0.8%</td>
<td>83.7%</td>
<td>0.0%</td>
<td>95.3%</td>
<td>12.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Similar Schools

| Similar Schools Median | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |

Resident Schools

| W 1 | 8028 | Audubon Middle | 477 | 91.4% | 6.1% | 0.6% | 0.4% | 54.5% | 17.8% | 0.0% | 2.7% | 8.4% | 43.0% | 0.2% | 92.2% | 24.9% | 0.0% | 1.3% |
| C 1 | 6868 | Barack Obama Global Preparatory Academy | 344 | 93.6% | 4.1% | 0.0% | 0.0% | 27.9% | 32.8% | 0.0% | 1.7% | 4.4% | 70.6% | 0.0% | 95.1% | 22.7% | 0.0% | 0.9% |
| C 1 | 8132 | Foshay Learning Center | 1,838 | 94.5% | 19.2% | 0.2% | 0.2% | 14.9% | 14.5% | 0.1% | 0.1% | 2.6% | 84.2% | 0.1% | 95.4% | 6.7% | 0.0% | 0.3% |
| W 1 | 7574 | Horace Mann UCLA Community | 432 | 77.1% | 3.5% | 0.5% | 0.0% | 50.5% | 21.5% | 0.0% | 2.3% | 7.6% | 47.9% | 0.0% | 82.2% | 28.9% | 0.0% | 0.9% |
| W 1 | 8255 | John Muir Middle | 763 | 93.8% | 6.8% | 0.3% | 0.1% | 13.4% | 20.4% | 0.0% | 1.2% | 6.8% | 85.5% | 0.0% | 95.0% | 12.5% | 0.0% | 0.7% |
| W 1 | 8245 | Johnnie Cochran, Jr., Middle | 616 | 88.8% | 5.5% | 0.3% | 0.2% | 22.1% | 24.4% | 0.3% | 1.3% | 8.0% | 75.5% | 0.0% | 90.4% | 17.4% | 0.0% | 1.5% |
| W 1 | 6781 | Sixth Avenue Elementary | 522 | 90.4% | 1.3% | 0.6% | 1.0% | 15.3% | 42.5% | 0.0% | 0.6% | 1.7% | 81.6% | 0.0% | 92.0% | 11.9% | 0.0% | 1.3% |

Resident Schools Median

| 522 | 91.4% | 5.5% | 0.3% | 0.2% | 22.1% | 21.5% | 0.0% | 1.3% | 6.8% | 75.5% | 0.0% | 92.2% | 17.4% | 0.0% | 0.9% |

Los Angeles Unified

| 607,723 | 79.3% | 10.7% | 0.2% | 4.0% | 8.4% | 20.3% | 2.0% | 0.7% | 2.8% | 74.1% | 0.3% | 80.8% | 13.0% | 0.2% | 10.7% |
Libertas College Preparatory Charter
RECLASSIFICATION RATES

This page displays the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

<table>
<thead>
<tr>
<th>LD</th>
<th>BD</th>
<th>Loc Code</th>
<th>School</th>
<th>15-16 EL #</th>
<th>16-17 Reclass #</th>
<th>16-17 Reclass Rate</th>
<th>16-17 EL #</th>
<th>17-18 Reclass #</th>
<th>17-18 Reclass Rate</th>
<th>17-18 EL #</th>
<th>18-19 Reclass #</th>
<th>18-19 Reclass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>XR</td>
<td>1</td>
<td>5230</td>
<td>Libertas College Preparatory Charter</td>
<td>25</td>
<td>0</td>
<td>0.0</td>
<td>52</td>
<td>11</td>
<td>21.2</td>
<td>54</td>
<td>21</td>
<td>38.9</td>
</tr>
</tbody>
</table>

Similar Schools

| Similar Schools Median | --  | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |

Resident Schools

<table>
<thead>
<tr>
<th>W</th>
<th>1</th>
<th>8028</th>
<th>Audubon Middle</th>
<th>96</th>
<th>23</th>
<th>24.0</th>
<th>88</th>
<th>32</th>
<th>36.4</th>
<th>74</th>
<th>18</th>
<th>24.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>1</td>
<td>6868</td>
<td>Barack Obama Global Preparation Academy</td>
<td>166</td>
<td>14</td>
<td>8.4</td>
<td>167</td>
<td>11</td>
<td>6.6</td>
<td>147</td>
<td>18</td>
<td>12.2</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td>8132</td>
<td>Foshay Learning Center</td>
<td>283</td>
<td>51</td>
<td>18.0</td>
<td>274</td>
<td>53</td>
<td>19.3</td>
<td>263</td>
<td>42</td>
<td>16.0</td>
</tr>
<tr>
<td>W</td>
<td>1</td>
<td>7574</td>
<td>Horace Mann UCLA Community</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>0</td>
<td>0.0</td>
<td>87</td>
</tr>
<tr>
<td>W</td>
<td>1</td>
<td>8255</td>
<td>John Muir Middle</td>
<td>258</td>
<td>33</td>
<td>12.8</td>
<td>284</td>
<td>39</td>
<td>13.7</td>
<td>235</td>
<td>96</td>
<td>40.9</td>
</tr>
<tr>
<td>W</td>
<td>1</td>
<td>8245</td>
<td>Johnnie Cochran, Jr., Middle</td>
<td>217</td>
<td>34</td>
<td>15.7</td>
<td>218</td>
<td>49</td>
<td>22.5</td>
<td>186</td>
<td>53</td>
<td>28.5</td>
</tr>
<tr>
<td>W</td>
<td>1</td>
<td>6781</td>
<td>Sixth Avenue Elementary</td>
<td>289</td>
<td>17</td>
<td>5.9</td>
<td>262</td>
<td>33</td>
<td>12.6</td>
<td>252</td>
<td>53</td>
<td>21.0</td>
</tr>
</tbody>
</table>

Resident Schools Median

| Resident Schools Median | 238 | 28   | 14.3 | 240 | 33  | 13.7 | 186 | 42  | 21.0 |

Los Angeles Unified

| Los Angeles Unified | 165,453 | 27,793 | 16.8 | 157,619 | 31,718 | 20.1 | 143,196 | 32,647 | 22.8 |

Office of Data and Accountability
Page 9 of 16
Report created on: 10/23/2019
Libertas College Preparatory Charter

K-12 SPECIAL EDUCATION STUDENTS (DECEMBER 2018 CASEMIS REPORT)

This page displays the K-12 enrollment total (as of October 2018) and the number of K-12 special education students in total, by incidence category, and by eligibility as reported on the December 2018 California Special Education Management Information System (CASEMIS) Report. High incidence eligibilities are indicated by an asterisk (*).

<table>
<thead>
<tr>
<th>LD</th>
<th>BD</th>
<th>Loc Code</th>
<th>School</th>
<th>OCT 2018 Enroll #</th>
<th>Sp Ed Enroll #</th>
<th>Sp Ed Enroll %</th>
<th>% High Incidence</th>
<th>% Low Incidence</th>
<th># AUT</th>
<th># DB</th>
<th># DEAF</th>
<th># ED</th>
<th># EMD</th>
<th># HOH</th>
<th># ID</th>
<th># OHI*</th>
<th># OI</th>
<th># SLD*</th>
<th># SLI*</th>
<th># TBI</th>
<th># VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>XR</td>
<td>1</td>
<td>5230</td>
<td>Libertas College Preparatory Charter</td>
<td>258</td>
<td>30</td>
<td>12%</td>
<td>97%</td>
<td>3%</td>
<td>1</td>
<td>--</td>
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<td>7</td>
<td>--</td>
<td>18</td>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Similar Schools

| Similar Schools Median | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |

Resident Schools

| W 1 | 8028 | Audubon Middle                             | 477              | 119            | 25%            | 56%             | 44%             | 29               | --   | --   | 7      | --   | --    | 13    | 20  | 2      | 45   | 2     | 1     | 1    |
| C 1 | 6868 | Barack Obama Global Preparation Academy    | 344              | 73             | 21%            | 73%             | 27%             | 13               | --   | --   | --     | --   | --    | 6     | 10  | 1      | 43   | --    | --    | --   |
| C 1 | 8132 | Foshay Learning Center                     | 1,838            | 116            | 6%             | 83%             | 17%             | 10               | --   | --   | --     | --   | --    | 3     | 7   | 15     | --   | 75    | 6     | --   |
| W 1 | 7574 | Horace Mann UCLA Community                 | 432              | 129            | 30%            | 63%             | 37%             | 29               | --   | --   | --     | --   | --    | 14    | 24  | 2      | 55   | 2     | 1     | 1    |
| W 1 | 8255 | John Muir Middle                           | 763              | 88             | 12%            | 90%             | 10%             | 1                | --   | --   | 4      | --   | --    | 19    | --  | 57     | 3    | --    | 1     | 1    |
| W 1 | 8245 | Johnnie Cochran, Jr., Middle               | 616              | 101            | 16%            | 63%             | 37%             | 31               | --   | --   | --     | --   | --    | 1     | 5   | 18     | --   | 45    | 1     | --   |
| W 1 | 6781 | Sixth Avenue Elementary                    | 522              | 85             | 16%            | 73%             | 27%             | 17               | --   | --   | --     | --   | --    | 5     | 10  | 1      | 18   | 34    | --    | --   |

Resident Schools Median

| 522 | 101 | 16% | 73% | 27% | 17 | -- | -- | 4 | -- | 3 | 7 | 18 | 2 | 45 | 3 | -- | 1 |

Los Angeles Unified

<p>| 607,723 | 84,730 | 14% | 69% | 31% | 16,067 | 15 | 336 | 1,569 | 5 | 1,431 | 4,271 | 10,828 | 1,970 | 35,116 | 12,579 | 102 | 418 |</p>
<table>
<thead>
<tr>
<th>LD</th>
<th>BD</th>
<th>Code</th>
<th>School</th>
<th>EL 0-3 Number</th>
<th>EL 0-3 Percent</th>
<th>At-Risk 4-5 Number</th>
<th>At-Risk 4-5 Percent</th>
<th>LTEL 6+ Number</th>
<th>LTEL 6+ Percent</th>
<th>EL 4+ Not At-Risk or LTEL</th>
<th>EL Total</th>
<th>EL Percent</th>
<th>RFEP</th>
<th>RFEP Percent</th>
<th>Total (Ever-EL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>XR</td>
<td>1</td>
<td>5230</td>
<td>Libertas College Preparatory Charter</td>
<td>6</td>
<td>3.8%</td>
<td>24</td>
<td>15.3%</td>
<td>22</td>
<td>14.0%</td>
<td>4</td>
<td>56</td>
<td>35.7%</td>
<td>101</td>
<td>64.3%</td>
<td>157</td>
</tr>
</tbody>
</table>

Similar Schools

Resident Schools

<table>
<thead>
<tr>
<th>Location</th>
<th>Code</th>
<th>School Name</th>
<th>EL 0-3 Number</th>
<th>EL 0-3 Percent</th>
<th>At-Risk 4-5 Number</th>
<th>At-Risk 4-5 Percent</th>
<th>LTEL 6+ Number</th>
<th>LTEL 6+ Percent</th>
<th>EL 4+ Not At-Risk or LTEL</th>
<th>EL Total</th>
<th>EL Percent</th>
<th>RFEP</th>
<th>RFEP Percent</th>
<th>Total (Ever-EL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>1</td>
<td>Audubon Middle</td>
<td>21</td>
<td>14.2%</td>
<td>4</td>
<td>2.7%</td>
<td>60</td>
<td>40.5%</td>
<td>0</td>
<td>85</td>
<td>57.4%</td>
<td>63</td>
<td>42.6%</td>
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<tr>
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<td>0.0%</td>
<td>7</td>
<td>222</td>
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Resident Schools Median

Los Angeles Unified

<table>
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<th>Location</th>
<th>Code</th>
<th>School Name</th>
<th>EL 0-3 Number</th>
<th>EL 0-3 Percent</th>
<th>At-Risk 4-5 Number</th>
<th>At-Risk 4-5 Percent</th>
<th>LTEL 6+ Number</th>
<th>LTEL 6+ Percent</th>
<th>EL 4+ Not At-Risk or LTEL</th>
<th>EL Total</th>
<th>EL Percent</th>
<th>RFEP</th>
<th>RFEP Percent</th>
<th>Total (Ever-EL)</th>
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<td></td>
<td></td>
<td></td>
<td>72,921</td>
<td>24.3%</td>
<td>20,946</td>
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<td>28,112</td>
<td>9.4%</td>
<td>1,600</td>
<td>123,579</td>
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<td>176,216</td>
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## Libertas College Preparatory Charter
### IN AND OUT-OF-SCHOOL SUSPENSION EVENTS

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<tr>
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<th>2017-18 SUBGROUPS</th>
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<td>STUDENTS WITH DISABILITY</td>
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<td>XR</td>
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<td>5230</td>
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<td>10.1%</td>
<td>11.1%</td>
<td>5.0%</td>
<td>4.1%</td>
<td>220</td>
<td>11</td>
<td>14</td>
<td>57</td>
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</table>

**Similar Schools Median**

**Resident Schools Median**

**Suspension Events**: The number in and out-of-school suspension events issued by the school.

**Suspension Days**: The total number of days issued for all suspension events.

**Suspension Event Rate**: The rate is calculated by dividing the total number of suspension events for the school or subgroup by the total enrollment of the school or subgroup (events/enrollment).

**Single Student Suspension %**: The percent of students in the school or subgroup that have been suspended one or more times (students suspended/enrollment).

**Note**:

a. The 2017-18 data is inclusive of in-school and out-of-school suspension events.

b. The 2015-16 and 2016-17 data represents out-of-school suspension events only.
Multi-Year School Performance Summary Charts
Libertas College Preparatory Charter

CAASPP Achievement Data Schoolwide and Numerically Significant Subgroups
Math Percentage of Students Met or Exceeded Standards

- **Schoolwide**
  - 2016-17: 39.26%
  - 2017-18: 51.18%
  - 2018-19: 49.81%

- **Black or African American**
  - 2016-17: 26.09%
  - 2017-18: 39.29%

- **English Learner**
  - 2016-17: 21.54%
  - 2017-18: 32.08%

- **Latino**
  - 2016-17: 38.94%
  - 2017-18: 57.33%
  - 2018-19: 55.05%

- **Socioeconomically Disadvantaged**
  - 2016-17: 39.61%
  - 2017-18: 50.00%
  - 2018-19: 51.42%
Multi-Year School Performance Summary Charts
Libertas College Preparatory Charter

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide</th>
<th>Resident Schools Median</th>
<th>Similar Schools Median</th>
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<tr>
<td><strong>English Language Arts</strong></td>
<td>59.10</td>
<td>18.70</td>
<td>--</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>49.81</td>
<td>7.96</td>
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### English Learner Reclassification Rates

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<th>Rate</th>
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<th>Resident Schools Median</th>
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<td>2016-17</td>
<td>14.3</td>
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<tr>
<td>2017-18</td>
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<td></td>
</tr>
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<td>2018-19</td>
<td>38.9</td>
<td>[Bar Chart]</td>
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### 2018-19 At-Risk and Long-Term English Learners Percentages

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<thead>
<tr>
<th>Percentage</th>
<th>At-Risk 4-5 Years</th>
<th>At-Risk and LTEL</th>
<th>LTEL 6+ Years</th>
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<tbody>
<tr>
<td>Percent</td>
<td>15.3%</td>
<td>2.3%</td>
<td>26.3%</td>
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</tbody>
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Multi-Year School Performance Summary Charts
Libertas College Preparatory Charter

In and Out-Of-School Suspension Event Percentages

- Libertas College Preparatory Charter: 5.0%
- Resident Schools Median: 2.0%

School Year: 2017-18
<table>
<thead>
<tr>
<th>Subgroup</th>
<th>PLOC Resident School</th>
<th>TEST</th>
<th>School Name</th>
<th>Students with Scores</th>
<th>Percentage Standard Not Met</th>
<th>Percentage Standard Nearly Met</th>
<th>Percentage Standard Met</th>
<th>Percentage Standard Exceeded</th>
<th>Percentage Standard Met and Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>6781 English Language Arts/Literacy</td>
<td>6th Avenue Elementary</td>
<td>263</td>
<td>61.98</td>
<td>22.43</td>
<td>12.55</td>
<td>3.04</td>
<td>15.59</td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td>8028 English Language Arts/Literacy</td>
<td>Audubon Middle School</td>
<td>480</td>
<td>71.25</td>
<td>16.88</td>
<td>9.79</td>
<td>2.08</td>
<td>11.88</td>
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</tr>
<tr>
<td>All Students</td>
<td>6868 English Language Arts/Literacy</td>
<td>Barack Obama Global Preparation Academy</td>
<td>390</td>
<td>81.03</td>
<td>12.56</td>
<td>5.9</td>
<td>0.51</td>
<td>6.41</td>
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<tr>
<td>All Students</td>
<td>8132 English Language Arts/Literacy</td>
<td>Foshey Learning Center</td>
<td>1181</td>
<td>42.51</td>
<td>24.81</td>
<td>23.88</td>
<td>8.81</td>
<td>32.68</td>
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</tr>
<tr>
<td>All Students</td>
<td>8255 English Language Arts/Literacy</td>
<td>John Muir Middle School</td>
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<td>25.57</td>
<td>16.46</td>
<td>3.67</td>
<td>20.13</td>
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<tr>
<td>All Students</td>
<td>8245 English Language Arts/Literacy</td>
<td>Johnnie L Cochran Jr Middle School</td>
<td>669</td>
<td>48.43</td>
<td>24.81</td>
<td>22.42</td>
<td>4.33</td>
<td>26.76</td>
<td></td>
</tr>
</tbody>
</table>

**All Students Median**

|                        | 575 | 58.14 | 23.62 | 14.51 | 3.36 | 17.86 |

**American Indian or Alaska Native**

|                        | 6781 English Language Arts/Literacy | 6th Avenue Elementary | 57 | 66.67 | 26.32 | 5.26 | 1.75 | 7.02 |

**Asian**

|                        | 8028 English Language Arts/Literacy | Audubon Middle School | 269 | 75.09 | 13.75 | 9.29 | 1.86 | 11.15 |

**American Indian or Alaska Native**

|                        | 6868 English Language Arts/Literacy | Barack Obama Global Preparation Academy | 99 | 85.86 | 12.12 | 2.02 | 0.20 |

**Black or African American**

|                        | 8132 English Language Arts/Literacy | Foshey Learning Center | 194 | 56.19 | 20.62 | 18.04 | 5.15 | 23.2 |

**Black or African American Median**

|                        | 8255 English Language Arts/Literacy | John Muir Middle School | 89 | 66.29 | 19.1 | 12.36 | 2.25 | 14.61 |

**Economically disadvantaged**

|                        | 8245 English Language Arts/Literacy | Johnnie L Cochran Jr Middle School | 124 | 57.26 | 22.58 | 17.74 | 2.42 | 20.16 |

**Economically disadvantaged Median**

|                        | 545 | 58.15 | 23.77 | 14.13 | 3.10 | 17.22 |

**English Learner Median**

|                        | 6781 English Language Arts/Literacy | 6th Avenue Elementary | 85 | 85.88 | 11.76 | 2.35 | 0 | 2.35 |

**Filipino**

|                        | 8132 English Language Arts/Literacy | Foshey Learning Center | 133 | 96.99 | 2.26 | 0.75 | 0.75 |

**Filipino**

|                        | 8255 English Language Arts/Literacy | John Muir Middle School | 145 | 96.55 | 3.45 | 0 | 0 |

**Filipino Median**

|                        | 8245 English Language Arts/Literacy | Johnnie L Cochran Jr Middle School | 140 | 87.86 | 11.43 | 0.71 | 0.71 | 0.71 |

Report Created on: 08/22/2019
<table>
<thead>
<tr>
<th>Subgroup</th>
<th>PLOC Resident School</th>
<th>TEST</th>
<th>School Name</th>
<th>Students with Scores</th>
<th>Percentage Standard Not Met</th>
<th>Percentage Standard Nearly Met</th>
<th>Percentage Standard Met</th>
<th>Percentage Standard Exceeded</th>
<th>Percentage Standard Met and Above</th>
</tr>
</thead>
<tbody>
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<td>6781</td>
<td>English Language Arts/Literacy</td>
<td>6th Avenue Elementary</td>
<td>196</td>
<td>61.22</td>
<td>21.43</td>
<td>14.8</td>
<td>2.55</td>
<td>17.35</td>
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<tr>
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<td>84.88</td>
<td>8.14</td>
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<td>6.98</td>
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<td>88.78</td>
<td>8.16</td>
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</tr>
<tr>
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<td>Barack Obama Global Preparation Academy</td>
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<td>John Muir Middle School</td>
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<td>Johnnie L Cochran Jr Middle School</td>
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Libertas College Preparatory Charter - 5230 Resident Schools 2017-18 CAASPP Subgroup Data Set

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I. **Category of Proposed Action:**
The proposed action would revise the current approved enrollment for Libertas College Preparatory Charter from 360 to 450.

II. **Summary Description of Current District Practice:**
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted single charter status for a maximum of five (5) years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. **Proposed Change:**
The approval of this material revision would revise the charter of Libertas College Preparatory for its current approved enrollment from 360 to 450.

IV. **Effects of This Proposal:**
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. **Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:**
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. **If proposed action affects negatively any desegregation program, list other option(s) identified:**
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District’s Court-ordered Integration Program.

**PREPARED BY:**

[Signature]

LUIS E. AGUILAR
Specialist
Charter Schools Division

**APPROVED BY:**

[Signature]

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services
ATTACHMENT D
MATERIAL REVISION TO CHARTER OF
LIBERTAS COLLEGE PREPARATORY CHARTER SCHOOL

This Material Revision to the Charter of Libertas College Preparatory Charter School (“Material Revision”) is made between Libertas College Preparatory Charter School’s Authorizer, Los Angeles Unified School District (“District”), a California public school district, and Libertas College Preparatory, a California non-profit corporation, (“Parties”) operating a California public charter school known as Libertas College Preparatory Charter School (“Charter School” and/or “Libertas”).

This Material Revision is to be read in conjunction with and shall expressly revise the Charter of Libertas College Preparatory Charter School originally approved by the Los Angeles Unified School District Board of Education on August 26, 2014 (“Charter”). The renewal Charter was approved on September 24, 2019. The effective date of this Material Revision, upon approval by the Board of Education [or state other applicable date].

A. WHEREAS, the Charter School was approved to serve 360 students in grades 4 to 8;

B. WHEREAS, Libertas College Preparatory Charter School is currently co-located on District’s property, under Prop 39, at Tom Bradley Elementary School on 3875 Dublin Ave., Los Angeles, CA 90008;

C. WHEREAS, the Charter School governing board resolved on October 16, 2019 (“the Resolution”) to increase the enrollment capacity by 90, from 360 students to 450, starting in the 2022-2023 school year. The rationale for seeking an increase in enrollment capacity is that the Charter School currently has waitlists for grades 5 to 8 ranging from 3 and 25 students per grade;

D. WHEREAS, according to the Resolution, the Charter School has secured a large state grant for a new facility project using Prop 51 funds and are in the process of securing a site to build a comprehensive private facility to house its students. The new facility will be within 2.5 square miles of where the Charter School is currently co-located on District’s property;

E. WHEREAS, Parties agree to materially revise the Charter, pursuant to Education Code sections 47605(a)(4) and 47607(a) to reflect changes to the Charter as noted below.

NOW, THEREFORE, the parties hereby acknowledge the adequacy of the consideration given for this Material Revision and, notwithstanding any provision to the contrary set forth in the Charter, the parties hereto expressly agree as follows:
**Enrollment Capacity**: Effective from the 2022-2023 school year, all references in the Charter to the Enrollment Capacity of the Charter School as “360” shall be deleted and replaced with **450**. The chart representing the Enrollment [Roll-Out] Plan, on page 28 of the Charter, shall be deleted and replaced with the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23*</th>
<th>2023-24</th>
<th>2024-25</th>
<th>2025-26</th>
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<tbody>
<tr>
<td>4</td>
<td>45</td>
<td>46</td>
<td>45</td>
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<td>60</td>
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<td>90</td>
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<td>6</td>
<td>64</td>
<td>64</td>
<td>94</td>
<td>94</td>
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<td>Total</td>
<td>284</td>
<td>290</td>
<td>319</td>
<td>349</td>
<td>433</td>
<td>450</td>
</tr>
</tbody>
</table>

1. **Charter School Location**: Contingent upon the submission of the Certificate of Occupancy for the new facility and the Charter School’s relocation from Tom Bradley Elementary School, references in the Charter to the address and/or location of the Charter School shall be replaced with:

   **6133 South Gramercy Place, Los Angeles, CA 90047**

   If applicable, references in the Charter to District’s local district and Board district, surrounding schools’ demographics and related information for the Charter School shall be updated to reflect the new location.

2. **Budget**: Charter School shall submit an updated Budget and Financial Projections to the District upon relocation to its new facility and increased enrollment, the latter which shall be effective in the 2022-2023 school year.

3. The Charter School warrants that it is/is operated by a non-profit corporation in good standing in the State of California.

4. All other provisions of the Charter shall remain in effect.
IN WITNESS WHEREOF, the Parties hereto have caused this Material Revision to be duly executed and delivered in their respective names by their authorized representatives as of the date set forth below.

DATED: January ____, 2020 LIBERTAS COLLEGE PREPARATORY CHARTER SCHOOL

By: ______________________________
Title: ______________________________

Authorized Representative of Libertas College Preparatory Charter School

DATED: January ____, 2020 LOS ANGELES UNIFIED SCHOOL DISTRICT

By: ______________________________
Title: ______________________________

Authorized Representative of Los Angeles Unified School District
TAB 2
Denial of the New Petition for Los Angeles School of Creativity and Technology
January 21, 2020
Charter Schools Division

Action Proposed:
Staff recommends denial of the charter petition for Los Angeles School of Creativity and Technology (“Charter School”), proposed to be located in Board District 1 and Local District West, and to serve 125 students in grades TK-2 in the first year of operation, and up to 325 students in grades TK-6 by the end of the charter term, and adoption of the attached Findings of Fact In Support of Denial of the Charter Petition for Los Angeles School of Creativity and Technology.

Background:
On October 23, 2019, Los Angeles School of Creativity and Technology submitted its charter school petition application to the Charter Schools Division seeking to open and operate an independent charter school. Pursuant to a waiver mutually agreed upon and executed by petitioners and the District, the timeline for Board action on this petition has been extended to January 21, 2020.

A Public Hearing was held on November 19, 2019.

Los Angeles School of Creativity and Technology does not operate any other LAUSD-authorized charter schools.

Based on a comprehensive review of the charter petition application and supporting documentation, staff has determined that the charter school has not met the requirements set forth in Education Code 47605 and therefore recommends denial of the petition.

Statutory Framework
Education Code section 47605(b) sets forth grounds for denying a charter petition. Section 47605(b) states that "[t]he governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
The petition does not contain the number of signatures required by subdivision (a) [of section 47605].

The petition does not contain an affirmation of each of the conditions described in subdivision (d) [of section 47605].

The petition does not contain reasonably comprehensive descriptions of all of the [fifteen elements set forth in section 47605, subdivision (b)(5)].

The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605, subd. (b).)

**Grounds for Denial:**
Staff of the Charter Schools Division and the Office of the General Counsel reviewed the charter school petition application for Los Angeles School of Creativity and Technology and have assessed that the petition application does not meet the criteria for approval. As fully discussed in the attached *Findings of Fact In Support of Denial of the Charter Petition for Los Angeles School of Creativity and Technology*, based on review of the petition and supporting documentation, staff has determined, in accordance with Education Code section 47605(b), the following:

1. Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the charter petition.

2. The petition does not provide reasonably comprehensive descriptions of all required elements.

**Due Diligence:**
Current Los Angeles School of Creativity and Technology governing board members completed questionnaires regarding conflicts of interest. A due diligence review of the charter school and its governing organization, school leader, and on-site financial manager, was performed by the Office of the Inspector General.

The petition is available for perusal in the Charter Schools Division and online at the District’s Board of Education website at http://laschoolboard.org/charterpetitions.

**Expected Outcomes:**
Denial will prevent the establishment of Los Angeles School of Creativity and Technology as an LAUSD authorized charter school at this time.

**Board Options and Consequences:**
“**Yes**” - If the Board adopts the recommendation of denial and the attached *Findings of Fact in Support of Denial of the Charter Petition for Los Angeles School of Creativity and Technology*, Charter School would not be authorized to open or operate as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education or the California State Board of Education and, if the appeal is approved, Charter School would be authorized by the approving authorizer.

“**No**” - If the Board does not adopt the recommendation of denial of the charter petition and the attached *Findings of Fact in Support of Denial of the Charter Petition for Los Angeles School of Creativity and
File #: Rep-218-19/20, Version: 1

Technology, and instead takes specific action to approve the charter petition, Charter School would be authorized to operate as a charter school for the charter term beginning July 1, 2020. Within 30 days, the Board requires that the school submit to the Charter Schools Division a revised charter petition that meets all LAUSD requirements, including but not limited to a reasonably comprehensive description of all fifteen required elements and compliance with current District Required Language.

Policy Implications:
There are no policy implications at this time.

Budget Impact:
The Local Control Funding Formula (LCFF) and various other income sources of the District are reduced when current District students enroll at a charter school, and corresponding reduction in expenditures may not occur in such cases. If the Board adopts staff recommendation of denial of the petition, the action will not have a budget impact. If the Board does not adopt the staff denial recommendation and the petition is approved, the impact on the budget will be commensurate with the terms of the specific Special Education Local Plan Area (SELPA) MOU (Option 1, 2, or 3) executed by the charter school and the District.

Student Impact:
As stated in the Board of Education’s Policy on Charter School Authorizing, “[W]hen the Board of Education authorizes a charter school, it establishes a partnership to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools (Policy, p.1).” Based on a comprehensive review and assessment of Charter School’s new petition application and supporting documentation, staff has determined that Charter School has not met the requirements and therefore recommends denial of the new charter petition.

Issues and Analysis:
Issues are outlined above and in more detail in the attached Findings of Fact In Support of Denial of the Charter Petition for Los Angeles School of Creativity and Technology.

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Data Set
Attachment C - Findings of Fact
Attachment D - Notice of CD with Exhibits 1-12 to the Findings of Fact
Attachment E - 3 Mile Radius Map with Projected Capacity and Enrollment Norm
Attachment F - Agreement to Waive and Extend Charter Petition Timeline

Informatives:
Not applicable

Submitted:
January 3, 2020
RESPECTFULLY SUBMITTED,

AUSTIN BEUTNER
Superintendent of Schools

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

Approved as to form.

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

Approved as to budget impact statement.
<table>
<thead>
<tr>
<th>School Name:</th>
<th>Los Angeles School of Creativity and Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Charter School:</td>
<td>Start-Up Independent Charter School</td>
</tr>
<tr>
<td>Charter Operator</td>
<td>Los Angeles School of Creativity and Technology</td>
</tr>
<tr>
<td>Location Code:</td>
<td>N/A</td>
</tr>
<tr>
<td>Type of Site(s):</td>
<td>Private</td>
</tr>
<tr>
<td>Proposed Site Address(es) or Target Community:</td>
<td>9004 Normandie Ave, Los Angeles, CA, 90044</td>
</tr>
<tr>
<td>Board District(s):</td>
<td>1</td>
</tr>
<tr>
<td>Local District(s):</td>
<td>West</td>
</tr>
<tr>
<td>Grade Levels Proposed to be Served:</td>
<td>TK-8</td>
</tr>
<tr>
<td>Enrollment Proposed in Charter Petition:</td>
<td>450</td>
</tr>
<tr>
<td>CONSIDERATION:</td>
<td>New</td>
</tr>
<tr>
<td>STAFF RECOMMENDATION:</td>
<td>Denial</td>
</tr>
</tbody>
</table>

**SUMMARY OF STAFF FINDINGS:**

Based on a comprehensive review of the charter petition application and supporting documentation, staff has determined that petitioners have not met the requirements set forth in Education Code 47605. Staff findings:

- Petitioners are *demonstrably unlikely to successfully implement the educational program* set forth in the petition.
- The Petition does not provide *reasonably comprehensive descriptions of all required elements*.

Please see *Findings of Fact in Support of Recommendation of Denial of the Charter Petition for Los Angeles School of Creativity and Technology* for further detail. Please also see “Staff Review and Assessment” section below.

<table>
<thead>
<tr>
<th>PROPOSED BENCHMARKS:</th>
<th>N/A</th>
</tr>
</thead>
</table>
STAFF ASSESSMENT

I. ACTION PROPOSED
Staff recommends denial of the charter petition for Los Angeles School of Creativity and Technology (“Charter School”). The school is proposed to be located in Board District 1 and Local District West, and to serve 125 students in grades TK-2 in the first year of operation, and up to 325 students in grades TK-6 by the end of the charter term (the charter includes grades 7-8, however, those grade levels are not proposed to be served in the first term of the charter).

II. CRITERIA FOR NEW PETITIONS
Upon submission, District staff comprehensively reviews each charter petition application to determine whether the school has met the requirements set forth in California Education Code section 47605. Staff must determine whether the submitted petition is 
educationally sound, reasonably comprehensive, and demonstrably likely to be successfully implemented. (Ed. Code §§ 47605.) Additionally, staff must ascertain whether the petition contains the minimum number of signatures as well as the requisite affirmations, assurances, and declarations per the requirements of section 47605. Please see Policy for Charter School Authorizing (LAUSD Board of Education, February 7, 2012) and Administrative Procedures for Charter School Authorizing (LAUSD Board of Education, September 10, 2013) for more information.

III. GENERAL SCHOOL INFORMATION

A. School History

<table>
<thead>
<tr>
<th>Los Angeles School of Creativity and Technology</th>
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</thead>
<tbody>
<tr>
<td><strong>Initial Authorization:</strong></td>
</tr>
<tr>
<td><strong>Most Recent Renewal</strong></td>
</tr>
<tr>
<td><strong>Approved Material Revisions of Current Charter:</strong></td>
</tr>
<tr>
<td><strong>Board Benchmarks in Current Charter Term:</strong></td>
</tr>
<tr>
<td><strong>Submission of New Petition Application:</strong></td>
</tr>
</tbody>
</table>
B. **Educational Program**

<table>
<thead>
<tr>
<th>Key Features of Educational Program:</th>
<th>Los Angeles School of Creativity and Technology proposes to offer a TK-8 educational program which includes the following features:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- A Blended Learning approach to personalized learning utilizing digital tools such as Khan Academy and ST Math to provide targeted instruction based on student performance.</td>
</tr>
<tr>
<td></td>
<td>- STEAM-centered, project-based learning (PBL) to provide students with opportunities to explore science, technology, engineering, arts, and mathematics in weekly PBL projects.</td>
</tr>
<tr>
<td></td>
<td>- Computer science education at all grade levels to prepare students to participate in the 21st century economy and develop computational thinking skills.</td>
</tr>
<tr>
<td></td>
<td>- An entrepreneurship curriculum aimed at helping students develop their own businesses and/or non-profit organizations.</td>
</tr>
<tr>
<td></td>
<td>- A Social-emotional learning (SEL) focus, including an advisory course, based on the needs of students in a socioeconomically-disadvantaged community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Learner Master Plan:</th>
<th>Los Angeles School of Creativity and Technology proposes to implement the District’s English Learner Master Plan.</th>
</tr>
</thead>
</table>

| Special Education SELPA                    | Los Angeles School of Creativity and Technology has indicated an intent to apply for LAUSD SELPA Option 2. |

C. **Student Population**

The Charter School proposes to serve students in the community of Westmont, CA (an unincorporated area in Los Angeles County), in and around ZIP codes 90044 and 90047.

D. **Charter School Operator**

Los Angeles School of Creativity and Technology proposes to be operated by Los Angeles School of Creativity and Technology, a California nonprofit public benefit corporation that does not operate any other LAUSD-authorized charter school.

IV. **STAFF REVIEW AND ASSESSMENT**

Based on a comprehensive review of the charter petition application and other supporting documentation, staff has determined that the petitioners have not met the requirements set forth in Education Code 47605. Staff findings include the following:

A. **Have Petitioners Presented a Sound Educational Program?**

   *This criterion has not been determined to be a finding.*
B. Are Petitioners Demonstrably Likely To Succeed?

For reasons more fully set forth in the Findings of Fact in Support of Denial of the Charter Petition for Los Angeles School of Creativity and Technology, Petitioners are not demonstrably likely to successfully implement the educational program set forth in the petition.

1. Student Achievement and Educational Performance

As a proposed new charter school, Los Angeles School of Creativity and Technology does not have a record of performance in this category.

a. Summary
   N/A

b. Student Academic Performance in ELA and Math
   N/A

c. Student Subgroup Academic Growth
   N/A

d. English Learner Reclassification Rates
   N/A

e. CAHSEE Passage and Graduation Rates [HS only]
   N/A

f. Annual Oversight Results
   N/A

g. Additional Information
   The school proposes to open in the 2020-2021 school year.

h. Additional Information
   None

2. Governance

As a proposed new charter school, Los Angeles School of Creativity and Technology does not have a record of performance in this category.

3. Organizational Management, Programs, and Operations

As a proposed new charter school, Los Angeles School of Creativity and Technology does not have a record of performance in this category.

a. Summary
   N/A

b. School Climate and Student Discipline
   N/A

c. Access and Equity
   N/A
d. **Special Education**
   N/A

4. **Fiscal Operations**
   As a proposed new charter school, Los Angeles School of Creativity and Technology does not have a record of performance in this category. Please see *Findings of Fact in Support of Denial of the Petition for Los Angeles School of Creativity and Technology* for further details.

   a. **Summary**
      N/A

   b. **Fiscal Condition**
      N/A

   c. **2017 – 2018 Independent Audit Report**
      N/A

   d. **Other Significant Fiscal Information**
      N/A

C. **Is the Petition Reasonably Comprehensive?**
   For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Charter Petition for Los Angeles School of Creativity and Technology*, the petition does not contain reasonably comprehensive descriptions of all required elements.

D. **Does the Petition Contain the Required Affirmations, Assurances, and Declarations?**
   *This criterion has not been determined to be a finding.*

E. **Does the Petition Contain the Required Number of Signatures?**
   *This criterion has not been determined to be a finding.*
<table>
<thead>
<tr>
<th>School</th>
<th>Address: 5004 Hermann Ave, Los Angeles, CA 90045</th>
<th>Grade: K-8</th>
</tr>
</thead>
</table>

### 2018-2019 Student Demographic Percentages

#### White

<table>
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<tbody>
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<td>SD</td>
<td>School Name</td>
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<tr>
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<td>------------</td>
</tr>
<tr>
<td>S 7</td>
<td>Watts Learning Center</td>
<td>K-5</td>
</tr>
<tr>
<td>S 9</td>
<td>Watts Learning Center Charter School</td>
<td>6-8</td>
</tr>
<tr>
<td>W 1</td>
<td>Watts Elementary School</td>
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<td>K-5</td>
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<td>Watts Elementary School</td>
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<td>K-6</td>
</tr>
<tr>
<td>W 1</td>
<td>Watts Elementary School</td>
<td>K-5</td>
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<tr>
<td>Median</td>
<td>28.37</td>
<td>29.41</td>
</tr>
</tbody>
</table>
ATTACHMENT C

FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE
CHARTER PETITION FOR
LOS ANGELES SCHOOL OF CREATIVITY AND TECHNOLOGY BY THE LOS
ANGELES UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION REPORT 218-19/20
Date: January 21, 2020

I. INTRODUCTION

On October 23, 2019, Los Angeles School of Creativity and Technology (“C-Tech,” “Charter School,” or “Petitioners”) submitted a charter school petition application to the Charter Schools Division (CSD), seeking to open a new charter school to serve 125 students in grade TK-2 in the first year and up to 325 students in grades TK-6 by the fifth year of the charter (the charter includes grades 7-8, however, those grade levels are not proposed to be served in the first term of the charter). The proposed charter school will operate within zip codes 90044 and 90047 in the South Los Angeles and Westmont areas, which are served by Board District 1, and Local District West. (See Exhibit 1, C-Tech Charter Petition).

Education Code section 47605, subdivision (b) states that “[t]he governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

(3) The petition does not contain the number of signatures, required by section 47605, subdivision (a).

(4) The petition does not contain an affirmation of each of the conditions described in section 47605, subdivision (d).

(5) The petition does not contain reasonably comprehensive descriptions of all of the [fifteen elements] set forth in section 47605, subdivision (b)(5).

(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. (Ed. Code, § 47605, subd. (b).)
The District takes the following factors into consideration in determining whether charter petitioners are demonstrably unlikely to successfully implement the educational program set forth in the proposed charter:

- The petitioners have a past history of involvement in charter schools or other education agencies (public or private) which the charter authorizing agency regards as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioners’ control.

- The petitioners are unfamiliar with the content of the petition or the requirements of law that would apply to the proposed charter school.

- The petitioners have presented an unrealistic financial and operational plan for the proposed charter school.

- The petitioners personally lack the necessary background critical to the charter school’s success, and the petitioners do not have a plan to secure the services of individuals who have the necessary background in curriculum, instruction, assessment, and finance and business management. (Cal. Code Regs., tit. 5, § 11967.5.1, subd. (c).)

II. SUMMARY OF FINDINGS AND STAFF RECOMMENDATION

Based on a comprehensive review of the petition and documentation submitted in the petition application, the Capacity Interview of the petitioner team, and information obtained through publicly available sources, District staff recommends that the Board of Education deny the Los Angeles School of Creativity and Technology petition and adopt these Findings of Fact In Support of Denial of the Charter Petition for Los Angeles School of Creativity and Technology based on the following grounds:

- Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the petition.

- The Petition does not contain reasonably comprehensive descriptions of all required elements.

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III. FINDINGS OF FACT

A. Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code, § 47605, subd. (b)(2).)

1. Petitioners have not demonstrated the necessary background to successfully operate the proposed charter school.

The Petitioners have not presented a proposed school-site team with the necessary background critical to successfully operate the proposed charter school. Although the Executive Director and the Chief Academic Officer have experience teaching in a middle school, their resumes demonstrated limited teaching or administrative experience necessary to operate the proposed charter school. The Executive Director and the Chief Academic Officer do not have onsite elementary school experience which is relevant since the charter petition proposes to serve students in TK-6 in its first term. Moreover, neither has taught or operated a school within the last ten years. (See Exhibit 2, Resumes).

2. Petitioners are unfamiliar with the contents of the Petition.

At the Capacity Interview held on November 12, 2019, Petitioners demonstrated lack of knowledge as to the contents of the charter petition. This, coupled with the apparent duplication of language from other petitions, raises question about Petitioners’ capacity to successfully implement the proposed program. Specifically, Petitioners’ descriptions of the following areas during the Capacity Interview were inconsistent with the descriptions in the petition. Below are some examples:

- **Supports and Interventions for Students Achieving Below Grade Level:** The petition has several pages detailing systems to support students achieving below grade level. These systems are the Multi-Tier System of Supports (MTSS) and Student Support and Progress Team protocol (SSPT). During the Capacity Interview, the Petitioners were asked to describe their response to a hypothetical scenario of a student achieving below grade level and made no mention of the highly structured system for intervention (i.e., the Multi-Tier System of Supports “MTSS” and Student Support and Progress Team “SSPT”) described in the petition. When asked directly about MTSS, the Petitioners replied, “I’m drawing a blank,” and could not provide any details about the system as described in the petition. When the CSD explained that “MTSS” is used in the petition as an acronym for Multi-Tier System of Supports, the Petitioners could provide no specific details or elaboration on the system.

- **Arts Component of STEAM Program:** During the Capacity Interview, the Petitioners were asked to describe the Arts component of the STEAM focus described in the petition and answered that arts would be woven into instruction by classroom teachers. The Petitioners’ response included no mention of the rotating eight week mini-sessions described in the petition, nor of the part-time
teachers the petition asserts would provide arts instruction. When the Petitioners were asked why the petition mentioned “outside, part-time teachers” rather than classroom teachers, they then stated that part-time teachers would teach arts after school. The petition does not contain any description of an after school arts program (or any after school program, for that matter). The part-time teachers mentioned in this section of the petition are not described in Element 5 or anywhere else in the petition, nor are part-time teachers included in the budget.

- **Partnerships with Organizations:** The petition specifically mentions partnerships with organizations representing the technology and science community in Pasadena. At the Capacity Interview, the Petitioners were asked to describe the details of the partnerships. Petitioners were unable to offer details that aligned with the description in the petition. The Petitioners did not cite any of the partnerships noted in the petition, such as the Pasadena company that manufactures robotic arms and did not mention the Mars Rover or any intention to leverage partnerships to connect experiential learning to study of “the solar system, deep space, and simple engineering principles.” Additionally, when Petitioners were asked if these partnerships would involve students traveling to Pasadena, the Petitioners stated they plan to transport students to Pasadena “no more than twice a week” via buses supplied by “a bus company in Glendale.” The petition application does not include transportation costs in the budget.

- **English Learner Master Plan:** The petition claims that the proposed charter school will adopt the LAUSD English Learner Master Plan, but the program for English Learners described in the petition is inconsistent with the LAUSD English Learner Master Plan (i.e., the reclassification criteria). When asked during the Capacity Interview what features of the LAUSD English Learner Master Plan contributed to their decision to adopt it, the Petitioners could offer no details of the District’s plan. When it was brought to their attention that there were discrepancies between the plan in their petition and the LAUSD English Learner Master Plan, they said they were unaware of such discrepancies but that their intention was to be in alignment with the District plan. (See Exhibit 3, EL Reclassification Criteria).

It is also important to note that a review of the petition reveals that various areas of the petition are nearly identical to charter petitions of other charter schools. For example, the petition has several pages detailing systems to support students achieving below grade level which are almost identical to pages 100-103 of the Garvey/Allen Visual & Performing Arts Academy for STEM petition authorized by the Riverside County Office of Education:
C-Tech is built on the Multi-Tier System of Supports (“MTSS”) which encompasses a Response to Intervention (“RtI”) program but goes beyond the student interventions. MTSS addresses academic as well as the social, emotional, and behavioral development of children from early childhood to promotion. It provides multiple levels of support for all learners (below grade level to above grade level). C-Tech will align resources and support for students receiving instruction and for teachers and other support staff who are delivering the instruction. (See Exhibit 4, Description of Student Supports).

The petition references a visual and performing arts program which is identical to a provision in the Alma Fuerte Public School charter petition authorized by the Los Angeles County Office of Education:

*We anticipate offering rotating visual and performing arts courses for mini-sessions throughout the year (8 weeks in duration in rotating subjects such as visual arts, dance, musical instruments), via contracting with outside, part-time teachers.* (See Exhibit 5, Description of Arts Program).

The petition’s reference to partnerships with organizations in Pasadena is nearly identical to the Alma Fuerte Public School charter petition:

*However, at C-Tech we believe that scientific knowledge is ever growing, and so while FOSS will serve as a foundation to our science program, we will also partner with the vibrant technology and science community only available in Pasadena as we work to build an experiential curriculum with community partners. For example, we are partnering with a local Pasadena company which manufactures robotic arms for use on the Mars Rover and other deep space projects, to share with our students knowledge about the solar system, deep space, and simple engineering principles.* (See Exhibit 6, Description of Partnerships in Pasadena).

The Petitioner’s demonstrated lack of knowledge regarding the content of their petition at the Capacity Interview and the seeming duplication of charter petitions from other schools calls into question whether the Petitioners developed and are knowledgeable about the academic and instructional program and plan for their own proposed school.

3. **Petitioners do not demonstrate capacity to fiscally operate the proposed charter school.**

The Petitioners have not presented a proposed Onsite Financial Manager (OFM) with the necessary background critical to operate a charter school successfully. While the proposed OFM stated that he was involved in the preparation of the budget submitted with the charter petition, he was unable to offer accurate details regarding positions referenced in the school’s organizational chart that were not reflected in the school’s petition budget (i.e., the fact that the OFM position was not reflected in the budget, and that a Director of Operations position was budgeted). Moreover, when presented with a case scenario during the Capacity Interview regarding the fiscal operations for a hypothetical organization—which asked the governing board representatives to pose informed questions based on the
financial data and trends referenced in the financial statements provided, the responses indicated a lack of school-level fiscal experience. Furthermore, a governing board representative described this area as having “room for growth.” These observations raise concerns regarding the governing board’s ability to ensure appropriate oversight over the school’s financial management, budget, and its overall fiscal condition.

4. **Charter School’s website contains information that is not consistent with the Petition.**

- The website has an online enrollment form that differs substantially from the form submitted with the petition. (See Exhibit 7, C-Tech Enrollment and Lottery Forms).

- The website posts five links to, “board meeting notes and agendas.” However, all five link to the same document (title: “Board Meeting Minutes Example 6-1-2019”) which is nearly identical to an example of board meeting minutes from a TOEIC (Test of English for International Communication) Test Prep Book, and as such, contains no information relating to Los Angeles School of Creativity and Technology or its Governing Board. (See Exhibit 8, C-Tech Board Meeting Agenda).

- The website states, “Advanced students can complete Associate’s or B.S. in Computer Science.” It is unclear how a TK-8 school could provide a four year college degree. (See Exhibit 9, C-Tech Website).

- The website includes parent testimonials. It is unclear how a school that is not now, nor ever been, active could have parents to testify as to the impact the school has had on their child(ren). (See Exhibit 9, C-Tech Website)

5. **Members of the charter school’s governing board failed to disclose associations with other charter schools on the Charter School Governing Board Member Questionnaire required to be completed.**

As part of the application process, each member of the governing board of a prospective charter school must complete and sign a Charter School Governing Board Member Questionnaire which includes a question about associations with other charter schools. This information allows the District to determine if petitioners have a past history of involvement in charter schools or other education agencies which the charter authorizing agency regards as unsuccessful (pursuant to Board-adopted criteria in Title 5 of California Code of Regulations, section 11967.5.1). When petitioners do not provide complete and accurate information on this questionnaire, it limits the District’s ability to perform this analysis, including identifying any potential conflicts of interest. Although some board members did indicate associations with other charter schools in their questionnaire responses, two members of the Board of Directors of Los Angeles School of Creativity and Technology did not disclose the following associations with other charter schools: (See Exhibit 10, Governing Board Member Questionnaires)

- Marlene Castaneda is a current employee of Magnolia Science Academy (an LAUSD-authorized charter school serving students in grades 6-12).
B. The Petition does not contain reasonably comprehensive descriptions of all of the fifteen elements set forth in section 47605, subdivision (b)(5).\(^2\)\(^3\)

**Element 1: Educational Program**

*The petition does not contain a reasonably comprehensive description of the charter school’s educational program.*

- Element 1 contains a description of a roll out plan for the school that would serve up to 325 students in grades TK-6 by the fifth year of the first charter term. However, the petition describes an instructional program serving up to 450 students in grades TK-8 (proposed to be achieved by the seventh year of operation). Element 1 does not include descriptions of elements of the instructional program that would be expected of a school serving students in middle school grades, including the following:

  - Page 95 of the Petition states, “Comprehensive Course List for span and secondary schools: N/A.” However, page 12 of the CSD Application Guide states, “For span and secondary schools: Provide a comprehensive course list or table that shows all course offerings for all grades to be served.” Since the petition proposes to serve students in grades TK-8, it would be considered a span school and the expectation of providing a comprehensive course list would apply.

  - The eight state priorities are enumerated in Education Code § 52060(d) and page 9 of the CSD Application Guide states, “the petition must provide specific outcomes and targets for each of the specific metrics set forth in Education Code § 52060(d) that are applicable to the grade levels served by the school.”

    - The LCFF table does not include measurable goals for pupil suspension and expulsion. (required by Ed Code 52060(d)(6)A-B)

    - Several measurable outcomes and targets are not clearly delineated in the LCFF table, and so it is unclear which targets relate to which outcomes. For example, Outcomes 3 and 4 for Goal #3 are grouped together with the same metrics (i.e., means of measurement) and the same targets. It is unclear which metrics will be used for which outcomes/targets. It is also unclear if these targets and outcomes will be assessed individually or together.

    - Some targets are not mathematically feasible. For example, Outcome 5 for Goal #2 (relating to percentage of English Learners who reclassify) sets an annual

\(^2\) For “reasonably comprehensive” findings, please refer to Exhibit 1, C-Tech Charter Petition.

\(^3\) Annually, the LAUSD Charter Schools Division publishes a *New Independent Charter School Petition Application Guide* to provide petitioners with clear information regarding what the District considers a “reasonably comprehensive” petition (*Exhibit 11, New Independent Charter School Petition Application Guide for 2019-2020*).
target of “5% over baseline.” However, the petition establishes the baseline as “100%.”

**Element 4: Governance**

*The petition does not contain a reasonably comprehensive description of the charter school’s governance structure.*

- Provisions in the sections regarding Board Member Qualification, Selection Criteria and Process do not align with a statement in the Bylaws. In Article VII, section 6, the Bylaws describes events that would cause vacancies on the board including, in subsection (d), “the failure of a parent representative to have at least one child attending the charter school.” The referenced sections in the petition do not include any provision that reflects that the board will have a parent representative and it is not mentioned under the Stakeholder Involvement section either. Therefore, the composition of the governing board is unclear. Also, the petition does not include an explanation of how the composition of the current board will contribute to effective governance of the Charter School.

- The organizational chart in the petition does not clearly depict the supervisory, advisory, and other relationships among and between the Charter School, its nonprofit corporation and governing board, committees, key personnel, and parent/stakeholder councils. For example, the Audit committee and Finance committee and School Site Council cited in the petition are not included in the chart.

- Element 4 does not include, as required in the CSD Application Guide, the major roles and responsibilities within the governance structure of the Chief Academic Officer and Director of Operations who are executive level employees. In addition, the petition fails to describe the composition, purpose and/or duties, selection and operating procedures of the School Site Council and the Parent-Teacher Organization.

- The petition does not address how Charter School will use its website to support stakeholder involvement.

**Bylaws:**

- **Brown Act**
  Bylaws Article VII, section 17 provides that, “A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.” Per the California Attorney General (Brown Act publication 2003), when there is less than a quorum present at a noticed meeting, the body may either (1) meet as a committee, or (2) adjourn to a future date. The presence of a quorum is necessary to take action. (Govt. Code §§ 54952.6; 54955; 54955.1.)
• **Conflict of Interest**

Bylaws Article XV, section 2(a) lists, as one of the corporation’s required annual reports, transactions in which the corporation or subsidiary was a party involving more than $50,000 with an interested person (including a Director or officer of the Corporation). This provision seems redundant since Article VII Section 4 provides that “[n]o persons serving on the Board of Directors may be interested persons.” Also, the $50,000 threshold seems very high given that the Political Reform Act considers a public official to have a financial interest in a source of income when the official has received or was promised to receive a total of $500 or more in the 12 months. This too may circumvent compliance with conflict of interest laws including Govt. Code 1090 et seq. and LAUSD policies.

**Element 8: Admission Requirements**

*The petition does not contain a reasonably comprehensive description of the charter school’s admissions requirements.*

- Petition fails to describe the method(s) that the Charter School will use to communicate to all interested parties the timeline, rules, and procedures to be followed during the open enrollment and lottery processes.

**Element 10: Suspension and Expulsion Procedures**

*The petition does not contain a reasonably comprehensive description of the charter school’s procedures by which pupils can be suspended or expelled.*

The petition does not provide a reasonably comprehensive description of Charter School's student suspension and expulsion procedures which are necessary to avoid inconsistent, capricious, and unfair student disciplinary practices, and necessary to afford students adequate due process. For example:

- The petition provides, on page 201, that a pupil “shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors’ decision to expel shall be final.” First, this provision contradicts District Required Language on page 181, to which Los Angeles School of Creativity and Technology agreed to comply with: “Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.” In addition, this fundamentally denies expelled students and their families their due process rights as it does not afford them the opportunity to appeal a process or decision they feel was unfair or unjustifiable.

- The petition does not clearly identify what staff position at the Charter School has the authority, and what process must be followed, to make an expulsion recommendation.
Element 10 contains a statement that “[a] student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel…. It is unclear what circumstances would determine when the board would be responsible for expulsion as opposed to the Administrative Panel.

- Petition fails to include consideration of additional findings prior to making an expulsion recommendation, such as the following:
  - Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
  - Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

- The Charter School does not provide for post-expulsion support to expelled students and their families to facilitate continued access to education.

**Element 11: Retirement Systems**

The petition does not contain a reasonably comprehensive description of manner by which staff members of the charter school will be covered by State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.

- Element 11 does not specify the retirement system(s) the school will participate in for certificated or classified positions. Page 203 of the petition states, “C-Tech’s Board of Directors shall determine which school-sponsored retirement plans will be available to various types of staff.” However, Ed Code § 47605(b)(5)(K) and the CSD Application Guide both specify that this information should be included in the petition. While the petition states that the Board of Directors “shall determine” which plans will be available, this determination should have been made prior to submitting the petition.

**Other:**

A review of the petition, organizational chart, and budget indicated a lack of alignment of position titles between these three documents. (See Exhibit 12, Discrepancies Regarding Positions at C-Tech). There are positions mentioned within the petition that are not included in the budget, not included in the organizational chart in Element 4, and not described in Element 5. The mention of positions that are neither described nor budgeted calls into question whether the school has adequately planned for the implementation of the program they describe in Element 1.
IV. CONCLUSION

In order to deny the Petition on the grounds set forth above, Education Code section 47605, subdivision (b), requires the Board to make “written factual findings, specific to the particular petition, setting forth specific facts to support one or more” grounds for denying the Petition. The recommendation for denial is based on Staff findings that Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the Petition as the Petitioners have not demonstrated the necessary background to successfully operate the proposed charter school and Petitioners are unfamiliar with the contents of the petitions. Additionally, the recommendation for denial is based on Staff findings that the Petition does not contain reasonably comprehensive descriptions of all of the fifteen elements. Should the Board decide to deny the Petition, District Staff recommends that the Board adopt these Findings of Fact as its own. Staff requests that pursuant to the above grounds for denial, the Board deny the Petition for Los Angeles School of Creativity and Technology.
Currently, there are eighteen (18) charter schools serving similar grade levels within a 3-mile radius of the petitioner’s proposed location.

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**TOTALS**

|                     |                     | 7,876 | 8,786 | (910) |

Currently, there are eighteen (18) charter schools serving similar grade levels within a 3-mile radius of the petitioner’s proposed location.
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<tr>
<td>17</td>
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<td>(57)</td>
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<tr>
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<tr>
<td>19</td>
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<tr>
<td>22</td>
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<td>(57)</td>
</tr>
<tr>
<td>23</td>
<td>5636</td>
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<td>646</td>
<td>(57)</td>
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<tr>
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<tr>
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<tr>
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<td>(57)</td>
</tr>
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<td>(57)</td>
</tr>
<tr>
<td>31</td>
<td>5575</td>
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<td>(57)</td>
</tr>
<tr>
<td>32</td>
<td>5575</td>
<td>Nineteenth Street Elementary</td>
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<td>(57)</td>
</tr>
<tr>
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<td>34</td>
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<tr>
<td>35</td>
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<tr>
<td>37</td>
<td>5575</td>
<td>Nineteenth Street Elementary</td>
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<tr>
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<tr>
<td>39</td>
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<td>Sixty-Sixth Street Elementary</td>
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<td>K-6</td>
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<td>K-1</td>
<td>124</td>
<td>192</td>
<td>(68)</td>
</tr>
<tr>
<td>42</td>
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<tr>
<td>43</td>
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<td>568</td>
<td>(31)</td>
</tr>
<tr>
<td>44</td>
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<td>897</td>
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<td>46</td>
<td>4658</td>
<td>YES Academy</td>
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<td>492</td>
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<td>(46)</td>
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<tr>
<td></td>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>26,485</strong></td>
<td><strong>32,561</strong></td>
<td><strong>(6,076)</strong></td>
</tr>
</tbody>
</table>

Currently, there are forty three (43) LAUSD regular schools serving similar grade levels within a 3-mile radius of the petitioner’s proposed location.
The following documents:

- Exhibits 1-12 CD Provided to the Findings of Fact available for perusal at the following link:

  https://www.dropbox.com/sh/vjw53zmxw2hf1m5/AAAzeCXUHKH60YCgtpldxkSa?dl=0
AGREEMENT TO WAIVE AND EXTEND CHARTER PETITION TIMELINE

Charter petitioner(s) and charter school governing entity and/or board for the below named proposed/renewing charter school hereby waive the 60-day timeline set forth in Education Code 47605(b) and Title 5 California Code of Regulations section 11966.4(c), and agree to extend the timeline as set forth below for the governing board of the Los Angeles Unified School District ("Board") to grant or deny the proposed charter.

Proposed or Renewing Charter School: The Los Angeles School of Creativity and Technology (C-Tech)

Date Charter Petition/Renewal Petition Accepted for Review: October 23, 2019

Parties hereby agree to extend the timeline to the later of the following dates:

(a) January 21, 2020

In the event that the Board, acting in its sole discretion, does not make the target date set forth below available for action on charter items, the date of the next regularly scheduled Board meeting made available by the Board for action on charter items.

(b) January 21, 2020

The target date for Board action on the petition is: January 21, 2020

NOTE REGARDING RENEWAL PETITIONS: Execution of this agreement expressly waives and extends the timeline for Board action on the submitted renewal petition, but does not waive any substantive right otherwise lawful and valid to “automatic renewal” under the provisions of Title 5 California Code of Regulations section 11966.4(c) upon expiration of the timeline mutually agreed upon herein.

By signing below, the representative/petitioner executing this agreement attests that he/she has authority to enter and sign this agreement on behalf of the proposed or renewing charter school and its governing board.

Authorized Representative/Petitioner
Proposed Charter School/Renewing Charter School

LAUSD Authorized Representative

10/28/2019
DATE

10/28/19
DATE
Exhibit 1
Los Angeles School of Creativity and Technology

Charter School Petition
for the term

July 1, 2020
to
June 30, 2025

Submitted to Los Angeles Unified School District
October 22, 2019
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Assurances, Affirmations, and Declarations

The Los Angeles School of Creativity and Technology (also referred to herein as “C-Tech” and “Charter School”) shall:

Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)

Not charge tuition. (Ed. Code § 47605(d)(1).)

Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)

Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

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

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

The Los Angeles School for Creativity and Technology will be a direct-funded independent charter school and operate as, a California nonprofit public benefit corporation with 501(c)(3) tax-exempt status. The desire to develop Los Angeles School of Creativity and Technology charter has been developed by a consortium of progressive thinking educators with the desire to adequately prepare youth for the world beyond the classroom. The goal is to develop a public charter school authorized by the Los Angeles Unified School District, serving students in grades TK-8 to provide another option for school choice in the Gramercy Park/Westmont Community in South Los Angeles. C-Tech will build a community of hands-on innovative problem solvers eager to make the world a better place. C-Tech aims to empower students with knowledge in the humanities, social sciences, mathematics, science, and technology to build solutions to some of the community and the world’s most pressing problems.

C-Tech has been designed in response to concerns about the outdated school system and the overwhelming presence of chronically underperforming schools serving African American and Latino students in the Gramercy Park/Westmont Community. Moreover, the education crisis is especially acute in black communities as African American students continue to underperform all other subgroups in California, including the developmentally disabled. There is a call for immediate action.

In addition, the C-Tech founders are concerned about the future of work, as it is predicted that 45% of jobs will be automated in the next 20 years. Data Scientist, Machine Learning Engineer, UX Designer, Product Manager, Software Engineer - these are the careers in highest demand.\(^1\) Families and students in the Westmont community are most vulnerable; as no high schools offer advanced Computer Science courses and only 2.9% of adults have a college degree.\(^2\) C-Tech believes there needs to be a rapid acceleration of high-quality schools that can prepare the students of South Los Angeles for the evolving future.

By harnessing the intellectual curiosity of students, C-Tech students will be more prepared for high demand tech careers than the average college student entering the workforce. Each C-Tech student will promote to high school on the college-ready path, having completed computer science courses, and started a company/nonprofit. C-Tech will accomplish this by providing a school model design which incorporates culturally responsive pedagogy, social emotional learning, personalized instruction, project-based learning, computational thinking, an entrepreneurial mindset, creativity and community. C-Tech feels confident that the outcomes for the C-Tech students will be achieved and the C-Tech graduates will be scholars, innovators, entrepreneurs, STEM professionals, and civic and business leaders. The C-Tech graduates will have completed advanced level courses in computer science, and having had meaningful experiential learning experiences with locally based technology companies, provided an opportunity to earn nanodegrees or micro-credentials in future-tech skills, competed in Robotics competitions, collaborated with students from abroad and pursue their passion by completing a digital portfolio.

---


Founding Members
C-Tech’s founding members are brilliant educators, scholars and business professionals who are dedicated to developing an educational opportunity for students from all backgrounds. Some of the founding members will also serve as the initial Board of Directors.

Table 1.1: C-Tech Founding Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Curriculum, Instruction, Assessment, Student Services</th>
<th>School Administration and Finance</th>
<th>Project Management</th>
<th>Business and Financial Management</th>
<th>Facilities</th>
<th>Real Estate</th>
<th>Grant Writing, Donor Relations</th>
<th>Law, Governance, Compliance</th>
<th>Community Outreach, Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Brendesha Tynes - Chairperson of the Board</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Dr. Roberto Vargas – Member of the Board</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Marlene Castaneda – Board Secretary</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Katherine Alston – Board Treasurer</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Tyler Bell - Member of the Board</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Hattie Mitchell – Vice Chair of the Board</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Dr. Brendesha Tynes – Chairperson of the Board
Dr. Brendesha Tynes is co-founder and the Chairperson of the Board of Directors of the Los Angeles School of Creativity and Technology. She is also an associate professor of education and psychology and founding director of the Center for Empowered Learning and Development with Technology at the University of Southern California Rossier School of Education. She has a master’s degree in Learning Sciences from Northwestern University and a doctorate in Human Development and Psychology in Education from UCLA. Dr. Tynes is the recipient of numerous awards including a Ford Pre-doctoral and Postdoctoral Fellowships, the American Educational Research Association’s 2012 Early Career Contribution Award for scholars who have made significant scholarly contributions to communities of color, the 2015 AERA Early Career Award, and the Spencer Foundation Midcareer Award. She was also an honoree in the APA’s Thank-a-Scientist Campaign for 2017. Her work has been cited in the New York Times, the Los Angeles Times, Newsweek and several other outlets. Dr. Tynes’ app Rate My Media was rated #2 in the top apps for 2016 by Black Enterprise. Currently, she teaches African American Child Development, Learning and Instruction and New Media Literacies at USC. She taught high school history and global studies in Detroit, her hometown. As part of her center’s outreach, she also leads app development bootcamps for K-12 students.

Dr. Hattie Michell, EdD – Vice Chairperson of the Board
Hattie Mitchell is a social entrepreneur and the Founder of Crete Academy, a TK-6 school in South Los Angeles. As principal of Crete, Hattie's mission is to serve children who are experiencing homelessness and living in poverty. Prior to founding Crete, Hattie worked for a national charter

<table>
<thead>
<tr>
<th>Member</th>
<th>1st Name</th>
<th>2nd Name</th>
<th>3rd Name</th>
<th>4th Name</th>
<th>5th Name</th>
<th>6th Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erica Copeland – Board Member</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
</tr>
<tr>
<td>Margeaux Randolph -CEO/Executive Director</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Qiana Patterson – Chief Academic Officer</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>Terrance Taylor -Finance Director</td>
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<td>X</td>
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<tr>
<td>Massimiliano Gasparri – Chief Technology Officer</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

"A Community of 21st Century Innovators"
management organization expanding their portfolio of charters. During her tenure as an educator, she has served as a second and fifth grade teacher, Dean of Students and worked on education policy at both the state and federal level. In her state role, Hattie served as Chief of Staff for Federal Programs at the Louisiana Department of Education where she oversaw the state's Race to the Top program and a billion dollars in federal funds. In her federal capacity, she interned for the Obama Administration and led the first White House Conference on Bullying Prevention. Hattie holds a bachelor's degree in Urban Learning and a Multiple Subjects Teaching Credential from California State University Los Angeles, a Master's degree in Public Policy from the Pepperdine School of Public Policy and a Doctorate degree in Educational Leadership from the University of Southern California.

Katherine Alston – Treasurer
Katherine Alston provides C-Tech with financial and operational management expertise critical to achieving nonprofit sustainability and financial solvency. Katherine, is a former Aerospace and Defense Engineer/Project Manager turned Entrepreneur. She has over a decade of experience leading engineering teams in the development and integration of software and hardware projects for manned and unmanned aerial systems. Her work supported Space Station, Delta IV, F-18, F-35, B-1, B-2, and Space Launch System (Mission to Mars). She has over 20 years of experience managing multi-million dollar aerospace and defense projects. She has served as a general manager for an Aerospace and Defense cable manufacturing company with annual revenue of $8 million. She oversaw budgets of all departments (Estimating, Contracts, Supply Chain, Engineering, Production, and Quality) to ensure efficiency in operations and company profitability. Katherine is now the founder of Katheral Wellness Center and Kathy's Kitchen. Katheral Wellness Center has a motto “No one deserves to live a life that is marginalized or compromised”. To support this motto, the center provides knowledge and tools to help others achieve health and wellness. Kathy’s Kitchen is a company that manufactures smoothies and juices that deliver healthy nutritional solutions, which contribute to the health and wellness of communities of color. Ms. Alston graduated from MIT with a Bachelor’s degree in Mechanical Engineering. She has a Master’s in Robotics and Control Theory from Columbia University and a Master’s in Computer Science from California State University at San Bernardino. Ms. Alston is a credentialed Project Management Professional (PMP).

Tyler Bell – Member of the Board
Tyler Bell is a graduate of Morehouse College where he studied Political Science. After college, Mr. Bell has actively continued to pursue his passions in people, education and technology. He has taught high school, worked on Capitol Hill, led an education technology startup to achieve incredible success serving as their Head of Talent and served as consultant for the Annenberg Foundation. Mr. Bell is currently a technical recruiter for Boingo wireless, where he is able to utilize his skills and background to scale Diversity and Inclusion efforts across the Tech and Venture Capital ecosystem in Los Angeles.

Marlene Castaneda – Board Secretary
Marlene Castaneda comes from a multi-generational family of teachers. Although at the start of her professional life she chose a career in immigration law, her wish to work in education never faded. Today, Ms. Castaneda is completing a M.S. in Education at Mount Saint Mary's University. She obtained two Bachelor’s degrees from the University of Washington, Seattle in Anthropology
and Romance Languages and Literature; she also received her Juris Doctorate degree from the University of Washington School of Law. Ms. Castaneda is recognized as a teacher who enters her students' lives and positively impacts them; there are countless testimonies from her former students praising her as the teacher who inspired them to believe in themselves, their power to succeed and the strength of social justice.

**Erica Copeland – Member of the Board**

Erica brings over a decade of experience in community and parent organizing. At United Parents and Students Los Angeles, she organizes community action to reduce barriers to education by engaging residents of low-income neighborhoods through events, meetings, and phone calls. She has negotiated with LA County officials and local grocery chain to secure policy changes that improved food quality standards for residents. She has also grown the organization’s membership and volunteer network across three school sites in Los Angeles by leading a team of school principals, teachers and staff in outreach efforts to parents and students. She also oversaw outreach at West Angeles Education and Enrichment Program, and has worked at the City Scholars Foundation and as Deputy Regional Field Director at Organizing for Action. Erica earned a Master of Public Administration from the Maxwell School at Syracuse University, and a B.A. in International Development from The George Washington University.

**Roberto Vargas, MD, MPH – Member of the Board**

Roberto Vargas MD, MPH is Associate Professor of Medicine, Division of General Internal Medicine and Health Services Research, David Geffen School of Medicine at UCLA with adjunct appointments as Associate Professor of Medicine at Charles Drew University and Associate Natural Scientist at the RAND Corporation. Dr. Vargas’s professional interests combine health services research, clinical care, and community collaborative partnerships toward the design, implementation, and testing of interventions to promote equal access to quality health care and to reduce health disparities. This currently includes co-leading a Patient Navigation and Wellness Center program to reduce disparities in cancer care and outcomes in South Los Angeles and serving as Principal Investigator on a National Institutes of Health, National Institute on Minority Health and Health Disparities R24 funded partnership with Community Health Councils Inc. to improve cardiovascular disease outcomes in South Los Angeles.

Dr. Vargas is also a co-investigator in the Community Engagement Research Program (CERP) of the UCLA Clinical and Translational Science Institute (CTSI) examining health behaviors and the impact of social determinants on health in South Los Angeles. He also serves as co-chair for the Community Academic Council of the CDU/UCLA Cancer Center Partnership to Eliminate Cancer Health Disparities and is a co-investigator in the Accelerating Excellence in TranslATIONAL Science (AXIS) Center at CDU. He completed a fellowship in General Internal Medicine at the Beth Israel Deaconess Medical Center, Harvard University School of Medicine and a Master’s degree in Public Health at the Harvard School Public Health. He did his residency and chief-residency in the Yale Primary Care Internal Medicine Residency Program, received his medical degree from Jefferson Medical College, and his undergraduate degree in the History and Sociology of Science from the University of Pennsylvania.
Margeaux Randolph – CEO/Executive Director
Margeaux Randolph is co-founder of The Los Angeles School for Creativity and Technology, a TK-8 public school in Westmont, South Los Angeles. She is a Manager at Mursion, Inc., a Silicon-valley based startup that trains educators using AI/VR technology. Previously, she served as Chief Program Officer at Reframe Labs, where she supported leaders of color to design and launch schools in hard to serve communities in Los Angeles while concurrently planning the launch of C-Tech. She is also a board member of Los Feliz Charter School for the Arts. Before joining Reframe, Margeaux co-founded edDataZone, a consultancy for public schools focused on strategic planning, school-market analysis, and school facilities planning. Previously, she served as director of the Louisiana state scholarship program, and as a Senior Manager at Leading Educators, where she supported expansion of teacher leadership development programs in New Orleans, Kansas City, and Washington, D.C. Margeaux has also served as a middle school math teacher and led the implementation of math software programs in the Los Angeles, Inglewood, and Fontana Unified School Districts. Margeaux earned her undergraduate degree from the Massachusetts Institute of Technology (M.I.T), and a master’s degree in Public Policy from the University of Southern California.

Qiana Patterson, Chief Academic Officer
Qiana Patterson, C-Tech co-founder is a seasoned educator. Currently, she is Vice President of Strategic Development at HopSkipDrive. With her, she brings over 15 years of experience in the education sector and a wealth of leadership and project/product management expertise in the technology industry. She was the founding COO of Edlio an LA-based K12 ed-tech company and previously served as the Interim CEO of Educational Networks, a leading content management software platform company. At Educational Networks, she served as a lead manager in almost all areas and teams of the company. Prior to that, Qiana worked as a teacher and Dean of Students for several years in the Los Angeles Unified School District. Currently, she’s the Vice-Chair of Los Feliz Charter for the Arts, and a board member of Augustus F. Hawkins High, a critical design and gaming school. She earned her Bachelor’s degree in anthropology from the University of Washington, a multiple-subject teaching credential from University of California Los Angeles and an MBA from USC's Marshall School of Business.

Terrance Taylor – Finance Manager
Terrance Taylor is an impact-driven leader who has spent 11 years managing finance, accounting and operations in organizations in the private and non-profit sectors. Terrance holds a B.S. in Accounting and an MBA from the University of New Orleans. Currently, Terrance serves as Principal of Taylor Glenn Consulting, where he provides business operations consulting, accounting and bookkeeping services and business strategy development. He has served as Director of Finance at St. Augustine High School, where he oversaw accounts payable, tuition, receivables, payroll, and benefits administration functions. He created the annual budget, prepared monthly financial reports for board and committee meetings, ensured audit completion and provided support to the facility director and advancement directors as needed. At Leading Educators, a national non-profit that trains teacher leaders, he served as Finance Manager where he successfully led the organization through its first audit and 990 preparation and created organizational and grant budgets. He also led the organization through payroll transition and software implementation.
Massimiliano Gasparri – Chief Technology Advisor

Massimiliano Gasparri is a partner in a software development and consulting company that collaborates and invests in early stage startups focusing on product design, engineering development, and product launch. Prior to eCare Manage, Mr. Gasparri was VP of Technology at Warner Bros. where he was responsible for the development, hosting and operations of public facing digital media applications. Mr. Gasparri was also project lead for software applications at Walt Disney Feature Animation, where he streamlined the post production and animation processes. His film credits include Tarzan, Dinosaur, Fantasia 2000, The Emperor’s New Groove, and Atlantis. Mr. Gasparri holds 16 U.S. patents and has 9 patents pending in areas such as film restoration, encoding, 3D audio, digital media identification, content playlist and distribution. He also completed his undergraduate research thesis at Boston University developing a solution to extract 3D models from photographs. Mr. Gasparri taught AP Computer Science at Crossroads School in Santa Monica. He has been a member of the program committee for the SMPTE Annual Technical Conference since 2017.
Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.
**MATHEMATICS PLACEMENT**
Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

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

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

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

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

SELPA Reorganization
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

**Modified Consent Decree Requirements**

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

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

- **End of Year Suspension**

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

- **Statewide Assessment Data**
The standard file including District ID.

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

- **CBEDS**

  - **All Students enrolled as of December 1 of each school year**
    District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

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

- **Monthly SESAC and Suspension data**

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

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is:</td>
<td>Margeaux Randolph</td>
</tr>
<tr>
<td>The contact address for Charter School is:</td>
<td>918 S. Oxford Ave Los Angeles, CA 90006</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
<td>(213) 925-6067</td>
</tr>
<tr>
<td>The proposed address or ZIP Code of the target community to be served by Charter School is:</td>
<td>90047, Westmont, South Los Angeles, CA 90044</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>1</td>
</tr>
<tr>
<td>This location is in LAUSD Local District:</td>
<td>West</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>TK-8</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
<td>125</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
<td>TK-2</td>
</tr>
<tr>
<td>Charter School’s scheduled first day of instruction in 2020-2021 is:</td>
<td>August 12, 2020</td>
</tr>
<tr>
<td>The enrollment capacity is:</td>
<td>450</td>
</tr>
<tr>
<td>(Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)</td>
<td></td>
</tr>
<tr>
<td>The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</td>
<td>Traditional, Single Track, Extended day</td>
</tr>
<tr>
<td>The bell schedule for Charter School will be:</td>
<td>8:00 AM-3:45 PM</td>
</tr>
<tr>
<td>The term of this Charter shall be from:</td>
<td>July 1, 2020 to June 30, 2025</td>
</tr>
</tbody>
</table>

2. Target Neighborhood/Community to Be Served

The Los Angeles School of Creativity and Technology proposes to operate as a public charter school in the Los Angeles Unified School District that will ultimately serve 450 students in grades Transitional Kindergarten to grade 8, located in the Gramercy Park/Westmont Community in South Los Angeles. This area of Los Angeles was chosen as the location for the Charter School because it is an underserved community, composed of families living in high poverty struggling to overcome the economic barriers that accompany poor educational resources and cultural isolation. C-Tech will teach 21st Century Skills in all grades through alignment with California State Standards including but not limited to, the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and all other applicable state content standards (hereinafter collectively referred to as the “State Standards”) into the core curriculum.

The C-Tech team anticipates serving a high poverty, predominantly African American and Latino student population. Westmont is 60% African American and 36% Latino, with only 2.9% of adults in the area having completed college³. In the surrounding elementary schools in the community (Century Park Elementary, LaSalle Avenue Elementary, Manhattan Place Elementary, and 95th Street Elementary), over 80% of students are below grade level in English Language Arts (“ELA”)

and over 85% of students are below grade level in Mathematics.\(^4\) That leaves over 1,700 students without options for a high quality 21\(^{st}\) Century elementary education. The local district middle school is Bret Harte Middle School (95.4% Socioeconomically Disadvantaged (“SED”), 27.6% English Learners (“EL”), 73.9% Latino, 24.6% African American) and the feeder high school is Washington Preparatory High School (93.1% SED, 20% EL, 55.5% Latino, 40.5% African American). Both are amongst the lowest performing schools in the state; at Bret Harte only 4.36\% of students met or exceeded standard mastery in Math (7.21\% ELA), and at Washington Prep, only 3.24\% of students met or exceeded standard mastery in Math (23.12\% ELA).\(^5\)

Westmont, home to about 32,000 residents, is a vibrant and dynamic multicultural community, however a majority of the population has been marginalized by larger societal and economic forces. From City-Data.com, it reports that in 2016, the median household income in Westmont ($30,972) is less than half of that in the state of California ($67,739). In this community, 32.3\% of the residents are in poverty and 26.9\% of households are on public assistance. With rising housing costs, food, and healthcare in Southern California, this makes community residents extremely vulnerable to future shifts in the economy. In addition, 34\% of births in South Los Angeles were from mothers who were 15-19 years old.\(^6\) Thus, given the large percentage of teenage mothers and single-headed households, many parents struggle to even provide basic needs for their children.

In Westmont, 39\% of residents are native Spanish speakers.\(^7\) Therefore, the language needs of all students will need to be explicitly addressed to ensure their academic success. Such language diversity will add to the rich cultural experiences for C-Tech students, and reinforces the need for a culturally relevant pedagogy that both prepares students for English language proficiency and celebrates the richness of students’ native languages.

Westmont has also been identified by the L.A. Times as one of the deadliest neighborhoods in Los Angeles County. According to recent reports, in February 2018, a 16-year was shot and killed by L.A. County Sheriff deputies. Violence and crime plague the community, and youth of color are especially vulnerable, with Blacks and Latinos four times as likely to die by gun violence in Westmont than the average Angeleno. The graphic below shows where 208 residents were killed in Westmont since 2000 as reported by the 2018, L.A. Times Homicide Report.

Graphic 1.1: 208 Homicides in Westmont since 2008 as reported by the 2018, L.A. Times Homicide Report

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\(^5\) Imbd.


\(^7\) Data USA, 2016. [https://datausa.io/](https://datausa.io/)
C-Tech’s goal is not only to provide a high-quality education that prepares students for college and careers but also to transform the life outcomes of residents in the community. Students will be trained to develop innovations, companies, and non-profits that focus on solving some of the most complex problems in their communities and world at-large. In addition, we have built in a researched-based social emotional framework, the Comer Model, that supports the academic success of at-risk youth of color in high poverty communities.

**The Achievement Gap**

Gaps in the National Assessment of Educational Progress ("NAEP") 2017 scores for California’s African American, Latino and low-income populations have widened in 8th grade math; and for African American 4th and 8th graders we see a backward slide. In addition, scores on the Technology and Engineering Literacy ("TEL") assessment, which measures whether students are able to apply technology and engineering skills to real-life situations, show that African American students have the lowest percentage of 8th grade students who are proficient (18%; NAEP, 2014). Latino students are the second lowest at 28%. According to Ryan Smith of Education Trust-West (2018) “achievement gaps are the result of opportunity gaps, a reflection of choices we continue to make as a state. California students who have been historically underserved continue to be given less - they are denied equal access to college preparatory courses, to rigorous Science, Technology, Engineering and Mathematics ("STEM") courses, and to the support staff that play such a vital role in supporting student success.” C-Tech will be designed to address achievement and opportunity gaps in traditional subjects and particularly in technology and engineering literacy in the Westmont-Watts corridor of Los Angeles.

In review of the resident schools’ demographic and performance data in the Gramercy Park/Westmont area, it is clear that there is a need in the community for a high-quality education that prepares students for college and careers.
Table 1.1: Resident Schools Demographic and Performance Data in 2017-2018 from Student Accountability Report Cards

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of students</th>
<th>% Socioeconomically Disadvantaged</th>
<th>% Students with Disabilities</th>
<th>% English Learners</th>
<th>% Foster Youth</th>
<th>% Major Ethnicity 1</th>
<th>% Major Ethnicity 2</th>
<th>% Met or Exceeded 2018 SBAC ELA</th>
<th>% Met or Exceeded 2018 SBAC MATH</th>
<th>% of Students At Health Risk on Physical Fitness Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budlong Ave Elementary (K-5)</td>
<td>871</td>
<td>96.6</td>
<td>7.1</td>
<td>36.9</td>
<td>2</td>
<td>78.4 Latino</td>
<td>18.7 African American</td>
<td>26.56</td>
<td>22.64</td>
<td>58</td>
</tr>
<tr>
<td>Century Park Elementary (K-5)</td>
<td>331</td>
<td>90.6</td>
<td>13.6</td>
<td>18.7</td>
<td>1.8</td>
<td>58.3 African American</td>
<td>39.6 Latino</td>
<td>22.14</td>
<td>16.03</td>
<td>69.7</td>
</tr>
<tr>
<td>La Salle Ave Elementary (K-5)</td>
<td>421</td>
<td>96.7</td>
<td>12.8</td>
<td>21.1</td>
<td>2.1</td>
<td>60.3 African American</td>
<td>37.8 Latino</td>
<td>12</td>
<td>6.21</td>
<td>75.9</td>
</tr>
<tr>
<td>Manhattan Place Elementary (K-5)</td>
<td>451</td>
<td>94</td>
<td>13.7</td>
<td>19.1</td>
<td>4.4</td>
<td>58.5 African American</td>
<td>37.7 Latino</td>
<td>18.09</td>
<td>13.83</td>
<td>36.8</td>
</tr>
</tbody>
</table>
The graphic below, based on U.S. Census data and SBAC data, is a visual representation of the achievement gap that exists in the District’s elementary, middle and high schools in the Gramercy Park/Westmont area. Predominant African American neighborhoods are colored in red; and predominantly Latino neighborhoods shaded in green. In this community, all the schools are ranked in the bottom 30% of California schools as measured by 2017 SBAC scores. The school options for students of color are substantially limited.

**Graphic 1.2: Gramercy Park/Westmost Area District Schools by Achievement Gap 2017, CDE**
C-Tech builds on recent findings from LAUSD’s task force, the Access, Equity and Acceleration (“AEA”) Advisory for African American Students (2017), which noted that African Americans had the lowest percentage of students who met or exceeded standards in English Language Arts on the 2017 Smarter Balanced Assessment Consortium (“SBAC”). Latino students had the second lowest percentage (African American 30, Latino 34, Asian 73, White 66). In addition, 19% of African Americans and 24% of Latino students met or exceeded standards in math. When considering the intersection of economic status and ethnicity, we find that African American students who are disadvantaged had the worst outcomes in math—only 16% met or exceeded standards. This is compared to 23% of Latino and 39% of Asian students similarly positioned. Disparities in performance persist with non-economically disadvantaged students; 31% of African American and 32% of Latino students met or exceeded standards versus 69% and 81% of White and Asian students, respectively. Three of the 4 elementary schools serving the Westmont community are predominantly African American; all of which more than 75% of students do not meet SBAC standards in ELA and math.

The task force also notes inequities in Advanced Placement (“AP”) enrollment and performance (AEA Advisory for African American Students, 2017). Though Latino students are 76.8% of 9-12th graders enrolled in the District, they are only 13.8% of students in AP courses. African American students are 8.6% of those enrolled, but 11.5% and Asian students make up 3.5% of the district’s students but 29% of those in AP. Qualifying scores on AP exams in 2015-16 were lowest for African Americans (23%) and Latino students (33%). White students had the highest percentage of students with qualifying scores at 58%.

Glaring inequity was also noted in special education and school suspensions. African Americans in LAUSD are more than 30% of school suspensions, the only group with rates more than three
times their percent enrolled. African Americans are also 3.5 times more likely to be identified as Students with Disabilities (“SWD”), specifically Emotionally Disturbed and 2.5 times more likely to be identified as having a Specific Learning Disability. These results mirror the Black Minds Matter Report which noted African American students are most likely to be recommended for special education and have the highest suspension rates (Education Trust-West, 2015).

African American students also feel the least connected in LAUSD schools. Only 70% of middle and 68% of high school students said they were treated with respect by teachers in the 2015-16 school year. This is compared to 87% of Asian and 86% of Latino middle school students and 84 and 87% respectively of high schoolers.

In serving this population of students, the task force notes the following is lacking:

- High quality Tier 1 instruction
- Instructional differentiation
- Early intervention
- Attention to culture and language
- Social Emotional awareness
- Progress monitoring
- Attention to disproportionality in-school suspensions, special education, etc.
- Universal screening and support systems
- Cultural proficiency among staff and administrators
- Student mentoring
- Change management
- Adequate professional development for all stakeholders
- Resources and funding

(AEA Advisory for African American Students, 2017)

3. How C-Tech Meets the Needs of the Community

C-Tech designed in deep partnership with community. Philosophically, we do not believe in designing school models in a vacuum and then finding a neighborhood in which to deploy them, a line of thinking that, unfortunately, is too common in the public education space and often leads to under-supported and under-enrolled schools. Instead, we follow a “Neighborhood First” approach rooted in the core tenants of design thinking:

- Understanding the dreams and challenges faced by students, parents, and community leaders through empathy interviews and organized events
- Examining the impact of race and implicit bias on communities and schools and building the cultural competency of our leaders
- Envisioning what Los Angeles is going to look like in 2040 so that we can identify the skills, habits, and signature learning experiences that future high school graduates will need to be ready for college, career, and life
- Piloting, prototyping, and building community relationships by running “pop-up schools,” a series of meetups, workshops, and events designed to listen, test assumptions and ideas, gather community feedback, and build an authentic base of supporters
C-Tech began conducting this work in 2017, more than two years in advance of the Charter School authorization process so that the Charter School is co-designed with the community partners.

**Community Engagement Efforts**
C-Tech was born from families and community members demanding a school and a set of learning experiences that would excite their children and prepare them for college and the workforce of the future. In conjunction with Pastor D.K. Redmond at Sunnyside Baptist Church (94th St and Budlong Ave), the founding team began working in Westmont in March 2017, leading a “$1000 School Hack Challenge” (i.e. a “Shark Tank for kids”). The success of this event led to community requests to continue the work, which C-Tech did in the form of a Coding Camp in Summer 2017 and later, a Robotics Camp in Summer 2018.

At West Angeles Church in the Crenshaw community, the founding team led a Parent Design Workshop in December 2017 (attended by 12 parents) to collect feedback on the school model design. Beyond expressing frustration at the chronic underperformance of local public schools, these parents expressed extreme interest in schools that prepared students for future tech careers, college, and entrepreneurship. They also expressed concerns around race and socioeconomic issues and want schools where their children can thrive, have appropriate social emotional supports, and not feel pressured by the color of their skin.

To further test the “future tech” focus requested by these parents, C-Tech has led several Youth and Tech camps in partnership with Girls Club of Los Angeles focused on coding, app development, and entrepreneurship at Helen Keller Park in South Los Angeles. These camps have allowed the team to test aspects of the C-Tech model, learn, and then iterate based on feedback. 106 students have attended these events. As a result of these pop-up school efforts, Pastor Redmond, parents, and local community members requested that a tech-themed school, paired with effective social emotional learning strategies, be opened to improve the life outcomes of both children and adults in the community. C-Tech is a response to this request.

The community engagements efforts continue. The team serves as active listeners and participants at neighborhood gatherings and celebrations, such as the First 5 LA Fair and the Community Coalition South L.A. Powerfest. With each event, the base of local support continues to grow, and the team continues to iterate based on a foundation of feedback from actual students and families.

Locals refer to the Westmont neighborhood as “Death Alley,” as in recent years it has had the highest murders in one square mile in all the United States (Cruz, 2014). Many of the young men become involved with gangs and drug-related crimes at an early age. The community is in dire need of a school that will radically change outcomes for all youth as well as adults. Thus, C-Tech has been inspired to co-design a learning model that leverages the assets of the community, supports an entrepreneurial spirit, and provides social emotional supports and interventions so that students can thrive.

C-Tech believes in-school learning time is critical as are supportive adult relationships. Approximately 182 parents have signed in support of C-Tech, and we will continue to partner
with the Los Angeles County of Parks and Recreation, Girls Club of Los Angeles, West Angeles Church, and Sunnyside Baptist Church to plan community engagement events over the next year.

Meeting the Socioemotional and Academic Needs of the Community

<table>
<thead>
<tr>
<th>Gaps Identified by the LAUSD Task Force</th>
<th>How C-Tech Will Meet this Need</th>
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</table>
| High quality Tier 1 instruction       | ● Reading and Math Labs will be led by two instructors with a focus on small group instruction and 1:1 tutoring  
                                          ● Well qualified teachers will deliver an integrated math and science and humanities curriculum  
                                          ● Teachers will use research-based learning tools to support students with academic remediation and enrichment  
                                          ● Curriculum will incorporate computational thinking (“CT”) |
| Instructional differentiation         | ● Students will have an Individualized Learning and Development Plan (“ILDP”)  
                                          ● Students will meet in weekly advisories with their Academic Coaches  
                                          ● Instruction will center around personalized learning and mastery-based progression  
                                          ● Students will complete an academic portfolio |
| Early intervention                    | ● Student achievement and social emotional indicators will be monitored weekly by Academic Coaches  
                                          ● Implement a robust Response to Intervention (“RtI”) system to address student needs |
| Attention to culture and language     | ● Culturally relevant pedagogy will be designed to celebrate the experiences of students of color  
                                          ● Celebration and mastery of native languages  
                                          ● Support culture collaboration in international exchanges with students at partner schools |
| Social Emotional awareness             | ● The Comer Model of School Development will support implementation of a robust social emotional model  
                                          ● Use the Caring School Community curriculum to train school leaders, parents, staff and other important stakeholders in the social emotional development of students |
| Progress Monitoring                   | ● Data-driven instructional approaches  
                                          ● Use GoogleClassroom and other tools to monitor the academic progress of students  
                                          ● Use rigorous assessments such as the Northwest Evaluation Association (“NWEA”) Measures of Academic Progress |
C-Tech’s goal is not only to provide a high-quality education that prepares students for college and careers but also to transform the life outcomes of residents in the community. Students will be trained to develop innovations, companies, and non-profits that focus on solving some of the most complex problems in their communities and world at-large. In addition, we have built in a

<table>
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<tr>
<th>Attention to disproportionality in-school suspensions, special education, etc</th>
<th>(“MAP”), SBAC, English Language Proficiency Assessments for California (“ELPAC”) and PSAT to track academic preparation and college readiness</th>
</tr>
</thead>
</table>
| Universal screening and support systems | • Focus on restorative justice practices  
• Focus on mindfulness and other wellness practices  
• Comer Model also supports SEL interventions to reduce suspensions  
• Special Education specialist also leads SEL |
| Cultural proficiency among staff and administrators | • Students will be assessed on the NWEA MAP assessments three times per year  
• Students needing enrichment or intervention will receive those supports during the school day. |
| Cultural proficiency among staff and administrators | • Professional development includes training on African American and Latino child development by USC Professors from the Rossier School of Education |
| Student mentoring | • Buddy system in Caring School Community curriculum  
• Middle schoolers as 1:1 mentors and tutors for elementary students  
• College students as mentors and tutors for 8th grade students |
| Change Management | • All aspects of the Charter School will be monitored for efficacy and growth to include Governance, Student Achievement and Educational Performance, Organizational Management, Programs, and Operations, and Fiscal Operations based on surveys, self-reflection, achievement data, monthly financials, audits and reports  
• Improvements will be made with full transparency and with the input of stakeholders when appropriate |
| Adequate professional development for all stakeholders | • Caring School Community curriculum involves training in SEL for all stakeholders  
• Summer professional development institute for all stakeholders |
| Resources and Funding | • Partner with Service Planning Areas to provide additional mental health services for students  
• Partner with Girls Club of L.A. for parent training |
A researched-based social emotional framework, the Comer Model, that supports the academic success of at-risk youth of color in high poverty communities.

C-Tech will meet the needs of the community, serve the intent of the California Charter Schools Act as well as the District’s mission, vision and strategic goals. C-Tech will help accomplish the intent of the California Charter Schools Act as follows:

- **Improve pupil learning**. A school structure and curriculum that are responsive to student needs, research-based instructional methods, the hiring and ongoing training of teachers enthusiastically committed to C-Tech’s vision and increased student participation in creative innovations and technology are some of the Charter School’s key characteristics that will improve pupil learning at the Charter School.

- **Increase learning opportunities for all pupils**, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving. While any student can enroll in C-Tech to take advantage of its distinctive learning opportunities, the Charter School targets a student population that has typically been primarily academically low achieving in non-charter public schools.

- **Encourage the use of different and innovative teaching methods**. Few schools serving low socioeconomic status areas have succeeded in achieving a truly progressive instructional approach, e.g., the use of Computational Thinking, Individualized Learning and Development Plans, Comer Model, and Caring School Community curriculum, embedded with the State Standards in authentic, relevant contexts, an emphasis on content application and development of higher order thinking skills, student voice, and strong social-emotional skill development. It is the aim of C-Tech to hire staff who believe wholeheartedly in giving students a sense of purpose, meaning, and voice, and who use the curriculum as a means to provide an educational experience that is transformative for the student and ultimately for the greater community.

- **Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site**. There are few opportunities for teachers committed to serving typically academically low-achieving students in low socioeconomic areas with progressive educational methods.

- **Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system**. As described above, C-Tech will provide parents with a choice that is currently not available to most.

- **Hold the schools established under this part accountable for meeting measurable pupil outcomes** and provide the schools with a method to change from rule-based to performance-based accountability systems, whereby many sections of the California Education Code are waived for charter schools, but they can be closed for not performing. This goal is achieved through charter school legislation and reflected in Elements 2 and 3 of this petition.

- **Provide vigorous competition within the public school system** to stimulate continual improvements in all public schools. This goal is also embedded in the structure of Charter Schools, by allowing alternatives like C-Tech to exist and exemplify effective practices that other public schools may wish to emulate.

C-Tech is committed to fulfill the District’s mission to embrace the “diversity to educate L.A.’s youth, ensure academic achievement and empower tomorrow’s leaders” as previously described.
in C-Tech’s discussion of meeting the needs addressed by the LAUSD’s task force, the Access, Equity and Acceleration Advisory for African American Students (2017). The efforts of C-Tech will support the authorizer and the Resident Schools to achieve the District’s vision to “be a progressive global leader in education” by “providing a dynamic and inspiring learning experience where all students graduate ready for success.” C-Tech believes there needs to be a rapid acceleration of high quality schools that can prepare the students of Westmont for the evolving future in support of the District’s vision. C-Tech will support the strategic goals of the District through the identified educational philosophy, programs, curriculum and instruction, parent and community engagement opportunities and school safety plans to include social emotional learning.

The predominant occupations in Westmont are in retail services, cleaning, personal care, food services, and administration (DATAUSA, 2016); careers that make residents especially vulnerable to job loss due to automation and rapid advances in technology. With a focus on technology and entrepreneurship, C-Tech will not only prepare students to enter and succeed in college, but also to pursue 21st century STEM careers as well as launch enterprises to develop the local economic ecosystem. Since the future of work over the next 20 years; 45% of jobs will be automated, with low-income communities of color most vulnerable. C-Tech understands that the youth must be prepared for jobs that do not yet exist. In order to do that, C-Tech has designed innovative, adaptive, and collaborative learning experiences that are fully integrated with students’ passions and needs of the community which will include Artificial Intelligence (AI).

The majority of Westmont residents who attend college, attend 2-year for profit private universities. At C-Tech, the goal is to prepare students to ultimately enter some of California and the nation’s most competitive universities in the STEM, business, social sciences and humanities fields. The TK-8 curriculum is designed to support students in completing a rigorous A to G curriculum in high school so that they may attend universities such as California State University (“Cal State”), UCLA, USC, California Institute of Technology (“Caltech”), Georgia Tech and MIT.

**Student Population to Be Served**

**4. Target Student Population**

C-Tech will be open to ALL students, in grades TK-8, regardless of gender, ethnicity, national origin, sexual orientation, or religion, who seek an exceptional education in a culturally diverse setting where creativity and interest in innovation is respected and welcomed. The student population to be served will focus on students who experience high poverty, are children of color and have a variety of linguistic, housing and ability needs. The Charter School will focus on developing 21st century innovators fueled by student choice, computational thinking, entrepreneurship, and global immersion which will undoubtedly address student interest. C-Tech anticipates serving a student population that will be about 94.8% SED, 13.8% SWD, 26.08% EL, and 2.64% Foster Youth (“FY”). The races in Westmont from City-Data.com report that in 2016, the community was 47.9% African American, 47.8% Latino, 1.6% White, 1.2% Two or More Races, 0.4% Other Race, 0.2% Native Hawaiian or Pacific Islander, 0.1% Asian and 0.07% Native American.
Chart 1.1: Race Breakdown in Westmont, CA in 2016 from City-Data.com

C-Tech feels confident that the community demand for a high-quality Charter School will continue and that the demand to attend C-Tech will exceed the space provided. At the beginning of the charter term, C-Tech will fill grades TK/K, 1 and 2 so that the students can benefit from the comprehensive elementary school experience. In the second year of the initial charter term, C-Tech will add grade 3. In the third year of the charter term, C-Tech will add grade 4. In the fourth year of the charter term, C-Tech will add grade 5, thus completing the elementary school enrollment through matriculation. In the final year of the initial charter term, C-Tech will add grade 6 beginning the middle school enrollment. In the second term of the charter, C-Tech will complete enrollment through 8th grade. In the first year of the second term, C-Tech will add grade 7. In the second year of the second term, C-Tech will add grade 8. In the third year of the second term, C-Tech will fill with capacity with 50 students or two classes with an average of 25 students to 1 teacher. The goal of C-Tech is to have students attend the Charter School for nine years or 10 years if the student begins in TK. The focus will be to enroll students in the noted grades and then add students due to matriculation as per the Admission Process outlined in Element 8 of this petition.
5. Five-Year Enrollment Rollout Plan

Table 1.5: Enrollment Projections from 2020-2025 for First Charter Term

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Table 1.6: Enrollment Projection from 2025-2030 for Second Charter Term

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</table>
Goals and Philosophy

6. Vision and Mission

MISSION
The mission of the Los Angeles School of Creativity and Technology (C-Tech) is to build a school community of 21st century innovators fueled by student choice, computational thinking, entrepreneurship, and global immersion. C-Tech will graduate hundreds of workforce-ready computer science students in South Los Angeles.

VISION
The vision of C-Tech is to empower the next generation of innovative global leaders to build the future and create a better world. C-Tech’s impact goals include higher earning potential for graduates; earned revenue for alumni led ventures, fueling the economic ecosystem of Los Angeles; and overall improved education, social and mental health outcomes for subsequent generations.

7. What It Means to be an Education Person in the 21st Century

C-Tech believes that the educated person of the 21st Century has been best defined by the KnowledgeWorks Foundation’s three elements for the new foundation for readiness:

1. Future work characteristics, which describe likely features of any future work landscape;
2. Core social-emotional skills, which outline the foundational skills that will enable people to thrive in future workplaces; and
3. Foundational cognitive and metacognitive practices, which represent knowledge, skills and dispositions that will help people navigate, adapt and grow in the emerging work environment.

The graphic below describes the new foundation for college and career readiness which describes how future work will be grounded in relating, modularized and recombined, market-driven and user-centered, data and metrics driven, and interwoven with learning. The future worker has to have core social-emotional skills with individual awareness, social awareness and self-discovery. In additional, the future worker will need to develop foundational cognitive and metacognitive practices in order to complete the future work which includes the use and application of technology.
Therefore, an educated person has core social-emotional skills with a strong individual awareness, social awareness and self-discovery who can use foundational cognitive and metacognitive practices while understanding how future work will advance. The educated person in the 21st Century can regulate emotions, show empathy, take on perspectives and have a deep self-knowledge. The educated person will use foundational and metacognitive practices to solve problems, think differently, take initiative, self-advocate, make friends with people and machines, cultivate inclusive communities, learn anything anywhere, communicate and create with numbers and thrive in ambiguity and uncertainty. The educated person understands that future work will be grounded in relating, modularized and recombined, market-driven and user-centered, data and metrics driven and interwoven with learning.

The 21st Century learner uses a variety of means to acquire knowledge to solve problems in an innovative manner. Faced with what may appear to be insurmountable challenges, including those of a global nature, the educated person is prepared by a strong academic base to approach problems with an attitude of collaboration, openness, and confidence. The learner should be able to identify problems, be self-motivated to evaluate them, and then become a catalyst for change because of the ability to think creatively.

C-Tech believes that an educated person in the 21st Century possesses the personal and language skills needed to respectfully communicate across cultures and generations. A life-long learner is continuously pursuing individual passion and growth while exploring diplomatic answers to world problems that impact individuals, cultures, and the natural world. The 21st Century Learner is prepared for life who competently balances work, leisure, family, and community. The 21st Century Learner seeks knowledge, appreciates the arts, is proficient in English, is prepared to productively participate in the economy and is self-motivated to set and achieve goals.
The Partnership for 21st Century Learning ("P21") is the leading organization advocating for 21st Century Learning for every student. P21 advocates for changes to our nation’s educational system to better prepare today’s students for a 21st century global economy:

America’s system of education was built for an economy and a society that no longer exists. In the manufacturing and agrarian economies that existed 50 years ago, it was enough to master the “Three Rs” (reading, writing and arithmetic). In the modern “flat world,” the “Three Rs” simply aren’t enough. If today’s students want to compete in this global society, however, they must also be proficient communicators, creators, critical thinkers and collaborators (the “Four Cs”). (www.p21.net)

C-Tech believes that an educated person in the 21st century is one that has mastered the “The four Cs” as identified by P21. These skills are Critical thinking, Communication, Collaboration, and Creativity. In addition, the State Standards also emphasize the mastery of Information, Media, and Technological Skills as well as Life and Career skills for the educated person in society. Thus, C-Tech will empower students with the knowledge and tools to transform the social and economic paradigm for themselves and the communities of South Los Angeles.

The “Four Cs” that C-Tech believes are essential to educated persons:

**Critical Thinking and Problem Solving**

*Reason Effectively*
- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

*Use Systems Thinking*
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

*Make Judgments and Decisions*
- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

*Solve Problems*
- Solve different kinds of unfamiliar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

**Communication**

*Communicate Clearly*
- Articulate thoughts and ideas effectively using oral, written and non-verbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
● Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
● Use multiple media and technologies, and know how to assess impact and their effectiveness a priority
● Communicate effectively in diverse environments (including multilingual and multicultural)

Collaboration
Collaborate with Others
● Demonstrate ability to work effectively and respectfully with diverse teams
● Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
● Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Creativity
Think Creatively
● Use a wide range of idea creation techniques (such as brainstorming)
● Create new and worthwhile ideas (both incremental and radical concepts)
● Elaborate, refine, analyze and evaluate original ideas to improve and maximize creative efforts

Work Creatively with Others
● Develop, implement and communicate new ideas to others effectively
● Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
● Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas
● View failure as an opportunity to learn; understand that creativity and innovation are part of a long-term, cyclical process of small successes and frequent mistakes

Implement Innovation
● Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur


In order to prepare the students for college and career in order to demonstrate 21st Century Learning skills, C-Tech is committed to ensuring that students will be college and career ready while incorporating technology. The example below explains how one student learns on the continuum. In TK-2, Maya learns to use her imagination to create LEGO models to represent objects for others. In grades 3-5, Maya learns to design and joins the LEGO Robotics Team to make her models move. In grades 6-8, Maya makes the connection between people and technology and designs a shock-resistant wheelchair for her grandmother as her capstone project in the C-Tech Engineering Academy. By the time C-Tech students enter high school, students like Maya will be inspired by her capstone project. Maya interns with UCLA’S Biomedical Engineering Department to design
innovations for the Paralympics. In college, Maya designs a mouth guard that detects concussion level impact from football and boxing and starts her own company.

*Graphic 1.1: Continuum of a 21st Century Learning for College and Career Readiness*

8. How Learning Best Occurs

C-Tech believes that learning best occurs when students are empowered across three tenets: Empowered Learning, Social Emotional Development, and Creativity.

**Empowered Learning, Development and Creativity**

The model for C-Tech---Empowered Learning, Development and Creativity in K12 Schools (Tynes, 2018)---draws on and extends cutting-edge theories from multiple disciplines that include the learning and developmental sciences. It also builds on models of personalized learning, educational technology, culturally responsive computing, social-emotional learning, computational thinking and evidenced based models of school operations. The C-Tech model centers the histories, cultures, interests, developmental needs and assets of the students we serve. Despite the fact that our students will come to school with a host of challenges, including possibly having early educational experiences in some of the lowest performing schools in the district, they have strengths that can be utilized to enhance achievement and ultimately close longstanding gaps. By centering students’ interests and developmental needs/assets we nurture their unique genius and create an ecosystem of innovation.

The International Society for Technology in Education (ISTE) provides a roadmap for innovating in K-12 classrooms. Their standards include empowering learners to be able to set personal goals and leverage technology to develop strategies to achieve their goals. They are also able to reflect on the learning process as well as build networks and customize their learning environments. Students demonstrate their learning in multiple ways and are able to use technology to seek feedback. In addition, they understand fundamental technology operations and can transfer knowledge of current technologies to emerging technologies. C-Tech draws on these standards to enhance learning and creativity for all of our students.

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8 International Society for Technology in Education. Iste.org, 2018.

“A Community of 21st Century Innovators”
Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

The C-Tech model meets these standards and goes far beyond in order to ensure that every student lives out their full potential.

EMPOWERED LEARNING
The C-Tech Learning model empowers students to take ownership of their learning. C-Tech capitalizes on the rich reservoir of cultural and developmental assets students bring to the classroom. To accomplish this, we focus on:

- Personalization to address student needs and develop individual assets
- Blended learning for targeted instruction
- STEAM centered, project-based learning to empower student passions and a love of learning
- Computational thinking to prepare students for the workforce of the future
- High expectations to ensure that all learners reach their full potential

Personalization to address student needs and develop individual assets
Findings from the Gates Foundation report show that personalized learning has positive effects on students in 62 charter schools’ math and reading scores across a two-year period compared to their district counterparts.\(^9\) The results are promising, particularly for the lowest performing students. C-Tech’s approach draws on this research and includes tailoring instruction to address each individual student’s needs, interests and skills. In addition, C-Tech will incorporate and extend strategies as outlined in the 2015 Gates Foundation report.\(^10\)

**Blended Learning for Targeted Instruction.** C-Tech’s instructional program uses blended learning strategies. Lisa Delpit argued that students (especially those who are typically underserved by public schools) must have explicit instruction on skills and skills development.\(^11\) Students must be able to work independently and with their peers to complete complex tasks. We believe that moving beyond books through online curriculum is a critical support/intervention that will accelerate student learning.

**STEAM Centered, Project-Based learning to empower student passions and a love of learning**

Project based learning provides high levels of engagement for learners of varied ability levels and from diverse backgrounds.\(^12\) Students who struggle in traditional instructional settings may excel when working on a project, because the inquiry-based and collaborative setting better matches their learning style. At the family level, parents will be provided with written information about each SEL module. This information will include suggestions and activities for incorporating SEL at home. Community level strategies will include collaboration with community organizations to further promote the tenets of SEL. Systemic SEL instruction and activities at multiple levels will allow for skills to be taught, modeled, rehearsed, and adapted to multiple situations so that students can fluidly incorporate them into their daily activities.

At C-Tech we take an inquiry-based approach to learning and problem solving. Middle school students will receive a curriculum with a rigorous humanities and STEAM (Science, Technology, Engineering, Arts, and Mathematics) focus. Our teachers focus on collaborative design and work to create an interdisciplinary curriculum, where topics are integrated across academic subjects.

**Computational Thinking to prepare students for the workforce of the future**

In response to the ever-changing future of technology and rapid acceleration of Artificial Intelligence, computational thinking will be embedded into the academic curriculum and experiential learning experiences for all students at C-Tech. Computational thinking (CT) is essential for building computer solutions to problems. It is defined here as “the thought processes involved in formulating problems and their solutions so that the solutions are represented in a form

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that can be effectively carried out by an information-processing agent”\textsuperscript{13}. In addition to solving problems, it is designing systems and understanding human behavior by drawing on concepts fundamental to computer science. This concept goes beyond teaching students to program computers and includes facilitating their ability to think at “multiple levels of abstraction” across subject areas. Other examples of computational thinking described in the literature include decomposition, pattern matching, recursive thinking, algorithmic thinking, heuristic reasoning, cooperativity and creativity\textsuperscript{14}.

We will advance computational thinking through our Innovation Labs by offering app development, coding, robotics and other tech classes. Research has shown, for example, that when students are engaged in robotics learning just two hours per week for at least 11 weeks that CT scores improve dramatically by the end of the course\textsuperscript{15}.

**High expectations to ensure that all learners reach their full potential**

All students at C-Tech will be encourage to strive for excellence in their academic and extracurricular pursuits. As a school community, we will celebrate students’ assets, support their academic growth on Individual Learning and Development Plans. Our learning model facilitates and encourages the uniqueness and creativity of each of our students.

**EMPOWERED DEVELOPMENT**

C-Tech holds as its mission the positive development of the whole child, including the student’s academic, creative, physical, social, and emotional self. The development aspect of our model draws on decades of developmental science and evidenced based systemic reform models. It is guided in part by the Comer School Development Program\textsuperscript{16}, research on beliefs about intelligence, motivation, self-regulated learning and positive youth development. The programs, models and research that inform this component of the model have demonstrated success in developing the social emotional competencies of underrepresented and underserved youth of color in urban schools.

**Social Emotional Learning to empower students to know themselves and engage with others**

The goal of social and emotional learning (SEL) is to foster the development of five interrelated sets of cognitive, affective, and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making\textsuperscript{17}. These competencies are

\textsuperscript{13} Wing, Jeanette. *Computational Thinking: What and Why?* 2006. [https://www.cs.cmu.edu/~CompThink/resources/TheLinkWing.pdf](https://www.cs.cmu.edu/~CompThink/resources/TheLinkWing.pdf)

\textsuperscript{14} Barr, Valeria and Stephenson, Chris. *Bringing Computational Thinking to K-12: What is Involved and What is the Role of the Computer Science Education Community?* Computer Science Teachers Association.


\textsuperscript{16} Lunenburg, Fred C. *The Comer School Development Program: Improving Education for Low-Income Students*. Sam Houston State University, 2011.

\textsuperscript{17} Durlak, Joseph et. al. *The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions*. Collaborative for Academic, Social, and Emotional Learning, 2011.
correlated with positive developmental outcomes, including mental health, academic achievement, and overall well-being. SEL can be viewed as a protective mechanism that buffers students exposed to risk factors from engaging in maladaptive behaviors.\textsuperscript{18} Durlak and his colleagues (2011) state that it is the integration of frameworks that enhance academic performance with those that promote youth development by creating protection and fostering positive adjustment. C-Tech will implement SEL using the Caring School Community curriculum which has been proven to increase SEL and academic outcomes for at-risk students in California.\textsuperscript{19}

**Fostering Growth Mindsets**

A central component of how students think and learn involves their beliefs about intelligence. If students believe that intelligence is malleable, they are said to have an incremental or a growth mindset. Those who have more fixed ideas or endorse the idea that it is innate tend to be more vulnerable to negative feedback and have performance as opposed to learning goals. Whereas those with intelligence beliefs that can change may perform better on problem-solving and cognitive tasks.

Teachers will be trained to foster a growth mindset in students through short-term interventions, giving students a sense of control over the learning process, using strategies/approaches that include problem-based learning, independent study, research apprenticeships. Also in teachers’ everyday interactions with students, they will foster growth mindsets in culturally specific ways. For example, it is suggested that teachers not attribute academic successes to ability in the general population. However, Professor Luke Wood argues that because African American (and Latino) student consistently questioned and undermined, they need to be told they have the ability and that it can be enhanced.

**Community building to empower parents to support the academic success of students**

We bring together the community to promote social, emotional, and physical health. Every summer we lead events supported by the community. Students will be required to complete 100 hours of community service before they graduate. Teamwork and collaboration is critical to the culture of C-Tech and the success of each student. It is essential that we build a culture of respect amongst students, teachers, and school leadership. Parent Engagement is a Critical component, as our students will be several grade levels behind. Research has shown that parent engagement can improve attendance rates and academic achievement.\textsuperscript{20}

**Wellness to empower the physical and emotional health of students**

Mindfulness practices, meditation, dance, tai chi and yoga as elements of a wellness program at C-Tech will be present in our first year, given the considerable body of research documenting the value of mindfulness in educational settings. The goal is to embed whole body and mind wellness into our school day. Our first and most important step will be in cultivating teacher support for a


\textsuperscript{19} Caring School Community: Principles and Structures to Develop Social Skills. https://www.collaborativeclassroom.org/programs/caring-school-community/

take 30 as a practice to start every class period. Implementing, this simple thirty-second pause to breathe, focus, and be present in the moment that we practice at the start of every class and meeting to encourage and improve our staff and student personal and collective well-being, learning, and relationships.

**EMPOWERED CREATIVITY**

“Creative genius isn’t rare, but the conditions that nurture it are” – Krueger, 2018

C-Tech will be a place that nurtures every child’s unique genius. Each student will have multiple opportunities to solve problems in their communities using technology and draw on their interests, experiences and strengths. Our students may decide, like Hannah, the 13 year-old whose story was documented in the Empowered Learner magazine, grew tired of going to the emergency room each time she had an asthma attack. She was able to design and 3D print a prototype for a handheld device that could measure her lung capacity in real time. Other students like Chance, a 15 year-old who attended one of our app development bootcamps in the community we plan to serve, wanted to get PC parts at a discount and created an app prototype that would make these parts available to others. Still others like Sariah, an 11-year old from our camp, wanted to learn about Africa so she created a web application that would allow users to explore the histories, cultures and geography of countries in Africa. She noticed she did not come across this information in her school so she wanted to make it available for herself and interested others.

*Design thinking to empower students to build, create, and prototype solutions to problems*

We support freedom and expression of ideas, and we invest in them. Often schools are designed with a one-size fits all mentality. But through our portfolio defense, entrepreneurship lab, media arts, extracurriculars, we encourage students to pursue their passions and design a unique experience for them during their years at C-Tech. We want students and teachers to be excited about coming to school everyday. Design thinking schools to address learning issues and curriculum design. We will measure and track students’ growth in creativity using the VIA IS assessment.

*Entrepreneurial mindset to empower students to lead in their communities and the 21st century workforce*

At C-Tech we plan to foster a spirit of collaboration, risk taking, creativity and problem solving. All students will be required to take Entrepreneurship Lab before they complete grade 8. Students will be scheduled to take Entrepreneurship Lab in grade 8 which will occur in the second term of the Charter. They will use design thinking strategies and computational thinking to solve real-world problems and build innovative solutions. They will be judged by how well they can build, scale, and market any innovative solution to a problem. They may build a product, business, or nonprofit organization. This experience is modeled after the open-source, online *How to Start a Startup* course at Stanford University. Students will work in teams to solve problems.

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9. Enabling Students to be Self-Motivated, Competent and Life-Long Learners

C-Tech aims to enable students to become self-motivated, competent, lifelong learners by creating and maintaining an environment where learning and creating is engaging, supportive, personalized, and meaningful. Each C-Tech student will complete Grade 8 with a deep understanding of what it takes to be successful in high school to include meeting A to G requirements, taking advanced computer science courses and developing an entrepreneurial skillset in order to be workforce ready and competitive for admission to some of the most selective universities and engineering programs at MIT, Caltech, Georgia Tech, USC, Cal State and UCLA. C-Tech students will be more prepared for high school and later for the high demand tech careers than the average college student entering the workforce.

The C-Tech Lifelong Learning Continuum

The graduate profile of C-Tech students will be:

- **Scholars:** Students will not only demonstrate mastery in core subjects, but also deep knowledge in the humanities, mathematics, and sciences, as evidenced by their portfolio and research work in Upperclassman Research Opportunity Program (“UROP”). Students will have the opportunity to engage deeply in topics with the support and guidance for practicing research scholars at universities.

- **Innovators:** Students will design and create works, products, and solutions that are aligned with their passions and will move humanity forward.

- **Entrepreneurs:** All students will participate in the Entrepreneurship Lab and have developed the skills necessary to create a product or service and deliver it to customers to solve a problem. The goal is for C-Tech alumni to build companies or non-profits that have an impact on thousands in their community, nation, and world.

- **STEM Professionals:** C-Tech prepares students to pursue careers in all areas, but students will be prepared for careers in STEM, where people of color are underrepresented. With a focus on a Science, Technology, Robotics, Engineering, Arts and Mathematics (“STREAM”) curriculum, C-Tech will provide students with the option to pursue a high school pathway, college major and future careers in a variety of STEM fields.

- **Civic and Business Leaders:** C-Tech will empower students to be next generation of civic and business leaders by collaborating with local government, community organizations and private companies to solve problems, and transform the communities of Los Angeles and the world for the better.

10. Table 1.1 “LCFF State Priorities Table” assumes that C-Tech will be a similar representation to the community as previously discussed; therefore, it is anticipated that the following significant subgroups will be the following: English Learners, Socioeconomically Disadvantaged students, Foster Youth, Students with Disabilities, African American students, Latino students and possibly Students with Two or More Races.
### Table 1.1: LCFF State Priorities Table

<table>
<thead>
<tr>
<th>LCFF STATE PRIORITIES</th>
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<tbody>
<tr>
<td><strong>GOAL #1</strong></td>
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<tr>
<td>All students will receive instruction from teachers fully credentialed in the assigned subject area(s), will have sufficient access to standards-aligned instructional materials, and learn in a well-maintained school environment.</td>
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<table>
<thead>
<tr>
<th>Related State Priorities:</th>
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<td>☒ 1 □ 4 □ 7</td>
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<td>☒ 2 □ 5 □ 8</td>
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<thead>
<tr>
<th>Local Priorities:</th>
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<thead>
<tr>
<th>Specific Annual Actions to Achieve Goal</th>
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<tbody>
<tr>
<td>- Maintain a teaching staff of well qualified, fully-credentialed, and appropriately assigned.</td>
</tr>
<tr>
<td>- Ensure sufficient standards-aligned instructional materials are available to students in print and/or digital format.</td>
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<tr>
<td>- Maintain school facilities in good repair.</td>
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<tr>
<td>- Employ a part-time Custodian who will be in charge of maintenance, inventory, and facility upkeep.</td>
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<tr>
<td>- Inspect facilities regularly and conduct annual School Accountability Report Card (“SARC”) compliance with health department requirements as evidenced through facility reports.</td>
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<thead>
<tr>
<th>Expected Annual Measurable Outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>Outcome #1:</strong> 100% of teachers will be appropriately credentialed aligned with their assignment.</td>
</tr>
<tr>
<td><strong>Outcome #2:</strong> 100% of students will have access to standards-aligned instructional materials.</td>
</tr>
<tr>
<td><strong>Metric/Method for Measuring:</strong> Credential Audit, Instructional Material Inventory</td>
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<td>All Students (Schoolwide)</td>
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<td>Socioeconomically Disadvantaged Students</td>
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<td>Native American/Alaska Native Students</td>
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### Outcome #2

100% of Facilities will be cleaned at least three times weekly and 100% of all necessary repairs will occur within two business days or as soon as contractor is able.

**Metric/Method for Measuring:** Daily Schedule of Custodian, SARC, Facility Reports

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<td>All Students (Schoolwide)</td>
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<td>Latino Students</td>
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<td>Native Hawaiian/Pacific Islander Students</td>
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<td>Students of Two or More Races</td>
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**GOAL #2**

All English Learners will make at least one year of growth toward English Proficiency and the number of EL reclassifications will increase at or above the level of the District for the grade levels served.

**Related State Priorities:**

- 1
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- 3
- 6
Specific Annual Actions to Achieve Goal

- Provide Professional Development for teachers and staff to understand and be able to teach core curriculum aligned to ELD Standards using SDAIE strategies and best practices for EL students.
- Provide daily instruction in ELD to ELs to ensure that they gain English Language Proficiency.
- Monitor progress of ELs on a weekly basis and communicate quarterly progress to parents.
- 100% of teacher of EL students will be appropriately credentialed and certified in SDAIE and will hold a CLAD or BCLAD.
- Designated teacher or administrator will track EL student progress to ensure EL students are making academic gains toward standard mastery and put interventions in place for struggling EL students including Individual Learning and Development Plan, Learning Opportunities, Parent Meetings, or tutoring.
- Establish an English Learner Advisory Council for parents of EL students.

Expected Annual Measurable Outcomes

Outcome #1: 100% of ELs will use standards aligned materials (matrix of approved texts, concept map in each core course that link to State Standards, including ELD standards

Outcome #2: 100% of teachers of EL students will be appropriately credentialed and certified in SDAIE and will hold a CLAD or BCLAD and will receive quality Professional Development on core curriculum aligned to ELD Standards using SDAIE strategies and best practices for EL students.

Outcome #3: 100% of ELs will receive daily instruction in ELD to ELs by an appropriately credentialed and certified teachers.

Outcome #4: 100% of EL students’ progress will be tracked to ensure academic gains toward standard mastery on a weekly basis and communicate quarterly progress to parents. 100% of EL students who are struggling academically will receive interventions including Individual Learning and Development Plan, Learning Opportunities, Parent Meetings, or tutoring.

Metric/Method for Measuring: Instructional Material Inventory, Classroom Observation, Credential Audit, Professional Development Sign-In Sheets, ELD Progress Reports, ELPAC Results, Individual Learning and Development Plans, Intervention/Tutoring Rosters and Student Reports, Parent Meeting Sign-In Sheets

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<td>All Students (Schoolwide)</td>
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<td>Socioeconomically Disadvantaged Students</td>
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### Outcome #5: There will be a 5% increase annually in the number of EL students who are reclassified as Reclassified Fluent English Proficient (“RFEP”) for the grade levels served.

**Metric/Method for Measuring:** ELPAC Initial Assessment Results, ELPAC Summative Assessment Results, Reclassification Rate, Reclassification Paperwork and Evidence of Meetings, CALPADS Report

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<td>All Students (Schoolwide)</td>
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<td>English Learners</td>
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<td>African American Students</td>
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<td>Native American/Alaska Native Students</td>
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Parents and guardians will be involved in the Charter School to include making decisions for the Charter School to improve student achievement, to be involved in and support the school community, and to support their own child(ren).

Related State Priorities:
☐ 1  ☐ 4  ☐ 7
☐ 2  ☒ 5  ☐ 8
☐ 3  ☒ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

- Employ a variety of media to communicate with parents about school events, including Charter School website, Parent and Student Handbook, Monthly Newsletter, Phone Calls and Emails.
- All materials sent home to families will be in English and Spanish and other languages as needed.
- Parents and Guardians will participate in school events and complete an annual satisfaction survey.
- Establish a Parent Teacher Organization, School Site Council.

Expected Annual Measurable Outcomes

**Outcome #1:** 100% of information about Charter School events will be posted on the website’s online calendar, sent home in Monthly Newsletters within one month, and reminders will be sent out via phone calls and emails with a minimum of 2 days’ notice.

**Outcome #2:** 100% of materials will be sent home in English and Spanish and other languages as needed.

**Metric/Method for Measuring:** Website, Charter School Calendar, Translated Flyers and Announcements, Phone and Email Logs

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<td>All Students (Schoolwide)</td>
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<tr>
<td>English Learners</td>
<td>100%</td>
<td>Maintain 100%</td>
<td>Maintain 100%</td>
<td>Maintain 100%</td>
<td>Maintain 100%</td>
<td>Maintain 100%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged Students</td>
<td>100%</td>
<td>Maintain 100%</td>
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</tr>
<tr>
<td>All Students (Schoolwide)</td>
<td>20-21 determine baseline</td>
<td>Baseline</td>
<td>5% increase over baseline</td>
<td>5% increase over prior year</td>
<td>5% increase over prior year</td>
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</tr>
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<td>20-21 determine baseline</td>
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<tr>
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<td>5% increase over prior year</td>
<td>5% increase over prior year</td>
<td>5% increase over prior year</td>
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</tbody>
</table>

**Outcome #3**: The percentage of families who participate in at least one school event per year to include but not limited to Orientation, Parent/Teacher Conferences, Student Performance, Back to School Night, or Open House and/or will serve on an advisory committee for the Charter School will increase by 5% over the prior year.

**Outcome #4**: The percentage of parents or guardians will complete an annual satisfaction survey to provide input on the LCAP, school program and overall satisfaction will increase by 5% over the prior year.

**Metric/Method for Measuring**: Event Sign-In Sheets, Event Observation, Advisory Sign-In Sheets, Annual Survey Results.

---

**Outcome #3**: The percentage of families who participate in at least one school event per year to include but not limited to Orientation, Parent/Teacher Conferences, Student Performance, Back to School Night, or Open House and/or will serve on an advisory committee for the Charter School will increase by 5% over the prior year.

**Outcome #4**: The percentage of parents or guardians will complete an annual satisfaction survey to provide input on the LCAP, school program and overall satisfaction will increase by 5% over the prior year.

**Metric/Method for Measuring**: Event Sign-In Sheets, Event Observation, Advisory Sign-In Sheets, Annual Survey Results.
<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>20-21 determine baseline</th>
<th>Baseline</th>
<th>5% increase over baseline</th>
<th>5% increase over prior year</th>
<th>5% increase over prior year</th>
<th>5% increase over prior year</th>
<th>5% increase over prior year</th>
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</thead>
<tbody>
<tr>
<td>African American Students</td>
<td>20-21 determine baseline</td>
<td>Baseline</td>
<td>5% increase over baseline</td>
<td>5% increase over prior year</td>
<td>5% increase over prior year</td>
<td>5% increase over prior year</td>
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<tr>
<td>Native American/Alaska Native Students</td>
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<tr>
<td>Filipino Students</td>
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<tr>
<td>Latino Students</td>
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<tr>
<td>Students of Two or More Races</td>
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<td>5% increase over prior year</td>
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GOAL #4

All students, including significant subgroups, will demonstrate at least one year of growth toward meeting grade level standards in English Language Arts and Mathematics and the overall percentage of met and exceeded standard mastery will be at or above the level of Resident Schools in the District for the grade levels served.

Related State Priorities:

- ☒ 1
- ☒ 4
- ☐ 7
- ☐ 2
- ☐ 5
- ☐ 8
- ☐ 3
- ☒ 6

Local Priorities:

- ☐:
- ☐:

Specific Annual Actions to Achieve Goal

- Utilize State Standard aligned curriculum with quality supplemental materials to explicitly instruct students while scaffolding the content for all students to be successful.
- Identified students will receive intensive and strategic interventions in ELA or Math based on NWEA MAP scores, SBAC scores, CAASPP Interim Comprehensive Assessments, CAST scores, standard mastery, curriculum-based assessments and other factors.
- Parents will be informed of each student’s instructional level, intervention and progress. The Charter School will suggest strategies to parents to support their child at home.

Expected Annual Measurable Outcomes

**Outcome #1:** There will be an increase of at least 2% over baseline in 2022-23 SBAC ELA, with each additional year showing increase based on the previous year’s scores, which will result in a total of a 6% increase over 2021-22 scores by 2024-25 scores. or the second year of SBAC testing.
**Outcome #2:** There will be an increase of at least 2% over baseline in 2022-23 SBAC Math, with each additional year showing increase based on the previous year’s scores, which will result in a total of a 6% increase over 2021-22 scores by 2024-25 scores, or the second year of SBAC testing.

**Metric/Method for Measuring:** SBAC ELA Scores, SBAC Math Scores, CAST Scores starting in 2023-24 for grade 5, CAASPP Interim Comprehensive Assessments

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<td>21-22 determine baseline</td>
<td>N/A Grades TK-2 served</td>
<td>Baseline</td>
<td>2% increase over baseline</td>
<td>4% increase over baseline</td>
<td>6% increase over baseline</td>
</tr>
<tr>
<td>English Learners</td>
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</tr>
<tr>
<td>Socioeconomically Disadvantaged Students</td>
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<tr>
<td>Foster Youth</td>
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<td>African American Students</td>
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<td>6% increase over baseline</td>
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<tr>
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<tr>
<td>Filipino Students</td>
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<td>N/A</td>
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</tr>
</tbody>
</table>
### Outcome #3: There will be an increase of at least 2% over baseline on the NWEA MAP assessments for ELA, with each additional year showing an increase based on the previous year’s scores, which will result in a total of a 6% increase over 2021-22 scores by 2024-25 scores.

### Outcome #4: There will be an increase of at least 2% over baseline on the NWEA MAP assessments for ELA, with each additional year showing an increase based on the previous year’s scores, which will result in a total of a 6% increase over 2021-22 scores by 2024-25 scores.

### Metric/Method for Measuring: NWEA MAP ELA scores, NWEA MAP Math scores, NWEA MAP Progress Monitoring Scores

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</thead>
<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>21-22 determine baseline</td>
<td>N/A</td>
<td>Baseline</td>
<td>2% increase over baseline</td>
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<td>6% increase over baseline</td>
</tr>
<tr>
<td>English Learners</td>
<td>21-22 determine baseline</td>
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<td>Baseline</td>
<td>2% increase over baseline</td>
<td>4% increase over baseline</td>
<td>6% increase over baseline</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged Students</td>
<td>21-22 determine baseline</td>
<td>N/A</td>
<td>Baseline</td>
<td>2% increase over baseline</td>
<td>4% increase over baseline</td>
<td>6% increase over baseline</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>21-22 determine baseline</td>
<td>N/A</td>
<td>Baseline</td>
<td>2% increase over baseline</td>
<td>4% increase over baseline</td>
<td>6% increase over baseline</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>21-22 determine baseline</td>
<td>N/A</td>
<td>Baseline</td>
<td>2% increase over baseline</td>
<td>4% increase over baseline</td>
<td>6% increase over baseline</td>
</tr>
<tr>
<td>African American Students</td>
<td>21-22 determine baseline</td>
<td>N/A</td>
<td>Baseline</td>
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<td>4% increase over baseline</td>
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<tr>
<td>Native American/Alaska Native Students</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian Students</td>
<td>N/A</td>
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<td>N/A</td>
<td>N/A</td>
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<td>N/A</td>
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<tr>
<td>Filipino Students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</table>
### APPLICABLE STUDENT GROUPS

<table>
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<tr>
<th>Latino Students</th>
<th>Grades TK-2 served</th>
<th>Baseline</th>
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<th>4% increase over baseline</th>
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</thead>
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<tr>
<td>Native Hawaiian/Pacific Islander Students</td>
<td>Grades TK-2 served</td>
<td>Baseline</td>
<td>2% increase over baseline</td>
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</tr>
<tr>
<td>Students of Two or More Races</td>
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<td>Baseline</td>
<td>2% increase over baseline</td>
<td>4% increase over baseline</td>
<td>6% increase over baseline</td>
</tr>
<tr>
<td>White Students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### GOAL #5

All students will be actively engaged in a caring school community as evidenced by social emotional learning, survey completion, enrichment participation, and positive daily attendance.

### Related State Priorities:

- ☐ 1
- ☐ 2
- ☐ 3
- ☒ 4
- ☒ 5
- ☒ 6
- ☒ 7
- ☒ 8

### Local Priorities:

- ☐
- ☐

### Specific Annual Actions to Achieve Goal

- The Caring School Community curriculum and program will be utilized at the Charter School. The teachers and staff will receive professional development on Caring School Community that is ongoing and sustained so that the program is fully implemented.
- Students will complete an annual satisfaction survey.
- Students will participate in enrichment course during the instructional day.
- Students will attend school on-time daily.

### Expected Annual Measurable Outcomes

**Outcome #1:** 100% of Caring School Community curriculum and program will be utilized and implemented in every classroom and in the school.

**Outcome #2:** 100% of teachers and staff will receive ongoing and sustained training on the Caring School Community program.

**Outcome #3:** All students will be provided an opportunity to complete an age appropriate satisfaction survey.

**Outcome #4:** All students will have access to enrichment courses during the instructional day.

**Metric/Method for Measuring:** Caring School Community Curriculum, Professional Development sign-in sheets and initial/trimonthly evaluations, Student Surveys, Course Schedules
<table>
<thead>
<tr>
<th>Student Group</th>
<th>Baseline</th>
<th>2020-2021</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
<th>2024-2025</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Baseline</td>
<td>% increase over baseline to 97%</td>
<td>% increase over baseline to 97%</td>
<td>% increase over baseline to 97%</td>
<td>% increase over baseline to 97%</td>
<td>% increase over baseline to 97%</td>
</tr>
<tr>
<td>English Learners</td>
<td>Baseline</td>
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<td>% increase over baseline to 97%</td>
<td>% increase over baseline to 97%</td>
<td>% increase over baseline to 97%</td>
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<tr>
<td>Socioeconomically Disadvantaged Students</td>
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</tr>
<tr>
<td>Foster Youth</td>
<td>Baseline</td>
<td>% increase over</td>
<td>% increase over</td>
<td>% increase over</td>
<td>% increase over</td>
<td>% increase over</td>
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</table>

**Outcome #5:** The attendance rate will increase to or maintain at 97% Average Daily Attendance (ADA). **Metric/Method for Measuring:** Attendance Logs, Attendance Reports, Parent/School Attendance procedures.
<table>
<thead>
<tr>
<th>Outcome #6: The number of students absent 10 days or more will decrease by 3%. Metric/Method for Measuring: Attendance Logs, Attendance Reports, Parent/School Attendance procedures</th>
</tr>
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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>20-21 determine baseline</td>
<td>Baseline</td>
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</table>
GOAL #6

All students will be actively engaged in computer science education as identified by the California computer science K-12 standards.

Related State Priorities:
- ☐ 1  ☒ 4  ☒ 7
- ☒ 2  ☒ 5  ☒ 8
- ☐ 3  ☒ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

- The California computer science K-12 standards will be implemented using the Planet Bravo curriculum and program at the Charter School. The teachers and staff will receive professional development from Planet Bravo that is ongoing and sustained so that the program is fully implemented.
- Students will complete an annual computer science performance assessment.
- Students will participate in enrichment course during the instructional day.

Expected Annual Measurable Outcomes
**Outcome #1:** 100% of the computer science curriculum and program will be utilized and implemented in Innovation Labs at least twice a week.

**Outcome #2:** 100% of teachers and staff will receive ongoing and sustained training in teaching computer science principles.

**Outcome #3:** All students will be provided an opportunity to complete a computer science performance assessment.

**Outcome #4:** All students will have access to enrichment courses during the instructional day.

**Metric/Method for Measuring:** Computer Science Performance Assessment, Professional Development sign-in sheets and evaluations, course schedules

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<tr>
<td>Latino Students</td>
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INSTRUCTIONAL DESIGN

11. Curricular and Instructional Design

The C-Tech educational program’s overall curricular and instructional design has been developed to create an environment that models the vision for 21st century learning. The Charter School will be structured with well qualified teachers, support from paraprofessionals, small class sizes, engaged parents and community, high quality instruction and State Standards aligned curriculum. The C-Tech learning experience is personalized in time and space as well as in academic mastery. The school structure allows for academic teams to collaborate and prepare for the day, de-brief about prior school day progress and collaborate to enable students to receive more personalized real-time adjustments to their learning plans as necessary.

The C-Tech planning team has performed extensive research in designing the school’s curriculum and instructional program. In addition to researching literature, founding team members visited several charter schools in California and nationwide to learn about successful models that maximize student achievement and teacher effectiveness. These schools include Renaissance Arts Academy, Watts Learning Center, Wilder’s Preparatory School, and Ocean Charter School.

The educational program has been developed with these tenets at the forefront:

- Personalization
- Blended Learning
- STEAM-Centered, Project-Based Learning
- Social and Emotional Learning

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Implementation</th>
<th>Staff Development</th>
</tr>
</thead>
</table>
| Personalization          | - Teachers review Individualized Learning and Development Plans (ILDPs) at least twice a year with students and parents at the beginning, middle, and end of the school year  
- Students identify and track weekly academic and SEL goals during advisory meetings  
- Year-long Capstone projects are completed in the 8th grade | - After the first two weeks of school, teachers draft initial ILDPs for each student, based on performance of diagnostic academic and VIA Character strength assessments |
| Blended Learning         | - Station and Flex Rotation models implemented in the classroom at least 3 times a week with direct instruction/assessment supported for the remainder of the week  
- Students engage in teacher-led instruction, differentiated online learning, and project-based learning activities | - Teachers complete the Relay Graduate School of Education Blended Learning online training
- Teachers periodically observe peers in blended-learning classrooms |

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22 Canvas Network. [https://www.canvas.net/browse/relay/](https://www.canvas.net/browse/relay/)
A. Personalization

C-Tech will employ a personalized learning model that combines whole-class and individualized instruction. C-Tech expects teachers to serve as learning coaches and to support students as they take ownership in their learning.

i. Individualized Learning and Development Plan (ILDP). The ILDP includes the individual strengths, academic and social emotional learning goals and progress of each child. Teachers will use the data in the ILDP to leverage students’ strengths and experiences to enhance learning. During the first advisory meeting of each semester, teachers and students set goals, and track progress towards those goals throughout the year. The ILDP is also shared with and signed off by parents. The ILDP sets students up early for college and career readiness at a young age. The plan will include examples of students’ projects: prototypes, code, writing, quizzes, 3D printed objects, business plans, websites, research designs, test scores, and grades. The ILDP will be accessible via Google Classroom so that teachers and students may update throughout the year.

Students will be taught explicitly by teachers in Grades TK-8 how to develop and compose goals and action plans. They will also be taught methods to reflect on their progress and amend their action plans. Teachers will model successful ILDPs by providing options and choices for students to consider the next reasonable steps to achieve their goals and will monitor the student’s journey towards reaching their targets. The planning process will help students learn how to prioritize, organize and make productive decisions about their learning paths.

Students are promoted from the primary grades through the intermediate grades and finally in middle school, these plans will become more complex. In Grades TK/K-2, ILDPs will be simple. Each plan minimally will include a one sentence goal and a one sentence action plan which the teacher initiates through a sentence frame and which may have to be dictated by the student to the teacher. By grades 3-8, the written learning plan will include the following goal areas:
   a. Academic Skills
   b. Character Education/Behavioral Dispositions
   c. Project-Based Learning
   d. Short and Long-term Interests
   e. Capstone Project

ii. **Capstone Projects.** All students will complete a Capstone Project before matriculating from 8th grade at C-Tech. These projects will emerge from the Entrepreneurship Lab, which will be a business or organization that the student envisions, tests, and develops. This project must meet these standards to be deemed a success:
   1. The idea must be original and originated by the student;
   2. The idea must solve a problem faced by more than one person;
   3. The idea must use an innovative technological solution to the problem;
   4. The student must demonstrate a thorough understanding of the problem faced by their specific market;
   5. The idea or solution must be validated through market testing; and
   6. The student must present his/her idea articulately to an audience of their peers and/or expert advisors.

   All of these project features will be introduced and practiced many times through the student’s years at C-Tech. Students will also be able to draw upon the advice of their teachers and the mentorship of advisors.

B. **Blended Learning**

C-Tech’s instructional program uses blended learning strategies. Lisa Delpit argued that students (especially those who are typically underserved by public schools) must have explicit instruction on skills and skills development. Students must be able to work independently and with their peers to complete complex tasks. We believe that moving beyond books through online curriculum is a critical support/intervention that will accelerate student learning.

Blended learning strategies are designed to increase fluency with core subject matter concepts for all students. After various levels of direct instruction, students will rotate among one-on-one digital instruction, guided small group instruction, and peer-based small group assignments. This approach provides many points of access to concepts for students with diverse learning styles, opportunities for reflection, and deepening understanding while teaching staff intervene or enrich in real time. C-Tech teachers will implement blended learning rotation models, at least three days

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a week, in both core and non-core subjects that blend traditional and innovative learning methods to accommodate the learning needs of diverse students:

i. **Station Rotation Model** (Grades TK/K-5): In the Station Rotation model, students rotate through stations on a fixed schedule, where at least one of the stations is an online learning station. The elementary grades will engage in a three-pronged station rotation model blending teacher-led instruction, online instruction, and collaborative STEAM-based project activities.

a. **Example of an English Language Arts Lesson for 3rd grade students:** The objective for the week is to: ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. For the first half hour, all students convene for whole group instruction in the first station to review key skills, and engage in a teacher-led class discussion. Students then split into two groups and join one of the other two stations each for a half hour. The teacher and/or teaching assistant rotates to each station supporting student needs. Students log-on to Google Classroom to view their assignments. In the online learning station, students independently review a text using Achieve 3000 software, and complete an assessment, demonstrating mastery. In the STEAM-based PBL station, students work on writing a short essay about what career they want to pursue when they grow up, which will be included as a part of a published on-line classroom blog, due at the end of the week. Students will review one of their peers’ essays, offer comments and answer questions posed by the teacher, citing the text to support their answers.

ii. **Flex Rotation Model** (Grades 6th-8th): The Flex Rotation model supports students to function more independently, progressing on flexible schedules among learning activities according to their needs. Online learning is the backbone of student learning in a Flex model. Teachers provide support and instruction on a flexible, as-needed basis while students work through course curriculum and content. This model gives students a high degree of control over their learning. Teachers will assess student mastery using JumpRope, a standards-based teaching and learning platform. Students meet each week to set S.M.A.R.T. goals aligned to their ILDPs and complete formative assessments to track mastery of common core aligned learning objectives.

a. **Example of a Math Lesson for 6th grade students:** The standard for the week is to: find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. Students will log-on to JumpRope and review the assignments the teacher has created for the week. Throughout the class period, the teacher and/or teaching assistant rotates to each station supporting individual student needs. One assignment involves students completing three online courses focused on area from Khan Academy, where they must demonstrate at least 80% mastery. Their next assignment may involve participating in a student led Socratic discussion where the group reads and discusses a text on the history of the Pythagorean theorem and each student
writes a one-page reflection on its impact in modern times. Finally, their STEAM-based project is to work in teams with 2-3 other students to approximate the area of the school building. The team must submit a diagram, a video narrative, and written mathematical solution to the problem. On Friday, all teams present their projects to the class.

Blended learning will serve C-Tech’s diverse student population well, allowing for personalization and differentiated instruction. Blended learning environments have been proven to help bridge the academic achievement gap experienced by English Learners, as demonstrated by proven success in districts such as the Round Rock ISD. Online or software-based learning programs can give English Learners the ability to read and hear the instruction (often at the same time), while utilizing their schema to help create connections between the English words and their meaning. Even if the student is struggling to understand the words of the instruction, he or she can see and hear the visual/auditory cues and utilize their context clues to help grasp the concept(s) and the verbiage.

The adaptive technology component within C-Tech’s online learning programs (e.g. ST Math) allows for students to progress to higher levels and objectives at their own pace to achieve proficiency. Using diagnostic assessment results, teachers will set up students to work on objectives that are appropriate to their level, thus essentially providing every child a virtual tutor to help him/her move as quickly or slowly as their performance dictates. Moreover, the ability of software and online learning tools to frequently assess student progress gives teachers real-time information about whether a student is mastering a concept or requires additional teacher attention and instruction.

Blended learning strategies are designed to increase fluency with core subject matter concepts for all students. After various levels of direct instruction, students will rotate among one-on-one digital instruction, guided small group instruction, and peer-based small group assignments. This approach provides many points of access to concepts for students with diverse learning styles, opportunities for reflection, and deepening understanding while teaching staff intervene or enrich in real time.

C. STEAM Centered, Project-Based Learning

C-Tech’s project-based curriculum will be structured to allow students to pursue individual educational goals while at the same time requiring them to collaborate with others on a shared objective. Classroom learning is organized in meaningful, purposeful ways though rich, cross-disciplinary subject matter that corresponds to State Standards. C-Tech’s STEAM-based project-based learning (PBL) helps students develop the character, habits, and skills vital to our 21st century workforce. C-Tech teachers will collaboratively identify projects that challenge students to work individually or in groups to create plans, solve problems they encounter, test their ideas,

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and present their projects to peers. The effectiveness of the PBL implementation will be assessed by analyzing teacher and student engagement.

In the real world, concepts from math, science, English Language Arts, history, technology, engineering and the arts often intersect. Through PBL, students will participate in cross-disciplinary projects that integrate core subjects mirroring what they will find in the real world. This will give students opportunities to lead teams and create artifacts of social value. Diverse projects will enable students to learn via active engagement and “doing.” Through PBL, our students will engage in complex and challenging tasks and problem-solving, both independently and in small groups, engaging in a depth of learning that creates true understanding beyond rote memorization of facts. We will infuse PBL into all of our core subject matters: English Language Arts, Mathematics, Social Studies and Science Instruction. For example, students who are studying physical science may have a project to develop a school garden, learn the life cycle of plants, and write an essay about their experience. Skills students need to learn through a standards based curriculum will be taught explicitly and monitored through student application in PBL units of study. Teachers will draw from research-based PBL resources including the Stanford K-12 Lab and TeachEngineering from the University of Colorado.

Our project-based environment structures learning around: 1) goals and guiding activities, 2) a variety of resources (e.g., museums, libraries, Internet, videos, lectures) and time for students to share, reflect, and apply resources; 3) participation structures and classroom norms that increase the use of evidence and a culture of collaboration; 4) formative assessments that evaluate “soft” skills such as emotional regulation and social participation, as well as “harder” conceptual skills that provide opportunities for reflection and revision; and 5) summative assessments, supporting students to take initiative to promote their own progress.

i. Goals of C-Tech PBL Lessons

Through projects, teachers will be able to accomplish a number of objectives in an engaging, relevant way for students of all ages so that they:

- Acquire, communicate, and investigate knowledge as connected to other knowledge domains, their own lives, and the world at large. Instead of dividing instruction into disconnected learning blocks, students will be able to view school subjects as connected and interrelated, much like real life. As students will explore topics in a variety of ways and through various sources, and learn to relate what they are learning to their own lives. When students view their learning as having personal relevance, they put more effort into their schoolwork and achievement. Activities will be assigned for home exploration that will help students bridge school learning and their lives at home, with the intent of helping students develop problem-solving and decision-making skills.

- Integrate reading, writing, listening, speaking, and thinking across the curriculum. Extensive research documents the power of reading and writing across the curriculum to create “active readers and writers by engaging students in authentic literacy tasks that emerge naturally from interesting and worthwhile topics and ideas.” As such, each project will emphasize CCSS Literacy across subject areas. Narrative and expository literature and high interest trade books will serve as key resources for

thematic instruction. As noted by the current California Science Standards Framework: “Effective science programs use standards-based connections with other core subjects to reinforce science teaching and learning. Reading, writing, mathematics, and speaking skills are all needed to learn and do science. In self-contained classrooms, teachers incorporate science content in reading, writing, and mathematics.”

- **Make choices, interact, collaborate, and cooperate.** Students will explore topics individually, in small groups, and together as a whole class. As part of their project work, they will research and discover new knowledge, evaluate that knowledge, and make critical choices to synthesize that knowledge into the required artifact. They will then work with their teachers to evaluate their choices and their collaboration to improve either in extensions to that assignment or in future assignments. In doing so, they will develop self-reliance, a powerful intuition, and team management skills. This will occur by teachers being intentional about choosing projects that lend themselves to individual and group instruction as well as dedicating the time needed for students to work in groups of their peers and teaching staff.

- **Participate and learn, regardless of ability, level of language development, or background.** An advantage of project-based instruction is that it provides opportunities for teachers to implement a variety of instructional approaches that best meet the students where they are in their conceptual, intellectual, social, and emotional development. For example, while some students may need extra practice with developing a problem-solving strategy, other students may need additional time for discovery or independent research. Project based learning allows students to individually construct their own path to a solution, from start to finish. Further, it allows students to collectively address their weaknesses, while learning from each other. Finally, it also provides the opportunity for the teacher to act as “guide” and model a variety of successful approaches.

ii. **The Sources of C-Tech Project Based Lessons**

The Project-based lessons will come from resources such as the Stanford University K-12 Lab and TeachEngineering, which both offer common-core Next Generation Science Standards (NGSS) aligned curricula. Teacher will collaboratively design project based lessons during weekly professional development sessions.

*Evaluation of Projects*

Each project selected will come with a teacher-designed evaluation rubric. This rubric will be used to evaluate:

- The process used to develop an answer to the problem
- Levels of collaboration, if project is group-based
- The students recorded evaluations of their emotional management
- The creativity of their problem-solving approach
- The completeness of their solution

iii. **Selection of C-Tech PBL Lessons**

C-Tech’s highly engaging project-based learning model will emphasize the 4Cs of 21st Century Learning: communication, collaboration, creativity, and critical thinking and problem-solving abilities crucial for success in secondary school, college and the global workforce. We believe that this engagement and opportunity for truly deep understanding will inspire our students and motivate them to deepen their learning and skills for learning. The 4C’s will be operationalized through a teacher’s choice of an age-appropriate project. Projects will be chosen using stringent criteria:

- The project addresses a problem, requiring a critical evaluation of the question at hand and the means of solution;
- The project solution and artifacts produced will require applying models to solve and thereby be creative;
- The projects will provide the opportunity to communicate with peers and organize small groups to solve the problem. This should not be read to imply that all projects will be group projects, only that many projects will be collaborative; and
- The project artifacts will require communication of not just the solution to the problem, but the means towards solving the problem.

iv. PBL in our Daily Schedule
We anticipate that all core subjects will include at least one Project Based lesson per week. The Project Based lesson will occur during the individual, full class, small group instruction or the group project rotation of the class. The teacher will determine when students during an instructional block will work on their project. Students will often be encouraged to work on their projects at home. Through their home visits teachers will be keenly aware if a student’s home is conducive for study and suggest accommodations for families to meet the student’s needs.

v. Real-world Engagement
A key feature of C-Tech is its approach to how it builds on students’ existing experience and knowledge. C-Tech encourages a high degree of student involvement, both imaginatively and in practical problem solving. Drawing on the curriculum, using the environment and social subjects as a stimulus to explore, wonder and make meaning in the context of the student’s lived experiences. To enhance students learning, required participation in experiential learning opportunities will be a central aspect of the way in which students learn. Engaging with the world and connecting time and place is deeply embedded in the project-based learning approach of the school. Students will not be limited to their own communities for learning and engaging, but a variety of methods to bring the world to C-Tech. Rotating real world installations of art, science and more in the form of weekly talk to an expert sessions, virtual reality experiences, international partnerships with students in schools around the world, and working with STEM professionals to provide student input to new discoveries and challenges. C-Tech has partnered with STEAM:Coders, Women in Technology Hollywood, Girls Club of Los Angeles, and the Artificial Intelligence Los Angeles (AILA) groups to connect with STEM professionals.

D. Social and Emotional Learning
A key component of the Social Emotional Learning Framework is the Advisory Course, through which we will implement the Caring School Community SEL program.

i. **Advisory Course**

Advisory Courses will take place in the morning as an energizing way to start the day, build a strong sense of community and set students up for success socially and academically. During morning meetings, students and advisors will meet for 15 minutes and interact with one another in the context of four components:

- **Greeting:** Everyone learns to look at and greet one another by name and practices critical listening and empathy
- **Sharing:** Students share information about important events in their lives. Listeners offer empathetic comments and/or ask clarifying questions
- **Lesson:** Direct lessons of social skills to include learning and following classroom and school rules and procedures; self-management skills to include reflecting on personal behavior and asking for help when needed; interpersonal skills to include including and sharing work equitably; and, executive function skills to include monitoring attention and refocusing attention when needed.
- **Mindfulness:** Students and staff practice a mindfulness activity that reinforces engaged learning, presence of mind that is crafted to help students focus on the learning that they will do in school that day
- **Optimistic Closure:** Students and staff will close the daily Advisory experience in an intentional way as they highlight their individual and shared understanding of the importance of the work and can provide a sense of accomplishment and support forward-thinking. The optimistic closure may be reflective of the learning, help identify next steps, or make connections to one’s own work.

Advisory will serve as a safe place to build trusting relationships, academic mindset, health and wellness, and 21st Century skills. C-Tech’s advisory course will foster personalization for each student and aims to teach social-emotional skills in addition to the following:

- Set and track progress towards goals for Individual Learning and Development Plans (ILDP)
- Provide developmental guidance (formal and informal)
- Foster communication between peers, staff, and others
- Encourage supportive peer relationships
- Practice conflict resolutions
- Promote collaboration, effective listening and problem solving
- Prepare and support students for daily transitions and life transitions like elementary to middle school, middle school to high school, high school to college and career
- Promote character development and explore moral and societal dilemmas
- Develop cross-age buddy activities which allows students to work together with older or younger students in other grades to develop a schoolwide culture and community
- Host weekly class meetings to address common concerns and current issues
- Provide weekly Home Connection Activities to help students talk with family members about the social development focus of the week
12. Curriculum and Instruction

A. English Language Arts (Core Subject)

The English Language Arts curriculum for all grade levels at C-Tech is aligned to the Common Core State Standards and aims to cultivate literacy through a cohesive, comprehensive, and progressive learning sequence. The curriculum balances oral and written language and encompasses all ELA foundations including reading, writing, speaking, and listening. Students at C-Tech learn to read critically, analyze text thoughtfully, write clearly and purposefully, as well as use academically relevant listening and speaking skills in a wide variety of contexts.

Connected to these purposes is the interdisciplinary expectation that the development of each student’s literacy skills is a shared responsibility. Every teacher at C-Tech works collaboratively to develop the reading, writing, speaking, and listening skills of all students. ELA curriculum, as with all courses at C-Tech, is delivered in fully inclusive classrooms in which learners of all abilities participate. Appropriate differentiation is provided for students at all learning levels, this includes support services offered outside of the classroom.

Table 1.2: English Language Arts Curriculum Scope and Sequence

**Kindergarten- Language Arts - Core**

<table>
<thead>
<tr>
<th>Concepts:</th>
<th>Role of the author, reading workshop and writing workshop routines and rituals, picture walks, what good readers do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generalizations (Conceptual Understanding): My students Understand that...</td>
<td>Guiding Questions to Build Conceptual Understanding:</td>
</tr>
<tr>
<td><strong>Factual</strong></td>
<td><strong>Conceptual</strong></td>
</tr>
<tr>
<td>Readers and writers ask and answer questions about stories. Readers and writers describe familiar people, places, things, and events.</td>
<td>What words describe people, places, things, and events in stories? How do drawings help us add details?</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Writers tell, draw, and write their stories. Writers tell true stories from their lives.</td>
<td>What are ways to add details to your stories? How do we write the sounds we hear? How do we write what happened in the beginning, middle, and end?</td>
</tr>
<tr>
<td>Letters have names and sounds. We can say words slowly to hear sounds.</td>
<td>How can our names help us learn about letters and sounds? What parts sound the same in words? (rhyming, first letter)</td>
</tr>
<tr>
<td>College and Career-Ready Capacities</td>
<td>● Demonstrate independence ● Build strong content knowledge ● Respond to the varying demands of audience, task, purpose, and discipline ● Comprehend as well as critique ● Value evidence ● Use technology and digital media strategically and capably ● Come to understand other perspectives and cultures.</td>
</tr>
</tbody>
</table>

**Grade 1-Language Arts - Core**

<table>
<thead>
<tr>
<th>Concepts: Story structures, role of the author, monitoring fluency, reading workshop and writing workshop routines and rituals, picture walks, independent reading structures, what good readers do</th>
<th>Generalizations (Conceptual Understanding): <em>My students Understand that...</em> Guiding Questions to Build Conceptual Understanding:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factual</strong></td>
<td><strong>Conceptual</strong></td>
</tr>
<tr>
<td>Readers build good thinking habits around reading.</td>
<td>What books are right for me, and how do I know? What are all the things I do during reading workshop?</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Students communicate in a certain way in my class community.</td>
<td>What do good listeners sound like and look like? What do good speakers look like and sound like?</td>
</tr>
<tr>
<td>Writers build good habits by writing, drawing, or revising daily.</td>
<td>What do I do during writing workshop? What are ways I can keep working during workshop?</td>
</tr>
<tr>
<td>Students build their language in the class community.</td>
<td>Where do I find new language in the room? Where do I put spaces in my writing?</td>
</tr>
<tr>
<td>College and Career-Ready Capacities</td>
<td>● Demonstrate independence  ● Build strong content knowledge  ● Respond to the varying demands of audience, task, purpose, and discipline  ● Comprehend as well as critique  ● Value evidence  ● Use technology and digital media strategically and capably  ● Come to understand other perspectives and cultures.</td>
</tr>
<tr>
<td>Concepts:</td>
<td>Establishing routines and rituals for reading workshop, writing workshop, good listening skills, class discussions, selecting just-right books, using reading logs and writing notebooks</td>
</tr>
<tr>
<td>Generalizations (Conceptual Understanding):</td>
<td>My students Understand that...</td>
</tr>
<tr>
<td>Guiding Questions to Build Conceptual Understanding:</td>
<td></td>
</tr>
<tr>
<td><strong>Factual</strong></td>
<td><strong>Conceptual</strong></td>
</tr>
<tr>
<td>Careful readers have good habits: reading with stamina, engagement, accuracy, and comprehension.</td>
<td>How can you stay focused during reading time? How can you be a word solver? How do you make sure your reading makes sense?</td>
</tr>
<tr>
<td>We talk about new words, retell stories, and share our favorite parts of reading and writing.</td>
<td>How do you and your partner decide who speaks? How do you listen to your partner? How do you retell stories?</td>
</tr>
<tr>
<td>Writers create small moments: writing and illustrating to tell stories through details, thoughtful ideas, and words</td>
<td>How do we choose topics? How can we add to your work?</td>
</tr>
<tr>
<td>Students recognize when they do not understand words or paragraphs and use a variety of strategies to solve words and build language.</td>
<td>What are different strategies to read longer tricky words? What are strategies readers used to figure out words or phrases?</td>
</tr>
</tbody>
</table>
College and Career-Ready Capacities

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures.

Grade 3-Language Arts - Core

<table>
<thead>
<tr>
<th>Concepts:</th>
<th>Establishing routines and rituals for reading workshop, writing workshop, good listening skills, class discussions, selecting just-right books, using reading logs and writing notebooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generalizations</td>
<td></td>
</tr>
</tbody>
</table>

(Conceptual Understanding):
My students Understand that...

<table>
<thead>
<tr>
<th>Guiding Questions to Build Conceptual Understanding:</th>
<th>Factual</th>
<th>Conceptual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readers infer and grow ideas about stories with thoughtful predictions: They use context clues, connect to what they know, question, and determine meanings of unfamiliar words.</td>
<td>Why is language that pertains to time, sequence, and cause and effect important? What is a lesson or moral?</td>
<td>How are fables, folktales, and myths alike, and how are they different? How do you visualize what you read or what is said?</td>
</tr>
<tr>
<td>Reading and writing partners support each other with their engagement and their skills by thinking and talking about their work.</td>
<td>How do you refer to texts when you ask and answer questions? How do you work together to figure out words? What questions do you ask your partner to help him or her understand characters’ feelings?</td>
<td>Why are characters important to story development?</td>
</tr>
</tbody>
</table>
Writers write narratives using effective techniques, descriptive details, and clear event sequences.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does making timelines help you organize your stories? What are good ways to lead stories (or hook your readers)? What are different complications that could happen in the story, and how could they be resolved? What have you done with your characters to make readers want to read about them?</td>
<td>Why do authors write narratives: How do character traits relate to the characters’ struggles? Why is dialogue important, and when do you use it?</td>
</tr>
<tr>
<td>Narrative writers build their capitalization skills to communicate clearly and recognize language features with active, feeling, and thinking verbs, past tense, linking words, dialogue in different tenses, descriptive language, and first or third person.</td>
<td>Why do you use past tense for stories, and when would you not use past tense? What are linking words? What are names and titles that are capitalized?</td>
</tr>
</tbody>
</table>

College and Career-Ready Capacities:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures.

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**Grade 4-Language Arts - Core**

<table>
<thead>
<tr>
<th>Concepts:</th>
<th>Reading workshop, writing workshop, the writing process, working in collaborative groups, group talk, independent reading structure, rituals and routines</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Generalizations (Conceptual Understanding): My students Understand that...</th>
<th>Guiding Questions to Build Conceptual Understanding:</th>
</tr>
</thead>
</table>

<p>| Factual | Conceptual |</p>
<table>
<thead>
<tr>
<th>Readers use cues and clues: They use a variety of strategies to think within, beyond, and about texts.</th>
<th>How do you determine characters’ struggles? What do characters’ actions and dialogue tell you?</th>
<th>How does figurative language help you understand narratives? When and why do you stop and check your reading?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readers and writers talk and think about character development and stories’ messages.</td>
<td>How do the way characters talk (dialect) contribute to what you know about them? Why do retelling, asking questions, and making predictions with your partner help you understand?</td>
<td>How do retelling, asking questions, and making predictions with our partners help us understand stories?</td>
</tr>
<tr>
<td>Narrative writers weave internal stories into sequences of actions, giving cohesive, focused accounts.</td>
<td>What literary devices or descriptive clauses could you weave into your stories to make them better?</td>
<td>How do you help readers understand the big ideas (messages) of your stories?</td>
</tr>
<tr>
<td>We use known words and word parts to read, write, and understand new words</td>
<td>What parts of words do you know that can help you read and write longer words?</td>
<td>How are words related, and how can I change words by adding or taking away parts?</td>
</tr>
</tbody>
</table>
| **College and Career-Ready Capacities** | • Demonstrate independence  
• Build strong content knowledge  
• Respond to the varying demands of audience, task, purpose, and discipline  
• Comprehend as well as critique  
• Value evidence  
• Use technology and digital media strategically and capably  
• Come to understand other perspectives and cultures. |
Grade 5-Language Arts - Core

<table>
<thead>
<tr>
<th>Focus</th>
<th>Module 1</th>
<th>Module 2a</th>
<th>Module 2b</th>
<th>Module 3a</th>
<th>Module 3b</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becoming a Close Reader and Writing to Learn</td>
<td>Researching to Build Knowledge and Teaching Others</td>
<td>Researching to Build Knowledge and Teaching Others</td>
<td>Considering Perspectives and Supporting Opinions</td>
<td>Considering Perspectives and Supporting Opinions</td>
<td>Gathering Evidence and Speaking to Others</td>
<td></td>
</tr>
</tbody>
</table>

Module Title
- Stories of Human Rights
- Biodiversity in Rainforests of the Western Hemisphere
- Inventions that Changed People’s Lives
- Sports and Athletes Impact on Culture
- Balancing Competing Needs in Canada
- Natural Disasters in the Western Hemisphere

Grades 6-8-Language Arts - Core

<table>
<thead>
<tr>
<th>Grade</th>
<th>Topic</th>
<th>Central Texts*</th>
<th>Writing Tasks**</th>
<th>Module 1: Close Reading and Writing to Learn</th>
<th>Module 2A: Working with Evidence</th>
<th>Module 3A: Understanding Perspectives</th>
<th>Module 4: Research, Decision Making, and Forming Positions</th>
</tr>
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<tbody>
<tr>
<td>GRADE 6</td>
<td></td>
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<tr>
<td>RL—The Lightning Thief</td>
<td>RL—The Lightning Thief</td>
<td>RL—Bud, Not Buddy</td>
<td>RL—Dragonwings, Laurence Yep</td>
<td>RL—Frightful’s Mountain, Jean Craighead George</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rick Riordan</td>
<td>Rick Riordan</td>
<td>Christopher Paul Curtis</td>
<td>Laurence Yep</td>
<td>Jean Craighead George</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>“Stanford University Commencement Address,” Steve Jobs</td>
<td>“Comprehending the Calamity,” Emma M. Burke</td>
<td>“The Exterminator,” Kristen Weir</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>RULES: The Author’s Purposes Affect the Narrator’s Points of View</td>
<td>RULES: The Author’s Purposes Affect the Narrator’s Points of View</td>
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<td></td>
<td>Style: Argument: How Does Bud Use His Rules— to Survive or to Thrive? (RL.6.6, W.6.1, 6.9)</td>
<td>Style: Argument: How Does Bud Use His Rules— to Survive or to Thrive? (RL.6.6, W.6.1, 6.9)</td>
<td>Style: Argument: How Does Bud Use His Rules— to Survive or to Thrive? (RL.6.6, W.6.1, 6.9)</td>
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<td></td>
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<td>Style: Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9)</td>
<td>Style: Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9)</td>
<td>Style: Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9)</td>
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<td>Style: Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)</td>
<td>Style: Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)</td>
<td>Style: Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)</td>
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GRADE 7

<table>
<thead>
<tr>
<th>Topic</th>
<th>Central Texts*</th>
<th>Working Conditions</th>
<th>Slavery: The People Could Fly</th>
<th>Screen Time and the Developing Brain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journeys and Survival</td>
<td>Journeys and Survival</td>
<td>Working Conditions</td>
<td>Slavery: The People Could Fly</td>
<td>Screen Time and the Developing Brain</td>
</tr>
<tr>
<td>RL—A Long Walk to Water</td>
<td>RL—A Long Walk to Water</td>
<td>RL—Lyddie, Katherine Patterson</td>
<td>RL—Narrative of the Life of Frederick Douglass (excerpts)</td>
<td>No text purchase required; students will read articles only about the</td>
</tr>
<tr>
<td>Linda Sue Park</td>
<td>Linda Sue Park</td>
<td>Katherine Patterson</td>
<td>Richard Wright</td>
<td>Richard Wright</td>
</tr>
</tbody>
</table>

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### Writing Tasks**

<table>
<thead>
<tr>
<th>Karl Vick</th>
<th>Chávez</th>
<th>adolescent brain and the effects of technology use, provided in lesson supporting materials.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Literary Analysis: Writing about the Theme of Survival (RL.7.1, 7.2, W.7.2, 7.9)</td>
<td>- Argument: Should Lyddie Sign the Petition? (RL.7.3, W.7.1)</td>
<td></td>
</tr>
<tr>
<td>- Research-based Two-Voice Poem (RL.7.6, W.7.3, 7.9)</td>
<td>- Consumer’s Guide to Working Conditions in the Garment Industry (W.7.2, 7.6, 7.7)</td>
<td></td>
</tr>
<tr>
<td>- Research Simulation (W.7.7, 7.8, 7.9)</td>
<td>- Nonfiction Analysis: Analyzing Douglass’s Position in the Narrative (RI.7.2, 7.6, W.7.2, 7.9)</td>
<td></td>
</tr>
<tr>
<td>- Position Paper: Should the American Academy of Pediatrics raise its recommended daily entertainment screen time from two hours to four hours? (RI.7.1, W.7.1, 7.4, and 7.5)</td>
<td>- Children’s Book to Retell an Episode from the Narrative (W.7.3, 7.9)</td>
<td></td>
</tr>
</tbody>
</table>

### Topic

<table>
<thead>
<tr>
<th>Finding Home: Refugees</th>
<th>Working with Evidence: Taking a Stand</th>
<th>Japanese American Relations in WWII</th>
<th>Sustainability of World’s Food Supply</th>
</tr>
</thead>
</table>

### Central Texts*

<table>
<thead>
<tr>
<th>Grade 8</th>
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<tbody>
<tr>
<td><strong>Writing Tasks</strong></td>
</tr>
<tr>
<td>- Literary Analysis: Explain the Significance of the Novel’s Title (RL.8.1, 8.3, RI.8.1, W.8.2, 8.9)</td>
</tr>
</tbody>
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**Reading Lab**

The Reading Lab is a skills class designed to assist middle school students in improving their reading comprehension and vocabulary through lab work. Teachers assess all students at the beginning, middle, and end of year to measure their reading skills and apply the appropriate interventions and technology tools. Reading Labs are held for one-hour periods each day. In the Reading Lab, students will read non-fiction texts independently as well as engage in small group and one-on-one instruction with a certified reading specialist. The lab provides students with individual reading tasks designed for additional practice and mastery of concepts presented in
class. The lab includes computers, books, and workbooks which cover a variety of reading skills and levels.

Reading instruction offered in our ELA instructional block incorporates four main components:

- Shared Reading
- Guided Reading
- Letter and Word Study and
- Independent Reading

Within this framework, teachers are able to incorporate different strategies and approaches daily in order to meet the diverse needs of students. Students will receive direct instruction, work with partners and small groups working on PBL units, and engage in independent work, all of which provide for multi-level learning. Teachers will explicitly teach reading comprehension skills and strategies, and then provide authentic opportunities for students to practice throughout the rotational ELA instructional block described above.

As students progress, reading instruction will focus on “reading to learn” rather than “learning to read,” though C-Tech recognizes that many students will struggle with the demands of grade level text. To address this, differentiated instruction will be provided through rotating small group instruction in which students will apply learned skills to text at their independent reading level and will receive systematic decoding and fluency instruction if appropriate. Teachers, the Resource Specialist, and Paraprofessionals all work to move struggling students towards grade-level reading proficiency.

**Shared Reading:** Focusing on comprehension, teachers will choose text for a particular purpose, and then demonstrate using and applying a particular comprehension strategy. In the early grades, shared reading may focus heavily on applying decoding strategies, in addition to those used to construct meaning. Texts used may include big books, trade books, decodable texts, magazines and newspapers, anthologies, poems, and selections from social studies and science texts. During shared reading, teachers will model the appropriate use of strategies by employing “think alouds” to allow students the chance to explicitly learn what is generally a more implicit process. Students will be given the appropriate vocabulary to identify the strategies they are learning and using, and teachers will reinforce and encourage students to share their thinking processes (metacognition) and articulate what strategies they are using. Teachers might also teach particular comprehension skills during shared reading by demonstrating the use of a specific graphic organizer such as a Venn Diagram to compare and contrast.

**Guided Reading:** Teachers will target instruction based on the individual needs of students through guided reading. As a whole class, reading instruction might be focused on the reading strategy of asking questions. During guided reading time, the teacher will choose texts that provide opportunities to guide students in the use of this strategy based on the appropriate instructional levels of individual students. Students will all be working on the same objective, but using different texts; for example, texts related to projects students are working on in other subject matters. At other times, reading groups might be working on different strategies, again based on need. Because students are more likely to reveal questions, tentative hypotheses,
inferences and connections to past learning in small groups rather than in front of the whole class, teachers will regularly observe and assess the reading habits and progress of students. In the upper grades, in addition to guided reading, teachers will employ literature circles and discussion groups. Both of these activities encourage student exploration of complex themes in text, enhance oral language and higher-level cognition, provide a chance for students to freely explore ideas, and deepen students’ understanding of what they read, while creating more enthusiastic and engaged readers. The cooperative and heterogeneous grouping practices used in these activities are also beneficial to English Learners who may be less hesitant to practice and perform in smaller groups where peer interaction is more natural and comfortable.

**Letter and Word Study:** Major research studies have shown that systematic, explicit phonics instruction is the most effective type of instruction, especially for those students who are considered “at risk” for academic failure. Therefore, Letter and Word Study in the primary grades (K-2) – including on-line learning – will focus primarily on phonics instruction in which sounds/spellings are introduced systematically and sequentially, taught in isolation, blended into whole words, and practiced in decodable texts. Further, spelling instruction and word-work activities allow students to practice sound/spelling patterns by building, manipulating, and sorting words to reinforce decoding and word attack skills. Dictation activities connect the process of encoding to decoding, as students learn that their sound/spelling knowledge allows them to read as well as communicate through writing. Primary grades also include high frequency word instruction to help students become fluent readers. By the end of 2nd grade, students will be expected to have mastered 400 high frequency words taken from the Dolch Basic Sight Vocabulary and Fry’s Instant Words. Students will chant, spell-out, visualize, hunt for and highlight these words in texts in addition to practicing them at home. Classroom word walls will contribute to a print-rich environment, and word wall games and activities will reinforce learning.

In all grades, letter and word study will include spelling instruction and targeted vocabulary development, including academic vocabulary. Spelling instruction will be based on a student’s developmental stage, as determined by administration of Words Their Way Qualitative Spelling Inventory. Spelling requires a higher level of precision than reading, so when teachers consider the developmental reading and spelling stages of a child, instructional strategies can be implemented which foster overall literacy development. Spelling lists will be grouped by pattern (sound, visual, or meaning) and presented in a systematic sequence. Teachers will then engage students in activities such as making words, word sorting (closed, blind, and speed), and word hunts which allow them to actively analyze and categorize words, thereby discovering spelling rules and generalizations. Again, this approach allows for multi-level instruction as students learn and participate in similar activities, but at their own level. Targeted vocabulary development at all levels will be aimed at making sure students acquire new word knowledge and increase their depth of knowledge over time.

Instruction in specific words and concepts will occur through explicit teaching and modeling when words are conceptually difficult. For example, teachers pre-teach vocabulary that is

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important to student understanding of the content or due to its usefulness or general utility. This will be critical when teaching academic vocabulary, or words that are traditionally used in written text and dialogue between a teacher and student, which may be less familiar to students.

Teachers use a variety of techniques to help students make connections between unfamiliar words with their own background knowledge. Explicit instruction in word-learning strategies allows students to determine meanings of unfamiliar words encountered while reading. These strategies include teaching students to use dictionaries, online sources and other resource aids to deepen understanding of words, instruction in word structure as it relates to meaning (morphemes, affixes, roots) and directly teaching students to identify and use external clues to determine word meaning from context. Starting in the primary grades, teachers will model these learning strategies as they read aloud, using picture and text clues to help students learn simple ways of applying context clues. As students get older, they will learn and apply more sophisticated strategies such as identifying examples, restatements, and comparisons in order to clarify word meanings. Upper grade students will apply knowledge of word origins and Greek and Latin roots, especially in content-area texts.

**Independent Reading:** Throughout the day, students will have time to choose and enjoy reading books that are of interest to them, an integral part of our curriculum at all levels. Libraries will be stocked with high-interest books of various genres at a variety of levels. Teachers will explicitly teach students how to select books appropriate to their level and interests. Often teachers will create special book boxes or areas of the room stocked with books that relate to current themes in the classroom (e.g., first graders learning about seasons will have access to a variety of fiction and nonfiction texts relating to weather and seasons, including poetry and magazine articles). To motivate students to read, to give students more opportunities to apply new learning, and to help instill a love of literature, students will be given opportunities to talk about or respond to the books they read. For example, Kindergarteners may draw a picture of their favorite part of a favorite story and tell why they liked it, while 3rd grade students complete reflection forms to evaluate books read.

In addition, students at all grade levels will be expected to read nightly (books either found at home or school-provided library books) and keep a reading log that is signed by their parents (bilingual logs will be available as needed). This outside reading will be rewarded with various incentives such as reading parties where students celebrate their reading success and enjoyment.

**Writing Lab**

The C-Tech writing program is aligned to the Common Core emphasis on writing. The chief component of the writing program will be the acclaimed Writer’s Workshop, based on the Lucy Calkins’/Teachers College Writer's Workshop model. Writer’s Workshop, which is based on the constructivist principle that learning to write is as much about the process as the product, is used to teach students in all grade levels how to enjoy writing and at the same time reach the goal of becoming competent writers.

The Writer’s Workshop design, one of the core stations, consists of three components that occur daily: the Mini-lesson or direct instruction, independent writing time and share time. Mini-lessons can relate to craft (applications, content, or strategies), skills (conventions and editing) or
procedures relating to workshop. These short, focused lessons are based on standards or elements of a particular genre and on the observed needs of the students. Mini-lessons follow the same basic structure school-wide: teachers provide a connection to previous learning; explicitly teach a strategy using modeling techniques, published literature and teacher and student writing; provide active engagement (often in the form of partner talk); and provide a link which sets the intention for students to apply the new strategy in their own work. During independent writing time, students choose writing topics, a strategy that helps develop personal investment in the writing process. They apply learning from mini-lessons, move themselves through the writing process and may engage in partner talk to help focus and develop ideas. Students understand the rituals and procedures of the workshop including how to access materials and information from around the room (charts, posters, model authors) and to organize their writers’ notebooks and folders. The teacher uses this time to take quick inventories of the class, confer formally and informally with students and track student progress on conference logs. The sharing component of workshop occurs at the end of workshop and provides another opportunity for teaching and reinforcing the content of the mini-lesson. Sharing takes a variety of forms, including Author’s Chair, pair-share, or popcorn around the room. During this time the teacher can also to address listening and speaking standards. Teachers model the process that teaches students to use the language of the genre and the standards, to refer to the author’s text to support comments and to provide specific feedback to help peers move forward.

The writing conference is an integral part of workshop. These frequent, on-going conferences allow teachers the opportunity to further provide personal, targeted instruction that equips all students with the necessary tools to develop their authorship. The teacher’s role is to understand where an individual writer is at a particular moment in time, to determine the goals/needs of that student along with an appropriate course of action and then to guide the student toward those goals. The teacher reinforces the child’s strengths and motivates the child to push himself/herself by applying new learning. Teachers keep detailed conference notes in order to evaluate students’ progress and determine next steps for instruction. Additional support for students demonstrating difficulties might include scaffolding in the form of graphic organizers or sentence frames, more frequent meetings with the teacher or paraprofessional/instructional aide and peer support in the form of a specific writing partner. Teachers might also allow students struggling to articulate their thoughts on paper to dictate their ideas to them in order to facilitate the writing process until students become more confident in their abilities.

There are four basic writing modes that students will master as they progress through C-Tech: descriptive, expository, narrative and creative. We have added a fifth mode for creative writing, as we feel this is an extremely important aspect of writing for students to develop both as it aligns to the project-based learning model, and as creative writing fosters a love for literacy. These basic modes can then be broken down into subcategories, described below.

Basic Modes:

- Descriptive Writing - The primary purpose of descriptive writing is to describe a person, place, or event so that the topic can be clearly seen in the reader’s mind. The writer must use vivid details that paint a picture for the reader.

- Expository Writing - The primary purpose of expository writing is to provide information such as an explanation or directions.
- Narrative Writing - The primary purpose of narrative writing is to describe an experience, event, or sequence of events in the form of a story.
- Persuasive Writing - The primary purpose of persuasive writing is to give an opinion and try to influence the reader's way of thinking with supporting evidence.
- Creative Writing - The primary purpose of creative writing is to entertain the reader.

Subcategories:
- Argumentative Writing - This form of persuasive writing has a primary purpose of making a statement that the reader will disagree with, then supporting the statement with specific details that will convince the reader of the truth of the statement.
- Business Writing - This form of expository writing has a primary purpose of communicating with others in the workplace.
- Comparison and Contrast Writing - This form of expository writing has a primary purpose of showing the similarities and differences between two subjects.
- Expressive Writing - This form of creative writing has a primary purpose of sharing thoughts, ideas, and feelings on the topic.
- Informative Writing - This form of expository writing has a primary purpose of providing information in a clear, concise manner.
- Literary Response - This form of expository writing has a primary purpose of providing a personal reaction to a piece of literature.
- Personal Narrative Writing - This form of narrative writing has a primary purpose of sharing an experience or event from the author's own life.
- Poetry - This form of creative writing has a primary purpose of imaginatively reflecting on a subject, idea, or event. This is usually done in stanzas rather than paragraphs.
- Process Writing - This form of expository writing has a primary purpose of explaining the steps or procedure of something.
- Reaction Writing - This form of expository writing has a primary purpose of providing a personal response to something.
- Research Writing - This form of expository writing has a primary purpose of reporting new information that has been learned by studying available resources.
- Technical Writing - This form of expository writing has a primary purpose of conveying technical information in a simple, no-nonsense manner.

Speaking
Speaking is very important to vocabulary and language development and contributes to social development. In all classrooms, teachers will provide students with multiple opportunities to explore oral communication in the classroom. For example, students will develop active and responsive listening skills through class and small group discussions. Classes will take turns presenting and performing at weekly Friday School Meetings. Each teacher will use scaffolding strategies to help English Learners build confidence in communicating information and ideas. One way this is done is by giving students “scripts” using sentence frames that provide students with appropriate language structures. Additional structured speaking activities in class will include Author’s Chair and literature circles where students discuss and analyze elements of books as well as relate reading experiences to their own lives. Students will practice speaking clearly and using complete sentences during formal oral reports and presentations. Teachers will develop specific rubrics based on ELA and ELD standards that they share with students in order to communicate
expectations. These rubrics will provide students with an understanding of the components of effective speaking enabling them to reflect on their own performance and from the presentations of their peers.

**Listening**
Based on the ELA and ELD standards for listening, students will be taught that active, effective listening is a habit to develop and the foundation of effective communication. Students will be taught how to focus their attention, avoid distractions, use body position to signal their interest, express appreciation and appropriately pose questions. Some of the ways in which active listening skills are practiced include: following oral directions, answering questions after read-aloud, critiquing shared pieces in Writer’s Workshop, writing dictated sentences and repeating rhythms through movement and clapping. For example, in second grade, to address the standard that requires students to give and follow multi-step directions, teachers will create projects that require partners to listen to each other’s directions in order to correctly complete a task. Partner A learns how to complete part of the task and gives directions to Partner B, then they switch roles. Success depends on careful listening on the part of both students.

**English Language Development/English Language Arts (“ELD/ELA”) Framework**
The Circle of Implementation graphic below illustrates the general picture of ELA/Literacy and ELD instruction. The outer ring shows the overarching goals of California ELA Standards. According to the California Department of Education, upon graduation from a California public school, students should have:

- Developed the readiness for college, careers, and civic life
- Attained the capacities of literate individuals
- Become broadly literate
- Acquired 21st Century skills for living and learning.

The inside white area describes the context in which instruction occurs. According to the ELA/ELD Framework, effective instruction should be integrated, motivating, engaging, respectful, and intellectually challenging for all students of all grade levels.

The blue circles surrounding the standards are key crosscutting themes of Common Core State Standards’ English Language Arts/literacy and ELD. The standards include the strands of Reading, Writing, Speaking and Listening, and Language. They focus on Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. These themes connect ELA with ELD standards and expectations. ELD standards exist within the ELA standards.

California ELD standards focus on the why, or the purpose; the how, or the process; and the what, or the resources. The purpose of ELD instruction is to teach and ensure students use English purposefully, interact in meaningful ways with others, and to learn how English works.
C-Tech’s teachers will work with ELs to engage with others through discussion, sharing, analyzing text, and speaking during a dedicated 30-minute period, daily. EL students in primary grades will learn through singing, playing, and teacher-directed instruction. Reading aloud and telling story to increase verbal usage will also be present in EL primary education. As students become more fluent, independent reading and rich subject matter become more apparent in EL instruction. Upper grade elementary students give more attention to reading material and identifying purpose and settings in literature. They utilize their emerging skills and apply them in all content areas.

In middle school, providing students with autonomy, relevance, and meaning takes precedence. EL instruction focuses on expanding cognitive abilities and moves beyond detailed reading. EL students learn about citing of textual evidence to support analysis, and skills to debate through the use of text analysis is introduced.

The Framework at C-Tech
At C-Tech, teachers in all core content areas will integrate the ELD components of the core curriculum text and develop language forms and functions while developing core content knowledge. Teachers in ELA will integrate ELD in the ELA Curriculum as explained by the CA ELA/ELD Framework. In addition, ELs will receive designated ELD and SELs will receive designated mainstream ELD during a dedicated 30-minute period.

Designated ELD Curriculum
McGraw Hill’s Wonders is designed to build language. Wonders engages students in reading, writing, listening, and speaking through a game-based interface. It provides a series of lessons that emphasize effective, research-based strategies shown to improve overall reading abilities with scaffolds to meet the different levels of English language proficiency. Individual, small group, and whole-class instruction is automatically personalized based on a constant stream of data from a wide range of embedded assessments, including text-based performance tasks. Wonders engages EL students like no other reading program through its vast library of over 200 Spanish-language fiction/non-fiction titles, instant support, engaging activities, and built-in reward systems that motivate students and track their progress.
EL students with lower performance levels will learn through practice, recitation, and teacher-directed instruction. Reading aloud and storytelling to increase verbal usage will also be present in lower levels of ELD performance. As students become more fluent, independent reading and rich subject matter become more apparent in EL instruction. Students give more attention to reading material in STEM and identifying purpose and settings in literature. They utilize their emerging skills and apply them in all content areas.

In higher levels of EL, autonomy, relevance, and meaning making takes precedence. EL instruction focuses on expanding cognitive abilities and moves beyond detailed reading. EL students learn about citing of textual evidence to support analysis, and skills to debate through the use of text analysis is introduced. EL are tasked with analyzing text and information across all core subject areas.

Specific attention will be paid to LTEL who will be grouped together and given the specific tools to be reclassified. Close reading of non-fiction text will be mastered to include fluency and comprehension. Specific writing tasks including citations and analysis will be mastered to increase writing skills. The teachers of LTEL will monitor their grade in English Language Arts to assure that they are completing the course at the standard necessary for reclassification. Listening and Speaking skills will be increased through paideia seminars, speeches, presentations and debate.

C-Tech’s program, as with ELA/ELD, instruction is integrated, motivating, engaging, respectful, and intellectually challenging for all students of all grade levels. Both C-Tech coursework and ELD coursework needs to include Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills.

Many students at C-Tech will be EL, and C-Tech will specifically support the EL with daily ELD. Other students will be screened as Standard English Learners and will receive interventions and enrichment to acquire Standard and academic English in orally and in writing. Based on the learning environment at C-Tech, students will learn about each other’s language and culture while in a safe, linguistically diverse environment. Language acquisition is a strength of our 21st Century learning environment.

**B. Mathematics (Core Subject)**

Math learning objectives and outcomes will be aligned to the rigorous CA CCSS mathematics standards. Teachers will use the Mathematics Frameworks for California Public Schools for planning and guidance. The goal of the math curriculum is to make students fluent with numbers, to build mathematical reasoning skills, to develop a strong math vocabulary and to apply algebraic concepts to problem solving.

Mathematics at C-Tech focuses on the deep understanding of numerical concepts, mathematical principles, mathematical applications, and using mathematics to solve a range of problems. Our program and instructional methodologies are directly aligned with the CCSS. Throughout the progression of math courses, our students acquire the necessary knowledge and skills to prepare them for higher levels of math in high school and college. The math curriculum at C-Tech draws on six major mathematical content strands: number sense, algebra, geometry, measurement, data
analysis, probability, and mathematical reasoning. C-Tech stresses strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems in the classroom as well as in the real world. C-Tech will be utilizing Eureka Math, ST Math, and Khan Academy in its Math program.

i. **Eureka math** is a free, research based-common core aligned curriculum that has consistently delivered positive results for students in grades K-8 for problem solving, rigor and mathematical practices. Teachers will use Eureka math as they engage in whole-group instruction and in problem solving station rotations.

ii. **ST Math**, created by MIND Research Institute, is game-based instructional software for students in grades TK-12. ST Math is designed to boost math comprehension and proficiency through visual learning. Integrating with classroom instruction, ST Math incorporates the latest research in learning and the brain and promotes mastery-based learning and mathematical understanding.

iii. **Khan Academy** offers open-source, online math courses beginning from Kindergarten to college level courses. Students at C-Tech may progress to advanced level courses at their own pace.

Teachers assess all students at the beginning, middle, and end of the year to measure their math and problem solving skills and to apply the appropriate interventions and technology tools. Math classes are in a blended learning format, with formal one-hour periods held four days a week, embedded with teacher-led, structured independent on-line learning, and project based activities. In stations and in flex rotations, students will progress through math coursework independently as well as engage in small group and one-on-one instruction with a certified math teacher, who will be trained in Eureka Math’s “Read, Draw, Write” (RDW) problem solving methods. Mathematics instruction is designed to include concrete, pictorial and abstract approaches to problem solving at all levels. C-Tech’s math outcomes, which will drive every student’s academic goals, are derived from the Common Core standards. Aligning outcomes, instructional materials, guided instruction and assessments will all rooted in evidence-based practices.

Our commitment is to provide all students additional support to accelerate their learning and close the gap between their current level of achievement and the expectations at their grade level. Some ways in which we do so is to:

- Provide more minutes of targeted direct instruction lessons.
- Provide independent practice that shores up foundational math skills.
- For some students, math intervention in Innovation Labs is provided in addition to the math instruction they receive in their math block.

In order to provide equity and access to proficiency and college readiness, C-Tech School students’ content teachers will be employing Khan Academy’s exclusive relationship with the College Board to get personalized ELA and mathematics plans tailored to individual students to identify their strengths and weaknesses based on their previous PSAT/NMSQT® or SAT results. Teachers will have access to the most relevant SAT skills to work on with their students. There are 42 skills

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for math and 28 skills for Reading and Writing that teachers can access through the program. These skills-based lessons will be ranked based on students’ skill on specific topics, in the context of the frequency they appear on the PSAT/NMSQT® or SAT which is aligned to the CCSS and consequently provides preparation for the SBAC IAB, Performance Tasks, and Summative Assessments.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Learning Objectives</th>
<th>Learning Tools</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK-2</td>
<td>Counting Number Theory</td>
<td>Eureka Math, ST Math</td>
<td>STEP, NWEA MAP, ANET</td>
</tr>
<tr>
<td>3-5</td>
<td>Fundamentals of Math</td>
<td>Eureka Math, ST Math, Khan Academy</td>
<td>ANET, NWEA MAP</td>
</tr>
<tr>
<td>6th-8th</td>
<td>Pre-Algebra Algebra</td>
<td>Eureka Math, ST Math, Khan Academy</td>
<td>ANET, NWEA MAP</td>
</tr>
</tbody>
</table>

Following direct instruction, teachers will present hands-on activities while also allowing time in and out of class for substantial practice of grade level computational skills. Using blended learning via ST Math and Khan Academy, teachers will be able to differentiate instruction in real-time if needed, focusing on the needs of struggling students and offering enrichment opportunities to those ready to move beyond the grade level curriculum. The math period will also incorporate a daily warm-up activity focused on applying previously learned skills (spiral review) to solve a problem situation. The teacher will reinforce math vocabulary during the warm-up by requiring students to prepare a brief written or oral summary of the steps they took to solve the problem.

As part of our emphasis on writing and listening/speaking skills and on problem solving in the mathematics curriculum, the mathematics curriculum will frequently require students to explain, orally or in writing, their methods of solving a problem and their rationale for choosing those methods. Assessment of mathematics standards will be based on evaluation of these presentations as well as on more traditional mathematics assessments from California Common Core-aligned state-adopted textbooks. PBL units will also require students to use math skills, particularly statistics and data analysis, to enhance their project-based oral and written presentations required in other subject areas.

Eureka Math’s Common Core-aligned textbook series will form a starting point for mathematic curriculum. The program utilizes hands-on tasks, meaningful activities and attractive illustrations rich in mathematical content, so that all students are able to access the curriculum and are appropriately challenged. In addition, faculty will utilize a variety of additional instructional resources and hands-on activities, including manipulatives, math games, measuring, patterning, and art projects that give students opportunities to learn by doing and relate math concepts and skills to their lives. Additional strategies can be employed to help struggling students including: small group and one-on-one intervention, additional time for practice towards mastery and speed
in basic computations (i.e. math “facts”), as well, for example increased time spent on problem solving activities.

**Algebraic Thinking**

Algebra 1 is the gateway course to all high school level mathematics and is essential for success in preliminary and advanced study in computer science. All 8th grade students must demonstrate proficiency in Algebra 1 concepts before enrolling in high school math courses. Math Labs will focus on building students’ foundational skills so that they will ultimately excel in Algebra 1.

Algebra 1 covers the fundamental properties of the real number system. Topics include simplifying algebraic expressions, laws of exponents, solving first and second-degree linear equations and inequalities, solving systems of equations and inequalities, functions and function notation, graphs of linear and quadratic functions, radical equations, ratio and proportion, and the quadratic formula. Many problems are presented in context and students are required to read, interpret and solve such problems.

**C. Science (Core Subject)**

All of C-Tech's science classes are aligned to the Science Content Standards for California Public Schools and the Next Generation Science Standards. The Science curriculum develops student exploration of recurring concepts and connections made within the subjects of Life Science, Earth Science, and Physical Science. The curriculum uses the scientific process of inquiry and emphasizes the process of formulating and answering questions about the physical world around them and encourages students to explore appreciate the natural world they live in. Students develop the skills of hypothesis forming, identification, classification, experimentation, evaluation, documentation, and presentation. They create and lead meaningful scientific experiments that allow them to make real life connections and applications. Students engage in scientific learning as they hone the skills of observation, questioning, hypotheses development, experimentation, data collection and analysis. Students work individually or in small groups to complete labs, investigate, study scientific phenomena and share the results with their peers. This type of learning reinforces the importance of long-term research, collaboration, and analysis of multiple outcomes. The scientific themes of observation, questioning, making predictions based on evidence, conducting investigations, measurement, comparison, and classification are integrated with other subjects like math, computers and ELA to strengthen their mastery of other content and learning.

Our inquiry-based science curriculum will emphasize learning through exploration and experience, relying on the acclaimed Full Option Science System (FOSS) kits for grades K-5, which provide hands-on investigations, laboratory experiences, and projects. The program is fully aligned to California standards and research has demonstrated its efficacy in engaging and educating diverse students.

However, at C-Tech we believe that scientific knowledge is ever growing, and so while FOSS will serve as a foundation to our science program, we will also partner with the vibrant technology and science community only available in Pasadena as we work to build an experiential curriculum with community partners. For example, we are partnering with a local Pasadena company which manufactures robotic arms for use on the Mars Rover and other deep
space projects, to share with our students knowledge about the solar system, deep space, and simple engineering principles. The following chart indicates the sequence of the standards-based FOSS units that will be used to facilitate student engagement and understanding of the standards for physical, life and earth sciences in grades K-5:

Literature is also infused into the science curriculum to reinforce content literacy skills and boost comprehension on all grade levels. Students engage and read about science through both fiction and non-fiction texts selected by teachers. Content-rich and high interest trade books will be used to support the development of science concepts and associated academic language across all grade levels because children tend to have greater interest in the content and photographs that are available in trade books, and they find them less confusing than traditional science textbooks. Additionally, the story lines in children’s trade books help students understand and remember concepts better than textbooks that tend to present science as lists of facts to be memorized. The colorful pictures and graphics are also superior to many texts for explaining abstract ideas and provide contexts for understanding difficult science concepts.

An integral part of the units are activities conducted around the scientific method: predicting and making hypotheses, recording observations, and using data to reach conclusions. This foundation of scientific discovery is further reinforced in our entrepreneurship curriculum where, for example, a student might be challenged to make hypotheses about how product will sell, build a prototype, and evaluate the sales data. Technology also is incorporated into science activities when appropriate. For example, Google Apps can facilitate data analysis, construction of graphs and tables, and interpretation of results. This online learning tool will also help enhance the learning of specific subgroups. For example, along with online resources, this online learning tool will be used to scaffold content for English Learners and create challenging assignments for advanced students.

For middle grades (6-8), middle school science program will be informed by Lawrence Hall of Science, at the University of California, Berkeley. This curriculum, known as the Science Education for Public Understanding Program (SEPUP), is fully aligned with California state standards and National Science Foundation education standards (see http://sepuplhs.org/), and provides hands-on investigations, student resources, laboratory experiences, and projects. The school will utilize standards based materials for the few state standards not covered by SEPUP. SEPUP also lends itself to traditional, quantitative assessments that are appropriate for middle grade students. Teachers will, therefore, be able to utilize a variety of pedagogical methods and a variety of assessments in order to best develop conceptual understanding via students’ own inquiries, investigations, and analyses. The curriculum provides students with science experiences that are appropriate to their stages of cognitive development. The experiences serve as a foundation for more advanced ideas that prepare students for life in an increasingly complex scientific and technological world.

SEPUP learning modules are organized under the following strands:

- Issues and Life Science

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Most modules and courses are designed to be appropriate for two grade levels, and work in conjunction with one another to cover all of the state and national content standards in science. For example, the Issues and Earth Science strand aligns with the Middle School Earth Science Standard (MS-ESS1-1) requiring the development and use of a model regarding lunar phases and eclipses. In addition to the science standards, SEPUP reinforces many mathematics, language arts and social studies standards. For example, when studying life and earth sciences, students will also study human’s relationship with flora, fauna and the natural environment, throughout time and in different locations. In this way, life and earth sciences will be connected to economics and history. When studying the physical sciences, students will explore human inventions and discoveries in the realm of physics and engineering and the greater ramifications of industrialization, warfare, and technology. Students will see connections between the physical sciences and their present reality, history and economics. Cross-disciplinary PBL units will offer hands-on opportunities for students to work independently and in groups to reinforce these concepts and discover the connections among subjects.

This program provides hands-on investigations, laboratory experiences and projects. It also lends itself to traditional, quantitative assessments in the form of tests and quizzes. Teachers will, therefore, be able to utilize a variety of pedagogical methods and a variety of assessments in order to best develop conceptual understanding in all students.

<table>
<thead>
<tr>
<th>TK - 8 NGSS Standards Progression Table</th>
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<tbody>
<tr>
<td>GRADE</td>
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<tr>
<td>Physical Science</td>
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<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>Life Science</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>LS1 From Molecules to Organisms: Structures and Processes</td>
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<tr>
<td>LS2 Ecosystems: Interactions, Energy, and Dynamics</td>
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<tr>
<td>LS3 Heredity: Inheritance and Variation of Traits</td>
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<tr>
<td>LS4 Biological Evolution: Unity and Diversity</td>
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<tr>
<td>LS1 From molecules to Organisms: Structures and Processes</td>
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<tr>
<td>LS4 Biological Evolution: Unity and Diversity</td>
</tr>
</tbody>
</table>

All Science courses will focus on the STEM Content with emphasis of real-world examples in the local context. With this deep understanding, students will then be able to apply their knowledge to real-world application as shown below.

![STEM Content + Local Context + Application](image-url)
D. History/Social Studies (Core Subject)

C-Tech' social sciences courses are aligned to the California state standards and reference the Common Core State Standards for ELA and Math. Students gain an understanding of human history as well as how our society, and the world, work. The curriculum supports acquisition of core knowledge of the world’s eras and civilizations, but also develops the critical thinking skills that historians use 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. Broad social studies themes and content cover topics of family life, cultures, community, the environment, the study of California, geography, economics, U.S. and world history with connections to ELA, Math, Science and the Arts. Learning activities engage students in an inclusive classroom setting and include projects, reading, documentary viewing, research, interactive plays and opportunities to develop listening, speaking, and writing skills through presentations, skits, newspaper writing and other creative outlets to share what they have learned and practice new topics being taught.

C-Tech will use the Social Studies Alive! (K-5) and History Alive! (6-8) programs. Additional primary and secondary resources will be chosen by faculty in order to support student investigations into multiple perspectives on historical events and concepts. Teachers will provide students with access to primary and secondary historical sources, maps, charts, and timelines from which to draw information about the historical time periods and cultures studied. In teaching social science, teachers will use a variety of graphic organizers, charts, and visual aids to support students’ developing analytic skills and to assist English Learners. To further increase understanding and motivation, social science will be taught with an emphasis on the stories of the groups of people and individual historical figures who particularly impacted their times.

At C-Tech, learning activities will engage students in reading rich literature as well as original source documents across all content areas. Our teachers will invite experts from the community to speak to students. Students will experience daily opportunities to develop listening, speaking, research, and writing skills across the content areas and to develop proficiency in the use of the arts as tools for learning, creative thinking, and problem solving as well as assessment. At all grade levels, the curriculum will be enhanced whenever possible with multimedia resources such as virtual reality technology, hands-on experiences, historical artifacts, and field trips. While covering the social science standards, teachers will also focus on reinforcing and employing reading comprehension, writing, and listening speaking standards through social science content. For example, students will apply reading comprehension and vocabulary strategies to their social studies text and will complete assessments in which they demonstrate social studies content knowledge along with writing and speaking standards.

E. Innovation Lab Courses

Computer science will begin for students in kindergarten, be taught through a learning continuum at C-Tech weekly in Innovation Labs and designed as a core concentration component for students at the school. We approach computer science in the same way we approach educating students in the core courses of English Language Arts and Mathematics. We begin with elementary level coding concepts and support students to progress to more advanced knowledge and ultimately be
prepared to complete AP level Computer Science courses in high school. The coding curriculum is developed by code.org, Harvard University and MIT. C-Tech will work in partnership with Planet Bravo, which provides comprehensive in-school computer instruction.

i. **Computer Science (Non-Core)**

![Diagram showing the curriculum structure](image)

*TechPrep by Facebook*

Students will complete computer science courses in the Innovation Lab through an extended school day so that, once in middle school, they may complete a concentration of their choosing in the following areas: robotics, app development, music engineering and game design. Upon entering C-Tech, students will be assessed in placed in the age-appropriately coding classes so that they may progress at their own pace as well as with their peers.

**Course Content**

Coding 1: Students in grades K-2 are introduced to the world of coding. They gain an understanding of what coding is, what they can do, and why it is important. They learn the basic language of code such as sequential commands and loops. Students will learn through a series of hands-on projects and activities as well as in Scratch Jr, a tablet based programming environment developed by MIT.

Coding 2: Students in grades 3-5 learn basic concepts of programming using Scratch, developed by MIT. Scratch is a "block based" coding software which teaches students how to program by snapping together digital blocks of code. They learn to animate stories and create simple game mechanics. They will build projects that integrate their learnings from ELA, math, social studies, and science courses.

Programming: Students in grades 6-8 learn more advanced programming concepts that will help prepare them to eventually master AP Computer Science principles once they enter high school. In the Programming courses, students may learn skills in HTML, Java, C++, Python, Unity, and other advanced programming languages.
Robotics: Students in grades 3-5 that join the Robotics First Lego League will take an introductory robotics course. They will create a Mindstorms robot that can navigate, and get a year of experience with robots before entering regional robotics competitions. Students will learn basic to advanced robotics skills.

ii. **Entrepreneurship (Non-Core)**

C-Tech’s Common Core-aligned entrepreneurial curriculum will be drawn from the Venture Lab and entrepreneurship textbooks and books by experts. Students in grades TK-7 will pursue an entrepreneurial project in their Innovation Lab each Friday. Eight graders will complete the year-long Entrepreneurship Lab course as part of their graduation requirement.

*Venture Lab*
Venture Lab offers a comprehensive, differentiated, age-appropriate curriculum separated into lower elementary (grades 1-2), upper elementary (grades 3-5), and middle/high school (grades 6-12). The curriculum offers lessons that can be merged with existing coursework. The curriculum focuses on the following 21st century skills:

**Entrepreneurial Skills**
- Entrepreneurial mindset
- Introduction to business
- Product creation and new inventions
- Financial literacy and budgeting

**Student Achievement**
- Creative and critical thinking
- Teamwork and collaboration
- Leadership skills and public speaking skills
- Lateral and higher-order thinking

**Postsecondary readiness**
- 21st Century Career Skills: product ideation, marketing research, technology
- Sparks interests in attending college
- Career ideation

*Entrepreneurship textbooks and books by experts*
The field of entrepreneurship is continuously updating. Those in the entrepreneurship community receive updates on the latest theories through articles and publications by experts who are forging new paths in entrepreneurship. Stanford University’s open-source How to Start a Startup course will be a solid foundation and resource to support students in the eLab. We will incorporate articles and publications to supplement our formal Venture Lab curriculum.

*Teacher Training in Entrepreneurship*
All teachers will participate in professional development offered by Venture Lab. This will be supplemented by curriculum development and classroom preparation time with expert entrepreneurs that will occur both prior to the opening of the school and periodically throughout the school year to continuously improve instruction.
When Entrepreneurship will be Taught
Entrepreneurship will be taught in two ways:
First, entrepreneurship will be taught explicitly on Fridays during Innovation Labs to TK-7 grade students, and via a year-long Entrepreneurship Lab (eLab) for 8th grade students. Teachers will utilize age appropriate lessons from Venture Lab. This block of instruction will use our rotational blended approach, with students given direct instruction, working in a group on a project, working individually on an assignment, engaged in independent study, or using a computer to research a particular topic.

Entrepreneurship will also be woven into the assignments and projects in other classes. This may take the form of a creative design assignment during the Art block, designing a marketing research assignment during the Social Studies block, or finance calculations during the math block. These integration assignments will be developed by teaching staff during professional development time. Lessons are aimed at reinforcing core subject concepts and integrating them with entrepreneurial concepts.

Entrepreneurship Lab
The Entrepreneurship Lab (e-lab) is a year-long course required for students in grade 8. All students are required to complete and pass the Entrepreneurship Lab before graduating. The e-lab integrates design thinking, engineering, and entrepreneurship principles to empower students to develop marketable solutions to their community and the world’s most pressing problems. Each year, the C-Tech school community selects a global theme (human longevity, space travel, lifelong learning, autonomous transportation, etc.) to shape the learning experience. Students work in teams to build working prototypes of new products and services related to the theme. Students engage in the innovation, creativity, and design thinking process as well as learn how to manage a budget and market their products to real users.

The e-lab spans the early phases of product development, including: opportunity identification; generating ideas; gathering customer and market data; selecting ideas, devising concepts and building sketch models; building and testing mockups; customer evaluation of mockups; embodiment design; and construction of a high-quality functioning alpha prototype. Students also learn about group dynamics, team roles and management, consensus building, and the value of communication.

Capstone Projects
All students will complete a capstone project via the eLab before matriculating from 8th grade at C-Tech. These projects will be a business or organization that the student envisions, tests, and develops. This project must meet six standards to be able to be deemed a success; as described in section 11.A.

Entrepreneurship through Project Based Learning
We believe that our students need to develop entrepreneurial thinking through a specific set of skills and processes that will enable them to be successful entrepreneurs. These skills include: understanding and mastery of subject matter, creative thinking, experimentation, research, effective communication, project management, and collaboration. Our students will develop and strengthen their skills through the entrepreneurial processes of:
• Ideation-identifying a problem or need (i.e. having a vision of a product/service of something that has value to more than one person)
• Researching to determine the value/need and what might satisfy it.
• Brainstorming and highlighting an idea to solve it.
• Testing the idea and revising as needed
• Building/constructing/designing
• Delivering-presenting/distributing
• Scaling

We believe that these skills and processes support the 4Cs of 21st Century learning (Communication, Creativity, Collaboration, Critical Thinking) are the foundations of successful entrepreneurship and are at the core of our vision of a modern learner.

Our entrepreneurship curriculum will be realized through projects that integrate students’ core subject knowledge into artifacts and activities, some of which will be sold or bartered with people inside and outside C-Tech. For example, a kindergarten student learning her letters may develop a “Letter Box” where they store objects representing the A, B, C’s she learned. Her box can be decorated and then sold to the community as an art piece. In this simple assignment, the student has integrated elements of language and art. Older students might follow their interest in skateboarding and utilize their math, design, science, presentation, and writing skills to build and advertise a new type of skateboard. We will provide our students with hands-on opportunities to take an idea from concept to reality.

Through these projects, we will give students opportunities to develop an entrepreneurial mindset - one in which making a mistake is acknowledged as just another way to learn and improve. At C-Tech, failure will be viewed as opportunities to become creative and to stretch students’ capacities.

Further, students will use the entrepreneurship curriculum as a way to apply concretely what they have learned in their core subject lessons. We believe this will motivate them to prize both learning and action, fulfilling our ultimate goal of creating lifelong learners.

**Measuring Entrepreneurship Outcomes**

Students will be measured by evaluation rubrics provided by Venture Lab. These will be supplemented by rubrics developed and maintained during professional development time with entrepreneurship experts.

**F. Visual and Performing Arts (Non-Core Subject)**

We anticipate offering rotating visual and performing arts courses for mini-sessions throughout the year (8 weeks in duration in rotating subjects such as visual arts, dance, musical instruments), via contracting with outside, part-time teachers. We expect that these individuals/companies will provide necessary equipment and materials as well (e.g., musical instruments). Our goal is to ensure that all of our students have exposure to an array of standards-based, experiential arts instruction twice a week. At a minimum, we will facilitate visual arts instruction through available...
materials and supplies (paper, paints, pencils, scissors, etc.), along with training to our classroom faculty during professional development time on strategies to integrate meaningful arts instruction into the curriculum, particularly through project-based work.

G. Health and Physical Education (Non-Core Subject)

Our Health and Physical Education program focuses on improving students’ academic achievement and health literacy. Students are provided 100 minutes per week of Physical Education classes. These 100 minutes are comprised of 50 minutes of Physical Education classes, and 50 minutes of yoga, tai chi and dance classes. Within the Physical Education and general education classes, students learn various forms of physical exercises, nutrition, injury prevention, sportsmanship, human development, and practicing health enhancing behaviors. Within the Dance, tai chi and yoga classes, students learn motor skills and movement patterns, moving through space and time, and manipulate themselves and other objects with accuracy. The structured lessons in psychomotor skills, game skills, stamina, and flexibility will be taught and reinforced in the PE classes. Allowing students to develop their gross and fine motor skill through a rigorous physical education program helps all students to become more confident persons. C-Tech will not only consider traditional physical education activities apart of physical health but will incorporate dance, yoga, tai chi to be a part of our Physical Health and wellness program. C-Tech students will not only work on learning physical movements, accuracy, and control, they also do so while integrating these concepts in relationship to core subject material they are learning in the general education classrooms. In total students will receive 200 minutes of Physical Education every other week.

H. Innovative Curricular Components of the Educational Program

C-Tech will provide all students with a 21st century public elementary and middle school experience that prepares them to meet the challenges of the future workforce. As detailed in the preceding and following section, we rely on the most innovative, and results-driven thinking in education today and employ practices that are proven to meet the needs of our diverse learners in an ever-evolving information society. Our innovation labs support development of computational thinking and engineering, design thinking skills. This includes employing strategies such as personalized learning, blended learning, STEAM-focused project based learning, and differentiated learning to ensure each of our students is ready for the rigors of high school, college and beyond.

I. Intervention and Enrichment Programs

C-Tech staff will provide both enrichment and intervention for students at designated times throughout the day. Such programs will be aligned to goals identified in students’ Individual Learning and Development Plans (ILDPs). We will frequently use data from benchmark and other formal and informal assessments to determine the needs of individual students. During a designated daily station rotation time, students will work with other students who have similar needs on specific skills as determined by the teacher. During this time students who are at and above grade level may have the opportunities to engage with enrichment activities using advanced blended learning software and project-based activities and challenges.

“A Community of 21st Century Innovators”
In ELA, guided reading and Writer’s Workshop activities will provide additional opportunities for literacy intervention as students work independently and in small groups on targeted skills. Student grouping and targeted interventions will be based on data gathered throughout the year from benchmark and other formal and informal teacher-created assessments. Formal intervention is addressed in more detail in Elements 2 and 3 including how C-Tech will meet the needs of different subgroups and how C-Tech will proceed when classroom-based interventions are not successful.

J. Curricular and Instructional Materials

The following table provides samples of the curriculum that will be utilized in grades TK-8.

*Table 1.4: Sample Curriculum*

<table>
<thead>
<tr>
<th>Core Curriculum Area</th>
<th>Textbooks and instructional materials</th>
</tr>
</thead>
</table>
| English Language Arts/English Language Development | K-5: McGraw Hill- Reading Wonders  
6-8: McGraw Hill- StudySync  
Writer’s Workshop  
Online: Achieve 3000 |
| Mathematics                               | K-8: Eureka Math  
Online:  
STMath  
Khan Academy |
6-8: Glencoe-iScience  
Online:  
Discovery Education: Science Techbook  
*TeachEngineering* |
6-8: McGraw-Hill Civics Today  
Online: Discovery Education Social Studies Techbook |
| Health/Physical Education                 | Based on Health Framework for CA Public Schools Physical Education Framework for CA Public Schools |
| Visual and Performing Arts                | Sheet Music  
Art Books  
based on Visual and Performing Arts Framework |
| Science Laboratory Equipment              | CSTA |
Extracurricular Activities
Students will shape the extracurricular activities - sports, arts, music, and dance as essential elements of their development. We will run Young Men’s and Young Women’s Leadership Academy each summer before the beginning of the school year. Parents are an integral part of our program.

Extracurricular activities will include, but not be limited to, the following:

- Music and Theater Arts
- Soccer
- Swimming
- Robotics Club
- Speech and Debate
- Young Business Leaders of America

13. Comprehensive Course List for span and secondary schools: N/A

14. Instructional Methods and Strategies

We have detailed above the overall instructional strategies and approaches that will be implemented at the school. Additionally, teachers will employ a variety of specific instructional practices in the classroom, including the following:

- **Gradual Release Method (GRM):** Using the gradual release method, teachers strategically transfer ownership of learning from themselves to the students. In the station rotation model, teachers begin with direct instruction using the gradual release method so that students may evolve to becoming more independent learners. GRM has four phases:

  1. **I Do:** The teacher models the lesson and objectives with a clear focus, asking probing questions and completing examples to demonstrate mastery of skills
2. We Do: The teacher leads with guided practice, with students becoming more involved in the process. Teachers may lead a more interactive discussion.

3. You Do Together: Students engaged in pairs or in teams to promote collaborative learning and cross-pollination of ideas. Such activities may involve PBL.

4. You Do Alone: Students practice work independently. In this stage, students may engage in on-line personalized learning to practice key skills for mastery, remediation or enrichment.

b. **Differentiated Instruction:** Frequent assessment, ILDPs and blended learning tools all allow for teachers to effectively differentiate instruction for all students, providing targeted, personalized curriculum for each student. C-Tech’s rotation and flex models allow for students to express learning in a diversity of modalities.

c. **Scaffolding:** By differentiating instruction, we also promote scaffolding which allows students to progress to the next level. Online learning tools provide opportunities for students to accelerate their learning.

d. **Cooperative Learning:** Cooperative learning promotes the communication, teambuilding, and problem-solving skills valued at C-Tech and in the workforce of the future. Such learning promotes greater independence as students learn to manage their time and work together to solve complex problems.

15. **How C-Tech’s Instructional Methodologies and Curriculum will support implementation and ensure mastery of the California Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), and the current English Language Development (ELD) Standards.**

All C-Tech curriculum and curricular resources will be aligned to the CCSS, NGSS, and ELD standards. Beginning with the standards, teachers will work in collaborative teams to develop lesson plans using Backwards design and data driven instruction. Teachers will collaborate around a variety of instructional methodologies so that all students experience learning in a way that is tailored to their unique learning needs. Targeted interventions including re-teaching and small group instruction will support students to achieve mastery of the content standards.

16. **Support for Student Development of Technology**

Our goal is to prepare our students for college and 21st century careers, therefore technology is essential to our education model. All C-Tech students will have access to laptops/tablets at each grade level. We will have a 1:1 computer ratio. Students will use these devices to support their learning in the core content areas, as they will be able to download digital textbooks and access course materials via the website and learning management systems such as Google Classroom. For example, students will use online curricula to supplement their learning in mathematics and reading language arts. Beginning in primary grades, students will learn to code, type, and write using advanced computer technology and open-source web-based software. Regular online assessments in the various content areas will support student understanding of online assessment in preparation for state testing. Furthermore, regular use of technology will strengthen students’,
technological skills in keyboarding, research, use of Word, Powerpoint, Excel and other computer programs and better prepare them to be college and career ready.

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

Transitional Kindergarten is the first year of a two-year kindergarten program. In the second year, Transitional Kindergarten students will participate in traditional kindergarten. Transitional Kindergarten students will either be in a homogenous class or a heterogeneous class, depending on Kindergarten enrollment. Curriculum will be teacher created and focus on number and letter recognition, phonemic awareness, and number sense, as well as socialization and will be aligned to the California Preschool Learning Foundations. Students will be assessed frequently to ensure they meet appropriately grade level standards so that they may progress successfully to next grade level.

As outlined in Element 5, TK teachers shall meet all applicable requirements pursuant to Education Code Section 48000(g).
# Academic Calendar and Schedules

## Los Angeles School of Creativity and Technology

- **2020-2021 School Calendar**

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<thead>
<tr>
<th>Month</th>
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The school follows a 2020-2025 academic calendar with scheduled breaks and holidays between August 2020 and June 2021.
<table>
<thead>
<tr>
<th>School Closed/ Legal Holidays</th>
<th>Early Release Day</th>
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<tbody>
<tr>
<td>Regular School Days</td>
<td>First and Last Day of School (Early Release Days)</td>
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<tr>
<td>Teacher Work days (non-Instructional Day)</td>
<td>Unassigned Day - No School (Non-Instructional day)</td>
</tr>
<tr>
<td>School Closed/Breaks, Holidays and Weekends</td>
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</tbody>
</table>

**Legal Holiday**
- July 3 - Independence Day
- September 4, 7 - Labor Day
- November 11 - Veterans Day
- November 26-27 - Thanksgiving
- December 25 - Christmas
- December 31 – New Year’s Eve
- January 1 – New Year’s Day
- January 18 - Martin Luther King Jr. Day
- February 15 - President’s Day
- May 31 - Memorial Day

**Early Release**
- August 17, 19, 26, September 2, 9, 16, 23, 30, October 7, 14, 21, 28, November 4, 18, December 2, 9, 16, January 13, 20, 27, February 3, 10, 17, 24, March 3, 10, 17, 24, April 7, 14, 21, 28, May 5, 12, 19, 26, June 2, 9, 11

**School Starts**
- August 17

**School Ends**
- June 11

**Grading Period**
- End of Quarter 1 – October 21
- End of Quarter 2, Semester 1 – January 22
- End of Quarter 3 – March 19
- End of Quarter 4, Semester 2 - June 14

**Teacher Work Day – Professional Development**
- August 10-14
- January 11
- April 5
- June 14
Unassigned Day – No School
September 28
November 23-25
March 26

School Breaks
Fall Break – November 23-27
Winter Break – December 21- January 8
Spring Break – March 29 – April 8

The Charter School will have at least 175 days of instruction and:
(1) For each fiscal year, offer, at a minimum, the following number of minutes of instruction:
   (A) To pupils in kindergarten, 36,000 minutes.
   (B) To pupils in grades 1 to 3, inclusive, 50,400 minutes.
   (C) To pupils in grades 4 to 8, inclusive, 54,000 minutes.
22. Sample Daily Schedule
Every Wednesday will be an early release day for all C-Tech students so the teachers have time for Professional Development and Professional Learning Communities (“PLCs”).

Table 1.6: Sample Regular Day Schedules
Grades TK/K-3rd

<table>
<thead>
<tr>
<th>M.T, Th, F</th>
<th>Wednesday (early release, 1:00pm)</th>
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<tbody>
<tr>
<td>8:00-8:30am Breakfast</td>
<td>Breakfast</td>
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<tr>
<td>8:30-8:45 Caring Classroom Advisory 15</td>
<td>8:30-8:45 Caring Classroom Advisory 15</td>
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<tr>
<td>8:45-9:45 Mathematics 60</td>
<td>8:45-9:35 Mathematics 50</td>
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<tr>
<td>9:45-10:00 Nutrition/Recess 50</td>
<td>9:35-10:25 English Language Arts 50</td>
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<tr>
<td>10:00-11:00 English Language Arts 60</td>
<td>10:25-11:05 Arts/PE (alternating) 40</td>
</tr>
<tr>
<td>11:00-11:50 Social Studies 50</td>
<td>11:05-11:35 Lunch</td>
</tr>
<tr>
<td>11:50-12:30 Arts/PE (each 2x week) 40</td>
<td>11:35-12:05 ELD/MELD/UA 30</td>
</tr>
<tr>
<td>12:30-1:00 Lunch 40</td>
<td>12:05-1:05 Science/Social Studies 60</td>
</tr>
<tr>
<td>1:00-1:30 ELD/MELD/UA 30</td>
<td>1:05-1:35 Innovation Lab 30</td>
</tr>
<tr>
<td>1:30-2:30 Science 60</td>
<td>2:00-4:00 Teacher PD</td>
</tr>
<tr>
<td>2:30-3:30 Innovation Lab 60</td>
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</table>

**Instructional Minutes** 375

Grades 4th-8th

<table>
<thead>
<tr>
<th>M.T, Th, F</th>
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<tbody>
<tr>
<td>8:00-8:30am Breakfast</td>
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<td>9:45-10:35 Social Studies 50</td>
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<td>10:35-10:50 Nutrition/Recess 50</td>
<td>10:25-11:05 Arts/PE (alternating) 40</td>
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<tr>
<td>10:50-11:30 Arts/PE 40</td>
<td>11:05-11:35 Lunch</td>
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<tr>
<td>11:30-12:00 ELD/MELD/UA 30</td>
<td>11:35-12:05 ELD/MELD/UA 30</td>
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<tr>
<td>12:00-12:30 Lunch 40</td>
<td>12:05-1:05 Science/Social Studies 60</td>
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<td>12:30-1:30 Math 60</td>
<td>1:05-1:35 Innovation Lab 30</td>
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<tr>
<td>1:30-2:30 Science 60</td>
<td>2:00-4:00 Teacher PD</td>
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<tr>
<td>2:30-3:30 Innovation Lab 60</td>
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**Instructional Minutes** 375

275
Professional Development

25. Ongoing Professional Development

C-Tech recognizes that credentialed teachers are qualified to deliver the educational program; however, C-Tech has planned to provide a strategic system of professional growth and improvement systems aligned to California’s Quality Professional Learning Standards. Professional growth and improvement will be based on data that aligns professional learning priorities, design and assessments to content and pedagogy for all students, especially significant subgroups of Black or African American, Latino, Students with Disabilities, socioeconomically disadvantaged, English Learners, and Foster Youth. The system will use an evidence-based approach which focuses on specific topics throughout the year for sustained learning that enables teachers, staff, and administrators to acquire the new content, practice the strategies, and assess whether the professional development improved practice and student outcomes. C-Tech teachers will meet in Professional Learning Communities every Early Release Wednesday to ensure a collaborative learning process for teachers to positively impact student learning throughout the Charter School. The Board of Directors, with input from all stakeholders, will set the goals for the following year based on student achievement, behavior and attendance data, then through a collaborative process, the teachers, parents, staff, administrators and community will then determine how to dedicate resources for professional learning to accomplish the goals. This will

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<th>Number of Instr. Minutes Per Regular Day</th>
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be evidenced by the LCAP. The Charter School will utilize the system of professional growth and learning in alignment with state and federal requirements and resources.

C-Tech has also determined that a system of support for teachers, principals and school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities is imperative to ensure ongoing professional growth and learning. Each staff member will work with his/her supervisor at the beginning of each school year to establish SMART goals that include opportunities for professional growth and development. For clerical and classified staff, they will learn to share responsibilities to support each other, attend County Office of Education job-specific trainings, visit colleagues at other Charter Schools, attend conferences or workshops related to their jobs like paraprofessional, human resources and business management trainings. For new teachers, this may include completing a new teacher induction program, clearing his/her credential, taking additional classes, completing a master's degree, working with a veteran teacher who will mentor them by lesson modeling, peer observation and co-planning lessons. Veteran teachers receive an opportunity to serve as a mentor teacher, lead professional development sessions in an areas of expertise, serve as a teacher leader as content specialist, grade level leader, serve on the School Site Council, attend conferences like Culturally Responsive Teaching and Learning Conference, CUE Conference, NewSchools Venture Fund Summit, NGSS or other conferences of his/her choice decided by the SMART goals and approved by their supervisor, then returning to the Charter School to present their professional learning to other teachers. Advancement opportunities for teachers include those opportunities previously mentioned. In addition, teachers can advance by taking the CSET to become an administrator, completing a Master's degree in Educational Administration or becoming a National Board Certified Teacher. New administrators are provided the opportunity to clear their Administrative Services Credential, attend Principal Institutes, and work with a seasoned administrator. Administrators can advance by attending trainings, workshops and conferences, by serving on a WASC Visitation Committee for other schools, serve as readers for CDE grants and programs, and write and present conference proposals for conferences like California Charter Schools Association (“CCSA”) and Charter Schools Development Center (“CSDC”).

The Charter School will determine how this system promotes professional growth and ensures improvement by evaluating the success of each staff member at the end of the school year to determine if he/she met or exceeded their established SMART goals, reviews multiple measures of student data, and analyzes the data over time. The administrators will ensure participation in professional growth and learning by verifying sign-in sheets, observing strategies in the classroom, analyzing data and determining that professional growth is occurring and improvements in teacher capacity and student achievement is realized. Most importantly, the Charter School will use input provided by staff, teachers, and administrators immediately following a professional learning session and then again three months later to determine if professional learning is implemented and sustained.

It is with this ongoing professional development model in place, that C-Tech has developed the annual professional development plan that specifies the proposed list of topics, times and dates that will ensure that the teachers receive specific training on the educational program and the innovative components of the program for the first of the charter term.
Table 1.8: 2020-2021 Professional Development Calendar (Subject to Change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Type</th>
<th>Topic</th>
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| 8-10-20 | 8:30 AM – 4:30 PM | Teachers | C-Tech Retreat  
Welcome and Introductions  
Dedicating Self to C-Tech  
Vision and Mission  
Culturally Relevant Pedagogy – Child Development of African American and Latino Students |
| 8-11-20 | 8:30 AM – 4:30 PM | Teachers | STEM Strategies  
Computational Thinking  
Design Thinking  
South L.A. Robotics Innovation Lab |
| 8-12-20 | 8:30 AM – 4:30 PM | Teachers | Comer Model for SEL  
Caring School Community Curriculum  
SEL Surveys  
Schoolwide Positive Behavior Interventions and Supports  
Mindfulness |
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<th>Date</th>
<th>Time</th>
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<tr>
<td>8-13-20</td>
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<td>Teachers</td>
<td>Instructional Differentiation, EL, SEL, SWD, SED, Individual Development and Learning Plans, Response to Intervention, Progress Monitoring, Classroom (University) Development</td>
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<td>8-14-20</td>
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<td>Welcome Back &amp; Introductions, Dedicating Self to C-Tech, Vision and Mission, SEL - Caring School Community, How to engage with and guide ALL students, Required Trainings: Mandated Reporter, Sexual Harassment Prevention, Blood Borne Pathogens, School Operations and First Day Specifics, Mindfulness</td>
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<tr>
<td>8-17-20</td>
<td>2:00-3:00 PM</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
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| 8-19-20| 2:00 - 4:30 PM| Teachers     | Review of Formative Assessments  
Understanding Data from Assessments  
Introduction to Assessments: NWEA MAP |
| 8-26-20| 2:00 - 4:30 PM| Teachers     | Introduction to Technology  
Use of Google Classroom, Virtual Reality |
| 9-2-20 | 2:00 - 4:30 PM| Teachers     | Project Based Learning                                                      |
| 9-9-20 | 2:00 - 4:30 PM| Teachers     | Collaborative Learning Strategies  
Review of Formative Assessments |
| 9-16-20| 2:00 - 4:30 PM| Teachers     | Creation of Individual Development and Learning Plans                   |
| 9-23-20| 2:00 - 4:30 PM| Teachers     | Review of NWEA MAP Assessments                                             |
| 9-30-20| 2:00 - 4:30 PM| Teachers     | Math Curriculum and Strategies                                             |
| 10-7-20| 2:00 - 4:30 PM| Teachers     | Best Instructional Strategies for ELs, SWD, SED  
Review of Caring School Community |
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<td>Teachers</td>
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<td>Teachers</td>
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<td>2:00 - 4:30 PM</td>
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<td>4-14-21</td>
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<td>SEL Review and Share of Best Practices</td>
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<td>Behavioral Incident Data Review and Plan for Behavioral Success</td>
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<td>4-28-21</td>
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<td>Review of Individual Development and Learning Plans</td>
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<td>5-19-21</td>
<td>2:00 - 4:30 PM</td>
<td>Teachers</td>
<td>Review of Understanding by Design Collaboration Session</td>
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<td>5-26-21</td>
<td>2:00 - 4:30 PM</td>
<td>Teachers</td>
<td>Keeping it All together Mindfulness</td>
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<td>6-2-21</td>
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<td>Teachers</td>
<td>Review of EL Progress and SWD Progress</td>
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<td>6-9-21</td>
<td>2:00 - 4:30 PM</td>
<td>Teachers</td>
<td>Review of Individual Learning Plans</td>
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<td>Filling out Student Records</td>
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<td>6-14-21</td>
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<td>Teachers</td>
<td>Review of Formative and Summative Data, NWEA, RtI and Develop Schoolwide and Individual SMART Goals for 2021-2022 Based on Student Need</td>
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</table>

26. Recruitment of Credentialed Teachers

C-Tech will recruit teachers who are qualified to deliver the educational program, including any innovative components of the program. C-Tech will recruit teachers trained by the USC Rossier School of Education, EdJoin, and through the Charter School’s website. C-Tech will seek teachers who are committed to the mission and vision of the Charter School. The teachers will be expected to be sensitive to the linguistic and cultural needs of students, and to participate in professional development to enhance their skills in this area. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the Charter School and its students. All requirements for employment set forth in applicable provisions of law will be met.
Current C-Tech job descriptions and qualification for key employee positions are outlined below in Element 5.

**Meeting the Needs of All Students**

C-Tech is an inclusive Charter School and will offer services for all students in special populations. This includes, but is not limited to, students who qualify for Free or Reduced-Price Lunch; students who are designated as English Learners; and students who receive Special Education services. C-Tech will serve all students with an Individualized Education Program (“IEP”). C-Tech will follow the applicable laws and regulations of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act. The students who are designated as EL will receive daily instruction in ELD during integrated ELD in core content areas and designated ELD daily. In addition, teachers will use Specially Designed Academic Instruction in English (“SDAIE”) strategies including accessing prior knowledge, cooperative learning, hands-on instruction, student communication, explicit vocabulary instruction, multicultural education and checking for understanding.

Students are most successful when there is a cooperative effort between parents and Charter School personnel in a spirit of shared responsibility. C-Tech’s structures for regular planning and collaboration in PLCs provides teachers with time to evaluate data and to plan strategically to support all learners. Instruction is differentiated according to learning styles, strengths, abilities, and interests to support all learners. Students receive actionable and timely feedback, which empowers them to succeed by building on what they know. All students will receive a rigorous, standards-based, innovative educational experience. Students who experience problems with achieving academically or who demonstrate the need for behavior support are referred to interventions and/or the Student Support and Progress Team (“SSPT”) for further discussion on further interventions.

C-Tech maintains a culture of high expectations for all students and promotes success for all. The Charter School believes that all students can attain high standards, regardless of their strengths, challenges, and life experiences, and therefore, all students should be offered opportunities to engage in a rigorous curriculum.

Students who are not meeting grade level benchmarks are provided additional interventions during the instructional day during core instruction and during Universal Access. The interventions focus on building and supporting basic reading, writing and math skills for success in the regular grade level appropriate curriculum. Students will be identified for interventions based on the following assessments/performances:

- Students performing well below proficiency or not approaching mastery of standards, especially in Language Arts and Mathematics.
- Progress reports and report cards sent home by teachers
- Fall Universal Testing (NWEA MAP)
- Student score on the ELPAC Test
C-Tech teachers will address the needs of students achieving below grade level, including appropriate modifications in any of the following program components:

**Multi-Tier System of Supports**
C-Tech is built on the Multi-Tier System of Supports (“MTSS”) which encompasses a Response to Intervention (“RtI”) program but goes beyond the student interventions. MTSS addresses academic as well as the social, emotional, and behavioral development of children from early childhood to promotion. It provides multiple levels of support for all learners (below grade level to above grade level). C-Tech will align resources and support for students receiving instruction and for teachers and other support staff who are delivering the instruction. This model is an educational paradigm shift that ensures that overall school improvement will be sustainable. C-Tech will provide continued support for teachers in delivering instruction, utilizing and developing effective curriculum, administering assessment, and using data to guide instruction. This process requires greater collaboration between general education teachers, special education teachers and paraprofessionals which C-Tech has built into the daily schedule. The greatest difference is that MTSS at C-Tech includes a focus on intervention but has a stronger goal of prevention. The key is the professional development that is included for all staff which creates a more collaborative and cohesive culture for the betterment of students (Hurst, 2014).

**SSPT Process**
The Student Support and Progress Team is a positive school-wide early intervention process to support students who are not making satisfactory academic progress or to support students when their behaviors are impeding their own progress or the progress of others. C-Tech will set up an SSPT, which will be comprised of parents/guardians, teachers, administrators, and other professionals and the student as appropriate. The SSPT will meet regularly to highlight a student’s
strengths upon which a plan for improvement can be based. Concerns are viewed as obstacles to student performance, and not indicative of the student or his/her character. The SSPT designs a practical support plan that all team members agree to implement. Follow-up meetings may take place to monitor student progress with the interventions in place. The SSPT may determine to refer a student for special education evaluation after one meeting or may monitor the student through the SSPT Protocol based on student need.

**SSPT Protocol**

Step 1. The Charter School personnel (teacher, support staff, administrator) or the parent requests a referral to the Student Support and Progress Team. This referral includes information regarding specific concerns and previously attempted interventions and accommodations. Parent is contacted and informed of referral.

Step 2. The team members review and collect information relevant to the student’s performance. This information could include: information provided in student’s cumulative file, parent/teacher/administrator observations, grade reports, tests, homework, attendance, parent information regarding the student’s academic and health history, teacher reports, results of state/district academic assessments and a list of modifications or interventions previously attempted and documented in the IDLP.

Step 3. The team establishes a meeting time when all members can participate and be actively involved in the problem-solving process. A translator is arranged if needed.

Step 4. The SSPT meeting representatives summarize strengths and concerns, and discuss and develop an action plan with academic or behavioral interventions. Modified interventions are then documented and monitored for success. The team brings: 1) completed evaluation forms, 2) appropriate work samples, 3) list of interventions attempted, 4) and the student’s cumulative file.

Step 5. If plan is unsuccessful, a follow up meeting will be held within 4-6 weeks to discuss alternatives for accommodations. The SSPT process may be repeated or the SSPT may determine to refer a student for special education evaluation based on the severity of student need. If the revised plan remains unsuccessful, the student may qualify for more structured modifications or a 504 plan. An unsuccessful SSPT process could lead to a determination of qualification for Special Education.

All throughout the SSPT process, clear lines of communication will be in place between C-Tech administration, staff, and special education staff (as appropriate) as the SSPT process is implemented.

**27. English Learners**

**Overview**

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

**Home Language Survey**
Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

**English Language Proficiency Assessment**
All parents who indicate that their home language upon their child’s initial enrollment is other than English will be tested with the English Language Proficiency Assessments for California. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

**Initial Assessment (“IA”)**
The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades 5-8 whose primary language is not English to determine their English proficiency status.

**Summative Assessment (“SA”)**
ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California
A Community of 21st Century Innovators

public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures
Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the student’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the student’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the student’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. This could include SBAC scores, NWEA MAP assessment data, grade in Language Arts and other empirical data.

The Charter School will monitor RFEP students for four years and will follow the Reclassification Criteria: Overall English Proficiency Level of 3 or higher on ELPAC, with oral and written language a Level 3 or higher, Met or Exceeded on SBAC in ELA, teacher evaluation and parent notification.

Long-Term English Learners (“LTELs”)
The goal for reclassification is for each EL to make one year of growth toward English proficiency for each year he/she is enrolled in school. C-Tech has determined that a specific group of students who need special attention are ELs who have been identified as LTELs who are currently enrolled in middle school, previously attended school for six years or longer, and who have not met the requirements for reclassification.

LTELs are a challenge in California. In 2012, California started requiring the number of LTELs to be reported in CALPADS. In 2014, Californians Together, an advocacy organization, determined that 75% of California’s ELs had in fact been in school for six or more years and still
had not attained the skills they needed to be reclassified as Fluent English Proficient. This highlights the fact that students in higher level classes like English, Algebra, Geometry, Biology and Chemistry require strong academic vocabulary which many LTELs have not mastered.

**Strategies for English Learner Instruction and Intervention**

Every teacher at C-Tech will have either a Cross Cultural Language and Academic Development (“CLAD”) or Bilingual, Cross-Cultural, Language and Academic Development (“BCLAD”) certificate and will have the ability to provide instruction to the EL. Every EL will receive integrated ELD utilizing SDAIE strategies in content areas taught in English in addition to daily ELD for 30 minutes per day taught by a credentialed teacher utilizing specialized ELD curriculum during ELD through the use of the ELA/ELD Framework. Some of the teachers will also be trained in Guided Language Acquisition Design (“GLAD”). Total Physical Response (“TPR”) will integrate the coordination of language and physical movements to develop language pathways between words in one language and actions in another. Multiple mediums such as audio, electronic, visual, and art will be relied upon to present information to EL, since research shows that children acquire language faster when presented through various models (Clancy, M. & Hruska, B., 2005).

Additional instructional strategies that may be used to help support ELs include:

- Frontloading vocabulary;
- Models, demonstrations, visuals, and realia;
- Manipulative materials and hands-on materials;
- Repetition and review of concept and vocabulary;
- Choice of resources, tasks, language production options;
- Active participation in various individual and group configurations;
- Print-rich environment;
- Authentic and meaningful tasks, making connections between learning, and real-life experience;
- Opportunities for reflection and verbalizing thoughts through academic talk;
- Standards-based unit organization;
- Integration of listening, speaking, reading and writing with content areas;
- Assessment and monitoring of progress toward standards and check for understanding;
- Development of metacognition and goal setting;
- Total Physical Response; and
- Explicit instruction in key skills (e.g., preview, scanning, skimming).

**Monitoring and Evaluation of EL Program Effectiveness**

The Charter School evaluates the effectiveness of its education program for EL by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.
- Monitoring English Learner Progress.
The teachers will utilize the EL folders, described below, and collect work samples to measure progress regarding comprehension, fluency, vocabulary, pronunciation and grammar usage four times a year. Teachers will provide quarterly progress reports to parents on the growth of their English Proficiency. Staff will monitor Reclassified Fluent English Proficient students for four years. The English Language Coordinator will maintain a list of students who are identified as EL with ELPAC, SBAC, date of entry to US, and Reclassification data. C-Tech will also maintain grade progression, benchmark scores, and promotion to next grade with standard mastery.

Each EL has an ELD Folder to track academic progress. C-Tech will maintain ELD information including: Home Language Survey, ELPAC results, Reclassification Forms, and Reclassification Years 1-4 monitoring forms. C-Tech will provide intervention to students who score Standard Not Met or Standard Nearly Met in English Language Arts and Math on the SBAC during Universal Access.

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

*Talent Development*

Initially proposed by the former Center for Research on the Education of Students Placed At-Risk, the Talent (defined as a high level of performance) Development Model is a comprehensive paradigm for school reform that argues the traditional function of schooling to classify, sort and weed out should shifted to maximizing every students’ full potential. They note that schools must move toward the principle of what they call the “overdetermination of success” or “the notion that, across the full spectrum of the schooling enterprise, we implement multiple activities, any one of which, based on documented, research-based evidence, can lead to enhanced outcomes by itself. By simultaneously implementing such multiple programs, practices, and procedures, we increase the possibility of success (i.e., making the possibility of success redundant) by substantially reducing the chances that students will fall through the cracks of failure” (Boykin, 2000). Boykin further argues that students should develop their communication skills, their composition skills, creative writing as well as a high level of numeracy; that they should be intellectual entrepreneurs and leaders in their own preparation for the 21st Century workforce.

Therefore, C-Tech will not identify GATE students. C-Tech will determine and meet the educational needs of gifted and talented students and students achieving above grade level by maximizing every students’ full potential. The students will be homogeneously grouped during English Language Arts, Mathematics and Universal Access at a minimum. During Universal Access, the students achieving above grade level will be provided designated instruction by a fully credentialed teacher for specific instruction focusing on oral communication, composition, and creative writing and well as automaticity and numeracy in mathematics. This instruction may focus on speech and debate, expository, persuasive, narrative and descriptive writing, creative writing to include short stories, poetry, lyrics, fantasy fiction, graphic novels, screenwriting, and automaticity and numeracy in mathematics to include math fact fluency by having efficient and accurate methods for computing and utilizing flexibility in choosing which method to use to demonstrate conceptual understanding.
29. Students Achieving Below Grade Level

C-Tech will implement a data based, multi-tiered system of support using a number of data points to monitor student success. Budgetary decisions in the LCAP will focus on supporting the needs of the students achieving below grade level as well as unduplicated pupils. C-Tech will utilize data systems such as Illuminate, PowerSchool and Infinite Campus. Regardless of chosen technology these systems will be able to track student achievement history, teacher comments, supports and interventions, and onsite anecdotal data collection to identify students achieving below grade level.

All C-Tech students will participate in and benefit from an academically rigorous and standards-based curriculum. Students achieving below grade level will be identified by meeting any of the following criteria: performs at least two (2) grades below grade level, does not meet standards on state testing, answers sixty-percent (60%) or more incorrectly on school benchmarks or multiple measures assessments, receives a score of one (1) which is the lowest score a student may receive. Teachers will identify students achieving below grade, and will notify parents/guardians of their child’s academic levels before the end of the first quarter. The teacher will develop an Individual Learning and Development Plan (ILDp) to address the specific needs of each student, but especially students achieving below grade level which includes specific interventions that will help the student. The teacher is also responsible to refer the student to the SSPT process if necessary.

Interventions
C-Tech will take a systematic approach to closing the achievement gap by allocating multiple resources to students achieving below grade level. All students will have the benefit of a longer school day, access to an individual tablet or Chromebook, individualized instruction, small class sizes, and focus on creativity and technology. One key intervention for students achieving below grade level is targeted intervention provided during core content instruction but especially during Universal Access. Students achieving below grade level will be placed in a Universal Access group based on his/her greatest need whether it is English Language Arts or Mathematics or both. The students will receive tailored instruction for 30 minutes a day during Universal Access.

Progress Monitoring
C-Tech is also committed to monitoring the progress of students achieving below grade level as part of prevention and interventions. As part of the MTSS, C-Tech will utilize RtI and monitor the progress of each student achieving below grade level through the following processes:

Tier 1 – Foundational Program: a) all teachers instruct to the standards on a daily basis; b) all student work aligns to standards; and c) all students are able to describe what they are learning and why, reflecting on their learning. Small group instruction, IDLP and differentiation are used at this level.

As part of the Tier 1 foundation, all students participate in Universal Access. Data mined from the beginning of the year, including the benchmarks, NWEA MAP assessments, previous year ELPAC and SBAC assessments, will be used to determine students’ strengths and challenges. During
Universal Access, students will receive individualized instruction and activities to strengthen their progress toward standards mastery. The differentiated instruction and work will allow for all students to access both the curriculum and subject content at various academic levels. A student’s specific need may change as interventions are put into place, which is why C-Tech will utilize progress monitoring to adjust the interventions to assure standard mastery. Students will also take part in small group instruction during this time, and work both individually and collaboratively, depending on the assignment or the activity. For a majority of students, this individualized protected time should offer the assistance needed to be academically successful. For the remainder of students, who this does not help in making significant gains, they will take part in Tier 2 of RtI.

**Tier 2 – Strategic Intervention:** Identified students will receive strategic intervention for 30 minutes within the instructional day in the areas of English and/or Mathematics in a small-group (5 or fewer students) setting. Through a small group setting, standard and concept specific lessons will be administered. Teachers will be able to observe and assess students, both formally and informally, and differentiate as needed. Strategic intervention allows students to practice and develop skills. On-going benchmark and progress monitoring will be used to adjust interventions. Tier 2 groupings are flexible and can be changed as necessary. The groupings’ fluidity allows for students to make progress to assess out of this tier, while other students can participate if warranted.

**Tier 3 – Intensive Intervention:** Identified students will receive intensive intervention for at least 30 minutes within the instructional day in the areas of English and/or Mathematics in a very small-group (2 or 3 students or 1-on-1) setting. Intensive intervention will allow students to receive explicit instruction and focus on only one skill until proficient and prepared to move on. Highly flexible grouping will allow teachers to reorganize students, including multi-age grouping when appropriate.

Student progress will be monitored on an ongoing basis through a combination of teacher observation, checklists, classroom assessments, intervention assessments and benchmark assessments to determine the effectiveness of interventions. Student progress will be communicated to the parent or guardian every six weeks. If after the intervention session, the strategies in place are deemed unsuccessful, the student may repeat an intervention or move up a Tier. If the student is not making adequate progress at Tier 3, he or she will be referred to the SSPT process if they have not been previously referred.

In addition to implementing an RtI program to help students achieving below grade level, teachers will complete an IDLP. This ILDP will be content specific, goal specific, and provide strategies and timelines to assist in helping the student make academic progress. Strategies will include individualized instruction, peer-to-peer tutoring, close reading, and increasing a student’s self-confidence. Parents will be part of the process in developing the ILDP by meeting or communicating with the teachers regarding the actions needed. Weekly homework logs, reading logs, and activity logs will be a part of the ILDP and will need the parents’ involvement at home. The ILDP will be reviewed every six to eight weeks by the teachers, and decisions regarding effectiveness will be determined by the student’s improvements in targeted areas.

During daily Universal Access time, in addition to small group instruction, teachers will address the specific areas identified in each student’s ILDP by providing targeted instruction individually,
in small groups, through guided practice, and by providing feedback. Additionally, teachers will work with students achieving below grade level by setting weekly and monthly goals in specific content areas. Teachers will also send home weekly reports recognizing student strengths and targeted goal for the following week.

30. Socioeconomically Disadvantaged/Low Income Students
C-Tech anticipates serving about 94.8% of the students who are socioeconomically disadvantaged/low income. C-Tech will identify SED students through the completion of the Lunch Application. Any student who qualifies for free or reduced lunch will be recorded in the Student Information System and consequently in CALPADS. C-Tech has incorporated many support structures into the Charter School to support SED students. Some of the services will include serving breakfast and lunch, providing small classes, IDLPs, one-to-one computers, Caring School Community, and a longer school day. The supports for SED families include a family resource center, parent workshops, partnerships with no or low cost medical, dental and vision clinics, and opportunities for involvement. The school dress code will establish a friendly and professional dress code atmosphere that promotes pride, respect, and safety for the students and staff. As a family of professionals, the basic standard for students is professional dress and pride in their appearance. School is a place of business and education is the student’s job. There will also funds allocated for students who cannot afford a school uniform. The enrichment opportunities for SED students include Advisory courses, Innovation Labs, Cross Age Buddies, field trips, extracurricular activities during the school day to include dance, music, art, technology, coding, robotics and entrepreneurship, after-school program, and summer enrichment program. The Executive Director will monitor the progress of SED students by observing and ensuring the implementation of services, supports and enrichment. The Executive Director will analyze data from annual surveys, individual student growth and parent satisfaction.

31. Students in Other Subgroups
C-Tech anticipates that about 2.64% of students will be foster youth. The Executive Director will serve as the homeless and foster youth liaison. With the support of staff, the Executive Director will provide outreach to families and coordinate services between the family and other agencies. C-Tech is committed to provide a high-quality education with all supports necessary to ensure that homeless and foster youth have the opportunity to succeed. In order to assist homeless and foster youth, the Executive Director will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents or foster parents to enroll the student, obtain necessary immunizations or immunization records. If transportation is an issue, the Executive Director will inform the parents of all transportation services available. The Executive Director will encourage parents to be involved in their child’s education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful.

C-Tech anticipate serving about 73.2% of the students who are Standard English Learners (SEL) or students for whom Standard English may differ in structure and/or form from the language spoken in the home. SEL are typically identified as Black or African American, Latino, American Indian and Hawaiian American. C-Tech will use NWEA MAP to assess academic progress and will screen students using LAUSD’s SEL Linguistic Feature Diagnostic Screener to determine placement in Mainstream English Language Development (“MELD”). SEL will benefit from
strong vocabulary development, language and literacy structure, and grammar and syntax orally and in writing.

The Executive Director and the teachers will monitor the progress of homeless and foster youth and SEL by NWEA MAP assessments, SBAC scores, ELPAC scores, and other formative and summative assessments.

32. “A Typical Day”

As a visitor enters C-Tech, the visitor signs in at the main office to share that he is to observe for the day and receives a visitor badge. As Mr. Jones walks to the playground at 8 AM, he sees parents and guardians dropping off the students. Most of the students on their way for breakfast. The students eat breakfast, then play in the playground as parents and administrators chat and yard supervisors monitor the students. At 8:20 AM, the teachers enter the playground, and talk with parents, students and other staff. At 8:25 AM, the teachers welcome the students in their class and walk them to class to get ready for the day. Mr. Jones follows a grade 1 class and joins the students on the carpet as the teacher begins the Caring Classroom Morning Meeting at 8:30 AM. Valeria turns to Mr. Jones, says hello and asks his name. He responds, “Mr. Jones.” Valeria says, “Hello Mr. Jones. I am Valeria, and I am the classroom greeter. Mr. Jones notes that all the students say Hello and Good Morning to each other. He recognizes that they are looking in each other’s eyes. The teacher, Mrs. Adams, tells the students to ask about their weekend and to listen to one important part of their weekend and remember it. The students continue to talk to each other and offer empathetic comments and ask questions to help them remember what their classmate says. Mrs. Adams asks the students for the pairs to share their partner’s weekend with another pair. Then Mrs. Adams leads a direct lesson on asking for help when needed and how to determine what questions could be self-answered, peer answered, or adult answered. Mrs. Adams then leads the students through a mindfulness activity. Valeria is excited to imagine herself going through the day and is very excited that they are reading a new story in Language Arts and that during Innovation Lab, they will be using the 3-D printer to make the robot shell for their group project. Mrs. Adams has the students reflect on how to successful today, then the students share with their partners. It is going to be a great day!

Mr. Jones observes Valeria and the other students go to their desks to pull out their Language Arts book, as Mrs. Adams leads them through a picture walk of the story and helps the students to predict what the story may be about using evidence from the pictures. Mrs. Adams then points to each new vocabulary word, says it has the student repeat it, and says it again. She shows the student realia to show what the word means. Each student then uses their bookmark to follow along as Mrs. Adams begins reading the story. She stops frequently to have the students reflect on the story and compare it to their predictions. She refers to the print rich classroom to include the word wall and the group developed KWL Chart from last week. She begins filling out the key details on a KWL Chart. Mrs. Adams continues this process until the story is complete. The students then do a pair share to see if they were key details they missed. Mrs. Adams then reviews the KWL Chart and the key details with the students. The students then focus on their predictions and write one sentence on the summary of the story. Mrs. Adams then leads the students in a choral reading, before pairing off the students to read every other sentence to each other. As the students are reading, Mrs. Adams circulates empowers her new readers and validating their efforts.
Mrs. Adams then lets the students know that it is time for centers. The students separate into their groups, one at a table with the teacher, one at a table with the paraprofessional, one at the computers, one on the carpet and one at their desks. Mrs. Adams made the groups based on the students’ Individual Learning Plans. At the end of the session, the students will have experienced a full rotation that included direct instruction in reading, direct instruction in writing, completing a supplemental language arts lesson on the computer assigned by the teacher for each student based on the most recent data, independent reading, and drawing a key detail and writing one sentence describing the key detail independently. Mr. Jones notices that two of the groups focus on ELD forms and functions with the teacher and paraprofessional.

At 8:45 AM, Mathematics starts on the carpet. Mrs. Adams leads a direct lesson from the curriculum using the number line, the students have been working on adding and feel confident counting up. Mrs. Adams discusses how number lines help solve problems and the students think of examples of how they can count up by using the number of pets, ages of their siblings, number of boys and girls in the class, etc. Mr. Jones is impressed how many examples the students come up with and how they can articulate their thinking. Mrs. Adams uses concrete, pictorial and abstract approaches. Mrs. Adams then describes the independent assignment using manipulatives, while one group works on a supplemental math lesson on the computer assigned by the teacher for each student based on the most recent data. As the students begin, she then calls up a small group to provide them with additional, differentiated instruction. Finally, she works one on one with a student until he understands the process using the manipulatives and the number line. Mrs. Adams rotates the room clarifying information and thinking. At the end of the lesson, she reviews the process and calls up non-volunteers to demonstrate the process. Mrs. Adams then breaks the students into groups, and they work on a hands-on project using the number line, manipulatives and pulling counting up sticks out of a can. Mr. Jones is again impressed on how the students demonstrate their reasoning.

At 11:50 PM, the students are dismissed to go to PE. Valeria and Tamra’s class go to dance. They knew the steps and were so excited to show off to their visitor, Mr. Jones. The music was loud, the steps were easy, and the class is so fun. Miss Williams finally teaches the class the finale. Valeria gets the steps wrong, but Miss Williams says not to worry, they will keep working on it all week.

At 12:30 PM, Mrs. Adams walks the class to the lunch line, and she and Mr. Jones have lunch. Valeria and Tamra eat lunch and again jump rope.

At 1:00 PM, the students go to their designated ELD/MELD class taught by the appropriately credentialed teachers determined by level. Valeria is a Level 2, Low Expanding, and goes to Mr. Ramirez’ class. Tamra is an SEL and goes to Mr. Alvarez’ class for MELD. Valeria follows the curriculum and Mr. Ramirez focuses the lesson on academic vocabulary which seems hard to Valeria until Mr. Ramirez teaches the new vocabulary using Total Physical Response, Pictures and concepts in context. Mr. Jones notices how comfortable the class is on using the new vocabulary in framed sentences.
Tamra’s class is also focusing on academic vocabulary using sentence frames, reading the sentence frames and writing a new vocabulary word in a framed sentence.

At 1:30 PM, Mrs. Adams meets them in the playground and walks them to class for Science today. They have been working on their engineering design in preparation for Innovation Lab. Since they are working on the 3-D Printer during Innovation Lab, Mrs. Adams reviews the plan and carrying out the investigation. The students participate in a think-pair-share to communicate the plan and the process. Each student has to identify the five components of the 3-D printer. Mr. Jones tries to memorize them too. Mrs. Adams works with the students as a whole group to determine the math for the first setting on the 3-D printer. The students are excited about the robot and watch a short video on how the 3-D printer works. The students participate in a think-pair-share to summarize how the 3-D printer works in four steps.

At 2:30 PM, Mrs. Adams walks the class to the Innovation Lab. She reminds the students the expectations and procedures for behavior in the Innovation Lab. Mrs. Adams asks the students why they created and designed this robot. The students share that they made this robot to help first responders find survivors in buildings after an earthquake. This is their semester Global Grand Challenge. The students brainstorm how they finished product will have strong tracks to “propel” the robot, a camera to “record” the finding, a light to “illuminate” the area, and an SD card to “store” the “images” or pictures of survivors found. Mrs. Adams demonstrates the new vocabulary words with a toy car, classroom lights, and a camera with an SD card. Mrs. Adams separates the students into five groups, each group responsible for set-up and the four steps. They are so excited. Mr. Jones is excited too, since he has never seen a 3-D printer. Each group takes their turn and the class watches the process. At the end, each student gets a turn to touch, hold and examine the robot shell. Mr. Jones giggles about how far innovative education has come.

At 3:15 PM, Mrs. Adams brings the students to the carpet for their closing meeting. Mrs. Adams leads them in a short mindfulness exercise reviewing the highlights of the day as the students visualize their memory of the events while breathing deeply. Mrs. Adams asks each student to share one word about the day reminding them that each word can only be used once, it could be a new word they learned, or a word that highlights the day with a feeling, emotion or accomplishment. After all the students share, Mrs. Adams asks Mr. Jones to share. His word is “impressive.” Mrs. Adams dismisses the students and they run to their parents or the after-school program. It really was a great day!
Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

**Measurable Goals of the Educational Program**

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

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

**Standardized Testing**

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

**Measurable Goals of the Educational Program**

Please see Element 1, “LCFF State Priorities Table” for information regarding schoolwide goals, performance targets, and the Charter School’s plan to monitor academic growth of all students and subgroups.
The measurable student outcomes for C-Tech are derived from applicable California Education Code, State Standards, the definition of an educated person in the 21st Century, and the LCAP goals. Achievement will be measured and the Charter School assessment data will be disaggregated to ensure all students demonstrate progress. Refer to completed LCFF Table provided in Element 1.

Having clearly defined goals and accountability measures in place are crucial for organizations in their pursuit of goal attainment. C-Tech’s schoolwide goals were created to ensure the meeting of the State Priorities. C-Tech’s goals are:

1. All students will receive instruction from teachers fully credentialed in the assigned subject area(s), will have sufficient access to standards-aligned instructional materials, and learn in a well-maintained school environment.
2. All English Learners will make at least one year of growth toward English Proficiency and the number of EL reclassifications will increase at or above the level of the District for the grade levels served.
3. Parents and Guardians will be involved in the Charter School to include making decisions for the Charter School to improve student achievement, to be involved in and support the school community, and to support their own child(ren).
4. All students, including significant subgroups, will demonstrate at least one year of growth toward meeting grade level standards in English Language Arts and Mathematics and the overall percentage of met and exceeded standard mastery will be at or above the level of Resident Schools in District for the grade levels served. Ensure that students will become self-motivated, competent and lifelong learners.
5. All students will be actively engaged in a caring school community as evidenced by social emotional learning, survey completion, enrichment participation, and positive daily attendance.

C-Tech will use various assessments to evaluate progress toward the meeting of the LCAP goals.

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

**Performance Targets Aligned to State Priorities**

Please see Element 1, “LCFF State Priorities Table” for information regarding schoolwide goals, performance targets, and the Charter School’s plan to monitor academic growth of all students and subgroups.

All students participate in the annual spring CAASPP testing for Language Arts and Math in grades 3-8, and students in state identified grades participate in CAST. All students who indicate that their home language is other than English will be given the ELPAC. The ELPAC Initial Assessment (IA) will be given within the first 30 days of enrollment. The ELPAC Summative Assessment (SA) will be given every year until the student is reclassified as fluent English Proficient.

**Other Performance Targets**

C-Tech will incorporate NWEA MAP testing. Measurable outcomes and assessment tools provide key data about the efficacy of the program, which in turns helps the administration and Board
make key decisions about program development and modifications, while also monitoring individual student achievement.

**Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment**

In order to concretely measure progress toward mastery of the State Standards, teachers will create specific objectives for each of their units and lessons. The intent of the objectives is to break down the standards into concrete, measurable units. To measure individual student’s content and skill strength and areas of opportunity, teachers will administer classroom based formative and summative assessments throughout the course progression. Aligned to the standards-aligned course objectives, these assessments drive instructional practice by identifying the areas for enrichment or remediation for each individual student.

In addition to teacher-created assessments and state assessments, teachers and administrators will use informal assessments to gauge student academic achievement and progress toward mastery of the content standards. Informal Assessments could be any of the following:

1. Conversations with students and families
2. Anecdotal notes and observations
3. Discussions at weekly professional development
4. Questioning and Feedback of students

Throughout the year, the students will take multiple assessments as prescribed in the Assessment Schedule.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Purpose</th>
<th>Grade</th>
<th>Timeline/Frequency</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPAC Initial Assessment</td>
<td>The ELPAC IA is used to identify students as either an English Learner, or as fluent in English.</td>
<td>K-8</td>
<td>First 30 days of enrollment</td>
<td>Students are identified as either scoring Initially Fluent or Fluent English Learner.</td>
</tr>
<tr>
<td>ELPAC Summative Assessment</td>
<td>The ELPAC SA is to measure how well ELs are progressing with English development in each of the four domains.</td>
<td>K-8</td>
<td>Every year until Reclassified as Fluent English Proficient</td>
<td>The results are used as one of four criteria to determine if the student is ready to be reclassified as Fluent English proficient, to help inform proper educational placement,</td>
</tr>
<tr>
<td>SEL Linguistic Feature Diagnostic Screener</td>
<td>SEL Linguistic Screener is used to determine intervention and enrichment</td>
<td>TK-8</td>
<td>Spring/Once a year</td>
<td>Students are identified for intervention and enrichment to build mastery and proficiency in Standard and academic English.</td>
</tr>
<tr>
<td>CAASPP</td>
<td>State criterion-based assessment in ELA and Math</td>
<td>3-8</td>
<td>Spring/Once a year</td>
<td>The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year’s LCAP.</td>
</tr>
<tr>
<td>Assessment Type</td>
<td>Description</td>
<td>Frequency</td>
<td>Goals</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
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<tr>
<td>CAST</td>
<td>State criterion-based assessment in Science</td>
<td>8</td>
<td>Spring/Once a year The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year’s LCAP.</td>
<td></td>
</tr>
<tr>
<td>California Alternative Assessment (&quot;CAA&quot;)</td>
<td>State alternative assessment in ELA, Math, and Science for qualified students</td>
<td>3-8, for qualified students</td>
<td>Spring/Once a year The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year’s LCAP.</td>
<td></td>
</tr>
<tr>
<td>Internally created test and performance tasks</td>
<td>Measure standards mastery across all courses/subjects</td>
<td>TK-8</td>
<td>Daily/Weekly Students show mastery and proficiency in content knowledge.</td>
<td></td>
</tr>
<tr>
<td>Curriculum Based Assessments</td>
<td>Assess mastery of unit/lesson content</td>
<td>TK-8</td>
<td>End of unit/end of semester/end of year Students show mastery and proficiency in content knowledge.</td>
<td></td>
</tr>
<tr>
<td>Curriculum Based Benchmarks</td>
<td>Determine progress toward Standard Mastery in grade level core curriculum</td>
<td>TK-8</td>
<td>Quarterly Students demonstrate progress toward Standards Mastery</td>
<td></td>
</tr>
<tr>
<td>NWEA MAP Assessments</td>
<td>Determine progress toward Standard Mastery grade level core curriculum</td>
<td>TK-12</td>
<td>Quarterly</td>
<td>Students demonstrate progress toward Standards Mastery</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------------------------------------------------------------------</td>
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<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>PSAT</td>
<td>Preparation for AP Courses</td>
<td>8</td>
<td>As prescribed</td>
<td>Students demonstrate aptitude for HS AP Courses.</td>
</tr>
<tr>
<td>Physical Fitness Test (&quot;PFT&quot;)</td>
<td>State criterion-based assessment in Physical Fitness</td>
<td>5, 7</td>
<td>Spring/Once a year</td>
<td>Students demonstrate levels of health-related fitness</td>
</tr>
<tr>
<td>Smarter Balanced Practice Test</td>
<td>Practice the Smarter Balanced Assessment to familiarize the students with the structure of the SBAC Test</td>
<td>3-8</td>
<td>Once per year</td>
<td>Students will become familiar with the test format.</td>
</tr>
<tr>
<td>Smarter Balanced Interim Comprehensive Assessment (&quot;ICAs&quot;)</td>
<td>Provide students with the same item types and formats of the SBAC to include performance tasks Provide teachers with overall scale score and performance level of each student</td>
<td>3-8</td>
<td>Twice per year</td>
<td>The number of students scoring as having met or exceeded standard mastery on the SBAC will increase annually as per goals listed in the current year’s LCAP.</td>
</tr>
</tbody>
</table>
Data Analysis and Reporting

C-Tech will use a proactive approach to data analysis. The Board of Directors and the Charter School leadership will establish strong goals for student achievement and the supports needed for Charter School teachers to analyze student data easily and continuously. The most common type of data will be internally created assessments and curriculum-based assessments, which teachers will create during summer and weekly professional development sessions. These data will allow teachers to receive summative data quickly so they can immediately adjust instruction to assure student mastery of standards. The use of NWEA MAP will allow teachers to receive formative data quickly so they can determine the strength of the lesson pacing and student mastery of standards.

After each NWEA MAP round of assessments, results will be compiled and analyzed by Chief Academic Officer and teachers, looking for areas of growth and new or continuing areas of opportunity. Data will be disaggregated by subgroup to determine achievement gaps, if any. The Chief Academic Officer will perform an intensive analysis. Staff-wide Professional Development will take place after collection of results to address the trends identified in results analysis, and adjusting instruction as necessary to meet the new and continuing needs of C-Tech’ students. Results will then be shared with students and parents and summary data will be provided to the Board, to discuss growth, review and adjust goals discussed previously (reporting of student achievement data includes the annual School Accountability Report Card (“SARC”) and reflection and analysis as part of the annual LCAP goal setting process). Students’ NWEA MAP results will also trigger another review of a student’s current Charter School performance for either an intervention and/or enrichment.

C-Tech will use a Student Information System to analyze student outcomes. C-Tech will dedicate Wednesday afternoons to data analysis. Students will be released early on Wednesdays and teachers will meet to analyze student work, examine the week’s data from the Student Information System and deliver feedback to students, parents and each other. This will then allow them to design a schedule for the following week that targets the needs of the students.

Teachers will use the data in the Student Information System to monitor subgroups of students including homeless and foster youth, English Learners, Gifted and Talented, academically low-achieving students, and students with disabilities. Teachers will determine academic strategies for these subgroups of students and if a student needs a referral to different non-academic supports.
Records of students’ social and character development will also be kept to highlight “whole child” development.

In addition to this frequent reporting of data and feedback, students and teachers will get more summative reporting of progress at the completion of each course. Students themselves will report out on their own growth during their semester presentations.

**Use of Data**

C-Tech understands the power of data collection, analysis, reporting and use of data. The process will begin with the development of the LCAP which includes input from parents, students, teachers, staff and community, and it is approved by the Board of Directors no later than June 30th for the following school year. In the LCAP are the charter school goals and actions to address the State Priorities as identified by the stakeholders and a review of data. The teachers will review formative and summative data individually, and as noted in the professional development calendar, collaboratively to develop the strategies that showed the most positive impact on student achievement. At the beginning of each school year, teacher and administration will meet to discuss topics, data and goals for the school year to include curriculum, assessments, interventions, enrichment, grading, SBAC and ELPAC data, LCAP and more goal setting with ILDPs. At the end of the school year, the teachers will review the progress of all students, via ILDPs, including significant subgroups, grade levels, core content areas and the school as a whole, and will set goals for the following school year. The LCAP will be published on the Charter School’s website.

The Executive Director will review other school data and administer surveys to gauge student and family satisfaction with the program. Data may include attendance, discipline and Wellness Program indicators including: Parent Satisfaction Surveys, reviews of student files and progress monitoring. Information from these reviews will support ongoing program and instructional improvement, as well as provide families the opportunity to make suggestions about improving the Charter School’s policies, practices and program. Each year, survey data from parents, students and teachers will inform the Executive Director and Board of Directors of the specific needs of our stakeholders. Data gathered through informal survey administration will be reviewed by the Executive Director and presented to the Board and teachers to ensure accountability for the Charter School’s continual growth.

The Executive Director will present results of assessments quarterly to the Board of Directors at regularly scheduled Board meetings so that the Board understands the students’ progress toward meeting goals. The Executive Director will present the data to the Board aggregated school wide, by grade level, by significant subgroups (e.g. ethnicity, gender, ELs, SWD, SED) and by core content areas. The Board meetings are open to all stakeholders. The Executive Director will also develop the SARC for approval of the Board in January. In addition, C-Tech will hold parent workshops presented by the Executive Director, Chief Academic Officer, Dean of students, Teachers, Paraprofessionals, community members or other Parents. The topics (subject to change) for the 2020-2021 school year include:

- How to Understand my Student’s Assessments (ELPAC and Benchmarks)?
- How to Support my Student with Homework, Preparing for Assessments and Projects?
- Why is Attendance Important?
- What Role do Parents Play in School?
C-Tech will use a student information system which will include a comprehensive platform designed to support a range of assessments, to store assessment results and to communicate to parents about their student’s progress. Reports can also be generated from the student information system to provide information to stakeholders, CDE, California School Dashboard, CBEDS, CALPADS and to respond to authorizer requests.

DATA-DRIVEN INSTRUCTION
At C-Tech, on an on-going basis, our instructional staff will gather and analyze student achievement data to drive instruction. We will use the “backwards design” methodology to establish and assess student progress toward learning goals. Faculty will administer daily, weekly, quarterly and annual assessments and conduct analysis of student achievement data to develop and refine instructional strategies and provide targeted support to ensure that each and every student is meeting the defined criteria for academic success.

Backwards Design
C-Tech teachers will collaboratively plan units of study using the ‘backward design’ guidelines described in Understanding by Design and begin with the question: “What would we accept as evidence that students have attained the desired understandings and proficiencies – before proceeding to plan teaching and learning experiences.”

Beginning with the California State Standards, teachers will determine a three-tiered hierarchical set of learning expectations:
- Enduring understandings: How will students internalize the standards such that they are linked to an authentically meaningful big picture understanding of the material?
- Information and skills worthy of familiarity: What prior knowledge do my students need to make meaning of this new information?
- Important knowledge and skills: What foundational knowledge and skills do students need to master this material?

As teachers select and prioritize these learning expectations, they will be guided by thinking about the extent to which the idea, topic or process: (1) represents a ‘big idea’ having enduring value beyond the classroom; (2) resides at the heart of the discipline, and is tied directly to standards and standardized testing; (3) requires “uncoverage” to the extent that parts of these concepts are difficult for students to understand; and (4) offers potential for engaging students.

Align Assessments to the Desired Results
Recognizing that standards-based instruction will be integrated into larger projects and thematic units, it is essential that teachers assess mastery in an explicit way. Teachers will assess throughout the unit of study using a variety of assessment methods and tools including both formative and summative. Methods will include online assessments, quizzes or tests aligned with the style

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students will encounter on standardized-assessments as well as other checks for understanding such as qualitative evaluations, student observation, 1:1 conferencing, performance tasks and projects. Teachers will match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance. The Chief Academic Officer will oversee and support teachers in their assessment process.

Differentiate Instruction to Meet the Needs of All Learners
Once students’ learning expectations (knowledge and skills) have been identified, teachers will work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals with all of their students. Teachers will design innovative instructional strategies by differentiating the content, process, and products delivered to students in order to provide equal access for all learners (including English Learners and students with special needs). Teachers will write effective standards-aligned lesson plans and utilize a repertoire of research-based instructional strategies to increase student achievement. Weekly collaborative teacher planning time is written into our schedule to afford teachers the time for these activities.

Additionally, we will provide each student with an Individualized Learning and Development Plan (ILDP), with annual and interim learning goals, progress toward which will be assessed on at least a monthly basis. Formative and summative assessment data will inform an individual student’s academic goals. Through collaborative planning times, teachers will meet to discuss student goals. Teachers will conference with students and parents to seek input and feedback to develop these learning plans. As students progress at C-Tech, they will assume greater responsibility for managing their own learning plan under their teacher’s direction. This will require scaffolding over the years to teach and build the habits associated with successful time management and goal attainment.

Using Data to Inform Instruction
C-Tech’s online learning tools will not only provide personalized and targeted learning for all students, but will provide critical real-time data for teachers. ST Math and Achieve 3000 will be utilized at all grade levels to provide teachers and school leaders – and parents -- with frequent measures of student performance. As students use these programs, data is automatically generated for teachers to see which skills students have mastered and which skills require more instruction. These reports are tied directly to state content standards so that summative data show student mastery of specific standards as well as diagnostic data about areas in need of further development. Teachers and school leaders can easily aggregate individual, sub-group, grade level and school wide achievement data in an efficient way, so that lessons and professional development can all be tailored directly to student needs.

As discussed in Elements 2 and 3 of this petition, this student achievement data, in addition to a variety of formative and summative assessment data generated by end-of-unit curriculum tests, informal checks, observation/dialogue, standards based quiz/test, open-ended prompts, performance tasks and presentations will be used to develop and refine instructional strategies and provide targeted support to ensure that each and every student is meeting the defined criteria for academic success.
On a monthly basis, the Chief Academic Officer will facilitate data conferences to engage teachers in conversations, reflection, and planning based on student achievement data. In order to support this process, teachers will systematically collect and analyze student data on key demographic, behavioral, and proficiency indicators on a monthly basis. We will collect data through the implementation of a robust set of diagnostic and benchmark assessments that complement the state standardized test data (including CAASPP and CELDT/ELPAC data, etc.) and provide continuous information about student progress towards standards. The school will implement diagnostic assessments such as the NWEA MAPS. These formalized diagnostic assessments will provide data at least three times per year that informs reading levels, math placement, intervention and enrichment needs, and pre- and re-teaching needs.

Formative diagnostics will be part of our teaching practice. Teachers and students will collaborate to set measurable goals that personalize individual achievements for students of varying abilities. Data-driven conversations will also focus on teacher-generated grades to ensure that grading policies are fair, equitable, and focused on student proficiency (as opposed to behavior, homework completion, or compliance). Teachers within each grade level will be provided with monthly common planning time to examine data.

The Chief Academic Officer will monitor the progress of all subgroups (particularly English Learners and special education students), and patterns of academic achievement or behavior that may indicate declining progress or inequitable outcomes among different subgroups. Any problematic data trends will be directly addressed through meetings with individual teachers and departments, and through the examination of policies that may be contributing to declining achievement or inequities. At all times, teachers will be expected to be able to articulate data patterns in their classrooms and describe what they are doing to raise the achievement of all students and close any gaps that may exist.

Skill-specific academic needs will be identified through formative and summative assessments and subsequently addressed through direct instruction. Phonics, reading fluency, reading comprehension, sentence structure, grammar, and arithmetic are examples of skill areas that will be introduced and reinforced explicitly by teachers working with students individually, in small groups, and as a whole class.

As teachers implement their lesson plans, they will continuously be assessing their own efficacy and impact with individual students in the classroom utilizing specific data and analysis of subgroups. Instruction will adapt based on student data gathered by the teachers themselves in order to make informed decisions about assessment, curriculum, pedagogy, and student services. Teachers will continuously look at student work and questions in order to inform, structure and refine their instructional practice.

Frequent and varied assessments, including pre- and post-assessments of student achievement, will provide valuable information to teachers when planning instruction. These assessments will serve as relevant data for use by school leadership when making decisions leading to program evaluation and improvement. Regular assessment and reporting of student outcomes will also allow interested parties outside of the school to evaluate the academic success of C-Tech.
Furthermore, teachers will have the opportunity to observe their peers’ teaching to provide feedback to and learn from one another. During teacher collaboration time, they will share observation feedback and reflect on their practices, led by the Chief Academic Officer. Based on this inquiry and discussion, teachers will calibrate, refine curriculum, and identify best practices.

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

C-Tech will use two types of grading systems. In grades TK-3, C-Tech will use a standards-based grading system. Students will be evaluated on standard mastery. This numeric based system mirrors the state’s use of measuring standard mastery on a semester schedule. In grades 4-8, C-Tech will use a letter grade grading system on a semester schedule.

**Grades TK-3 Grading System**

A student may score from 1 to 4:
1 – Below Standard Mastery
2 – Approaching Standard Mastery
3 – Met Standard Mastery
4 – Exceeds Standard Mastery

**Grades 4-8 Grading System**

A student will be evaluated by a letter grade A-F on all assignments, quizzes, tests, projects and courses.

**Percent Breakdown**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0.0</td>
</tr>
</tbody>
</table>

These grades are determined on the following:
- Quality of Work
- Interpretation and application of facts, concepts, and principles of the subject
- Originality, initiative, and reasoning
- Quantity of completed class and homework (effort is important here)
- Meeting the standards of the course/subject

**Category Weighting Grades 4-8**

10 Homework
30 Participation/Classwork
Responsibility, Work Habits and Interpersonal Skills

The grade in any given course represents the degree to which the student has met the standards and achieved the goals of the course. Grades reflect the quality of the student’s work and the student’s degree of mastery of academic standards. The semester grade reflects cumulative achievement for the entire semester. Attendance, and related participation and contributions are contributing factors in meeting the standards and earning a grade.

The grade does not explain a student’s academic responsibility, work habits or interpersonal skills. These career preparation skills complement the Charter School’s mission and will be evaluated separately for each content area but still indicated on the report card.

4 Point Rubric

**E Excellent**, consistently demonstrates skills

**S Satisfactory**, usually demonstrates skills

**N Needs to Improve**, occasionally demonstrates skills

**U Unsatisfactory**, rarely demonstrates skills

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Work Habits</th>
<th>Interpersonal Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student comes prepared to class, completes and submits homework and class work in a timely manner.</td>
<td>Student demonstrates good effort; uses class time wisely, listens to and follows directions and behavior expectations.</td>
<td>Student demonstrates courtesy, respect, cooperation and teamwork. Student works well with peers and adults.</td>
</tr>
</tbody>
</table>

Revision opportunities

Students may revise homework, classwork, quizzes, tests, mid-terms, essays, and projects within one week from the day the assignment is returned, or grade is posted. Teachers will accept revisions and will determine the amount of credit earned based on the quality of the work submitted. The grade will be replaced with the revision unless the revision grade is lower than the original grade.

Deficiency Notices

Deficiency notices will be sent once halfway through each quarter in grade 4-8 if a student’s grade is below a C in any class. While phone calls and emails are used frequently, these deficiency notices serve as a formal notice and are placed in the student’s file. Teachers will also communicate with parents/guardians through emails, phone calls and emails. It is the responsibility of the teachers to contact parents/guardians if a student is academically low achieving or receiving a C or lower in any course.

Report Cards and Conferences
Students and parents will receive quarter progress reports and semester report cards. A variety of conferences will be conducted throughout the school year and include:

1. Parent/Teacher Conferences: These will be scheduled two times per year in person, via video chat (Facetime, etc.), or teleconference. During these conferences, parents have the opportunity to share their expectations, ask questions and share any concerns they have about their child.

2. Student/Teacher Conferences: Teachers will regularly confer with their students individually during small group instruction to discuss progress toward goals and provide actionable feedback. The teacher will begin with sharing a positive statement about the student’s academic strengths and share one specific strategy or information (actionable feedback) that the student can use to continue to grow and achieve.

3. Other Conferences: Regular communication with parents about student achievement is important at C-Tech. Conferences may be arranged and initiated by the teacher, parent, or administration throughout the school year to ensure that the academic program is meeting the student’s needs.

**Promotion/Retention**

Retention is not considered an effective strategy to increase student achievement or to motivate students to learn. As a rule, students shall be promoted to the following grade at the end of each school year. It is the Charter School’s policy to abide by grade-level placement as determined by birth date. If a student is not meeting grade level standards, the Charter School believes that it is in the child’s best interest to receive additional interventions.

Therefore, it is only considered as a last resort after other avenues have been exhausted and the student is not making adequate progress. Students may be considered as not making adequate progress for retention purposes if they are consistently within the bottom 1% of student performance for their class, if they have struggled with attempted interventions, or no other reasonable explanation can be found for the student’s lack of progress (for example, previously undiagnosed learning disability, chronic absences/truancy, etc.). Any student being considered for retention, must have participated in the SSPT process and it will the recommendation of the SSPT to retain taking into consideration that another year in the same grade will provide the needed intervention for the student. In the event a student is retained, all documentation will be included in the student’s cumulative folder. If the student transfers or moves to another school, the retention paperwork will accompany the student in the cumulative folder. Regardless of reasons for retention, a student cannot be retained without the consent of the parent or guardian.

**Promotion Ceremonies**

C-Tech will recognize “Rites of Passage” ceremonies. These will be similar to the traditional “promotion ceremony.” At the end of Kindergarten, students will participate in a “Kindergarten Celebration.” At the end of elementary school, students will participate in a “Culmination.” At the end of middle school, students will participate in a “Promotion.” The students will move on from C-Tech to graduate from high school and college.
Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.33

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and

33The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.
entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

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

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

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

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

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

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

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

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

**RESPONDING TO INQUIRIES**

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

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

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

**NOTIFICATION OF THE DISTRICT**

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

**STUDENT RECORDS**

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

**PARENT ENGAGEMENT**

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

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

Governance Structure

The Los Angeles School for Creativity and Technology will be a direct-funded independent Charter School, and will be operated as a California nonprofit public benefit corporation with 501(c)(3) tax-exempt status from the IRS, pursuant to California law upon approval of this charter. C-Tech will be governed by the Los Angeles School for Creativity and Technology Board of Directors (“Board” or “Board of Directors”) in accordance with California’s Charter Schools Act, the Nonprofit Public Benefit Corporation Law, the corporation’s Bylaws and the terms of this charter. The Charter School shall comply with the Brown Act, the Public Records Act, the Political Reform Act, and Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.

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

The Board of Directors shall be composed of 7-13 directors, but efforts will be made to maintain an odd number of directors on the board. No employees of Los Angeles School for Creativity and Technology will serve on the Board. All directors are to be designated at the corporation’s annual meeting. Each director shall hold office unless otherwise removed from office in accordance with the bylaws for two year terms and until a successor director has been elected as required by the position as described below. Board members may serve consecutive terms on mutual agreement of the director and the Board. In accordance with Education Code Section 47604(c), the District may appoint a representative to sit on the Board of Directors. If the District designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members.

Process and Potential Considerations for Determining a Need to Select/Add Board Members

The Los Angeles School for Creativity and Technology Board of Directors will maintain a board of at least seven members. If the board is comprised of less than seven members, the Board will seek to add an additional board member. In the event that the Board identifies a need or gap in the experience or expertise of the Board, they will meet to discuss the need or gap and take a vote on
adding an additional Board member. If the majority of the Board votes to add a member, the process for identifying and interviewing a new Board member will begin.

**Board Member Qualifications**
The Los Angeles School for Creativity and Technology Board of Directors will seek out Board members with the following qualifications:

1. Demonstrated commitment to the target community
2. Demonstrated high-level of personal integrity and responsibility
3. Possess good moral character and in good standing professionally
4. Excellent communication and collaboration skills
5. Demonstrated commitment to education and educational best-practices
6. Personal or professional experience in the target community
7. Specific expertise and skills in education, community outreach, governance, nonprofits, management, personnel, curriculum and instruction, finance, law, teaching, school administration, research or fundraising and development.

**Selection Criteria and Process**
Once the Los Angeles School for Creativity and Technology Board determines that there is a need for an additional board member, they will begin seeking candidates in their networks that possess the above-mentioned attributes. The Board will meet to determine a timeline for proposing candidates, interviewing candidates and selection of the final Board member. After a timeline for Board member selection is agreed upon, the Board will immediately begin to identify potential candidates. Once candidates have been identified and recommended, the Board will discuss the candidate pool and determine which candidates they would like to interview. Once all interviews are conducted, the Board will vote on each candidate and make a selection. All new Board members will receive Board training discussed later in this section, but will immediately be offered a Board Orientation provided by the Executive Director.

The initial Los Angeles School for Creativity and Technology Board is composed of the following:

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
<th>Term Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Brendesha Tynes</td>
<td>Chairperson of the Board</td>
<td>2021</td>
</tr>
<tr>
<td>Kathy Alston</td>
<td>Treasurer</td>
<td>2021</td>
</tr>
<tr>
<td>Marlene Castaneda</td>
<td>Secretary of the Board</td>
<td>2021</td>
</tr>
<tr>
<td>Tyler Bell</td>
<td>Member</td>
<td>2021</td>
</tr>
<tr>
<td>Hattie Mitchell</td>
<td>Vice Chairperson</td>
<td>2021</td>
</tr>
<tr>
<td>Erica Copeland</td>
<td>Member</td>
<td>2021</td>
</tr>
<tr>
<td>Dr. Roberto Vargas</td>
<td>Member</td>
<td>2021</td>
</tr>
</tbody>
</table>
Each of the initial Board members is described in the Introduction and their resumes are included with this petition.

**Governance Procedures and Operations**

The Board of Directors will meet ten times annually in C-Tech’s first year. Board meetings will be held within the physical boundaries of Los Angeles County, and a two-way teleconference location shall be established at each schoolsite, in accordance with the Brown Act and Education Code Section 47604.1(c). Additional meetings may be called as necessary and will comply with all of the provisions of the Brown Act. At an annual meeting, the Board will set the calendar for upcoming Board meetings for the year and publish the schedule on the Charter School’s website and will be posted at the Charter School and in the Parent Resource Center. Parents are encouraged to attend all Board Meetings and actively engage in the governing policies of the Charter School. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be physically posted at the Charter School’s entrance and office, and posted on the Charter School website, for public viewing at least 72 hours in advance of regular meetings. Agendas for special meetings will be posted in the same manner at least 24 hours before the meeting.

Decisions of the Board are by majority vote. All acts or decisions made by a majority of the directors present at a meeting duly held at which a quorum is present is an act of the Board. In accordance with the Brown Act, directors may participate in meetings via teleconference, so long as a minimum of a quorum of directors participates within the jurisdictional boundaries of LAUSD, that all votes are taken by roll call, and other prescribed requirements for teleconference participation are met, as detailed in the Bylaws.

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

C-Tech and its Directors agree to comply with the conflict of interest rules under Government Code Sections 1090 et seq., as set forth in Education Code Section 47604.1, and 81000, et seq., and other applicable laws. In addition, the Board of Directors has adopted a Conflict of Interest Code and Policy that complies with the requirements of Government Code Section 1090, the Political Reform Act, including submittal of Form 700 Statements of Economic Interest, and Corporations Code conflicts of interest rules, and which shall be updated with any charter school-specific conflicts of interest laws. As noted above, the Conflict of Interest Code and Policy are attached.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board
policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School will contract with a business services provider with expertise in supporting charter schools for back-office support with payroll, budgeting, and financial reporting compliance, and will be guided by the above principles in doing so. C-Tech will ensure that the individuals handling payroll, budgeting and financial reporting compliance are those with expertise in Charter School operations. To do so, C-Tech may contract with a service provider to ensure such support.

**Board Meetings and Duties**

The Board of Directors of the Charter School will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismiss the Executive Director of the Charter School;
- Hire, promote, discipline and dismiss the Executive Director;
- Approve all contractual agreements exceeding $10,000;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School’s annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.
The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

**Board Training**
Board members will attend training seminars, conferences and/or retreats to ensure that they have the proper tools and knowledge to govern a charter school. Areas of training will include understanding the responsibilities of being a board member, governance and fiscal training, the Charter School instructional program and philosophy, the Brown Act, conflict of interest laws that apply to charter schools, including the Political Reform Act and anti-self-dealing provisions described in the California Corporations Code. The Board may select experts and consultants to provide this training. C-Tech intends to support the Board’s continuous growth by sending board members and staff to trainings offered by the California Charter Schools Association and Charter Schools Development Center. Ongoing support for specific board roles will be provided, as needed. Once a year, the Board will meet to lead strategic planning for the Charter School, including a review of performance data of the prior school year, an assessment of student needs based on data and the discussion of strategic goals to meet the needs of C-Tech students. In addition, the Board will review the organization’s financial statements and facilitate responses to the annual audit.

Each member will act in accordance with both the Duty of Care: to act in good faith and with care of an ordinary prudent person; and the Duty of Loyalty: to refrain from doing anything that would cause injury to the organization.

**The Executive Director**
The Executive Director will be the leader of the Charter School. The Executive Director will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Executive Director will assure creative and strategic leadership consistent with C-Tech’s mission, values and culture. The Executive Director will lead with a transformational leadership approach, working with the Board and staff to set goals and to continue visionary practice and success for engaged faculty, students and parents. The Executive Director will lead the organization in shaping the vision and achieving the foundation of the Charter School in its first five (5) years of operation. The Executive Director will oversee a team of effective education leaders including but not limited to Chief Academic Officer, Director of Operations, Office Manager, Outreach Manager, Teachers, Staff, consultants and all outsourced positions. The Executive Director must report directly to the Charter School Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Executive Director shall perform assigned tasks as directed by the Charter School Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure the Charter School implements the mission and vision;
- Supervise and evaluate teachers and staff;
- Communicate and report to the Charter School Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
Serve or appoint a designee to serve on any committees of the Charter School;
Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
Ensure compliance with all applicable state and federal laws and help secure local grants;
Communicate with parents, recruit new families and students, and assure families of academic growth;
Take responsible steps to secure full and regular attendance of the students enrolled in accordance with policies established by the Board of Directors;
Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District;
Identify the staffing needs of the Charter School and offer staff development as needed;
Maintain up-to-date financial records;
Ensure that appropriate evaluation techniques are used for both students and staff;
Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
Hire qualified substitute teachers as needed;
Ensure the security of the school building;
Promote the Charter School in the community and promote positive public relations and interact effectively with media;
Encourage and support teacher professional development;
Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
Provide all necessary financial reports as required for proper attendance reporting;
Develop the school annual performance report, the SARC, and the LCAP;
Present independent fiscal audit to the Charter School Board of Directors and, after review by the Board of Directors, submit audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education;
Manage student discipline, and as necessary participate in the suspension and expulsion process;
Participate in IEP meetings as necessary.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to an administrator of the Charter School, other appropriate employee, or third-party provider.
Stakeholder Involvement

Family Involvement
C-Tech’s education model believes family involvement is critical to the success of our students. Therefore, families are encouraged to take an active role in the education of their student. Involvement may include:
1. Orientation
2. Parent-Teacher Conferences
3. Parent workshops
4. School events and field trips

C-Tech believes serving the needs of students also means serving the needs of their family. The C-Tech model focuses on referral services for families and students ensure that beyond the academic program, students have the resources and tools to succeed. Furthermore, students’ families will be engaged in the programming and services offered by C-Tech and invited to partake in any services or supports needed.

Families will have a strong voice in the Charter School’s educational program and will be provided regular opportunities to voice their opinions and desires for their student. In addition to engaging with families around the Charter School’s educational program, C-Tech will also engage families in discussions regarding LCAP goals. All feedback from families will be reviewed and considered in the final development of the Charter School’s LCAP. The Charter School shall consult with staff, teachers, administrators, other school personnel, parents, and students in developing the annual update. At the beginning of each calendar year (mid-January), the Executive Director will meet with the Director of Operations and Chief Academic Officer to discuss any changes to the
funding formula and how the funds could be used to support the students. In February, the Executive Director will collaborate with the Chief Academic Officer to draft a plan in accordance with the State Priorities and local goals. In May, the Executive Director will meet with teachers and other staff to present the State Priorities and school goals. Goals are changed based upon recommendations provided from the school community. Also in May, the draft LCAP and annual updates to the LCAP are presented to the School Site Council, student groups and families at a parent meeting. All stakeholders are invited to submit a public comment at this time. The final LCAP or annual updates to the LCAP are approved at the next scheduled board meeting, prior to final submission in June.

Parent / Teacher Organization ("PTO")
The PTO will organize monthly parent meetings that will give parents an opportunity to be involved in the Charter School, volunteer, share feedback, voice concerns, or ask questions about the educational program at C-Tech. The Executive Director or designee and a teacher will attend all PTO meetings. The PTO also organizes fundraising and special family events at C-Tech. The PTO will also be able to give updates to Board Members during the monthly Board meetings during the standing agenda item under Reports.

Parent Resource Center
The Outreach Manager will be responsible for management of the Parent Resource Center. The role of the Outreach Manager is to maintain open communication between C-Tech staff and the families served. The Parent Liaison will communicate to the Director of Operations and Board of Directors the types of things that the families at C-Tech are interested in and coordinate and facilitate the conversations around such issues. Additionally, the Outreach Manager will coordinate school fundraisers, assist with events like Open House and Back to School Night, holiday events, testing and other activities for students and families.

The Parent Resource Center will offer access to information and resources, while serving as a place where parents can meet to plan events and activities for the Charter School. The Parent Resource Center will also offer courses for parents – led by LA Trade Tech, workshops, parenting classes, and other health and wellness seminars led by UMMA Community Clinic staff.

Parents bring a wealth of experiences to the school community. C-Tech will hold monthly, bilingual parent workshops presented by the Executive Director, Chief Academic Officer, Dean of Students, Outreach Manager, Teachers, Paraprofessionals, community members or other Parents. Below is a table of projected topics for the 2020-2021 school year.

**Table 4.1: Parent Workshops (subject to change)**

<table>
<thead>
<tr>
<th>Month</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August</td>
<td>Orientation to C-Tech</td>
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<tr>
<td></td>
<td>Family Picnic</td>
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<tr>
<td>Month</td>
<td>Event</td>
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<tr>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
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<tr>
<td>September</td>
<td>Back to School Night</td>
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<td></td>
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</tr>
<tr>
<td>October</td>
<td>How to Prepare for Conferences?</td>
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<tr>
<td>November</td>
<td>How to Support my Child with Homework, Preparing for Assessments and Projects?</td>
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<tr>
<td></td>
<td>How to Hold my Child Accountable at Home and at School?</td>
</tr>
<tr>
<td>December</td>
<td>Family Math Night</td>
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<td></td>
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<tr>
<td>January</td>
<td>What Strategies can I use at home from the Caring School Community</td>
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<td></td>
<td>Why is Attendance Important?</td>
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<tr>
<td>February</td>
<td>How to Manage my Child’s Social Media and Practice Internet Safety?</td>
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<tr>
<td></td>
<td>How to Raise a Strong, Confident Child?</td>
</tr>
<tr>
<td>March</td>
<td>How to Help my Child Understand and Prevent Bullying?</td>
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<tr>
<td></td>
<td>What Role do Parents Play in School?</td>
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<td></td>
<td>LCAP Goals and Workshop</td>
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<td></td>
<td>Family Science and Innovation Night</td>
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<tr>
<td>April</td>
<td>Student Showcase</td>
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<tr>
<td></td>
<td>How to Read with my Child and ask Comprehension Questions?</td>
</tr>
<tr>
<td>May</td>
<td>How to Support my Child’s Social and Emotional Needs?</td>
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<tr>
<td></td>
<td>How Can I Help Improve my Child’s Achievement Over the Summer?</td>
</tr>
</tbody>
</table>
Element 5 – Employee Qualifications

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

**EQUAL EMPLOYMENT OPPORTUNITY**

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

**ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

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

All teachers will have a certificate of clearance and satisfy the requirements for professional fitness pursuant to Sections 44339, 44340, and 44341. The governing body of C-Tech would reserve the right to use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. C-Tech would have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

**Employee Positions and Qualifications**

The following table is a list of all Charter School employee positions, including administrators, certificated staff, and classified staff.

*Table 5.1: Employee Titles and Classifications*

<table>
<thead>
<tr>
<th>Title</th>
<th>Classification</th>
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<tbody>
<tr>
<td>Executive Director</td>
<td>Administration</td>
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</table>
The Executive Director is hired by the Board of Directors and, in turn, hires staff and faculty. A selection committee may be formed as needed by the Executive Director in order to make recommendations on hiring employees for any vacant positions. Individuals who wish to apply for a position will be required to submit a resume and C-Tech employment application. Staff will be selected on an application and interview basis. Selection will be based on the demonstrated ability to perform required job duties. Candidates who are offered employment will receive a written notice from C-Tech.

**Job Descriptions**
The following is a list of key positions, the accompanying job description and the minimum desirable qualifications.

**Executive Director**
Job Description listed in Element four of this petition.

**Preferred Qualifications:**
The Executive Director will have at least three years’ experience with program development or administration for a school, organization, or corporation. He or she will have at least two years’
experience sitting on or reporting to a Board of Directors for a school, organization, or corporation. He or she will demonstrate deep understanding of and commitment to the mission and vision of the Charter School. He or she will have proven experience as a team leader, and will be able to inspire staff through positive and capable leadership. He or she will have experience resolving personnel issues objectively and through due process. The Executive Director will guide staff such that each member uses his or her expertise to enhance the educational program.

In addition to the above described preferred qualifications, the Executive Director shall

- A valid teaching credential is preferred;
- A valid Administrative Services credential (or Pupil Services credential) is preferred;
- Prior instructional experience
- A Bachelor’s degree required; MAof Arts and a Master’s degree or equivalent is preferred; and
- Experience with fundraising and grant writing
- Experience in management and operation of organizations
- An understanding of the underlying philosophy for a school that matches the intellectual, social, emotional, and physical needs of students in the community.

_Evaluation:_
The Board of Directors will be responsible for evaluating the performance of the Executive Director based in part on the evaluations of staff and parents. They will develop criteria for evaluation based on a concept of ideal fulfillment of the roles and functions of the Executive Director. The evaluation will be completed by the Board of Directors and reviewed with the Executive Director annually.

**Director of Operations**
The primary purpose of the Director of Operations is to ensure that the school is safe, compliant and efficient. The Director of Operations will be responsible for compliance, facilities, operations, budget support, human resources and student information systems.

_Roles and Functions:_

- Create and oversee operational activities including managing and organizing the school meal program.
- Own free and reduced lunch application process, including validating forms and running income verification process.
- Hire, manage and evaluate registrar, administrative staff, hourly school support staff, and lunch and arrival/dismissal staff.
- Maintain staff records including licensing and compliance with benefits and personnel files.
- Support administrative staff including, but not limited to coordinating substitute teachers, coordinating and auditing monthly time sheets, tracking sick and other PTO, answering phones, coordinating mailings, managing student attendance including compliance reporting, tracking enrollment, reviewing transcripts, and organizing and mailing cumulative files.
- Manage report card process and audit grades quarterly.
- Own procurement and purchasing for the school site including meeting with vendors.
• Operate and track items within the approved budget and provide input into budget development.
• Manage state testing and support the logistical, compliance and technological side of formative and interim assessments.
• Coordinates the development of, and prepares, school site General Fund and special projects budgets; prepares budget transfers as appropriate; monitors charter school budget.
• Prepares and maintains purchase orders and other expense records; approves, logs, and monitors expenditures; reconciles site records with monthly District Office reports; resolves discrepancies; and ensures expenditures are within budget allowances for the month and year.
• Prepares necessary forms for Human Resources to hire, upgrade, terminate or authorize special payments to staff.
• Assist in Organizing summer school programs.
• Prepares and processes facility use agreement forms using established Charter School Board procedures. Plans and coordinates arrangements for school and community activities; acts as liaison between school and other schools, District Office, outside agencies, the parents, and the public at large.
• Develops, implements, and monitors work practices, systems, and methods that are effective, efficient, and consistent with charter school and administration standards, policies, and procedures.
• Work closely with the on-site IT support.
• Serve as main owner of school safety processes and compliance, including administering trainings, running drills, conducting safety audits and partnering with the principal to respond to emergencies.
• Cultivate and manage parent volunteers and assist in special projects such as fundraising events, school exhibitions, recruitment events, Board Meetings as needed.
• Monitoring and managing student behavior after regular school hours.
• Oversee and maintain technology systems.
• Supervise the preparation of student lottery.
• Promotes and maintains a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful and friendly.

Manage all facility aspects related to safety: coordinate and train staff on fire evacuations, crisis drills, and upkeep of facility certificates.

Own transportation to ensure that all students who are eligible for transportation receive transportation in the most reliable, most efficient and most cost effective way possible.
• Managing and overseeing the Charter School’s physical condition.
• Other duties as assigned.

Preferred Qualifications:
• A Bachelor’s Degree, and three to five years’ related experience, including a minimum of two years of supervisory experience
• A valid teaching credential is preferred;
• A valid Administrative Services credential (or Pupil Services credential) is preferred;
Chief Academic Officer
The Chief Academic Officer will align the academic and student support programs utilizing data to drive instruction. The Chief Academic Officer will be a talented leader of leaders, but also an academic achievement oriented educator with deeply engrained optimism and passion for student success.

Roles and Functions:

- Identify, coach and develop a cohort of teachers driven toward creating a school community focused on academic success, cultural competency, high expectations and family partnership serving as their primary manager and team leader;
- Create an environment of growth, learning and collaboration amongst teachers;
- Manage additional direct reports that oversee academic programming and student support programing in a way that aligns with school needs and student growth;
- Oversee all aspects of the academic program including the K-8 curriculum, making essential changes that promote academic success of all students;
- Serve as the test coordinator for all internal, external, and State assessments;
- Maximize the use of data in informing instruction, making decisions about student learning and access, and ensuring systems are in place for all teachers with data driven conversation;
- Ensure that the plan for student culture is set up to support a culture of achievement and maximizes the Caring School Community program; and,
- Lead a strategy that will increase parent engagement and investment in the school community in a manner that improves culture and student learning.
- Monitors and analyzes student performance assessment data preparing reports as needed for various special projects (i.e., after school program, summer school).
- Other duties as assigned.

Qualifications:

- Bachelor's degree required;
- A valid teaching credential is preferred;
- A valid Administrative Services credential (or Pupil Services credential) is preferred;
- MA degree or equivalent is preferred;
- At least 5 years’ experience in education
Deep, passionate and action oriented belief in the mission to support the students through educational transitions

Demonstrated success in leading large number of students toward academic success in the K-8 setting

Demonstrated ability to lead and manage a highly effective team

Solves problems strategically while weighing the advantages and disadvantages of each approach

- Influences others to produce high quality work in the effort to increase student outcomes and culture
- Ability to manage multiple projects and prioritize effectively
- Strong communication and collaboration skills
- Ability to transition quickly from individual, detail oriented projects to collaborative, people-oriented conversations

Dean of Students

The Dean of Students serves as primary disciplinarian to support the culture and values. Working with staff, families, and students, the Dean of Students will facilitate communications and information dissemination between the Charter School and its families – planning and implementing systems and procedures that contribute to the overall health of the Charter School and the academic performance of its students.

Roles and Functions:

- Develop, implement, enhance, and enforce school policies and procedures
- Ensure all school policies and practices adhere to state statute and mandated state policy
- Assist in development of school-wide processes and procedures designed to create a positive learning environment for all students
- Lead collaborative effort to develop, implement, and manage the processes for in-school suspensions, out-of-school suspensions, independent study, expulsions, rewards, and parent communications consistent with school philosophy and values
- Work with the Charter School leadership to develop behavior plans and interventions as appropriate
- Ensure consistent implementation of school policies and procedures in all areas of school operations

Communications and Relationships

- Develop and manage system of consistent and value-added communications with parents/guardians of all students enrolled
- Maintain and communicate high academic and personal expectations for all students, teachers, volunteers, and staff
- Serve as primary facilitator in conflict-resolution scenarios between staff, families, students, and the community
- Coordinate development and oversee implementation of family orientation, regular home visits, and student recruitment
- Assist in planning and coordinating school-wide events
- Conduct individual and small group meetings with students then necessary
- Conduct exit interviews with students and families leaving the Charter School and collect appropriate data to enhance school culture and performance
Information Collection and Sharing
- Store and maintain all records on student discipline and parent communication in designated school database
- Track, evaluate, and report behavior trends through collection and analysis of detailed data
- Provide reports on relevant data and analysis to school leadership, staff, and families as appropriate
- Assist in planning and delivering professional development content related to school culture, student behavior, and appropriate policies
- Other duties as assigned

Qualifications:
- Bachelor’s degree required, Master’s degree in teaching, counseling, or related field preferred
- A valid teaching credential is preferred;
- A valid Administrative Services credential (or Pupil Services credential) is preferred;
- At least three years of relevant experience working with students and families from a variety of backgrounds, including urban environments and students at risk of academic failure
- Deep knowledge of California laws and regulations pertaining to Charter Schools and all aspects of student/family rights in behavior and dismissal proceedings
- Effectively prioritizes work and meets deadlines; is organized; manages multiple assignments; follows assignments through to completion; responds quickly to requests for information and assistance
- Maintains confidential and sensitive information, with respect to both school and student level data and internal staff members

Office Manager
The Charter School Operations Director is responsible for planning, coordinating, and supervising the day-to-day business operations of a school office, and serves as secretary to the CEO/Executive Director, relieving him/her of administrative duties.

Roles and Functions:
- Establish and maintain record systems and files.
- Communicate with a wide variety of staff, students, families, and community members.
- Arrange and schedule meetings, appointments, and interviews.
- Assist the Chief Academic Director with matters related to human resources and ESEA, and ESSA requirements.
- Screen calls and visitors; screen incoming correspondence routed to administrator for priority and background information
- Perform specialized secretarial duties designed to relieve supervisors of clerical detail.
- Take and/or transcribe dictation for a wide variety of subjects.
- Oversee Charter School’s lottery process and admissions for the Charter School.
• Maintains lottery and enrollment paperwork to comply with most up to date requirements for fair and random lottery practices to ensure the integrity of the Charter School’s admissions and lottery policy.
• In charge of lottery drawing and notification of lottery results to stakeholders.
• Distribute and organize enrollment paperwork to incoming families while regulating timelines and fair practice regarding waiting lists.
• Responsible for overseeing data entry into Student Information System
• Develop partnerships with high schools to assist students, and make them aware of options.
• Acts as a liaison for parents, guardians, and community members to the Executive Director as needed;
• Performs clerical and administrative procedures for daily Charter School operations; and,
• Supervises the enrollment, transfer, discharge, and readmission process for students and the preparation of related records and files.
• Supervises the preparation of student enrollment and attendance report.
• Supervises the maintenance of student records, including assessment results, test scores, discipline citations, medical reports and records, and other documents.
• Supervises student medication dispensation and injury reports.
• Supervises Requisitions, receives, and distributes/stores classroom, school office and Work Room materials and supplies; maintains ongoing inventory; processes packing slips.
• Prepares and processes field trip requests.
• Update school website as needed.
• Assists in writing, translating (if bilingual), publication, and distribution of weekly school newsletter.
• Secures childcare coverage for special events.
• Prepares yard supervision schedule.
• Prepares certificated prep schedule.
• Recruits appropriate prep teachers.
• Prepares and communicates weekly memo to staff.
• Organizes interview process for hiring certificated and classified staff.
• Plans, assigns, trains, and evaluates classified staff in accordance with charter school board and administration standards, timelines, and procedures.
• Processes, assigns, trains, and directs work of volunteers.
• Coordinates Executive Director’s school master calendar of meetings and events.
• In-services new staff on School policies and regulations as they apply to school site operations; standard school site rules and procedures; computer operation and software programs used at the school site; proper use of office equipment; and emergency procedures.
• Arranges for conferences and travel of administrators and staff; prepares related purchase order or payment requisitions; and follows up with receipts, invoices, and expense claims.
• Investigates circumstances of employee on-the-job injuries; prepares required documentation; and reports safety hazards to Director of Operations.
• Scrutinizes facility wear and tear and makes recommendations as to facility improvement (i.e., carpet replacement, exterior and interior paint, turf).
• Promotes and maintains a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful and friendly.
• Seeks out and participates in educational and professional development and motives and encourages such developments for school -classified employees.
• Recognizes problems and impediments and reports them promptly with options for solutions to the Executive Director, Director of Operations, Chief Academic Officer; promotes and assists with constructive resolutions.
• Establishes and maintains professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
• Monitors charter school’s special projects accountability timelines and coordinates timely completion of administrative/clerical tasks.
• Other duties as assigned.

Qualifications:
• High School Graduate;
• Bilingual Preferred;
• Minimum of two years’ experience working as an office personnel, administrative assistant, or equivalent position;
• He or she will effectively use standard office machines and computer software programs such as Microsoft Word, Excel and email programs; and
• He or she will effectively attend to the details of work, and conduct his or her activities with accuracy and timeliness.

Outreach Manager
Roles and Functions:
• Serve as the primary liaison to the community
• Manage and facilitate the Parent Resource Center
• Serve as the primary point of contact to new and incoming families
• Own a car and be prepared to travel to home visits
• Serve in the community to inspire and communicate about the Charter School
• Host events in the community and at the school for families
• Host Parent Workshops and coordinate the speakers
• Organize and host school tours
• Organize data from canvassing the community to secure community input and support for the Charter School
• Develop and manage outreach marketing materials
• Establish and maintain relationships with community agencies
• Coordinate and train parent volunteers
• Maintain database of community and school events and participation
• Investigate and involve the Charter School in high impact, community events
• Place call to families to coordinate activities
• Routinely communicate with new and returning families to keep them engaged in the Charter School
• Other duties as assigned

Qualifications:
• Bachelor’s degree or equivalent related experience
• Bilingual in Spanish and English
• Outgoing and able to quickly build trusting relationships with a broad set of people, including parents, external stakeholders, school staff, and teammates
• Adept at thinking strategically, translating plans into action, and exhibiting excellent judgment
• Demonstrated passion for the mission, vision and values of the Charter School
• Demonstrated commitment to improving the lives of students from low-income communities
• Excellent oral and written communication skills in English and Spanish
• Ability to self-direct, exhibit flexibility, and drive results in a fast-paced school

Special Education Coordinator
Roles and Functions:
• Assists in coordination of a variety of programs and/or activities (e.g. meetings with parents, transfers of incoming student’s special education documents, etc.) for the purpose of ensuring compliance with established guidelines.
• Compiles data from a variety of sources (e.g. IEP meetings, student observations, service providers, etc.) for the purpose of complying with legal and/or administrative requirements.
• Coordinates a variety of programs and/or activities (e.g. proper distribution of materials to special education departments, arrangements for IEP meetings, etc.) for the purpose of delivering services in compliance with established guidelines.
• Maintains files and records (confidential and non-confidential), compiling pertinent information in assigned area (e.g. IEP files, etc.) for the purpose of ensuring accuracy of materials and complying with all federal/state/district regulations.
• Oversees special education and resource providers to ensure compliance with mandated service minutes for each student on the Charter School’s special education caseload.
• Provides RSP support to special education students in classrooms and collaborates with general education teachers to ensure students have access to the curriculum and accommodations are being enforced effectively.
• Prepares special education data reports for the purpose of ensuring all district, state and federal regulations and requirements are being met.
• Responds to inquiries from a variety of internal and external parties (e.g. district staff, other schools, state and federal agencies, general public, students, etc.) for the purpose of providing information, facilitating communication among parties and/or providing direction.
• Reviews MDR/IEP paperwork for the purpose of determining if all forms are completed and filled out correctly.
• Provides training and updates to Charter School staff on the special Education program in weekly meetings.
• Maintains correct and timely information in the Welligent system and ensures that all student needs are being documented accurately and on time with LAUSD.

**Preferred Qualifications:**
• The Special Education Coordinator shall ideally possess the following qualifications:
  • A clear Special Education teaching credential;
  • A minimum of 5 years of teaching experience;
  • Comprehensive experience in administration including three (3) years in special education as a principal, district director, special education coordinator, or SELPA director is preferred.
  • Bilingual (Spanish) is preferred; and
  • Ability to form effective working relationships with students, staff and the community.

**Core Teacher**

C-Tech teachers will meet all California credentialing requirements as they apply to charter schools in all core subjects pursuant to Education Code Section 47605(l). All requirements for employment set forth in applicable provisions of law will be met, including but not limited to credentials as necessary.

Teachers at C-Tech will be expected to be collaborative team players, and should be open to reflecting on teaching practices for continual improvement. Teachers should demonstrate knowledge of how to engage and support all learners through inquiry and differentiated instruction. C-Tech teachers are expected to communicate often and effectively with students and parents. All teachers should possess core values of respect and appreciation for all races and cultures. Teachers must be committed to exercising restorative practices and interventions for all students. Additionally, teachers should be experienced in or willing to be trained on embedding the following into their teaching practices: project-based learning, blended instruction, culturally rich lessons, and interdisciplinary subjects in Science, Technology, Engineering, Arts, and Mathematics.

**Roles and Responsibilities:**
• Deliver a quality curriculum that is aligned to state content standards and the mission and vision of the Charter School.
• Provide continual assessment of student progress and use that information to refine curriculum and pedagogy to meet the needs of every student.
• Strive for continuous and open communication with Charter School staff, parents, and community members.
• Provide individual and small group instruction in order to adapt curriculum to the needs of the students with varying intellectual abilities, and to accommodate a variety of instructional activities.
• Establish and maintain standards of student behavior required to provide an orderly and productive environment.
• Evaluate each student's performance and growth in knowledge and understanding, and prepare progress reports.
• Select and requisition instructional materials, books, etc., and maintain inventory records.
• Maintain professional competence through in-service education activities provided by the Charter School and/or in self-selected professional growth activities.
• Participate cooperatively with the appropriate administrator to develop the method by which he/she will be evaluated in conformance with Charter School guidelines.
• Cooperate in schoolwide supervision of students during out-of-classroom activities.
• Participate in faculty and/or Charter School committees and the sponsorship of student activities.

Core Teacher Qualifications:
• Bachelor’s Degree
• Master’s Degree preferred
• California Teaching Credential (Multiple Subjects Assessment for Teachers (“MSAT”), Single Subject, Single Subject with Supplemental Authorizations, SPED, BCLAD and CLAD, as appropriate)
• Commitment to C-Tech’s Vision and Mission
• Experience with Science, Technology, Engineering, Arts, and Mathematics highly desirable

Project Based Learning Experience highly desirable
• Social Emotional Learning Experience highly desirable

Transitional Kindergarten Teacher Qualifications
In accordance with Education Code Section 48000(g), C-Tech shall ensure that credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015, have, by August 1, 2020, one of the following:
(1) At least 24 units in early childhood education, or childhood development, or both.
(2) As determined by C-Tech, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
(3) A child development teacher permit issued by the Commission on Teacher Credentialing.

Non-Core Teacher
Non-Core Teachers will be responsible for developing in each student an interest in and the ability for creative expression and technological understanding.

Roles and Responsibilities
• Teach knowledge and skills in non-core classes
• Instruct students in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the Charter School
• Demonstrate techniques in activities
• Understand a variety of techniques
• Know and can apply principles of subject
• Provide individual and small-group instruction to adapt the curriculum to the needs of students with varying intellectual abilities, and to accommodate a variety of instructional activities
• Instruct students in proper care and use of tools and equipment
• Organize storage areas and control use of materials, equipment and tools to prevent loss or abuse, and to minimize time required for distribution and collection
● Evaluate each student’s performance and growth in knowledge and aesthetic understandings, and prepare progress reports and report cards
● Select and requisition books, instructional materials, tools, instructional aids, and maintain required inventory records
● Plan and present displays, presentations, and exhibitions designed to exhibit students’ work for the Charter School and the community
● Maintain professional competence through in-service education activities provided by the Charter School and/or in self-selected professional growth activities
● Communicate with parents and teachers regarding students’ success
● Participate in curriculum and other developmental programs,
● Other duties as assigned.

Non-Core Teacher Qualifications
● Two years’ work experience in respective field
● Bachelor’s degree preferred, but not required
● Experience with Science, Technology, Robotics, Engineering, Arts, and Mathematics highly desirable
● Project Based Learning Experience highly desirable
● Social Emotional Learning Experience highly desirable

Potential Non-Core Subject Areas- Subject to Change
● Visual Arts
● Digital/Graphic Arts
● Performing Arts
● Computer Applications
● Coding
● Robotics
● Physical Education
● Music
● Entrepreneurship

Other Classified Employees
C-Tech shall seek candidates that embrace the vision of the Charter School and are flexible and able to work collaboratively with administrators, students, faculty, staff, and parents. Current positions of classified staff include Paraprofessionals, Campus Supervisors, and Food Services Clerk.

Qualifications:
● High School Graduate
● Adequate professional training and/or experience
● Positive references
● Articulate communication skills in both oral and written language
● Possess an excellent record of dependability
● Demonstrate evidence of skills such as word processing, record keeping and other office skills as required for the specific position. Be able to foster positive interactions with children, staff, and parents.
Paraprofessionals:
All paraprofessionals who assist classroom teachers and other certificated personnel in instructing reading, writing, and mathematics, are required to demonstrate at least one of the following, pursuant to Education Code Section 45330:

- Completion of at least 2 years of study at an institution of higher education
- Possession of an associate’s degree or higher
- Through a local or state assessment, that is appropriate to the responsibilities to be assigned to the paraprofessional, knowledge of, and ability to assist in, instructing reading, writing, and mathematics.

Office Staff Qualifications:
- Articulate communication skills in both oral and written language
- Excellent record of dependability; and
- Evidence of skills such as word processing, record keeping and other office skills as required for the specific position.

Other Classified Staff Qualifications:
- Strong communications skills;
- Experience with managing student behavior and/or implementing instructional strategies (Paraprofessionals); and
- Ability to foster positive interactions with children, staff, and parents.
Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

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

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter
School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

**CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

**SAFE PLACE TO LEARN ACT**
Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

**SUICIDE PREVENTION POLICY**

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school’s pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

**Custodian of Record**

The Executive Director will serve as Los Angeles School of Creativity and Technology’s Custodian of Record per California Department of Justice requirements.

**Student Health and Wellness**

The health and safety of C-Tech students and staff is a high priority and C-Tech will ensure that the Charter School is a safe and healthy environment for teaching and learning. The Charter School will follow all required safety regulations including emergency policies and procedures. C-Tech will comply with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, Education Code Section 44237, and the EPA.

The Charter School will adopt a Local School Wellness policy which will establish how the Charter School will support and promote the health and wellness of its students. The policy will include, but is not limited to, the following:

- Goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness
- Nutrition guidelines for all foods and beverages available on the Charter School campus during the school day
- Requirements that stakeholders be provided opportunities to participate in the development, implementation, and periodic review and update of the wellness policy
- A plan for measuring the effectiveness of the plan periodically and that the assessment is made available to the public
- Public notification informing and updating stakeholders periodically about the content and implementation of the local school wellness policy
- Designation of a C-Tech staff member who is responsible for ensuring that the Charter School complies with the Local School Wellness policies

**School Safety Plan**

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for
complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conductive to learning
- procedures for conducting tactical responses to criminal incidents.

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

**Diabetes**
The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

**Feminine Hygiene Products**
The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6, as applicable to the Charter School.

**Nutritionally Adequate Free or Reduced Price Meal**
The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

**California Healthy Youth Act**
The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

**Drug Free/Smoke Free Environment**
The Charter School shall maintain a drug and alcohol and smoke free environment throughout the school year, the Charter School will host activities that promote a drug, alcohol and smoke free environment. These may include student assemblies, review of the procedures outlined in the Personnel Handbook, Parent and Student Handbook, Parent Education, and Red Ribbon Week activities.

**Prevention of Human Trafficking**
The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

**Bullying Prevention**
The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.
Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or charted through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

C-Tech anticipates that the students will reflect the current community demographics described in Element One. C-Tech will strive to meet the broader demographics that are reflective of the general population of the District. Annually, the Board of Directors will review its outreach efforts, including reviewing outreach material content and languages, and locations and frequency of recruiting activities, and compare with geographic information of applicants. The Board of Directors will direct C-Tech staff to broaden outreach efforts as needed in order to achieve its goal of enrolling a student population that reflects the District.

To ensure the Charter School meets the community demographics, the Charter School will implement the following recruitment strategies and targeted outreach activities:

1. Marketing Materials: The Charter School will design and distribute flyers, promotional and informational materials to appeal to various racial and ethnic groups, socioeconomically disadvantaged families, and families with students with disabilities within the District. Flyers have been and will be distributed within the South Los Angeles community, including Los Angeles County Parks and Recreation facilities, Girls Club of Los Angeles, STEAM Coders, Boys and Girls Clubs, Neighborhood Councils, Sunnyside Baptist Church, and the Community Coalition.
Additionally, materials will be distributed at community centers, regional centers, famers’ markets, swap meets, local markets, coffee shops, libraries, churches, temples, preschools, and businesses. Materials are in English and Spanish and will include other languages as the need arises.

2. **Host Community Events**: Charter School has hosted various community events to include Hack-a-thon which was held at the Sunnyside Baptist Church in South Los Angeles and other similar promotional activities. The Charter School will host 3 – 5 community events during the 2019-2020 school year in preparation for open enrollment. C-Tech Informational Outreach events are scheduled for the following:

- Education as a Civil Right Parent Fair, Locke High School, October 26, 2019
- Informational at Sunnyside Baptist Church, November 16, 2019
- Girls Club of Los Angeles Youth and Tech Day, December 7, 2019
- Parent Summit, Families in Schools, November 21, 2019

Events will be inclusive of international Fests, Pre- Open Houses, Community Fun Runs/Walks, and other similar promotional activities.

3. **Advertising**: The Charter School will advertise in English and Spanish local newspapers in the South Los Angeles, specifically in the Gramercy Park and Westmont neighborhoods. The Charter School will update its current website and digital newsletter. The Charter School will issue press releases, advertise in newspaper publications and radio stations as funding allows. The Charter School will also advertise in local publications specific to the target community. The Charter School is in the process of identifying businesses in the target community where it can hang signs or banners advertising the Charter School.

4. **Attend and Establish Presence at Community Events**: The Charter School shall make significant efforts to establish visibility in the community. Charter School team will plan to attend upcoming community events, such as Fall into Literacy Festival, on September 28th, various city holiday events, and parks. The Charter School also sets up information tables/booths in high traffic and high visibility areas during well–attended local and regional community events.

5. **Establish Partnerships with Community Organizations**: The Charter School will explore potential partnerships within the local and regional communities inclusive of our community’s colleges like LA Southwest Community College, Charles Drew University and the business sector like Hilltop Coffee, Everitable, Boingo Wireless, Bixel Exchange, Sabio Coding Bootcamp, Empowerment Congress, grocers, art organizations and both the Hispanic and Black Chamber of Commerce.

6. **Social Media and Online Advertising**: The Charter School has designed a website [www.ctechla.org](http://www.ctechla.org) for interested parents and community members to visit to learn more about the Charter School. The Charter School also has a Facebook Page, The Los Angeles School of Creativity and Technology, Twitter and Instagram accounts and a Google Plus account and will continue to stay up to date with social media platforms.
Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

**DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

**HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

**NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

**Admission Requirements**

The Charter School shall admit all pupils who wish to attend the Charter School to the extent that space allows. No test or assessment shall be administered to students prior to acceptance and
enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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

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

C-Tech will notify prospective parents, by email and/or letter, that parental involvement is not a requirement for acceptance to or, continued enrollment at, the charter school.

Student Recruitment
C-Tech will aim marketing and outreach efforts toward students with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities in addition to the strategies described in Element Seven of the charter petition to ensure a diverse student population. C-Tech will use data from neighborhood community plans to inform marketing efforts. Research studies have demonstrated that socioeconomically disadvantaged students attending charter schools have been far more successful than those attending non-charter schools (The Unappreciated Success of Charter Schools, Forbes Magazine: https://www.forbes.com/sites/modeledbehavior/2015/01/11/charter-success/#c8f447b2dbf4). In all discussions and meetings held during outreach efforts, the focus will be on the Charter School’s vision to empower students, give each child the tools for high academic achievement, student choice, computational thinking, entrepreneurship, and global immersion.

Lottery Preferences and Procedures
The Charter School shall require students who wish to attend the Charter School to complete a Lottery Form. Lottery forms will be available in English and Spanish, online and hard copies are available in the Charter School office. Lottery forms will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Parents or guardians may complete the lottery forms online at home or at the Charter School. Office staff will be
available to assist parents with completing the online form or the hard copy. If parents are unable
to come to the Charter School during work hours for assistance in completing the form, the parents
can make an appointment to complete the Lottery Form. Parents do not have to be present to
participate in the lottery. Following the open enrollment period each year, lottery forms shall be
counted to determine whether any grade level has received more lottery forms than availability.
In the event that this happens, the Charter School will hold a public random drawing (or “lottery”) to
determine admission for the impacted grade level, with the exception of existing students, who are
guaranteed admission in the following school year. Lottery preferences in the case of a public random
drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Children of Founding Families of the Charter School identified on page 14 of the charter
3. Children of Charter School teachers and staff, not to exceed 10% of total enrollment
4. Students who are currently enrolled in or reside in the elementary school attendance area
   of the public elementary school(s) in which C-Tech is located (for purposes of the SB 740
   Charter School Facility Grant Program)
5. Residents of the District
6. All other applicants

The Charter School and the District agree to adhere to the requirements related to lottery
preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv). No preferences will be
honored if the lottery form was not received by its due date.

As the lottery progresses, the results will be announced as well as projected for the number of spots
available in that grade level. A copy of all pre and post lottery enrollment forms, waiting lists, and
lottery results will be kept on file in the administrative office to ensure the fair executive of the
lottery and waitlist procedures. There will be two Charter School employees present at the lottery,
one being the Officer Manager in charge of enrollment and admissions.

At the conclusion of the public random drawing, all students who were not granted admission due
to capacity shall be given the option to put their name on a wait list according to their draw in the
lottery. This wait list will allow students the option of enrollment in the case of an opening during
the current school year. In no circumstance will a waitlist carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated on the lottery form
and on the Charter School’s website. Public notice for the date and time of the public random
drawing will also be posted once the lottery form deadline has passed. The Charter School will also
inform all applicants and interested parties of the rules to be followed during the public
random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

**Anticipated Lottery Procedures**

1. The lottery will take place within 30 days of closing the open enrollment period. For the
   2020-2021 school year, application/lottery forms must be received by March 15, 2020. The
   exact schedule for year 1 may be modified and abbreviated to ensure all steps are followed
   within a shorter time frame, based on the timeline of the charter approval. Any changes to
the application/lottery timeline will be clearly noticed on all application forms and the Charter School’s website.

2. The lottery will take place on the Charter School’s campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the Charter School large enough to accommodate all interested parties.

3. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so.

4. All interested parties will know, prior to the holding of the lottery, how many openings are available per grade level at the Charter School.

5. The lottery shall draw names from pools of ballots differentiated by grade level.

6. Beginning with the lowest grade, the lottery forms shall be drawn by a Charter School administrator or Board member.

7. The drawing shall continue until all names for that grade level are drawn.

8. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

9. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.

10. Potential students on the waiting list shall provide contact information to be used in the event space becomes available, on their application/lottery forms. The waitlist will not carry over from year to year. Families promoted off of the waiting list shall be informed by telephone and in writing and shall have a maximum of seven (7) days to respond. In addition, the Charter School shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the maximum response period will forfeit their right to enroll their student in the Charter School for that school year.

11. Existing students who wish to return must notify the Charter School during open enrollment.

12. Applicants need not be present at the lottery to enroll and will be notified via phone call and mail of their status.

13. Applications received after the close of open enrollment will be held in abeyance for a subsequent lottery, if needed.

14. The random public drawing for the first year, should it be necessary, will be held on March 26, 2020, at 6 PM. All families will be notified about results, but applicants will also be able to contact the Charter School to ascertain an individual student’s status on the waiting list.
Planned Application, Public Random Drawing, and Admission Schedule
The following estimated application, public random drawing, and admission schedule and process is proposed, and may be amended by the Charter School Board as necessary. In year one (1), if the charter is approved after the beginning of the timeline specified herein, the schedule proposed below will be pushed forward and abbreviated to ensure all steps are followed within a shorter time frame. Any changes to the application/lottery timeline will be clearly notified on all application forms and the school website.

Table 8.1: Planned Application, Public Random Drawing, and Admission Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2020 – May 2020</td>
<td>Lottery forms available at school administrative office or online at the Charter School’s website.</td>
</tr>
<tr>
<td>May 15, 2020</td>
<td>All lottery forms due to Charter School.</td>
</tr>
<tr>
<td>Last week of May 2020</td>
<td>Public random drawing conducted (if necessary).</td>
</tr>
<tr>
<td>2nd week of May</td>
<td>Admission notification and enrollment packets distributed to parents and children who have been drawn in the public random drawing.</td>
</tr>
<tr>
<td>Approximately 2 Weeks Later</td>
<td>Completed enrollment packets due back to the Charter School, which will include proof of immunizations, proof of residency, proof of age requirements and proof of withdrawal from prior school and district of residence.</td>
</tr>
</tbody>
</table>

Enrollment Process
The process of identifying and serving these and all students begins with a detailed registration packet after students have been admitted. Families choosing to attend C-Tech after acceptance will complete the Enrollment Packet. After the student is accepted, the Charter School shall ensure that the following forms are collected:

1. Birth Certificate, Baptismal Certificate, Copy of Passport or other proof of minimum age requirements
2. Enrollment Form
3. Proof of Immunization
4. Home Language Survey
5. Free and Reduced Lunch Application
6. Utility Bill or similar (to verify address)
7. Report of Health Examination for School Entry
8. Health Card
9. Most Recent Report Card
10. Emergency Medical Information Form
11. Release of Records Form
12. Custody/Court Paperwork if applicable
Copy of IEP or 504 Plan, if applicable. (Required procedures for the transfer of program between SELPA(s) shall be followed as applicable.)
14. GATE Program, if applicable
15. Parent and Student Handbook Acknowledgement
16. Parent, Teacher, Student School Compact

Based on data gathered from existing documentation and the C-Tech enrollment process, the staff of C-Tech will make every effort to identify needs early on and begin the process of addressing those needs. An explanation of the enrollment process and the rules to be followed during the lottery are available at all times on the website and can be translated via the website into any language requested. Additionally, this information will be listed in a letter accompanying the Enrollment Packet.

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34 The Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.
Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:
- i. Instructional Calendar – annually five weeks prior to first day of instruction
- j. Other reports as requested by the District

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Charter School Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The Executive
Director is responsible for working with the independent auditor to complete the audit with support and information from the Business Manager and Office Manager as needed.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director is responsible for ensuring that the independent auditor sends the completed audit to the required agencies by the statutory deadline. The Executive Director will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.
Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

**GENERAL PROVISIONS**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

**STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:
A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

**NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

**OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.
**Rehabilitation Plans**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**Readmission**

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**Reinstatement**

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**Gun-Free Schools Act**

Charter School shall comply with the federal Gun-Free Schools Act.

**School Climate and Student Discipline System**

C-Tech believes in a community school to meet the individual needs of each student. C-Tech also believes in this same sense of community for the staff, especially among teachers. To promote a collaborative learning community, the C-Tech staff will schedule regular time for teachers to meet each week to collaborate in grade level groups, and across content areas to set behavior goals for students using their ILDPs. In addition to weekly and summer Professional Development, C-Tech teachers will be provided opportunities through luncheons and other forms of appreciation, to bond with their peers and the Charter School staff. Other activities throughout the year will invite parents to the Charter School to interact with teachers and staff, further strengthening the school culture and sense of community. These activities and other activities like field trips, mindfulness, VR experiences and parent inclusion will create a sense of community among the students, teachers,
The Charter School is committed to developing a School Discipline Policy that is based on incorporating the systematic approach of the Caring School Discipline™ model which compliments the School Climate Bill of Rights developed by LAUSD. C-Tech is committed to Schoolwide Positive Behavior Intervention and Support (“SWPBIS”) which will reduce suspensions, increase attendance, increase student achievement, and develop positive relationships with staff. The systematic approach is explained in Element One in the Social Emotional Learning section. The primary goal of the Caring School Community program’s approach to discipline is to help the students acquire self-discipline: to build self-control, conscience, and a sense of responsibility from within. The program accomplishes this goal through two methods:

- whole-class instruction, which helps teachers to establish effective discipline with the whole class.
- one-on-one interventions found in Caring School Discipline™, which help teachers work with individual students who need additional support.

C-Tech believes in and will practice alternatives to suspension and SWPBIS. C-Tech founders understand the community that will be served by the Charter School. By articulating high expectations and teaching explicit social emotional skills, students will be set up for success. The Charter School believes in training staff with cultural competencies who are equipped with the resources to address the behavioral needs of the students in order to diminish the need for discipline. Each teacher and staff member will play a role in developing each student’s ILDP, reviewing his/her assessments, reviewing the VIA IS surveys and committed to building a safe, caring school community. The Charter School shall use alternatives to suspension to address problems of truancy, tardiness and/or other attendance-related issues. Some examples of alternative to suspension include:

- Self-reflection to be completed at home and/or at school, overseen by teachers.
- Parent meetings with teachers and/or Charter School Dean of Students
- Mandatory tutoring after school
- Loss of incentives or privileges
- Daily conduct log, in which teacher acknowledges appropriate behavior at the end of each day
- Daily homework log, in which teacher acknowledges completion of classwork or homework at the end of each class period daily
- Written apology for misconduct and responsibility letter that outlines how better choices will be made in the future. Problematic choices are identified and addressed to learn from the mistakes made
- Positive Behavior Contract with notice to parents and explanation of required improvement infused with positive incentives
- Referral to Counseling

The Charter School’s system for tiered behavior intervention has been developed to provide the student with progressive discipline based on guidance and support. The interventions emphasize a proactive approach to preventing challenging behaviors, rather than a reactive approach to perpetuating problem behaviors. This intervention tier addresses behavior management on a continuum of three levels of support:
Tier 1: addresses a majority of students displaying minor infractions using preventative strategies such as communication with students using Caring Classroom and with parents. Teachers utilize strategies to improve behavior to include proximity, non-verbal cues and rewarding positive behavior.

Tier 2: addresses students with continuing at-risk behaviors; strategies include parent meetings, interventions, individualized learning plans. Teachers utilize strategies to improve behavior to include one-on-one conversations, leading student in mindfulness, adding strategies in individual learning plan.

Tier 3: addresses students for whom other interventions have not worked and they require more individualized and specific interventions and behavior supports like counseling identified in the individualized learning plans. Teachers utilize strategies to improve behavior to include parent, student, teacher conference, referrals to Parent Workshops, referrals for counseling, referrals to Student Study Team if warranted, adding strategies in individual learning plan, working with school resources for student success.

The Restorative Justice practices that will be used to build community and repair harm done to relationships are included in the Caring School Community program. Some of the strategies include:

- Facilitating conversations so the students learn how to think about their actions and talk about their feelings
- Facilitating an exchange of ideas so the students learn to become caring, principled people
- Creating a safe environment so the students learn from their mistakes and are still welcome and valuable in the classroom and school community.

Additionally, C-Tech will use the following informal assessments to gauge school culture and climate:

- School records of discipline referrals, attendance and Wellness program data
- Stakeholder surveys (parents, students, teachers/staff) to evaluate curriculum, instructional practices, parent/student policies and procedures, school culture, and school-wide performance.

The Charter School will review this data regularly as delineated in the Element One in the Professional Development Calendar during Response to Intervention reviews and Individual Learning and Development Plans.

**Policy**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.
When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director’s office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

**Involuntary Removal**
No pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

**In-school Suspension**
The Charter School reserves the right to utilize in-school suspensions should a situation that may require suspension in response to student misconduct as an alternative to an out-of-school suspension. Full day in-school suspensions will be limited to no more than five (5) consecutive days and no more than ten (10) days total school in an academic year. for general education students, and no more than twenty (20) total school days in an academic year for special education students. The suspension may include supervised suspension or in-school suspension if the
previous interventions utilized through SWPBIS have not brought about improved student conduct. The Charter School requires the Executive Director and/or designee to utilize SWPBIS prior to or in lieu of suspension in order to work with the student to resolve behaviors. During in-school suspensions, the student will serve the in-school suspension at a desk in the office and will be supervised by the Dean of Students. Teachers will provide the students with assignments to complete by the end of the school day or suspension period. If the student has questions about the assignments, the Dean of Students or other certificated personnel will provide support. If students with disabilities are serving an in-school suspension, they will be provided with all services and supports they would normally receive throughout the day by qualified credentialed personnel as per their Individualized Education Plan. The family will be notified of an in-school suspension in the same manner as an out-of-school suspension following the Suspension Procedures listed in Item C of this section.

The Charter School will ensure that adequate supervision will be provided by the Dean of Students at a desk in the office for any student serving an in-school suspension to ensure the safety of other students, staff and visitors to the school. It is the belief of the Charter School that serving an in-school suspension can provide a student a more meaningful consequence than an out-of-school suspension because the student has access to core curriculum, no perceived reward of being sent home, and is separated from their peers. The Charter School is committed to working with the student serving an in-school suspension on self-reflection, making amends, understanding their responsibility for the choices made, and developing social skills and strategies needed for appropriate behavior during their in-school suspension.

**Procedures**

**A. Grounds for Suspension and Expulsion of Students**

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

**B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force or violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

   (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (i) above.

   (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (i) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

   (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

   (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1) to (4), inclusive, of paragraph (i). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

   (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3) Notwithstanding subparagraphs (i) and (ii) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

   b) Brandishing a knife at another person.

   c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

   d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force or violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person.
another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this
section, “terroristic threat” shall include any statement, whether written or oral, by
a person who willfully threatens to commit a crime which will result in death, great
bodily injury to another person, or property damage in excess of one thousand
dollars ($1,000), with the specific intent that the statement is to be taken as a threat,
even if there is no intent of actually carrying it out, which, on its face and under the
circumstances in which it is made, is so unequivocal, unconditional, immediate,
and specific as to convey to the person threatened, a gravity of purpose and an
immediate prospect of execution of the threat, and thereby causes that person
reasonably to be in sustained fear for his or her own safety or for his or her
immediate family’s safety, or for the protection of school property, which includes
but is not limited to, electronic files and databases, or the personal property of the
person threatened or his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For
the purposes of this section, the conduct described in Section 212.5 must be
considered by a reasonable person of the same gender as the victim to be
sufficiently severe or pervasive to have a negative impact upon the individual’s
academic performance or to create an intimidating, hostile, or offensive educational
environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate
violence, as defined in subdivision (e) of Section 233 of the Education Code. This
section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers,
and/or a student or group of students to the extent of having the actual and
reasonably expected effect of materially disrupting class work, creating substantial
disorder and invading the rights of either school personnel or volunteers and/or
student(s) by creating an intimidating or hostile educational environment. This
section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by
means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct,
including communications made in writing or by means of an electronic act,
and including one or more acts committed by a student or group of students
which would be deemed hate violence or harassment, threats, or intimidation,
which are directed toward one or more students that has or can be reasonably
predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not
limited to, a student with exceptional needs, who exercises average care,
skill, and judgment in conduct for a person of his or her age, or for a
person of his or her age with exceptional needs) or students in fear of
harm to that student’s or those students’ person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

   i. A message, text, sound, video, or image.
   
   ii. A post on a social network Internet Web site including, but not limited to:

      (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

   iii. An act of cyber sexual bullying.

      (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

      (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.
C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Investigation

The Charter School Dean of Students will thoroughly investigate the incident to include interviewing the victim, the witnesses and the alleged student while providing due process to the student. The student will be given the opportunity to respond to any allegations prior to the issuance of a suspension. The Dean of Students will determine whether or not the behavior merits suspension. Searches: in order to investigate an incident, or where there is reasonable suspicion, a student's attire, personal property, or school property, including books, desks, and school lockers, may be searched by the Charter School Dean of Students who has a reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances that may be injurious to the student or others. Illegally possessed items shall be confiscated and turned over to the police.

2. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee. The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

The Executive Director or designated administrator may recommend suspension for the discretionary suspension offenses and must recommend suspension for the non-discretionary suspension offenses, but will take into consideration the discipline record of the student, the strategies previously employed to correct behavior, the severity of the incident, and the intent of the student to cause severe harm. The safety of the Charter School including all students and staff is always taken into account.
3. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

4. Appeal Process

A student or the student's parents/guardians may appeal an in-school and out-of-school suspension that is imposed upon a student for his/her school related offenses. An appeal in writing may be made to C-Tech and directed to the Executive Director within five (5) days of the final day of suspension. Such appeals shall be resolved with a written response within three (3) days of the receipt of the appeal. The results of the appeal may include: upholding the suspension in all respects; modifying the length of suspension; or, overturn the suspension and expunge the suspension from student records. C-Tech will establish an advisory committee that hears suspension appeals, composed of a school administrator and other certificated staff (excluding current teachers of the student).

5. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year for general education students, and not more than 10 school days in any school year for special education students. Upon a recommendation of expulsion by the Executive Director or Executive Director’s designee, the pupil and the pupil’s parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

6. Access to Education

Students will be provided with meaningful access to education during the term of the suspension. All student curriculum will be available online via GoogleClassroom or the
JumpRope platform. Students may complete and submit all assignments online. Teachers will review and score assignments. Teachers may also contact students to ensure their work is complete and they remain on track academically.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

As required by Education Code section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. Information about obtaining reasonable accommodations;
7. Information about obtaining language support, through translated information and/or a translator;
8. The right to inspect and obtain copies of all documents to be used at the hearing;
9. The opportunity to confront and question all witnesses who testify at the hearing; and,
10. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

3) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

4) The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

5) At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

6) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

7) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

8) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing.
The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

9) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

10) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

11) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

12) Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. The school will record all records in print and digital form. All records will be made available to parents by request via letter mail or email.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the
conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors’ adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student’s name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors’ decision to expel shall be final.

L. Expelled Pupils/Alternative Education
Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Immediately following the expulsion, the Principal or Assistant Principal will contact the parent or guardian to assist them in enrolling their student in school. Once the student begins school, the Dean of Students will contact the student and the parent or guardian monthly to monitor the student’s academic, behavior and attendance. Each Rehabilitation Plan is unique to the student but it includes measurable goals on number of discipline referrals, number of suspensions, number of days in attendance, and a minimum grade point average during the length of the plan. Dean of Students

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil’s readmission is also contingent upon the Charter School’s capacity at the time the student seeks readmission.

O. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.
Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

C-Tech’s Board of Directors shall determine which school-sponsored retirement plans will be available to various types of staff (e.g., certificated staff, part-time staff, etc.). All employees will participate in the federal Social Security system in accordance with applicable law. C-Tech plans to have its employees also participate in a 403b plan as adopted by the Board of directors for the benefit of staff. The Executive Director will ensure that the appropriate payroll arrangements are made to ensure Social Security and 403b coverage and participation.
C-Tech will recruit teachers who are qualified to deliver the educational program, including any innovative components of the program. C-Tech will recruit teachers trained by the USC Rossier School of Education, EdJoin, and through the Charter School’s website. C-Tech will seek teachers who are committed to the mission and vision of the Charter School. The teachers will be expected to be sensitive to the linguistic and cultural needs of students, and to participate in professional development to enhance their skills in this area. Employees’ job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the Charter School and its students. All requirements for employment set forth in applicable provisions of law will be met. Current C-Tech job descriptions and qualification for key employee positions are outlined below in Element 5.
Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Informing Families

Parents/guardians and students will be informed of their public school attendance alternatives in the Parent and Student Handbook and on the Admissions tab of the website.
Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017
2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

**NON-PROPOSITION 39 DISPUTES**
Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered,
upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Margeaux Randolph, Executive Director
Los Angeles School of Creativity and Technology
918 S. Oxford Ave
Los Angeles, CA 90006

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.
Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.
**Closure Procedures**

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students’ school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure
Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

**Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School’s employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

**Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter
School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that C-Tech closes, the Executive Director will serve as the Charter School’s closure agent. At the discretion of the Board of Directors, closure related procedures and activities may be assigned to other administrative officers of the Charter School.
Additional Provisions

**FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

**District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.
In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing**: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities**
  
  (i) **Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its
regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District
policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named
additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically
that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

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

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

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

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

FISCAL MATTERS

District Oversight Costs
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from
the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

**Third Party Contracts**
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

**Special Education Revenue Adjustment/Payment for Services**
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Student Body Funds**
Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School’s annual audit as a stand-alone item.

**Audit and Inspection of Records**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.
Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

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

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

**Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

**Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)
Conclusion
By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year term from July 1, 2020 through and including June 30, 2025.
Exhibit 2
MARGEAUX S. RANDOLPH

EDUCATION

Massachusetts Institute of Technology (M.I.T.), Bachelor of Science, 2005
University of Southern California (USC), Master of Public Policy, 2007
Tulane University A.B. Freeman School of Business, MBA Program, 2009-10

EXPERIENCE

2017-PRESENT

Founder and Executive Director | Los Angeles School of Creativity and Technology | Los Angeles, CA
C-Tech is a TK-8 school offering computer science and entrepreneurship curriculum to students in South Los Angeles.

Chief Program Officer | Reframe Labs | Los Angeles, CA
Oversee 2-Year School Launch Fellowship to support education leaders in building innovative schools that prepare all students for college and career success. With a commitment to diversity and equity, over 93% of participants are women or people of color.

2015-18

Founder | edDataZONE | Los Angeles, CA
Created edDataZone as a platform for turning GIS data into action for education entrepreneurs. Built a cloud based data analytics system to support the expansion of high quality schools in Los Angeles. Led strategic planning, market analysis, and growth initiatives with over a dozen charter school CEOs and governing boards. Prior clients include the Broad Foundation, California Charter Schools Association, Great Public Schools Now, Para Los Ninos, ICEF, and Green Dot Public Schools.

Executive Director | JRL Enterprises, Inc. | Los Angeles, CA
JRL Enterprises, Inc, is a company with annual sales of $25 million and creators of I CAN Learn math software systems, operating in over 300 schools in over 30 states across the country. Oversaw district partnerships, educator trainings, and technology implementation in LAUSD and Inglewood Unified.

Senior Consultant, Recruitment, Data, and Operations | Leading Educators | Memphis, TN
Developed and implemented recruitment strategy to support the launch of new region in Memphis, TN.

2014-15

Senior Consultant, Data, Research and Evaluation | Teach Plus | Los Angeles, CA
Led an evaluation of the effectiveness of teacher leadership development programs in Massachusetts and Washington, D.C.

2014

Director, Louisiana Scholarship Program | Louisiana Department of Education | New Orleans, LA
Oversaw application and enrollment systems for statewide voucher program serving 136 schools and over 14,000 student applicants.

2011-14

Senior Manager, Strategic Growth | Leading Educators | New Orleans, LA
Oversaw monitoring, evaluation, and expansion of leadership programs serving over 350 participants nationwide. Secured over $2.5M to expand programs. Built data analytics systems using Salesforce.com to track performance for over 10,000 students in New Orleans, Kansas City, and Washington, D.C.

2011

Data Management Consultant | FirstLine Schools | New Orleans, LA
Supported management of student information systems across 4 school sites; developed teacher performance pay model.

2010-11

Senior Manager, Achievement and Assessment | The New Teacher Project | New Orleans, LA

2010
<table>
<thead>
<tr>
<th>Year(s)</th>
<th>Position</th>
<th>Organization</th>
<th>Location</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-09</td>
<td>Math Teacher</td>
<td>East Baton Rouge Parish Schools</td>
<td>Baton Rouge, LA</td>
<td>Led 6th and 7th grade math students to significant gains on the LEAP exam.</td>
</tr>
<tr>
<td>2005-07</td>
<td>Data Analyst &amp; Consultant</td>
<td>California Charter Schools Association</td>
<td>Los Angeles, CA</td>
<td>Managed statewide GIS mapping project sponsored by $4 million grant from U.S. Department of Education. Created and presented longitudinal data reports in collaboration with Chief of Staff to inform the organization’s 5-year strategic plan.</td>
</tr>
</tbody>
</table>

**LEADERSHIP**

<table>
<thead>
<tr>
<th>Role</th>
<th>Organization</th>
<th>Location</th>
<th>Year(s)</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Black Alumni of MIT</td>
<td>2015-2017</td>
<td>Oversee programming and membership initiatives to support diversity and inclusion for the MIT student and alumni community.</td>
<td></td>
</tr>
<tr>
<td>Co-Organizer</td>
<td>Startup Weekend EDU: Next Generation School Models</td>
<td>2016</td>
<td>Bring together 60-100 entrepreneurs and education leaders to create innovative school models.</td>
<td></td>
</tr>
<tr>
<td>Judge</td>
<td>Los Angeles EdSurge Summit</td>
<td>2016</td>
<td>Evaluated over two-dozen education technology companies for annual edtech summit.</td>
<td></td>
</tr>
<tr>
<td>Graduate Fellow</td>
<td>Education Pioneers</td>
<td>2007</td>
<td>Education Pioneers connects policy, law, and business graduate students with a high-impact leading education organization, where they support and lead critical work.</td>
<td></td>
</tr>
</tbody>
</table>

**CONFERENCE PRESENTATIONS**

<table>
<thead>
<tr>
<th>Title</th>
<th>Organization</th>
<th>Location</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating the Schools of Tomorrow: Levers of Innovation</td>
<td>California Charter Schools Association</td>
<td>Sacramento, CA</td>
<td>2017</td>
</tr>
<tr>
<td>Knowledge Empowers: Visual Maps to Support Your Strategic Planning</td>
<td>California Charter Schools Association</td>
<td>Long Beach, CA</td>
<td>2016</td>
</tr>
<tr>
<td>National Charter Schools Association</td>
<td>New Orleans, LA</td>
<td>2015</td>
<td></td>
</tr>
<tr>
<td>Developing Quantitative Models to Measure Leadership</td>
<td>Education Pioneers Analyst Conference</td>
<td>New Orleans, LA</td>
<td>2013</td>
</tr>
<tr>
<td>Preface to A Plan: Re-inhabiting New Orleans</td>
<td>International Biennale</td>
<td>Venice, Italy</td>
<td>2006</td>
</tr>
</tbody>
</table>
Qiana Patterson, MBA
Strategic Partnerships and Business Operations Executive

A strategic executive leading organizational development, product innovation, and business expansion in hypergrowth markets. Background in government relations, regulated industries, EdTech, social responsibility, and advising.

EXPERIENCE

Senior Director, Head of Business Development
HopSkipDrive  Feb 2018 - Present
- Identify areas of opportunity and lead the large-scale, multi-state market expansion, increasing Business to Government (B2G) revenues by 125% in 10 months
- Advise the senior executive team on strategy, risks, and issues pertaining to regulatory, policy, and budgeting hurdles.
- Engage directly with federal, state and local government officials and staff to promote HopSkipDrive business and policy objectives
- Responsible for developing and leading new business and strategic partnerships, including discovery, engagement, and execution which lead to more than 500K in new business in 12 months
- Create and manage communication around social impact outcomes for local government agencies and school districts.

Technical and Operations Advisory Board Member
East Los Capital  Dec 2019 - Present
- Advise during the due diligence process for potential investments
- Support the growth of portfolio and assist with general sourcing of companies that fit firms investment parameters.

Advisory Board Member
Aura  Dec 2017 - Present
- Strategically advise the Board of Directors and Executives on branding, business development, government relations, and marketing to support growth.

Founder/Principal
QP Advisors  May 2015 - Feb 2018
- Evaluated and developed university and K-12 market entry strategy, diversity & inclusion, and next-generation learning models for edtech organizations.
- Partnered with Sen. Dean Flores to develop and execute government affairs strategy for mid to large scale companies, including issue, scoping, planning and timing; policy formulation; stakeholder mapping; coalition building and develop government relations and public affairs campaigns
- Empowered B2B/B2C entrepreneurs by coaching and assisting with business plans, cash flow models, marketing plans, talent development, and operations.

SKILLS
- Corporate Social Responsibility
- Strategic Partnerships
- Regulatory Affairs
- Public Relations
- Strategic Planning
- Team Management
- Business Development
- Operations
- Public Speaking

EDUCATION

Master of Business Administration
University of Southern California  Jun 2015
Business Administration & Management
California Clear Teaching Credential
University of California, Los Angeles  Jun 2003
Multiple Subject, Elementary Education

Bachelor of Art
University of Washington, Seattle  Jun 1999
Anthropology
Chief Operation Officer


- Managed a broad set of stakeholders, including partners and vendors, developing product roadmap and opportunities for company growth
- Recruited and retained robust employee base, established HR systems, clarified roles, and responsibilities, and developed actionable KPIs which increased productivity by 13%.
- Led the company’s strategic planning and resource allocation by analyzing data, understanding market opportunities, providing structure and precision during product innovation and optimization.
- Designed and implemented innovative project and product management solutions for complex SaaS implementations for thousands of clients, with responsibility for scaling and mobilizing people, technology and resources to ensure operating efficiency and financial strength.

Senior VP of Operations & Interim CEO

Educational Networks  Nov 2008 - Apr 2011

- Led cross-departmental training to streamline workflows, shortening project timelines by 25%.
- Secured unprecedented customer engagement by managing project budgets, expanding business partnerships, ensuring flawless product implementation, and anticipating change in rapidly evolving environments.
- Transformed departments into fast-moving collaborative teams, successfully developing transparency, and accountability.
- Boosted annual revenue by achieving 20% YOY revenue and client growth, doubling company growth, and leading the multi-state market expansion.

Senior Project Manager & Trainer

Educational Networks  Sept 2006 - Nov 2008

- Redesigned project management and client relationships playbook that resulted in a reduction in annual churn by 5% and resulted in a 98% renewal rate.
- Developed strategic plans and priorities to ensure the company-wide realization of short and long-term goals.
- Created a high performing cross-functional project management team that excelled at problem resolution and proactive process improvements, which let to project teams consistently exceeding quality, timeline, and budgetary targets.

Dean of Students


- Elected by 100+ faculty and promoted from Teacher to Dean of Students. Facilitated a safe and productive learning environment serving 2400 students and staff.
- Managed systems for tracking large amounts of data and provided proactive solutions for students which reduced reactive decision-making and fueled strategic planning.
- Facilitated school-wide reduction of suspensions and out of class referrals by 49% in 1 year.
- Influenced organizational culture by rallying teachers and staff around common direction and objectives.
- Taught English and History to ~75 gifted and non-gifted 6th graders each year. My students consistently met or exceeded grade-level standards, outperforming their peers several years in a row.
Exhibit 3
STATEMENT ON ENGLISH LEARNER MASTER PLAN

The Los Angeles School of Creativity and Technology ("C-Tech") will adopt the Los Angeles Unified School District’s English Learner Master Plan.

CEO/Executive Director, Margeaux Randolph

Date 10/29/2019
public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures
Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the student’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the student’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the student’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. This could include SBAC scores, NWEA MAP assessment data, grade in Language Arts and other empirical data.

The Charter School will monitor RFEP students for four years and will follow the Reclassification Criteria: Overall English Proficiency Level of 3 or higher on ELPAC, with oral and written language a Level 3 or higher, Met or Exceeded on SBAC in ELA, teacher evaluation and parent notification.

Long-Term English Learners (“LTELs”)
The goal for reclassification is for each EL to make one year of growth toward English proficiency for each year he/she is enrolled in school. C-Tech has determined that a specific group of students who need special attention are ELs who have been identified as LTELs who are currently enrolled in middle school, previously attended school for six years or longer, and who have not met the requirements for reclassification.

LTELs are a challenge in California. In 2012, California started requiring the number of LTELs to be reported in CALPADS. In 2014, Californians Together, an advocacy organization, determined that 75% of California’s ELs had in fact been in school for six or more years and still
• Assessment of English language proficiency (using an objective assessment instrument, including, but not limited to, the state test of English language development)
• Teacher evaluation (including but not limited to, a review of the student’s curriculum mastery)
• Parental opinion and consultation
• Comparison of student performance in basic skills (compared against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age)

L.A. Unified has established its reclassification policy based on the criteria set forth by the California Department of Education (CDE).

INSTRUCTIONS:  I. RECLASSIFICATION CRITERIA FOR GRADES K-12

English Learners (ELs) in Grades K-12 are Reclassified as Fluent English Proficient (RFEP) when the following reclassification criteria are met:

<table>
<thead>
<tr>
<th>Reclassification Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Proficiency Assessment</strong></td>
</tr>
<tr>
<td>The student has demonstrated English proficiency on the Summative ELPAC by achieving:</td>
</tr>
<tr>
<td><strong>Grades Kindergarten-12:</strong> Overall ELPAC Performance Level 4</td>
</tr>
<tr>
<td><strong>Teacher Evaluation</strong></td>
</tr>
<tr>
<td>The teacher has determined that the student has demonstrated grade-level content proficiency in English Language Arts as measured by the following:</td>
</tr>
<tr>
<td><strong>Grades Kindergarten-5/6 Elementary</strong></td>
</tr>
<tr>
<td>• Composite report card score of 3 or 4 in English Language Arts</td>
</tr>
<tr>
<td><strong>Grades 6-12 Secondary</strong></td>
</tr>
<tr>
<td>• Grade of C or better in English or an LTEL course</td>
</tr>
<tr>
<td><strong>Basic Skills Assessment</strong></td>
</tr>
<tr>
<td>The student has demonstrated basic grade-level skills in the basic skills assessment:</td>
</tr>
<tr>
<td><strong>Grades Kindergarten-5</strong></td>
</tr>
<tr>
<td>• Score of Benchmark or Above Benchmark on all grade-level measures in the Beginning of Year (BOY), Middle of Year (MOY) or End of Year (EOY) DIBELS 8 or</td>
</tr>
<tr>
<td>• Score of Standard Met or Standard Exceeded on the English Language Arts Smarter Balanced Assessment (SBA) (Grades 3-5 only)</td>
</tr>
<tr>
<td><strong>Grades 6-12</strong></td>
</tr>
<tr>
<td>• Score of Basic, Proficient or Advanced on the Reading Inventory (RI) assessment score or</td>
</tr>
<tr>
<td>• Standard Met or Standard Exceeded on the English Language Arts Smarter Balanced Assessment (Grades 6-8 and 11 only)</td>
</tr>
<tr>
<td><strong>Parent Opinion and Consultation</strong></td>
</tr>
<tr>
<td>The parent/guardian is consulted via the Notification of Reclassification letter.</td>
</tr>
</tbody>
</table>
Exhibit 4
The following 2 pages are from the **Los Angeles School of Creativity and Technology** (“C-Tech”) petition

Sections highlighted in goldenrod are identical to the Garvey/Allen Visual & Performing Arts Academy for STEM petition

Sections enclosed in blue rectangles are referenced in the *Findings of Fact In Support of Denial of the Charter Petition for Los Angeles School of Creativity and Technology*
C-Tech teachers will address the needs of students achieving below grade level, including appropriate modifications in any of the following program components:

**Multi-Tier System of Supports**

C-Tech is built on the Multi-Tier System of Supports (“MTSS”) which encompasses a Response to Intervention (“RtI”) program but goes beyond the student interventions. MTSS addresses academic as well as the social, emotional, and behavioral development of children from early childhood to promotion. It provides multiple levels of support for all learners (below grade level to above grade level). C-Tech will align resources and support for students receiving instruction and for teachers and other support staff who are delivering the instruction. This model is an educational paradigm shift that ensures that overall school improvement will be sustainable. C-Tech will provide continued support for teachers in delivering instruction, utilizing and developing effective curriculum, administering assessment, and using data to guide instruction. This process requires greater collaboration between general education teachers, special education teachers and paraprofessionals which C-Tech has built into the daily schedule. The greatest difference is that MTSS at C-Tech includes a focus on intervention but has a stronger goal of prevention. The key is the professional development that is included for all staff which creates a more collaborative and cohesive culture for the betterment of students (Hurst, 2014).

**SSPT Process**

The Student Support and Progress Team is a positive school-wide early intervention process to support students who are not making satisfactory academic progress or to support students when their behaviors are impeding their own progress or the progress of others. C-Tech will set up an SSPT, which will be comprised of parents/guardians, teachers, administrators, and other professionals and the student as appropriate. The SSPT will meet regularly to highlight a student’s
strengths upon which a plan for improvement can be based. Concerns are viewed as obstacles to
student performance, and not indicative of the student or his/her character. The SSPT designs a
practical support plan that all team members agree to implement. Follow-up meetings may take
place to monitor student progress with the interventions in place. The SSPT may determine to
refer a student for special education evaluation after one meeting or may monitor the student
through the SSPT Protocol based on student need.

SSPT Protocol
Step 1. The Charter School personnel (teacher, support staff, administrator) or the parent requests
a referral to the Student Support and Progress Team. This referral includes information regarding
specific concerns and previously attempted interventions and accommodations. Parent is contacted
and informed of referral.

Step 2. The team members review and collect information relevant to the student’s performance.
This information could include: information provided in student’s cumulative file,
parent/teacher/administrator observations, grade reports, tests, homework, attendance, parent
information regarding the student’s academic and health history, teacher reports, results of
state/district academic assessments and a list of modifications or interventions previously
attempted and documented in the IDLP.

Step 3. The team establishes a meeting time when all members can participate and be actively
involved in the problem-solving process. A translator is arranged if needed.

Step 4. The SSPT meeting representatives summarize strengths and concerns, and discuss and
develop an action plan with academic or behavioral interventions. Modified interventions are then
documented and monitored for success. The team brings: 1) completed evaluation forms, 2)
appropriate work samples, 3) list of interventions attempted, 4) and the student’s cumulative file.

Step 5. If plan is unsuccessful, a follow up meeting will be held within 4-6 weeks to discuss
alternatives for accommodations. The SSPT process may be repeated or the SSPT may determine
to refer a student for special education evaluation based on the severity of student need. If the
revised plan remains unsuccessful, the student may qualify for more structured modifications or a
504 plan. An unsuccessful SSPT process could lead to a determination of qualification for Special
Education.

All throughout the SSPT process, clear lines of communication will be in place between C-Tech
administration, staff, and special education staff (as appropriate) as the SSPT process is
implemented.

27. English Learners

Overview
The Charter School will meet all applicable legal requirements for ELs, including long-term ELs
or ELs at risk of becoming long-term ELs, as they pertain to annual notification to parents, student
identification, placement, program options, EL and core content instruction, teacher qualifications
and training, reclassification to fluent English proficient status, monitoring and evaluating program
The following 3 pages are from the Garvey/Allen Visual & Performing Arts Academy for STEM petition

Sections highlighted in goldenrod are identical to the Los Angeles School of Creativity and Technology ("C-Tech") petition

Sections enclosed in blue rectangles are referenced in the Findings of Fact In Support of Denial of the Charter Petition for Los Angeles School of Creativity and Technology
● Students performing well below proficiency or not approaching mastery of standards, especially in Language Arts and Mathematics.

● Progress reports sent home by teachers

● Fall Universal Testing (iReady)

● ELPAC Test

● Student score on Smarter Balanced Assessments (SBAC)

● Formative and summative assessments given by classroom teachers

● Student Request

● Parent Request

GAVPAA STEM Achievement Guides will address the needs of academically low-performing Achievers, including appropriate modifications in any of the following program components:

**Multi-Tier System of Supports**

GAVPAA STEM is built on the Multi-Tier System of Supports (“MTSS”) which encompasses a Response to Intervention (“RtI”) program but goes beyond the student interventions. MTSS addresses academic as well as the social, emotional, and behavioral development of children from early childhood to graduation. It provides multiple levels of support for all learners (struggling through advanced). GAVPAA STEM aligns resources and support for Achievers receiving instruction and for Achievement Guides and other support staff who are delivering the instruction. This model is an educational paradigm shift that ensures that overall school improvement is sustainable. GAVPAA STEM provides continued support for Achievement Guides in delivering instruction, utilizing and developing effective curriculum, administering assessment, and using data to guide instruction. This process requires greater collaboration between general education teachers, special education teachers and paraprofessionals which GAVPAA STEM has built into the daily schedule. The greatest difference is that MTSS at GAVPAA STEM includes a focus on intervention but has a stronger goal of prevention. The key is the professional development that is included for all staff which creates a more collaborative and cohesive culture for the betterment of students (Hurst, 2014).
**AST Process**

The Achiever Success Team (“AST”) is a positive school-wide early intervention process to support Achievers who are not making satisfactory academic progress or to support Achievers when their behaviors are impeding their own progress or the progress of others. GAVPAA STEM will set up an AST, which will be comprised of parents/guardians, Achievement Guides, Achievement Managers, administrators, and other professionals and the Achiever as appropriate. The AST will meet regularly to highlight an Achiever’s strengths upon which a plan for improvement can be based. Concerns are viewed as obstacles to student performance, and not indicative of the Achiever or his/her character. The AST designs a practical support plan that all team members agree to implement. Follow-up meetings may take place to monitor student progress with the interventions in place. The AST may determine to refer an Achiever for special education evaluation after one meeting or may monitor the Achiever through the AST Protocol based on student need.

**AST Protocol**

Step 1. The Charter School personnel (teacher, support staff, administrator) or the parent requests a referral to the Student Success Team. This referral includes information regarding specific concerns and previously attempted interventions and accommodations. Parent is contacted and informed of referral.

Step 2. The team members review and collect information relevant to the student’s performance. This information could include: information provided in student’s cumulative file, parent/teacher/administrator observations, grade reports, tests, homework, attendance, parent information regarding the student’s academic and health history, teacher reports, results of state/district academic assessments and a list of modifications or interventions previously attempted.
Step 3. The team establishes a meeting time when all members can participate and be actively involved in the problem-solving process. A translator is arranged if needed.

Step 4. The AST meeting representatives summarize strengths and concerns, and discuss and develop an action plan with academic or behavioral interventions. Modified interventions are then documented and monitored for success. The team brings: 1) completed evaluation forms, 2) appropriate work samples, 3) list of interventions attempted, 4) and the student’s cumulative file.

Step 5. If plan is unsuccessful, a follow up meeting is held within 4-6 weeks to discuss alternatives for accommodations. The AST process may be repeated. If the revised plan remains unsuccessful, the student may qualify for more structured modifications or a 504 plan. An unsuccessful AST process could lead to a determination of qualification for Special Education.

All throughout the AST process, clear lines of communication are in place between GAVPAA STEM administration, staff, and special education staff (as appropriate) as the AST process is implemented.

Supporting Academically Low-Performing Achievers

Assessment
All GAVPAA STEM Achievers will participate in and benefit from an academically rigorous and standards-based curriculum. Academically Low-Performing Achievers are identified by meeting any of the following criteria: performs at least two (2) grades below grade level, does not meet standards on state testing, and answers sixty-percent (60%) or more incorrectly on school benchmarks or multiple measures assessments, receives a score of one (1) which is the lowest score an Achiever may receive. Academically Low-Performing Achievers will be identified by Achievement Guides, who will notify parents/guardians of their child’s academic levels before the end of the first quarter. The Achievement Manager will develop a Personal Learning Plan, and refer the student to the AST process if necessary.

Interventions
GAVPAA STEM takes a systematic approach to closing the achievement gap by allocating multiple resources to academically low-performing Achievers. All Achievers will have the benefit of a longer school day, access to an individual tablet or Chromebook, individualized instruction, small class sizes, and VAPA and STEM courses. One key intervention for academically low-performing Achievers is the Advisory course where Achievers will have weekly Achievement Checks, binder checks, and will be taught to use Cornell notes as a tool in note-taking and organization. Academically low-performing Achievers will be placed in an Advisory course based on his/her greatest need whether it is English Language Development, English or Mathematics. The students will receive tailored instruction for 30 minutes a day.
Exhibit 5
The following 2 pages are from the Los Angeles School of Creativity and Technology ("C-Tech") petition

Sections highlighted in goldenrod are identical to the Alma Fuerte Public School petition

Sections enclosed in blue rectangles are referenced in the Findings of Fact In Support of Denial of the Charter Petition for Los Angeles School of Creativity and Technology
• Ideation - identifying a problem or need (i.e. having a vision of a product/service of something that has value to more than one person)
• Researching to determine the value/need and what might satisfy it.
• Brainstorming and highlighting an idea to solve it.
• Testing the idea and revising as needed.
• Building/constructing/designing.
• Delivering - presenting/distributing.
• Scaling.

We believe that these skills and processes support the 4Cs of 21st Century learning (Communication, Creativity, Collaboration, Critical Thinking) are the foundations of successful entrepreneurship and are at the core of our vision of a modern learner.

Our entrepreneurship curriculum will be realized through projects that integrate students’ core subject knowledge into artifacts and activities, some of which will be sold or bartered with people inside and outside C-Tech. For example, a kindergarten student learning her letters may develop a “Letter Box” where they store objects representing the A, B, C’s she learned. Her box can be decorated and then sold to the community as an art piece. In this simple assignment, the student has integrated elements of language and art. Older students might follow their interest in skateboarding and utilize their math, design, science, presentation, and writing skills to build and advertise a new type of skateboard. We will provide our students with hands-on opportunities to take an idea from concept to reality.

Through these projects, we will give students opportunities to develop an entrepreneurial mindset - one in which making a mistake is acknowledged as just another way to learn and improve. At C-Tech, failure will be viewed as opportunities to become creative and to stretch students’ capacities.

Further, students will use the entrepreneurship curriculum as a way to apply concretely what they have learned in their core subject lessons. We believe this will motivate them to prize both learning and action, fulfilling our ultimate goal of creating lifelong learners.

Measuring Entrepreneurship Outcomes
Students will be measured by evaluation rubrics provided by Venture Lab. These will be supplemented by rubrics developed and maintained during professional development time with entrepreneurship experts.

F. Visual and Performing Arts (Non-Core Subject)

We anticipate offering rotating visual and performing arts courses for mini-sessions throughout the year (8 weeks in duration in rotating subjects such as visual arts, dance, musical instruments), via contracting with outside, part-time teachers. We expect that these individuals/companies will provide necessary equipment and materials as well (e.g., musical instruments). Our goal is to ensure that all of our students have exposure to an array of standards-based, experiential arts instruction twice a week. At a minimum, we will facilitate visual arts instruction through available
materials and supplies (paper, paints, pencils, scissors, etc.), along with training to our classroom faculty during professional development time on strategies to integrate meaningful arts instruction into the curriculum, particularly through project-based work.

G. Health and Physical Education (Non-Core Subject)

Our Health and Physical Education program focuses on improving students’ academic achievement and health literacy. Students are provided 100 minutes per week of Physical Education classes. These 100 minutes are comprised of 50 minutes of Physical Education classes, and 50 minutes of yoga, tai chi and dance classes. Within the Physical Education and general education classes, students learn various forms of physical exercises, nutrition, injury prevention, sportsmanship, human development, and practicing health enhancing behaviors. Within the Dance, tai chi and yoga classes, students learn motor skills and movement patterns, moving through space and time, and manipulate themselves and other objects with accuracy. The structured lessons in psychomotor skills, game skills, stamina, and flexibility will be taught and reinforced in the PE classes. Allowing students to develop their gross and fine motor skill through a rigorous physical education program helps all students to become more confident persons. C-Tech will not only consider traditional physical education activities apart of physical health but will incorporate dance, yoga, tai chi to be a part of our Physical Health and wellness program. C-Tech students will not only work on learning physical movements, accuracy, and control, they also do so while integrating these concepts in relationship to core subject material they are learning in the general education classrooms. In total students will receive 200 minutes of Physical Education every other week.

H. Innovative Curricular Components of the Educational Program

C-Tech will provide all students with a 21st century public elementary and middle school experience that prepares them to meet the challenges of the future workforce. As detailed in the preceding and following section, we rely on the most innovative, and results-driven thinking in education today and employ practices that are proven to meet the needs of our diverse learners in an ever-evolving information society. Our innovation labs support development of computational thinking and engineering, design thinking skills. This includes employing strategies such as personalized learning, blended learning, STEAM-focused project based learning, and differentiated learning to ensure each of our students is ready for the rigors of high school, college and beyond.

I. Intervention and Enrichment Programs

C-Tech staff will provide both enrichment and intervention for students at designated times throughout the day. Such programs will be aligned to goals identified in students’ Individual Learning and Development Plans (ILDPs). We will frequently use data from benchmark and other formal and informal assessments to determine the needs of individual students. During a designated daily station rotation time, students will work with other students who have similar needs on specific skills as determined by the teacher. During this time students who are at and above grade level may have the opportunities to engage with enrichment activities using advanced blended learning software and project-based activities and challenges.
The following 4 pages are from the **Alma Fuerte Public School** petition

Sections highlighted in goldenrod are identical to the Los Angeles School of Creativity and Technology ("C-Tech") petition

Sections enclosed in blue rectangles are referenced in the *Findings of Fact In Support of Denial of the Charter Petition for Los Angeles School of Creativity and Technology"
We also believe that studying entrepreneurship can improve college attendance rates. A Harvard University research study, “Expanded Explorations into the Psychology of Entrepreneurship”, noted that studying entrepreneurship at an early age leads to a 32% increase in interest in attending college and a 44% increase in occupational aspirations.

**How we Define Entrepreneurship**

At Alma Fuerte, we define entrepreneurship as the process by which a person or group envisions a product, service, or process that provides social value to at least two or more other people and then uses their initiative to deliver that product, service, or process to a specific or select audience or consumer.

Often the word “entrepreneur” is synonymous with a businessman or business woman. However, at Alma Fuerte, we do not define entrepreneurship as just teaching our students to “start businesses.” At Alma Fuerte, the word “entrepreneur” expands for our school to any endeavor in which a student has the vision for a better reality for others and brings that vision to life. To us, starting a nonprofit organization or a public art installation is just as much an act of entrepreneurship as starting a tech firm in Silicon Valley.

**Entrepreneurship through Project Based Learning**

We believe that our students need to develop entrepreneurial thinking through a specific set of skills and processes that will enable them to be successful entrepreneurs. These skills include: understanding and mastery of subject matter, creative thinking, experimentation, research, effective communication, project management, and collaboration. Our students will develop and strengthen their skills through the entrepreneurial processes of:

- Ideation-identifying a problem or need (i.e. having a vision of a product/service of something that has value to more than one person)
- Researching to determine the value/need and what might satisfy it.
- Brainstorming and highlighting an idea to solve it.
- Testing the idea and revising as needed
- Building/constructing/designing
- Delivering-presenting/distributing
- Scaling

We believe that these skills and processes support the 4Cs of 21st Century learning (Communication, Creativity, Collaboration, Critical Thinking) are the foundations of successful entrepreneurship and are at the core of our vision of a modern learner.

Our entrepreneurship curriculum will be realized through projects that integrate students’ core subject knowledge into artifacts and activities, some of which will be sold or bartered with people inside and outside Alma Fuerte. For example, a kindergarten student learning her letters may develop a “Letter Box” where they store objects representing the A, B, C’s she learned. Her box can be decorated and then sold to the community as an art piece. In this simple assignment, the student has integrated elements of language and art. Older students might follow their interest in skateboarding and utilize their math, design, science, presentation, and writing skills to build and advertise a new type of skateboard. We will provide our students with hands-on opportunities to take an idea from concept to reality.
Through these projects, we will give students opportunities to develop an entrepreneurial mindset - one in which making a mistake is acknowledged as just another way to learn and improve. At Alma Fuerte, failure will be viewed as opportunities to become creative and to stretch students’ capacities. Further, students will use the entrepreneurship curriculum as a way to apply concretely what they have learned in their core subject lessons. We believe this will motivate them to prize both learning and action, fulfilling our ultimate goal of creating lifelong learners.

The Entrepreneurial Curriculum
Alma Fuerte’s Common Core-aligned entrepreneurial curriculum will be drawn from three sources:

- Junior Achievement (JA)
- Advisor advice
- Entrepreneurship textbooks and books by experts

**Junior Achievement**
Junior Achievement (JA) programs are correlated to the California Content Standards for social studies for grades K-12 as well as the Common Core State Standards in English Language Arts and mathematics. Junior Achievement programs offer a multidisciplinary approach connecting information across social studies disciplines such as economics, geography, history, government, and civics while incorporating mathematical concepts and reasoning and language arts skills. We selected Junior Achievement because of its correlation to California State Standards, its age-appropriate curriculum, and the quality level of their programs which have been refined over many years throughout the country. For example, JA Ourselves uses compelling stories read aloud by the teacher, along with hands-on activities to demonstrate helping, working, earning, and saving.

**Advisor Advice**
We currently have an advisory board of 5 experienced entrepreneurs who will assist teachers in designing projects, advising on student ideas, helping evaluate student performance on entrepreneurship rubrics, and updating curriculum in response to new entrepreneurship innovations.

**Entrepreneurship textbooks and books by experts**
The field of entrepreneurship is continuously updating. Those in the entrepreneurship community receive updates on the latest theories through articles and publications by experts who are forging new paths in entrepreneurship. We will incorporate articles and publications to supplement our formal JA curriculum.

**Teacher Training in Entrepreneurship**
All teachers will participate in professional development offered by Junior Achievement. This will be supplemented by curriculum development and classroom preparation time with expert entrepreneurs that will occur both prior to the opening of the school and periodically throughout the school year to continuously improve instruction.

**When Entrepreneurship will be Taught**
Entrepreneurship will be taught in three ways:

First, entrepreneurship will be taught explicitly during the “Integration block.” Teachers will utilize age
appropriate lessons from Junior Achievement. This block instruction will use our rotational blended
approach, with students given direct instruction, working in a group on a project, working individually on
an assignment, engaged in independent study, or using a computer to research a particular topic.

Second, entrepreneurship will be woven into the assignments and projects in other classes. This may
take the form of a creative design assignment during the Art block, designing a marketing research
assignment during the Social Studies block, or finance calculations during the math block. These
integration assignments will be developed by teaching staff during professional development time.
Lessons are aimed at reinforcing core subject concepts and integrating them with entrepreneurial
concepts.

Third, students will submit their own entrepreneurial ideas to their teachers. These ideas will be
evaluated by the students’ teachers. When needed, the teacher will help the student refine their idea.
When the teacher feels s/he needs additional help evaluating the idea or the student needs practice
pitching their idea, they will call in entrepreneurial advisors to help the student refine the idea. As
students develop their idea, they will work with their teacher to define their plan and the student-
teacher team will schedule regular check-ins. This project will have definitive milestones and an
evaluation rubric drawn from the Junior Achievement curriculum.

**Capstone Projects**

All students will complete a capstone project before matriculating from 8th grade at Alma Fuerte. These
projects will be a business or organization that the student envisions, tests, and develops. This project
must meet 8 key features to be able to be deemed a success:

- The idea must be original and originated by the student
- The idea must solve a problem faced by more than one person
- The student must demonstrate a thorough understanding of the problem face by their specific initial
  market.
- The idea or solution must be validated through market testing.
- The price and revenue model must be established and validated through market testing.
- The marketing and operations must be scalable.
- The business or organization must be in the process of scaling operations.
- The student must present his/her idea articulately to an audience of their peers and/or expert
  advisors.

All of these project features will be introduced and practiced many times through the student’s years at
Alma Fuerte. Students will also be able to draw upon the advice of their teachers and the mentorship of
advisors.

**Measuring Entrepreneurship Outcomes**

Students will be measured by evaluation rubrics provided by Junior Achievement. These will be
supplemented by rubrics developed and maintained during professional development time with
entrepreneurship experts.

**D. Enrichment Subjects**

Alma Fuerte plans to incorporate learning – both via direct instruction as well as integration throughout
the core curriculum – in the arts, technology, Spanish and physical education/health.
1. **Arts**

We anticipate offering rotating arts courses for mini-sessions throughout the year (8 weeks in duration in rotating subjects such as visual arts, dance, musical instruments), via contracting with outside, part-time teachers. We expect that these individuals/companies will provide necessary equipment and materials as well (e.g., musical instruments). Our goal is to ensure that all of our students have exposure to an array of standards-based, experiential arts instruction twice a week. At a minimum, we will facilitate visual arts instruction through available materials and supplies (paper, paints, pencils, scissors, etc.), along with training to our classroom faculty during professional development time on strategies to integrate meaningful arts instruction into the curriculum, particularly through project-based work.

2. **Spanish**

Alma Fuerte believes that all students should have the opportunity to become proficient speakers, readers, and writers of world languages. According to Martha Abbott, Director of Education for the American Council on the Teaching of World Languages, “Knowing other languages and understanding other cultures is a 21st Century skill set for American students as they prepare to live and work in a global society... Beginning world language instruction early sets the stage for students to develop advanced levels of proficiencies in one or more languages. In addition, younger learners still possess the capacity to develop near native-like pronunciation and intonation in a new language.” (Duke, 2007).

All language instruction at Alma Fuerte is developed based on the CA CCSS in World Languages and we anticipate offering Spanish throughout the year via contracting with an outside part-time teacher. We expect that these individuals will recommend and/or provide necessary equipment and materials (e.g., books, worksheets and teaching aids). Our goal is to ensure that students have exposure to Spanish at least once a week. Because we anticipate enrolling a high number of students who speak Spanish, we anticipate there being plentiful peer-to-peer learning opportunities through pair and share work to transfer knowledge of both English and Spanish between students. We will use language learning, both Spanish and English, to extend the linguistic skills of our students, but as a way of integrating culturally focused social studies into the language learning process. Spanish class will also be utilized as a way of celebrating the Latino culture: Spanish speakers who are English Learners will gain a sense of pride as they assist their English-only speaking peers.

3. **Physical & Health Education**

Extensive research has documented the importance of quality play time for young children, and the impact that healthy, organized play can in decreasing bullying, and help children return to the classroom ready to learn. (See, e.g., playworks.org/why-play-matters/studies.) All students will participate in physical education, with instruction aligned to the California Content Standards for Physical Education. Our standards-based physical education and health curriculum will cover the following strands: movement skills and knowledge, self-image and personal development, and social development. Human development is also a central part of the health curriculum, along with topics such as nutrition, diet, healthy choices, interpersonal relationships and conflict resolution are introduced and built upon at each grade level, all following state content standards.
Exhibit 6
The following 2 pages are from the **Los Angeles School of Creativity and Technology** (“C-Tech”) petition

**Sections highlighted in goldenrod** are identical to the Alma Fuerte Public School petition

**Sections enclosed in blue rectangles** are referenced in the *Findings of Fact In Support of Denial of the Charter Petition for Los Angeles School of Creativity and Technology*
in basic computations (i.e. math “facts”), as well, for example increased time spent on problem solving activities.

**Algebraic Thinking**

Algebra 1 is the gateway course to all high school level mathematics and is essential for success in preliminary and advanced study in computer science. All 8th grade students must demonstrate proficiency in Algebra 1 concepts before enrolling in high school math courses. Math Labs will focus on building students’ foundational skills to that they will ultimately excel in Algebra 1.

Algebra 1 covers the fundamental properties of the real number system. Topics include simplifying algebraic expressions, laws of exponents, solving first and second-degree linear equations and inequalities, solving systems of equations and inequalities, functions and function notation, graphs of linear and quadratic functions, radical equations, ratio and proportion, and the quadratic formula. Many problems are presented in context and students are required to read, interpret and solve such problems.

**C. Science (Core Subject)**

All of C-Tech' science classes are aligned to the Science Content Standards for California Public Schools and the Next Generation Science Standards. The Science curriculum develops student exploration of recurring concepts and connections made within the subjects of Life Science, Earth Science, and Physical Science. The curriculum uses the scientific process of inquiry and emphasizes the process of formulating and answering questions about the physical world around them and encourages students to explore appreciate the natural world they live in. Students develop the skills of hypothesis forming, identification, classification, experimentation, evaluation, documentation, and presentation. They create and lead meaningful scientific experiments that allow them to make real life connections and applications. Students engage in scientific learning as they hone the skills of observation, questioning, hypotheses development, experimentation, data collection and analysis. Students work individually or in small groups to complete labs, investigate, study scientific phenomena and share the results with their peers. This type of learning reinforces the importance of long-term research, collaboration, and analysis of multiple outcomes. The scientific themes of observation, questioning, making predictions based on evidence, conducting investigations, measurement, comparison, and classification are integrated with other subjects like math, computers and ELA to strengthen their mastery of other content and learning.

Our inquiry-based science curriculum will emphasize learning through exploration and experience, relying on the acclaimed Full Option Science System (FOSS) kits for grades K-5, which provide hands-on investigations, laboratory experiences, and projects. The program is fully aligned to California standards and research has demonstrated its efficacy in engaging and educating diverse students.

However, at C-Tech we believe that scientific knowledge is ever growing, and so while FOSS will serve as a foundation to our science program, we will also partner with the vibrant technology and science community only available in Pasadena as we work to build an experiential curriculum with community partners. For example, we are partnering with a local Pasadena company which manufactures robotic arms for use on the Mars Rover and other deep
space projects, to share with our students knowledge about the solar system, deep space, and simple engineering principles. The following chart indicates the sequence of the standards-based FOSS units that will be used to facilitate student engagement and understanding of the standards for physical, life and earth sciences in grades K-5:

Literature is also infused into the science curriculum to reinforce content literacy skills and boost comprehension on all grade levels. Students engage and read about science through both fiction and non-fiction texts selected by teachers. Content-rich and high interest trade books will be used to support the development of science concepts and associated academic language across all grade levels because children tend to have greater interest in the content and photographs that are available in trade books, and they find them less confusing than traditional science textbooks. Additionally, the story lines in children’s trade books help students understand and remember concepts better than textbooks that tend to present science as lists of facts to be memorized. The colorful pictures and graphics are also superior to many texts for explaining abstract ideas and provide contexts for understanding difficult science concepts.

An integral part of the units are activities conducted around the scientific method: predicting and making hypotheses, recording observations, and using data to reach conclusions. This foundation of scientific discovery is further reinforced in our entrepreneurship curriculum where, for example, a student might be challenged to make hypotheses about how product will sell, build a prototype, and evaluate the sales data. Technology also is incorporated into science activities when appropriate. For example, Google Apps can facilitate data analysis, construction of graphs and tables, and interpretation of results. This online learning tool will also help enhance the learning of specific subgroups. For example, along with online resources, this online learning tool will be used to scaffold content for English Learners and create challenging assignments for advanced students.

For middle grades (6-8), middle school science program will be informed by Lawrence Hall of Science, at the University of California, Berkeley. This curriculum, known as the Science Education for Public Understanding Program (SEPUP), is fully aligned with California state standards and National Science Foundation education standards (see http://sepuplhs.org/), and provides hands-on investigations, student resources, laboratory experiences, and projects. The school will utilize standards based materials for the few state standards not covered by SEPUP. SEPUP also lends itself to traditional, quantitative assessments that are appropriate for middle grade students. Teachers will, therefore, be able to utilize a variety of pedagogical methods and a variety of assessments in order to best develop conceptual understanding via students’ own inquiries, investigations, and analyses. The curriculum provides students with science experiences that are appropriate to their stages of cognitive development. The experiences serve as a foundation for more advanced ideas that prepare students for life in an increasingly complex scientific and technological world.

SEPUP learning modules are organized under the following strands:

- Issues and Life Science

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The following 2 pages are from the Alma Fuerte Public School petition

Sections highlighted in goldenrod are identical to the Los Angeles School of Creativity and Technology (“C-Tech”) petition

Sections enclosed in blue rectangles are referenced in the Findings of Fact In Support of Denial of the Charter Petition for Los Angeles School of Creativity and Technology
Our inquiry-based science curriculum will emphasize learning through exploration and experience, relying on the acclaimed Full Option Science System (FOSS) curriculum kits for grades K-5, which provide hands-on investigations, laboratory experiences, and projects. The program is fully aligned to California standards and research has demonstrated its efficacy in engaging and educating diverse students. Information on alignment can be found in Appendix F.

FOSS engages students in scientific and engineering practices. Students construct an understanding of science concepts through their own investigations and analyses, using laboratory equipment, student readings, and interactive technology. Students exercise logical thinking and decision-making skills appropriate to their age levels.

Students will be integrating reading, writing, and mathematics into their science instruction. The FOSS active investigations, science notebooks, FOSS Science Resources articles, and formative assessments provide rich contexts in which students develop and exercise thinking and communication. These elements are essential for effective instruction in both science and language arts—students experience the natural world in real and authentic ways and use language to inquire, process information, and communicate their thinking about scientific phenomena. FOSS refers to this development of language process and skills within the context of science as science-centered language development.

Teachers will use the FOSS Assessment System to provide both formative and summative strategies to help teachers and students monitor students' progress and measure students' abilities to apply the concepts they have learned. The formative assessment system includes observation of students engaged in scientific practices and review of notebook entries. The FOSS assessment system was carefully developed through a thorough research project at the Lawrence Hall of Science (ASK, Assessing Science Knowledge). Students in FOSS actively use mathematics to quantify and communicate results of investigations and experiments.

Students will also incorporate technology in science. FOSS developers, working with a multimedia design team, have developed a series of interactive activities for use by students at home and at school. These include online extension activities, virtual investigations, and student tutorials, which support students who have difficulties or who have been absent. The FOSS Middle School courses include multimedia that is integrated into the program.

However, at Alma Fuerte we believe that scientific knowledge is ever growing, and so while FOSS will serve as a foundation to our science program, we will also partner with the vibrant technology and science community only available in Pasadena as we work to build an experiential curriculum with community partners. For example, we are partnering with a local Pasadena company which manufactures robotic arms for use on the Mars Rover and other deep space projects, to share with our students knowledge about the solar system, deep space, and simple engineering principles.

Science Scope and Sequence

The following chart indicates the sequence of the standards-based FOSS units that will be used to facilitate student engagement and understanding of the standards for physical, life and earth sciences in grades TK-5:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Physical Science</th>
<th>Life Science</th>
<th>Earth Science</th>
</tr>
</thead>
</table>

Alma Fuerte Public School
Science learning in the TK classroom will focus on teaching inquiry skills through the use of simple science equipment and books. There will be opportunities for students to demonstrate curiosity and raise questions, observe and describe objects and events in the environment, identify and use a variety of observational tools, compare and contrast objects, make and check predictions, and demonstrate increased ability to make inferences. More information on science in TK can be found here on page 40: http://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf.

Literature is also infused into the science curriculum to reinforce content literacy skills and boost comprehension on all grade levels. Students engage and read about science through both fiction and non-fiction texts selected by teachers. Content-rich and high interest trade books will be used to support the development of science concepts and associated academic language across all grade levels because children tend to have greater interest in the content and photographs that are available in trade books, and they find them less confusing than traditional science textbooks. (Ross, 1994.) Additionally, the story lines in children’s trade books help students understand and remember concepts better than textbooks that tend to present science as lists of facts to be memorized (Butzow and Butzow, 2000). The colorful pictures and graphics are also superior to many texts for explaining abstract ideas (Kralina, 1993) and provide contexts for understanding difficult science concepts (Dole and Johnson, 1981).

An integral part of the units are activities conducted around the scientific method: predicting and making hypotheses, recording observations, and using data to reach conclusions. This foundation of scientific discovery is further reinforced in our entrepreneurship curriculum where, for example, a student might be challenged to make hypotheses about how product will sell, build a prototype, and evaluate the sales data. Technology also is incorporated into science activities when appropriate. For example, Google Apps can facilitate data analysis, construction of graphs and tables, and interpretation of results. This online learning tool will also help enhance the learning of specific subgroups. For example, along with online resources, this online learning tool will be used to scaffold content for English Learners and create challenging assignments for advanced students.

For middle grades (6-8), middle school science program will be informed by Lawrence Hall of Science, at the University of California, Berkeley. This curriculum, known as the Science Education for Public Understanding Program (SEPUP), is fully aligned with California state standards and National Science Foundation education standards (see http://sepuplhs.org/), and provides hands-on investigations, student resources, laboratory experiences, and projects. The school will utilize standards based materials for the few state standards not covered by SEPUP. SEPUP also lends itself to traditional, quantitative assessments that are appropriate for middle grade students. Teachers will, therefore, be able to utilize a variety of pedagogical methods and a variety of assessments in order to best develop
Exhibit 7
Student Enrollment Form

* Required

Parent First Name *
Your answer

Parent Last Name *
Your answer

Address
Your answer

City
Your answer

Zip
Your answer
Phone *

Your answer

Email

Your answer

Children's Grades

<table>
<thead>
<tr>
<th></th>
<th>Pre-K/KG</th>
<th>1st</th>
<th>2nd</th>
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<td>1st Child</td>
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</table>

Questions/Comments

Your answer

How did you hear about us? *

- Another parent
- Youth 'N Tech Day
- Summer Camp
- Church
C-Tech Charter School

Intent to Re/Enroll Form

Dear current and potential C-Tech Charter School parents/guardians:

This Form may be used to support the Charter School’s request for facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling (as applicable) your child/children in the Charter School’s classroom-based program during the 2020-21 school year. Thank you very much for your support and cooperation!

Student Information:

Student 1:
Name: __________________________________________ Grade in 2020-21: ________ Last, First, Middle
Home Address: ____________________________ Street City, State Zip
Home Phone: (____) _______ Age: ______ Date of Birth: __________________
Current C-Tech Charter School student? Yes_____/ No____ (check one)
Resident of Los Angeles Unified School District? Yes_____/ No____ (check one)
If yes, please list the school within LAUSD your son/daughter would otherwise attend:
________________________________________________________________________

Student 2:
Name: __________________________________________ Grade in 2021-21: ________ Last, First, Middle
Home Address: ____________________________ Street City, State Zip
Home Phone: (____) _______ Age: ______ Date of Birth: __________________
Current C-Tech Charter School student? Yes_____/ No____ (check one)
Resident of Los Angeles Unified School District? Yes_____/ No____ (check one)
If yes, please list the school within LAUSD your son/daughter would otherwise attend:
________________________________________________________________________

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: ____________________________________________
Home Address: ____________________________ Street City, State Zip
Home Phone: (____) _______ Email: __________________

By signing below, I am indicating that I am meaningfully interested in [re-enrolling/enrolling] the above named child(ren) in C-Tech Charter School for the 2020-21 school year. I understand that signing this Form does not guarantee enrollment in C-Tech. I further understand that this information will be disclosed to the Los Angeles Unified School District to support the C-Tech request for facilities under Proposition 39, and that LAUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: ________________________________ Date: __________
C-Tech Charter School
Documentación de intención de los padres para inscribirse o reinscribirse

Estimado padre/tutor de actual o futuro estudiante de la C-Tech:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2020-21. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

<table>
<thead>
<tr>
<th>Estudiante 1:</th>
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</thead>
<tbody>
<tr>
<td>Nombre: ___________________________________________________________________________  Grado en el año 2020-21: ____________________</td>
</tr>
<tr>
<td>Apellido, Primer Nombre, Segundo Nombre</td>
</tr>
<tr>
<td>Domicilio:</td>
</tr>
<tr>
<td>Calle, Ciudad, Estado, Código Postal</td>
</tr>
<tr>
<td>Teléfono de Casa: (____) ________________ Edad del Estudiante: ____________________________</td>
</tr>
<tr>
<td>Fecha de Nacimiento: ____________________________________________________________________</td>
</tr>
<tr>
<td>¿Estudiante actual de C-Tech? Sí / No (marque uno)</td>
</tr>
<tr>
<td>¿Reside usted dentro de los límites del Distrito Escolar Unificado de Los Ángeles? Sí / No (marque uno)</td>
</tr>
<tr>
<td>Si contestó sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Los Ángeles a la cual su estudiante asistiría: ____________________________</td>
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</table>

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<thead>
<tr>
<th>Estudiante 2:</th>
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<td>Nombre: ___________________________________________________________________________  Grado en el año 2020-21: ____________________</td>
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<tr>
<td>Apellido, Primer Nombre, Segundo Nombre</td>
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<tr>
<td>Domicilio:</td>
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<tr>
<td>Calle, Ciudad, Estado, Código Postal</td>
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<tr>
<td>Teléfono de Casa: (____) ________________ Edad del Estudiante: ____________________________</td>
</tr>
<tr>
<td>Fecha de Nacimiento: ____________________________________________________________________</td>
</tr>
<tr>
<td>¿Estudiante actual de C-Tech? Sí / No (marque uno)</td>
</tr>
<tr>
<td>¿Reside usted dentro de los límites del Distrito Escolar Unificado de Los Ángeles? Sí / No (marque uno)</td>
</tr>
<tr>
<td>Si contestó sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Los Ángeles a la cual su estudiante asistiría: ____________________________</td>
</tr>
<tr>
<td>Nombre del padre o tutor legal: ____________________________________________________________________</td>
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<tr>
<td>Apellido, Primer Nombre, Segundo Nombre</td>
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<tr>
<td>Domicilio:</td>
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<tr>
<td>Calle, Ciudad, Estado, Código Postal</td>
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<tr>
<td>Teléfono de Casa: (____) ________________ Correo Electrónico: ____________________________</td>
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</table>

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la C-Tech para el año escolar 2020-21. Entiendo que al firmar este formulario no garantiza matrícula en la C-Tech. También entiendo que esta información será revelada al Distrito Escolar Unificado de Los Ángeles para apoyar la solicitud de instalaciones bajo la Propuesta 39 de la C-Tech y el Distrito puede contactarme directamente para verificar mis respuestas.

Firma del Padre o Tutor Legal: __________________________________________________________ Fecha: ____________________
LOTTERY / POST LOTTERY APPLICATION FORM
2020-2021 SCHOOL YEAR

Please read the instructions carefully. The submission of this form does not constitute enrollment. Complete ONE FORM PER STUDENT.

Applications received after the deadline will not participate in the lottery. They will be considered POST-LOTTERY applications and will be added at the end of the lottery placement list in the order received.

<table>
<thead>
<tr>
<th>Applicant Information</th>
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<tbody>
<tr>
<td>Student First Name___________________Middle__________________Last__________________</td>
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<tr>
<td>Date of Birth_______/_______/________</td>
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<tr>
<td>Current School______________________  Current Grade______________</td>
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<td>Gender  ____ Male   ______ Female</td>
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<tr>
<th>Family Information</th>
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<tbody>
<tr>
<td>Parent/Guardian (First and Last Name) ____________________________________________</td>
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<tr>
<td>Street Address _______________________________ Apt# ___________ City_____________</td>
</tr>
<tr>
<td>State_________ Zip Code_________________</td>
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<tr>
<td>Phone (      ) ____________________________</td>
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<tr>
<td>Do you have another child attending C-Tech currently? _________(yes) ____________(no)</td>
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</table>
C-Tech offers a preference to students eligible for FREE OR REDUCED-PRICE MEAL BENEFITS. Household size and income criteria are used to determine a student's eligibility. Children from households with incomes at or below eligible levels may qualify for free or reduced-price meals. Please visit https://www.fns.usda.gov/school-meals/fr-050818 to determine eligibility or ask the C-Tech administrative office for assistance.

Yes, we qualify for FREE lunch_____________    Yes, we qualify for REDUCED lunch_____________

Admission to The School for Creativity and Technology (C-Tech) is open to any resident of the state of California. C-Tech does not charge enrollment and does not discriminate based on ethnic group, nationality, place of origin, gender or disability

ALL INFORMATION ON THIS FORM IS CONFIDENTIAL.

For Office Use Only:

Date Entered_________________ Entered By________________
Por favor lea las instrucciones cuidadosamente. La entrega de este formulario no constituye una inscripción. Complete UNA FORMA PARA CADA ESTUDIANTE.

Las solicitudes recibidas después de la fecha limite no participarán en la lotería. Estas serán consideradas como solicitudes DESPUÉS DE LOTERÍA y se colocarán al final de la lista de lotería en el orden en que se reciben.

### Información del solicitante

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<thead>
<tr>
<th>1er nombre del estudiante</th>
<th>2do nombre</th>
<th>apellido</th>
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### Información de la familia

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<th>Padre/Tutor legal (1er nombre y apellido)</th>
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<tr>
<th>¿Actualmente tiene a otro/a hijo/a que asiste a C-Tech?</th>
<th>(sí)</th>
<th>(no)</th>
</tr>
</thead>
</table>
Nombre de hermano/a ________________________
Año de hermano/a __________________________
Fecha de nacimiento de hermano/a: ________Mes ________Día ________Año

C-Tech ofrece una preferencia a estudiantes que son elegibles para BENEFICIOS DE ALMUERZO GRATIS O A PRECIO REDUCIDO. Se utiliza el número de personas en el hogar y el ingreso para determinar la elegibilidad del estudiante. Los estudiantes que vienen de hogares con ingresos que caen en el nivel elegible o debajo de este pueden calificar para almuerzos gratis o a precio reducido. Por favor visite [https://www.fns.usda.gov/school-meals/fr-050818](https://www.fns.usda.gov/school-meals/fr-050818) para determinar su elegibilidad o hable con un administrador de C-Tech para asistencia.

Sí, calificamos para almuerzo GRATIS___________
Sí, calificamos para almuerzo a PRECIO REDUCIDO __________

El ingreso a The School for Creativity and Technology (C-Tech) está disponible para cualquier residente del estado de California. C-Tech no cobra por la inscripción y no discrimina a base de etnicidad, nacionalidad, país de origen, género o discapacidad.

*TODA LA INFORMACIÓN DE ESTE FORMULARIO ES CONFIDENCIAL*

For Office Use Only:

Date Entered_______________ Entered By_______________
Exhibit 8
Board Members:
Present:

Absent:
Quorum present? Yes

Others Present:
Exec. Director:

Proceedings:
· Meeting called to order at 7:00 p.m. by Chair,
· (Last month's) meeting minutes were amended and approved

· Chief Executive's Report:
Suggestions about how to ensure receiving payments on time, MOTION to accept financial statements; seconded and passed.

- Board Development Committee’s report provided by Chair,
  - Carver reminded the Board of the scheduled retreat coming up in three months, and provided a drafted retreat schedule for board review. MOTION to accept the retreat agenda; seconded and passed.
  - Carver presented members with a draft of the reworded By-laws paragraph that would allow members to conduct actions over electronic mail. Carver suggested review and a resolution to change the By-laws accordingly. Kyumoto suggested that Swanson first seek legal counsel to verify if the proposed change is consistent with state statute. Swanson agreed to accept this action and notify members of the outcome in the next Board meeting.

- Other business:
  - Porter noted that he was working with staff member, Jacob Smith, to help develop an information management systems plan, and that two weeks ago he (Porter) had mailed members three resumes from consultants to help with the plan. In the mailing, Porter asked members for their opinions to help select a consultant. Porter asked members for their opinions. (NOTE: Zevon noted that she was also a computer consultant and was concerned about conflict of interest in her Board role regarding this selection, and asked to be ABSTAINED from this selection. Members agreed.) The majority of members agreed on Lease-or-Buy Consultants. MOTION to use Lease-or-Buy Consultants; seconded and passed.
  - Swanson announced that she had recently hired a new secretary, Karla Writewell.

- Assessment of the Meeting:
  - Kyumoto noted that the past three meetings have run over the intended two-hour time slot by half an hour. He asked members to be more mindful and focused during discussions, and suggested that the Board Development Chair take an action to identify solutions to this issue. Chair, Carver, agreed.

- Meeting adjourned at 9:30 p.m.
- Minutes submitted by Secretary,
Exhibit 9
"C-Tech has inspired my son to dream big and do what he loves - learning coding and game design."

Akela Wroten
Father

First Day of School: **August 12th, 2020**
Events

C-TECH Los Angeles sponsors a series of local events for kids. Register below for our upcoming events!

Upcoming Events

Youth N’ Tech Day

Date: December 7th, 2019

Location: Girls Club of Los Angeles, South Los Angeles, CA
Past Events

About Us

The Los Angeles School of Creativity and Technology (C-Tech), is a TK-8 school, launching Fall 2020, offering the first comprehensive, required computer science and entrepreneurship core curriculum in California to students in South Los Angeles.

Mission

Our mission at C-Tech is to empower the next generation of innovative global leaders to build the future and create a better world. Our vision is to build a school community of 21st century innovators fueled by student choice, computational thinking,
entrepreneurship, and global immersion.

Vision

C-Tech will graduate more than 2,000 workforce-ready computer science students in South Los Angeles by 2040. Our impact goals include higher earning potential for graduates; over $1M in revenue for alumni led ventures, fueling the economic ecosystem of Los Angeles; and overall improved education, social and mental health outcomes for subsequent generations.

Team

Our Innovative Model

Our learning model centers around mastery-based progression, powered by student choice and a blend of both adaptive online learning tools as well as teacher and student-led Socratic seminars that emphasize deeper learning and connections between subjects. We believe the following innovations will enable our students to reach bold outcomes.
Innovation Elements of the C-TECH Model

Social Emotional Learning and Development

Personalized Learning

Computer Science

Entrepreneurship

Learn More About Our Model

"My daughter Emily had the chance to design her own app in one day. She was taught by professors from USC. This has inspired her to take on more challenges in STEM."

Sheyla Menzie
Mother

Board

The founders of C-Tech are an MIT-trained data scientist and education
entrepreneur, Margeaux Randolph; USC Professor, Dr. Brendesha Tynes; and Silicon Beach executive and former LAUSD dean and educator, Qiana Patterson. All are former teachers and collectively, they have over 40 years of experience in the K-12, higher education, non-profit, and private sectors. In addition, our extended team consists of school leaders, board members, future teachers, parent leaders, business leaders and community partners that have worked with us over the last two years to launch C-Tech. Our Board consists of leaders from a variety of sectors: education, medicine, law, non-profit, and technology.

Below are board meeting notes and agendas for The Los Angeles School of Creativity and Technology (C-Tech). We welcome you to attend C-Tech board meetings.

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**Board Meeting Minutes**

November 1, 2019  Meeting Minutes

Agenda

Meeting Minutes  August 13, 2019

Meeting Minutes  December 1, 2018

Meeting Minutes  November 1, 2018

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**Latest News**
October 29, 2019

**Five Projects Receive Lyle Spencer Research Award to Transform Education**

The Spencer Foundation has announced the recipients of its most ambitious grantmaking program, the Lyle Spencer Research Awards, which provides up to $1 million for large-scale research projects. “Lyle Spencer charged the foundation with supporting research that would build knowledge.”

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July 1, 2019

**Artificial intelligence in classrooms changes learning outcomes**

The Artificial Intelligence Los Angeles organization hosted a speaker’s panel at Google’s headquarters in Venice, California, with a presentation on “AI in the Classroom” on March 21. The discussion touched on how innovations in technology for the classroom can benefit student learning.

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June 18, 2019

**Boulder Fund distributes $900K to nine projects expanding equity opportunities in education and beyond**

LOS ANGELES—Today, Education Leaders of Color (EdLoC) announced that it has committed $900,000 in grants to support nine Boulder Fund grantees. The Boulder Fund is EdLoC’s multi-million dollar grant program created to support the innovations of leaders of color in education.

---

June 18, 2019

**My Personal Experience with the Child Welfare System**

I’ve never publicly told this story. In fact, the story has been buried, purposefully, for a very long time. I am sharing my story now because sometimes purpose and fate don’t allow you any other choice but to tell your truth. And...

---

June 18, 2019

**Margeaux Randolph Brings Tech Education to Students in South LA**

It started at a hackathon at the Sunnyside Baptist Church in South Los Angeles where Margeaux Randolph witnessed the enthusiasm children aged 5-13 years exhibited for computer-based languages. Sunnyside Baptist Church had asked Margeaux to teach a class in...

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**Partners**

---
OUR INNOVATIVE MODEL

Our learning model centers around mastery-based progression, powered by student choice and a blend of both adaptive online learning tools as well as teacher and student-led Socratic seminars that emphasize deeper learning and connections between subjects. We believe the following innovations will enable our students to reach bold outcomes.

Social Emotional Learning and Development

- C-Tech implements the **Corner Model of Child Development** and the research-based Caring School SEL curriculum
- Coordinate with L.A. County SPAs for **mental health services and support for foster and homeless youth**
- Partner with Girls Club of L.A. to provide **parent training and support**

Personalized Learning

- All students have **Individual Learning Plans**
- Weekly 1:1 **Advisories**
- **Personalized learning tools** such as Summit Khan Academy, Achieve3000 to accelerate learning in ELA and math
- **Socratic curriculum** in Humanities and STEAM
- **Culturally relevant courses** in African American, Latino and global cultures

Computer Science

- All students begin coding in kindergarten and advance to **AP Computer Science**
- Students learn robotics, virtual reality, game design, and music engineering in **Creative Computing Labs**
- Nanodegrees offered in app development, cybersecurity, robotics, autonomous car engineer
- Advanced students can complete Associate’s or **B.S. in Computer Science**
Entrepreneurship

- **Entrepreneurship Lab (eLab)** integrates design thinking, engineering, and entrepreneurship principles
- $10K Silicon Beach NEXT Entrepreneurship Competition
- Silicon Beach Tech Company **Apprenticeships**
- **DreamBanc**, a crowd investing site for students ideas
- **Global eLab** projects with students from China

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**Entrepreneurship**

- **Entrepreneurship Lab (eLab)** integrates design thinking, engineering, and entrepreneurship principles
- $10K Silicon Beach NEXT Entrepreneurship Competition
- Silicon Beach Tech Company **Apprenticeships**
- **DreamBanc**, a crowd investing site for students ideas
- **Global eLab** projects with students from China

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**Robotics**
Virtual Reality

Music Engineering

Game Design
Exhibit 10
Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.

   Five of the key roles, functions, and/or responsibilities of a public charter school governing board are financial and operational oversight, hiring and supporting qualified leaders, ensuring that each student has access to high quality instruction and academic rigor, providing guidance and alignment between school's vision and mission and day-to-day practices and ensuring compliance with local, state and federal laws and policies, including the Brown Act. Based on my experience and understanding, having qualified people working on the financial and operational oversight is key to the success of a public charter school. This will allow for an equal distribution of resources so that every student has access to what they need in order to succeed in every aspect of their academic life. A qualified financial and operational person will make sure this happens and will have the ability to distribute resources as needed. Hiring the most qualified personnel who are also culturally

* This questionnaire must be current within 12 months of petition submission.
Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

competent will assure high quality and meaningful instruction with the utmost rigor that aligns with the school’s vision and mission while ensuring compliance with local, state and federal laws and policies.

2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.
One of the most innovative features of C-TECH’s petition is the goal of preparing teachers through professional developments that cater to their students backgrounds and demographics. Additionally, C-TECH’s use of the most innovative technology available in education is a priority to ensure that children from minority communities have access to an education that is competitive in the current and future world market. There is also a goal to reach out to the school community through after school programs designed to support the education of parents alongside their students. This creates a holistic approach towards student education and development.

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board’s ability to monitor the school’s academic, operational, and fiscal policies and practices.
I have two undergraduate degrees in Anthropology and Romance Languages and Literature from the University of Washington in Seattle. My undergraduate honors thesis in Anthropology was a research project that centered on Anthropology of Education, focusing in Latino communities in the United States. My focus on Romance Languages and Literature was Spanish language and culture. I also hold a Juris Doctorate degree from the University of Washington, School of Law. I have over eight years of experience in the classroom where I have taught in the United States and also in Mexico. I am currently in the process of obtaining a Masters in Science in Education at Mount Saint Mary’s University in Los Angeles; this allows me to remain informed about the current needs of the community and the scholars in that community. This education as well as working experience in the classroom has prepared me to contribute to the monitoring of the school’s academic, operational, and fiscal policies and practices.

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.
There can be no personal interests when it comes to making decisions by the Board of Directors. If such an issue is detected, the Board of Directors’s Chair must immediately address the issue and call on a meeting to assure compliance with each of the Policies and Procedures of LAUSD Charter Schools. It is expected for the individual’s Form 700 Statement of Economic Interest to be updated as soon a possible.

* This questionnaire must be current within 12 months of petition submission.

Form – REV 05/14/18
5. As a decision-making body, what are the most important factors that the charter school’s governing board will consider in order to ensure sound decisions?
   As a decision-making body, the most important factors to consider by the governing board are the financial solvency of C-TECH, the needs of our students (both academic and development) and ensuring the maintenance of high quality instruction and leadership staff.

6. Describe your experience and/or connection with the community that your school proposes to serve.
   I have always strongly believed in restorative justice through education. The community that C-TECH strives to serve is one that has been historically left behind. Students in these communities will have a chance to reach their goals only through schools that focus on innovative teaching strategies that involve culturally competitive teachers and the most advanced technology available. I strongly believe in education as the only weapon to liberation and advancement; as a teacher who has worked in predominantly minority populations I consider myself competent to address their needs and serve them with the utmost passion because I understand the struggle first hand.

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?
   I moved from law to an education career because I believe in what schools may accomplish in society. This school year, I had the opportunity of taking a teaching position in one of the most well paid school districts in California with a salary almost the double of what I am currently making in my small, low income population high school. Financially, taking such position meant liberating myself from student loans and alleviating any financial stressors from my life but I realized that the population serving that well funded school district does not need my experience and passion as much as the students at my current school. My beliefs in social justice and restorative justice go beyond any financial gain I may obtain as a professional; I believe the impact I am leaving in my students' lives is stronger than any paycheck I may receive by working in an affluent school district.

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?
   The Board must find a candidate who clearly understands C-TECH’s vision for our students. Such candidate must compliment the rest of the board through their talents and qualifications in order to create a Board of Directors that is well balanced when the time comes to make decisions.

9. Please identify your relationship, if any, with each of the following:
   a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
       □ Immediate Family (spouse, domestic partner, child, parent) (Specify: ___)

* This questionnaire must be current within 12 months of petition submission.
b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.
   □ Immediate Family (spouse, domestic partner, child, parent) (Specify:____)
   □ Non-immediate family (Specify:____)
   □ Professional/business Friend (Specify:____)
   □ Casual/social (Specify:____)
   □ Other (Specify:____)
   □ None
c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.
   □ Immediate Family (spouse, domestic partner, child, parent) (Specify:____)
   □ Non-immediate family (Specify:____)
   □ Professional/business Friend (Specify:____)
   □ Casual/social (Specify:____)
   □ Other (Specify:____)
   □ None

d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.
   □ Immediate Family (spouse, domestic partner, child, parent) (Specify:____)
   □ Non-immediate family (Specify:____)
   □ Professional/business Friend (Specify:____)
   □ Casual/social (Specify:____)
   □ Other (Specify:____)
   □ None

e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.
   □ One or more is immediate family (spouse, domestic partner, child, parent) (Specify:____)
   □ One or more is non-immediate family (Specify:____)
   □ I have a professional/business relationship with one or more (Specify:____)
   □ One or more is a friend (Specify:____)
   □ One or more is a casual/social acquaintance (Specify:____)
   □ Other (Specify:____)
   □ None

f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.
   □ One or more is immediate family (spouse, domestic partner, child, parent) (Specify:____)
   □ One or more is non-immediate family (Specify:____)
   □ I have a professional/business relationship with one or more (Specify:____)
   □ One or more is a friend (Specify:____)
   □ One or more is a casual/social acquaintance (Specify:____)
   □ Other (Specify:____)
   □ None

* This questionnaire must be current within 12 months of petition submission.
10. List other charter schools for which you serve as a board member or of which you are an employee.
   - [ ] None
   - [ ] Specify: ____

11. Do you have a child or any relative who attends the charter school?
   - [ ] None
   - [ ] Yes, specify relationship and grade level ____

Marlene Castaneda
Printed Name of Board Member

August 18, 2019
Date

Signature of Board Member

* This questionnaire must be current within 12 months of petition submission.

Form – REV 05/14/18
CHARTER SCHOOL
GOVERNING BOARD MEMBER QUESTIONNAIRE*

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of “Not Applicable” are not acceptable. If your initial response to any question is “yes” or “no”, please provide a detailed explanation of the basis for the response.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.

The primary role of the governing board is to ensure financial oversight to the charter school. This is critical to ensure the integrity of the school and maintain financial viability. Second, a governing board oversees the general operations of the school, which includes the fiscal policies and procedures and operations of the staff and governing board itself. Operations are important to the overall functioning of the charter school. Third, governing boards ensure that the charter school is academically strong, which is the charter school’s primary goal. Fourth, governing boards ensure the implementation of the vision and mission of the school, which is important to abide by. Finally, governing boards support the school leadership and provide

* This questionnaire must be current within 12 months of petition submission.
2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.

*C-Tech's goal is to provide a high quality education that prepares students for college and careers and also to transform the life outcomes of residents in the community. Students will be trained to develop innovations, companies, and non-profits that focus on solving some of the most complex problems in their communities and world at-large. In addition, we have built in a researched-based social emotional framework, the Comer Model, that supports the academic success of at-risk youth of color in high poverty communities.*

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.

*For the past sixteen years, I have immersed myself in the education field. I have studied education policy and worked at both the state and federal levels in education. Moreover, I have experience in the classroom, as an administrator and am a charter school founder. I will bring these experiences to the CTECH board to support the overall academic, operational and fiscal policies and practices.*

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.

*A conflict of interest is any situation in which a governing board member may benefit financially from a school decision. It is my goal to always avoid such situations. However, should one arise, I would work with the board member in question and ask them to recuse themselves of any discussions or decisions around the situation involving them, and the board would hold a public meeting whereby the situation would be discussed, resolved and reported in our board meeting minutes.*

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?

*The most important factors that the governing board will consider to make sound decisions include:*

1. What is best for kids
2. What is best financially for the school
3. What advances the vision and mission of the school

6. Describe your experience and/or connection with the community that your school proposes to serve.

*This questionnaire must be current within 12 months of petition submission.*

Form – REV 05/14/18
7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?

Difficult professional decisions occur throughout my work. Most difficult for me is letting staff members go, when they are underperforming. While I understand that, these individuals have lives and often families to care for, I have to always put my school and the mission first. Putting my kids first means sometimes I have to let individuals go, who are not advancing our mission, in order to replace them with someone who will.

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?

Qualifications that the governing board will consider when adding a new member include:
1. Their current professional position
2. Their personal connection to the school or community
3. The needs of the current board and charter school
4. The integrity of the individual and their corresponding references

9. Please identify your relationship, if any, with each of the following:
   a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
      Immediate Family (spouse, domestic partner, child, parent) (Specify:____)
      Non-immediate family (Specify:____)
      Professional/business Friend (Specify:____)
      Casual/social (Specify:____)
      Other (Specify:____)
      * None

   b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.
      Immediate Family (spouse, domestic partner, child, parent) (Specify:____)
      Non-immediate family (Specify:____)
      Professional/business Friend (Specify:____)
      Casual/social (Specify:____)
      Other (Specify:____)
      * None

*This questionnaire must be current within 12 months of petition submission.

Form – REV 05/14/18
c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.
   - Immediate Family (spouse, domestic partner, child, parent) (Specify:____)
   - Non-immediate family (Specify:____)
   - Professional/business Friend (Specify:____)
   - Casual/social (Specify:____)
   - Other (Specify:____)
   * None

d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.
   - Immediate Family (spouse, domestic partner, child, parent) (Specify:____)
   - Non-immediate family (Specify:____)
   - Professional/business Friend (Specify:____)
   - Casual/social (Specify:____)
   - Other (Specify:____)
   * None

e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.
   - One or more is immediate family (spouse, domestic partner, child, parent) (Specify:____)
   - One or more is non-immediate family (Specify:____)
   - I have a professional/business relationship with one or more (Specify:____)
   - One or more is a friend (Specify:____)
   - One or more is a casual/social acquaintance (Specify:____)
   - Other (Specify:____)
   * None

f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.
   - One or more is immediate family (spouse, domestic partner, child, parent) (Specify:____)
   - One or more is non-immediate family (Specify:____)
   - I have a professional/business relationship with one or more (Specify:____)
   - One or more is a friend (Specify:____)
   - One or more is a casual/social acquaintance (Specify:____)
   - Other (Specify:____)
   * None

* This questionnaire must be current within 12 months of petition submission.
10. List other charter schools for which you serve as a board member or of which you are an employee.
   * None
   Specify: _____

11. Do you have a child or any relative who attends the charter school?
   * None
   Yes, specify relationship and grade level _____

Dr. Hattie Mitchell
Printed Name of Board Member

7/24/19
Date

Signature of Board Member

* This questionnaire must be current within 12 months of petition submission.

Form – REV 05/14/18

Board Member
Initials
NEW INDEPENDENT CHARTER SCHOOL PETITION APPLICATION GUIDE for 2019 - 2020

Updated July 17, 2019
Dear Charter School Applicant Team:

Thank you for your interest in applying for authorization to open a charter school in the Los Angeles Unified School District. The District is the largest district charter school authorizer in the nation, with over 280 independent and affiliated charter schools serving over 155,000 students as part of its portfolio of schools. As stated in our Board of Education’s *Policy on Charter School Authorizing*, LAUSD is “committed to providing a wide range of schools and programs to meet the diverse educational needs and priorities of all students and families it has the privilege to serve. Charter schools are valuable partners and viable choices among the District’s robust set of educational options. Accordingly, the Board of Education views charter schools as an integral method of achieving its vision and mission.”

In fulfillment of our Board policy and the California Charter Schools Act, we recommend charters for petitioner teams that demonstrate strong capacity for establishing and operating a quality charter school for the benefit of all students. We encourage you to develop innovative and effective educational programs; especially those that serve underperforming student populations that will provide high quality educational alternatives as part of the District’s diverse portfolio of public school choices for Los Angeles students and their families.

An approved charter is the foundational document that directs and guides a charter school’s operations and embodies the charter school’s commitment to the public to provide a quality educational opportunity from its inception. Recent research confirms that this foundation must be well-laid in order to ensure immediate success for our students. Thus, within the context of the California Charter Schools Act, only petitions that are clear, coherent, comprehensive, and compelling, and proposed by a strong team, will merit a recommendation for approval to the Los Angeles Unified School District Board of Education.

This application guide is designed to provide you with clear information and guidelines as you develop and prepare your petition and supporting documentation (“petition application”). It provides specific information regarding LAUSD charter school petition application requirements. Please make sure to explore all of the other resources available on our website that may help you ensure that your application presents the highest quality charter school proposal possible.

Again, thank you for your desire to serve the students and families of the Los Angeles Unified School District. Please do not hesitate to contact the Charter Schools Division at (213) 241-0399 or at charterschools@lausd.net if you have any questions about the petition application process.

Sincerely,

José Cole- Gutiérrez  
Director  
Charter Schools Division
INTRODUCTION

The Charter Schools Division (CSD) has prepared this new independent charter school petition application guide in order to assist petitioner teams in gaining a clear understanding of the required components and features of a charter school petition application that satisfies the statutory requirements, i.e. a petition that can be deemed to be educationally sound, reasonably comprehensive, and likely to be successfully implemented. Many charter school petitioner teams have found it useful to review this guide both prior to and during the development of their proposed charter school petition applications. Teams also use it to review their prepared petition application before making an intake appointment with the CSD.

Please note that this guide applies specifically to new independent charter school petition applications. If you are interested in applying to renew an existing school, to request material revision of an existing charter, or to establish an affiliated charter school, please see the other resources available on our website (http://charterschools.lausd.net) that provide guidance specific to those purposes.

THE PETITION APPLICATION REVIEW PROCESS

The Los Angeles Unified School District’s (“LAUSD” or “District”) new independent charter school petition application review process involves several steps:

- Submission of a Letter of Intent
- Submission of Charter School Petition Application
- Initial Review of Petition Application
- Public Hearing
- Full Review of Petition Application
- Revisions of Petition Application (if recommended for approval)
- Recommendation to the LAUSD Board of Education
- LAUSD Board Action

For a comprehensive description of the petition application review process, including information regarding timelines, roles, and the detailed steps of the process, please see the LAUSD Board of Education-approved Administrative Procedures for Charter School Authorizing. We also recommend reviewing the Board-approved Policy for Charter School Authorizing. Both documents are available on the CSD website.

LETTER OF INTENT AND INTAKE APPOINTMENT

Upon submission of a Letter of Intent to the CSD (see form on the CSD website), the lead petitioner will be contacted by a CSD team member who will provide a brief overview of the petition application submission process (intake appointment) and discuss the
petitioner team’s readiness to schedule a petition intake appointment. Please note that submission of a Letter of Intent does not start the statutory timeline for LAUSD Board action on a submitted petition. Submission of a complete petition application accepted for review begins the timeline.

NOTE: **Target Submission Windows:** If a petitioner team seeks to submit a petition application by a certain date (e.g. a grant deadline), the CSD must receive the Letter of Intent at least seven (7) calendar days in advance of the targeted date for submission in order to ensure that appropriate CSD staff is available to conduct the intake appointment within the desired timeframe. Similarly, if the petitioner team is seeking LAUSD board action by a certain date, the team is strongly encouraged to utilize the Target Window calendar. The “**Target Windows for Petition Submission**” document available on the CSD website, updated each year as soon as LAUSD Board of Education calendar information is available and as appropriate throughout the school year, can assist the petitioner team in working with CSD staff to schedule the petition intake appointment for a mutually agreeable date.

Depending upon the timing of the petition application submission and other factors, at the intake appointment, some petitioner teams may be provided the opportunity to sign an agreement to extend the timeline for Board action beyond the 60 days provided in the applicable statute.

NOTE: A Letter of Intent is valid only for the programmatic year in which it is submitted. If a petitioner team determines not to submit its petition within the current school year, it must submit a new Letter of Intent if and when it intends to submit a petition in a subsequent year.

**CONTENT AND FORMAT OF PETITION APPLICATION**

This section provides information regarding both the content and format of the required documents that must be submitted as part of an LAUSD new independent charter school petition application. In addition to general application requirements, the guide provides document-specific guidance as well.

**GENERAL INFORMATION**

**BINDER**

At the intake appointment, the petitioner team must bring and be ready to submit a three-ring binder that contains both paper and electronic versions of the documents to be submitted. The binder must include the following items:

1. **Cover Page** on the front of the binder that includes the full and accurate name of the proposed charter school and the date of submission
2. **Spine Label** on the side of the binder that indicates the name of the proposed charter school

3. **Tabbed Dividers** that correspond to the names and order of the numbered items (#1 - #12) on the “New Independent Charter School Petition Application Intake Checklist”

4. **Application Documents** that are in final format (i.e., without tracked changes or highlighting), in a readable font, and organized in accordance with the tabbed dividers

5. **CD or DVD R/W** (rewritable and formatted as a USB flash drive) that contains electronic versions, in the appropriate format, of all of the documents to be submitted, **with the exception of the completed “Due Diligence Questionnaire and Acknowledgement Forms”**. Please make sure that all documents are in separate files (see “New Independent Charter School Petition Application Intake Checklist”). Please ensure that each file name is short and clearly identifies the contents of the file.

**NOTE:** All documents in the binder will be scanned upon submission; please do **not** include Post-Its, paper clips, sheet protectors, staples, or similar extraneous materials in the binder.

**PETITION APPLICATION SIZE**
Please try to limit the total size of your petition application to no more than 2 MB. (In particular, please minimize the number of graphics, and consider eliminating photographs, which are the two primary elements that result in large files.) The CSD must be able to send the application documents via electronic mail (email) to various District staff for their review, to the lead petitioner during the **Revisions** step of the review process, and to CDE and LACOE, when necessary.

**CURRENT AND ACCURATE INFORMATION AND DOCUMENTS**
Please ensure that all documents, data, research, and other information provided in the petition application are current and accurate versions and representations. Please provide standard citation format to all external sources of research, information, websites and data presented in the application documents. Be sure to adhere to all copyright requirements. All petition applications, including proposed replications, must include current documentation, including the most recent data available, updated résumés, and Governing Board Member Questionnaires completed within 12 months of the date of petition submission.

**CONSISTENCY WITH DISTRICT REQUIRED LANGUAGE**
Please ensure that the provisions of all documents provided in the petition application, including the petition itself, are consistent with and not duplicative of the “District Required Language” (DRL). See “District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions” available on the CSD website. Please also ensure that all documents are internally consistent and consistent with each
other. For example, the provisions of Element 4 in the petition need to be consistent with the proposed school’s current bylaws submitted as part of the petition application.

SPECIFIC PETITION APPLICATION DOCUMENTS

NOTE: In addition to the guidance provided below, please refer to and use the “New Independent Charter School Petition Application Intake Checklist” to guide preparation of a complete petition application. At the intake appointment, CSD staff will use the intake checklist to determine whether the petition application is complete and can be accepted for review.

TAB 1: CHARTER SCHOOL PETITION (ELEMENTS 1-15)

General Format Requirements

- **MS Word Format**: This document must be in MS Word (2007 or later) in a readable font.

- **Page Breaks Between Elements**: Please insert page breaks before the start of each Element of the petition.

- **District Required Language**: Please be sure to highlight in gray all District Required Language (DRL) throughout the petition document.

General Content Requirements

A successful petition presents a “sound educational program” that will meet the needs of the targeted student population and provides a “reasonably comprehensive” description of the fifteen (15) required elements. It must be clear, coherent, and internally cohesive and consistent.

- **Purpose**: Please review and ensure that your petition (Elements 1-15) addresses the statutory purpose of each element as set forth in Education Code § 47605(b)(5). Unless expressly required in this guide, please avoid addressing topics that appear to fall outside the scope of these purposes.

- **District Required Language**: Please include the current District Required Language (DRL) as set forth in the separate document titled “District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions” posted on the CSD website. **Please follow the directions provided in that document.** Please ensure that the other provisions of the petition do not duplicate or conflict with the provisions of the DRL.

- **Title Page**: The petition document must include a title page that contains the full and accurate proposed charter school name and the date of submission.
Table of Contents and Headings: The petition must include an accurate table of contents that matches the element headings provided in the DRL.

Element Headings in the Petition: As part of the headings for Elements 1-15 throughout the petition, include the statutory description of each element below its heading in **bold**. Please see the following example:

**Element 5 – Employee Qualifications**

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

Appendices and Supporting Documentation: A reasonably comprehensive petition that presents a sound educational program inherently will address all critical matters in the petition proper. Therefore, please do not include any appendices in the petition, such as handbooks and health, safety, and emergency plans. Petitioners may include, however, supporting documentation. For example, petitioners may choose to provide in the petition application a document that provides a background description of a specialized program such as International Baccalaureate or a STEM project.

Proposition 39 Facilities: Since Proposition 39 facilities are determined on an annual basis, please do not include petition provisions that rely on Proposition 39 facilities.
The Fifteen Charter Elements

Element 1: The Educational Program

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

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

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

General Information

1. At the beginning of Element 1, include the table below. Ensure that all information is provided.

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
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<tbody>
<tr>
<td>• The contact person for Charter School is:</td>
</tr>
<tr>
<td>• The contact address for Charter School is:</td>
</tr>
<tr>
<td>• The contact phone number for Charter School is:</td>
</tr>
<tr>
<td>• The proposed address or ZIP Code of the target community to be served by Charter School is:</td>
</tr>
<tr>
<td>• This location is in LAUSD Board District:</td>
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<td>• This location is in LAUSD Local District:</td>
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<tr>
<td>• The grade configuration of Charter School is:</td>
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<td>• The number of students in the first year will be:</td>
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<td>• The grade level(s) of the students in the first year will be:</td>
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<td>• Charter School’s scheduled first day of instruction in 2019-2020 is:</td>
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<tr>
<td>• The enrollment capacity is:</td>
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<tr>
<td>(Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)</td>
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<tr>
<td>• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</td>
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<tr>
<td>• The bell schedule for Charter School will be:</td>
</tr>
<tr>
<td>• The term of this Charter shall be from:</td>
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July 1, 2020 to June 30, 2025
Community Need for Proposed Charter School

2. Identify the target neighborhood/community to be served. (Ensure that this description is consistent with all other location-related provisions in the petition.) Describe the relevant characteristics and unmet educational needs of the community where the proposed charter public school will be located. Include any objective market research, surveys, and/or other measures and indicators of local demand and need for the proposed educational program.

3. Explain how the proposed charter school will meet the needs of the community. Address how this school will serve the intent of the Charter Schools Act as well as the District’s mission, vision, and strategic goals.

Student Population To Be Served

4. Identify and describe the proposed charter school’s target student population. Address:
   - Grade levels to be served
   - Specific student educational interests, backgrounds, or challenges
   - Other relevant characteristics of the targeted student population

5. Provide a five-year enrollment rollout plan that shows the number of students per grade and the total number of students that the school plans to serve in each year of the charter term. See sample template below.

<table>
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</tr>
</tbody>
</table>

Note: The enrollment number total for year five should match the enrollment capacity in the “general information” chart found at the beginning of Element 1.

Goals and Philosophy

6. Provide clear, concise school vision and mission statements that match the needs of the targeted population and are aligned with the proposed educational program.

7. Define and describe the characteristics of an “educated person” in the 21st century. Address:
   - College and career-readiness
   - Use of technology
8. Describe briefly how learning best occurs. Include discussion of current learning theories/concepts and how they align to the needs of the target population.

9. State the school’s goals for enabling pupils to become and remain self-motivated, competent, and lifelong learners.

10. Address the requirements of Education Code § 47605(b)(5)(A)(ii), including:
   - Description of the proposed charter school’s annual goals for all pupils (i.e. schoolwide) and for each subgroup of pupils identified pursuant to Education Code § 52052, for each of the eight (8) state priorities identified in Education Code § 52060(d) by the California Local Control Funding Formula (LCFF) legislation enacted in 2013, as it may be amended from time to time. Please see the “LCFF State Priorities” template provided below. This partial template provides the layout for one goal; repeat the same template layout for each goal in order to create a complete LCFF table. Please see notes below.
   - Description of the specific annual actions the proposed charter school will take to achieve each of the identified annual goals. Please see template below.

NOTE: Some of the eight (8) state priorities encompass multiple components. Each component that applies to the grade levels to be served must be addressed. To fulfill this requirement, the petition may provide broad goals that encompass several state priorities or it may set forth individual goals that address each component of the state priorities separately. Please see the CSD website to review a partial sample of the LCFF table template. https://achieve.lausd.net//site/Default.aspx?PageID=1824 CDE LCFF information can be found here: https://www.cde.ca.gov/fg/aa/lc/

NOTE: The LCFF table template provided below incorporates measurable outcomes and performance targets, which are components of Element 2 of a charter school petition. A completed LCFF table provided in Element 1 of a petition will meet the LCFF measurable outcomes requirements for Element 2 and can be incorporated therein by reference to the completed table in Element 1. Please note that the petition must provide specific outcomes and targets for each of the specific metrics set forth in Education Code § 52060(d) that are applicable to the grade levels served by the school. Please see also the section below regarding the requirements of Element 2.

NOTE: The LCFF table template provides a separate row for school-wide performance targets as well as a row for each potentially relevant subgroup and numerically significant subgroup; the table template should be tailored as appropriate to the school’s specific goals and the student population to be served by the school (for subgroups that are not numerically significant for the school, insert an “*” in the chart, and define the * as, “subgroup not numerically significant at this time”).

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NOTE: The LCFF charter petition provisions must be reflected in and consistent with the school’s annual Local Control and Accountability Plan (LCAP) and updates prepared and submitted pursuant to the requirements of AB 97 (Local Control Funding Formula legislation) as it is amended from time to time.

NOTE: The charter petition may identify additional local school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. (Ed. Code § 47605(b)(5)(A)(ii).) Accordingly, include goals for key features of the charter's program.

<table>
<thead>
<tr>
<th>LCFF STATE PRIORITIES</th>
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<tbody>
<tr>
<td>GOAL #1</td>
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<table>
<thead>
<tr>
<th>Related State Priorities:</th>
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<td>☐ 2  ☐ 5  ☐ 8</td>
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<th>Local Priorities:</th>
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Specific Annual Actions to Achieve Goal

Expected Annual Measurable Outcomes

**Outcome #1:**

**Metric/Method for Measuring:**

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### Outcome #3: Metric/Method for Measuring:

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<td>White Students</td>
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### Instructional Design

11. Describe the educational program’s overall curricular and instructional design, including how the school will structure and staff the proposed educational program. Discuss briefly the current key educational theories and research that support and inform the general design of the educational program and confirm its educational soundness.

### Curriculum and Instruction

12. Describe the proposed charter school’s curriculum. (Do not insert California Common Core State Standards (CA CCSS) or other state content standards within the petition; they may be incorporated by citation/reference.) Identify and describe:

- Key features and components of the school’s educational program by subject area, including, but not limited to, the following subject areas:
  - English Language Arts
  - English Language Development/English as a Second Language
  - Mathematics
  - History-Social Science
  - Science
  - Visual and Performing Arts
  - Health and Physical Education
  - World Languages (grades 7-12)
  - Electives and other courses/areas of study required for graduation/A-G requirements (secondary schools)

**NOTE:** For each specific subject or course, identify (label) whether the school considers it to be “core” and/or “college preparatory”, or “non-core and non-college preparatory”.

- Innovative curricular components of the educational program
- Intervention and enrichment programs
- Curricular and instructional materials, e.g. textbooks and computer-based resources, to be used in each subject area/course/program/grade level/grade span, as appropriate

13. For span and secondary schools: Provide a comprehensive course list or table that shows all course offerings for all grades to be served. For high schools: Identify which courses will meet A-G and graduation requirements. See the partial sample template below:
## Note

Please include brief course descriptions and only course descriptions that are not from an external copyrighted source.

### 14. Instructional Methods

Describe the instructional methods and strategies that the charter school will use to deliver the curriculum.

### 15. Instructional Methodologies

Explain how the school’s instructional methodologies and curriculum, including instructional materials, will support implementation and ensure student mastery of the California content and performance standards, including but not limited to the Common Core State Standards (CCSS), the Next Generation Science Standards, and the current the English Language Development standards. (Do not include the standards within the petition.)

### 16. Technology Development

Describe how the instructional program will provide and support student development of technology-related skills and student use of technology. Explain how the school will ensure that students will be prepared to take computer-based state standardized assessments. Please include if A-G is required for graduation and what grade is needed for A-G credit.

### 17. Graduation Requirements

For proposed high schools: Describe the charter school’s specific graduation requirements, including the number/type of units required. Explain how the school program and course schedule will enable all students to meet graduation requirements and A-G requirements within four years. Additionally address:

- How the school will ensure it provides sufficient credit recovery opportunities and support
- How the school will ensure that transfer students can meet graduation and college entrance requirements
- How the school’s instructional program provides options that will ensure students meet the CDE’s College/Career Indicator

### 18. WASC Accreditation

For high schools: Describe the school’s plan and timeline for obtaining Western Association of Schools and Colleges (WASC) accreditation. Explain how the school’s plan will ensure WASC accreditation prior to graduating its first class of seniors and all subsequent graduating classes.

### Table: Subject Area by Grade

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>[Enter title(s) of specific course(s) to be offered]</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>History-Social Science</td>
<td></td>
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</tbody>
</table>

**NOTE:** This document is subject to revision at any time.
19. For high schools:\(^1\): Describe how the charter school will inform parents, including parents with limited English, about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Describe how and when the school will inform parents in the event that the school’s course offerings might preclude a student from meeting graduation and/or college entrance requirements if he or she transfers into or out of the school. (A 4 x 4 schedule will require additional clarifying language about transferability for stakeholders.)

Transitional Kindergarten

20. For proposed elementary schools: Include a description of the school’s Transitional Kindergarten program.

Academic Calendar and Schedules

21. Provide an academic calendar for the first year of the new charter term that specifically identifies all instructional days, and indicates whether they are regular, early dismissal/shortened, or minimum schedule days. The calendar also must show holidays and breaks.

22. Provide a comprehensive set of sample daily schedules (regular, early dismissal, minimum day) for each grade level to be served. (If more than one grade level will share an identical schedule, e.g., 1\(^{st}\) and 2\(^{nd}\) grade, the samples may be consolidated.) Each schedule must show both the subjects to be taught including designated and integrated English Language Development, during the various periods of the day as well as subtotals and totals of daily instructional minutes. If the school’s instructional design or model uses block scheduling, include multiple days of schedules as necessary to show the complete block model.

23. Complete and include the MS Excel “Instructional Days and Minutes Calculator” table (provided below, and in a separate document on the CSD website).

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\(^1\) The Education Code requires a charter school petition to include, “[i]f the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)
24. If applicable, address the Early College and Middle College High Schools attendance requirements of Education Code section 46146.5, as amended by SB 379.

NOTE: Ensure that all petition provisions related to instructional days, calendars and schedules, including the instructional minutes calculator, are internally consistent and accurately represent the described program.

Professional Development

25. Describe how the school will provide ongoing professional development to ensure that teachers have the capacity to deliver the educational program. Include a professional development plan, specifying a list of topics, for the first year of the charter term.

26. Describe how the school will recruit credentialed teachers who are qualified to deliver the educational program, including any innovative components of the program. Include the school’s plan to provide new teacher professional development to support in the implementation of the school’s specific educational program.

Meeting the Needs of All Students

English Learners

27. Describe how the charter school’s educational program will meet the needs of English Learners (ELs). Specify whether the school will adopt and implement LAUSD’s English Learner Master Plan or implement its own English Learner Master Plan. Describe:
   • Process for identifying English learners
• Educational program(s) for English language acquisition, including how, where, and by whom the English Learner program components will be provided, and how the program(s) will ensure that students make adequate progress toward mastery of the English Language Development (ELD) standards
• How the school will use the results of the ELPAC to support and accelerate student progress towards English proficiency
• How the school will provide ELs at all English language proficiency levels with meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of the English Language Arts/English Language Development Framework
• Process for annual evaluation of the school’s EL program(s)
• Process and specific criteria for reclassification for the grades proposed to be served by the charter school
• Process for monitoring progress of ELs and reclassified (RFEP) students
• Process for monitoring progress and effectiveness of supports for Long Term English Learners (LTELs) and for students At-Risk of Becoming LTELs

NOTE: If the school plans to implement its own English Learner Master Plan, the petition application must include a copy of the comprehensive and current English Learner Master Plan. Please see the New Independent Charter School Petition Application Intake Checklist posted on the CSD website. https://achieve.lausd.net/site/Default.aspx?PageID=1825

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

28. Describe how the charter school will meet the needs of gifted and talented students and students achieving above grade level. Address:
• Whether and how the school will identify GATE students
• How the school will determine and meet the educational needs of gifted and talented students and students achieving above grade level, including how, where, and by whom the relevant instructional program components, services and/or supports will be provided
• How and by whom the school will monitor the progress of gifted and talented students and students achieving above grade level
• Please describe who the onsite designee will be for parents to contact regarding GATE.

Students Achieving Below Grade Level

29. Describe how the charter school will meet the needs of students achieving below grade level. Address:
• How the school will identify students in this group
• How the school will identify and meet the educational needs of students achieving below grade level, including how, where, and by whom the relevant instructional program components, services and/or supports will be provided
• How and by whom the school will monitor the progress of students achieving
below grade level

Socioeconomically Disadvantaged/Low Income Students

30. Describe how the charter school will meet the needs of socioeconomically disadvantaged/low income students separate and apart from the needs of low achieving students. (Do not address low achievement, Achieving Below Grade Level, in this section.) Address:
• How the school will identify students in this subgroup
• How the school will identify and meet the unique needs of students in this group, including how, where, and by whom the relevant services, supports, and/or enrichment opportunities, will be provided
• How and by whom the school will monitor the progress of students in this subgroup

Students with Disabilities

NOTE: The District Required Language contains those provisions necessary to address matters related to students with disabilities and special education.

Students in Other Subgroups

31. For Foster Youth, Standard English Learners, and any other subgroup relevant to the targeted student population, describe how the charter school will meet the needs of students in the subgroup. (Foster Youth must be addressed.) Address:
• How the school will identify students in this subgroup
• How the school will identify and meet the needs of students in this subgroup, including how, where, and by whom the relevant services, supports and/or opportunities will be provided
• How and by whom the school will monitor the progress of students in this subgroup

“A Typical Day”

32. Provide a brief narrative describing “a typical day” at the proposed charter school. Describe what a visitor to the school should expect to see and hear when the school’s vision is being fully implemented. Ensure that the typical day reflects the instructional design/model, key features, and key instructional strategies of the educational program.

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

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

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

NOTE: Elements 2 and 3 have been combined into one section in order to support petition clarity, coherence, and consistency. Address in this unified section both summative assessment (including state standardized assessments) and formative assessment. See below.

NOTE: The District Required Language (DRL) includes a specific assurance that the charter school must “[m]eet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)” In addition, the DRL for this Element includes the following provision: “Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)” All provisions of this Element, as well as all other Elements, must be consistent with the DRL provisions.

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

**Measurable Goals of the Educational Program**

1. Describe the measurable goals and objectives of the school’s educational program. Include:
   - The school’s annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils identified pursuant to Education Code § 52052, for each of the eight (8) state priorities identified in Education Code § 52060(d).

   **NOTE:** These goals are the same as those described in Element 1 in accordance with Education Code § 47605(b)(5)(A)(ii). **A completed “LCFF State Priorities” table provided in Element 1 of a petition will meet this requirement and can be incorporated herein by reference.**

   - The school’s unique educational goals or objectives, including description of the knowledge, skills, and aptitudes to be measured. **If included in the LCFF table in Element 1, such goals do not need to be repeated here but rather can be incorporated by reference to the table.**

   **NOTE:** Do not insert the text of the state content standards within the petition; they may be incorporated by citation/reference.
Measurable Pupil Outcomes: Summative Assessment Performance Targets

Performance Targets Aligned to State Priorities

2. In chart or table format, identify and describe specific performance targets (pupil outcomes), for all pupils (i.e. schoolwide) and for each subgroup of pupils identified pursuant to Education Code § 52052, that align with the eight (8) state priorities identified in Education Code § 52060(d). Please be sure to incorporate all of the specific metrics set forth in Education Code section 52060(d) that are applicable to the grade levels served by the school. A completed LCFF table provided in Element 1 will meet this requirement and can be incorporated herein by reference.

NOTE: Some of the eight (8) state priorities include multiple components. Each component that applies to the grade levels to be served must be addressed.

NOTE: Pursuant to SB 1290 enacted in 2012, Education Code § 47607(b) now requires charter school authorizers to consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.

3. For schools that primarily serve grades that do not participate in CAASPP (SBAC) (e.g., a K-2 school), include the school’s annual measurable goals using a standardized assessment for each grade not participating in CAASPP (SBAC) and the school’s plan for assessing student academic growth and achievement of the standards and measurable goals for the grade level. If included in the LCFF table in Element 1, such goals do not need to be repeated here but can be incorporated herein by reference to the table.

Other Performance Targets

4. In chart or table format, for all other measurable goals, including goals for any key features in the program, identify each goal, the annual assessment tool(s) or other means to be used to measure levels of performance regarding the goal, and specific annual performance target(s) or outcomes. If included in the LCFF table in Element 1, such goals do not need to be repeated here but rather can be incorporated herein by reference to the table.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

5. Describe how the school will monitor and measure student progress toward mastery of state standards and the other goals identified above. Address:
   • Specific assessment tools (e.g. periodic assessments and screening and diagnostic tools), including how they are appropriate and sufficient to measure progress towards the specific goals targeted.
• Frequency of assessment
• Performance expectations

Data Analysis and Reporting

6. Outline the school’s plan for collecting, analyzing, using, and reporting academic performance and other data. Address:
• The type(s) of data the school will use
• The role and use of data to inform curriculum, instruction, tiered intervention, and enrichment
• The role and use of data to monitor and improve the charter school’s educational program and operations by the staff, school site leadership, executive leadership, and governing board
• The role and use of data to inform stakeholders of school performance

Grading, Progress Reporting, and Promotion/Retention

7. Describe the school’s grading and progress reporting systems. Address:
• Grading policy
• Type and frequency of progress reporting
• Promotion/retention policy and procedures

Element 4: Governance

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

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

Governance Structure

1. Describe the school’s governance structure. Include:
• Organizational chart that shows:
  - Supervisorial, advisory, and other relationships among and between the school, its nonprofit corporation and governing board, committees, key personnel, and parent/stakeholder councils (including any that may be mandated by federal or state requirements); and
  - Relationship of the school and/or its nonprofit corporation to all related parties, including but not limited to statutory member(s) under Corporations Code section 5056 and subsidiaries
• Description of the major roles and responsibilities, within the governance structure, of the school’s governing board and executive-level employees (e.g., CEO, CAO, CFO, Executive Director, and/or Director/Principal)
Governing Board Composition and Member Selection

2. Describe the composition of the school’s governing board. Explain how this composition will contribute to effective school governance.

3. Outline the criteria and process for selecting governing board members. Address:
   - Length/rotation of service terms
   - Process and potential considerations for determining a need to select/add board member
   - Board member qualifications
   - Selection criteria and process

Governance Procedures and Operations

4. Describe the meeting requirements and procedures of the governing board and its committees, if any. Include:
   - Location and frequency of governing board and committee meetings
   - Process and timeline for setting annual calendar of governing board and committee meetings
   - Location(s) for posting governing board and committee meeting agendas
   - Specific procedures that will ensure compliance with key Brown Act requirements

5. Describe the governing board’s decision-making procedures. Address:
   - Quorum requirements
   - Board action (voting) requirements
   - Abstention and teleconference participation

Stakeholder Involvement

6. Describe the school’s stakeholder involvement plan and process. Address:
   - The role of parents and staff in the governance of the school
   - The process by which the school will consult with all stakeholders (parents, teachers, staff, administrators, and students) to develop its LCAP and annual update
   - The process by which the school will consult with parents and teachers regarding the school’s educational program
   - How the school will use its website to support stakeholder involvement
   - The composition, selection, and operating procedures for parent organization or committee, if any
Element 5: Employee Qualifications

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

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

Employee Positions and Qualifications

1. Identify/list all school employee classes/positions, including administrators, certificated staff, instructional support staff, and classified staff.

2. For each key position/class, provide a job description and describe the minimum and desirable qualifications.

Element 6: Health and Safety Procedures

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

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

1. Identify which position will serve as the school’s Custodian(s) of Records per California Department of Justice requirements.

2. Describe how the school will support and promote the health and wellness of its students. (See, e.g., the Healthy, Hunger-Free Kids Act of 2010.)

3. In accordance to AB 1747, effective January 1, 2019, provide an assurance that the school will develop a comprehensive school safety plan with input from classified employees of the charter school, a fire department and other first responder entities and that the school safety plan shall include procedures for conducting tactical responses to criminal incidents, including procedures related to persons with guns on school campuses and at school-related functions.

Element 7: Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:
Court-Ordered Integration

1. Provide the school’s plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. Describe:
   • Specific annual outreach and recruitment activities, including dates and locations
   • Specific materials and methods (e.g. flyers, website, online postings, etc.) to be used to advertise and otherwise conduct outreach and recruitment
   • Language(s) that will be used for all outreach and recruitment activities, methods, and materials

2. Explain how this plan will achieve and maintain the LAUSD Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio.

Element 8: Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

Admission Requirements

1. Describe any specific requirements for admission and/or enrollment in the proposed school.

Student Recruitment

2. Describe how the school will recruit and reach out to students with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities.

Lottery Preferences and Procedures

3. Identify and list in clear priority order any preferences in admission to be provided, including an explanation of the school’s rationale for providing such preferences. Please note that Education Code 47605(d)(2)(B) starts the list of preferences with LAUSD students.

4. Describe the manner in which the charter school will conduct a public random drawing in the event that the number of students who wish to attend the school exceeds the school’s capacity. Describe:
   • Open enrollment period(s) or timeline, and related enrollment procedures
   • Method(s) that the school will use to communicate to all interested parties the timeline, rules, and procedures to be followed during the open enrollment and lottery processes
• Method that the school will use to ensure lottery procedures are fairly executed and that interested parties may attend and observe
• Date, time, and location for the lottery each year, if needed
• Procedures that the school will follow to determine waiting list priorities based upon lottery results and to enroll students from the waiting list
• Means by which the school will notify parents/guardians of students who have been offered a seat as a result of the lottery or from the waiting list following a lottery, and the procedures and timelines under which parents/guardians must respond in order to secure admission
• Method for documenting the fair execution of lottery and waitlist procedures

Element 9: Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(I).)

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

Annual Audit Procedures

1. Specify what position at the charter school is responsible for contracting with an independent auditor to conduct the required annual financial audit.

2. Specify what position at the charter school is responsible for working with the independent auditor to complete the audit.

3. Describe how the school will ensure that the selected independent auditor is on the California State Controller’s list of auditors approved to conduct charter school audits.

4. Describe the process that the charter school will employ to address and resolve any deficiencies, findings, material weaknesses, or audit exceptions and the position at the charter school responsible for administering this process.

5. Specify what position at the charter school is responsible for ensuring that the independent auditor sends the completed audit to the required agencies by the statutory deadline.

Element 10: Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(J).)

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:
School Climate and Student Discipline System

1. Describe the school’s student discipline philosophy consistent with the principles of the District’s Discipline Foundation Policy, and the School Discipline Policy and School Climate Bill of Rights Board of Education resolution.

Identify the school’s approach to developing and maintaining a positive school climate and strategies for preventing and mitigating the need for disciplinary measures. Address:

- School-Wide Positive Behavior Intervention and Support (SWPBIS): Describe the school’s systemic approach to teaching and managing behavior in schools, with the goal of creating and maintaining positive school environments?
- Tiered Behavior Intervention: Describe the school’s system for implementing tiered intervention. How will the school provide progressive discipline based on guidance and support?
- Restorative Justice Practices: How will the school use Restorative Justice to build the school community and repair harm done to relationships?
- Alternatives to Suspension: Describe the age-appropriate responses that will be used to address and correct the student’s specific misconduct. Include a professional development plan for teaching, communicating and modelling to the school community the school’s discipline policy to ensure school practices are consistent.
- Using Data: How will the school monitor its student behavior data?

In-School Suspension

2. Address whether and how the school will authorize and implement in-school suspension, including:

- Where the student(s) will be serving the suspension on-campus;
- Who will be supervising the student(s);
- How the student(s) will receive his/her instruction during the suspension;
- Any supports made available to the student(s) during this time.
- How will the family be notified of an in-school suspension and what information will be provided?
- Specify the maximum number of days of in-school suspension per incident and in one academic year.
- Address how the school intends to address the list below of offenses in the Education Code precluded for in-school suspension for other public schools. If the school intends to include in-school suspension as an option for these offenses, include an explanation how this adequately provides safety for students, staff, and visitors to the school and serve the best interests of students:
  - Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
  - Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
Made terrorist threats against school officials or school property, or both.

**NOTE:** The grounds for in-school suspension must not exceed the grounds for suspension set forth below.

**Grounds for Suspension and Expulsion**

3. Identify the scope of the school’s disciplinary jurisdiction (e.g. location, day/time, activity).

**Suspension**

4. Identify and describe:
   - All offenses for which students **must** be suspended (i.e. non-discretionary suspension)
   - All offenses for which a student **may** be suspended (i.e. discretionary suspension)

**NOTE:** If these lists of offenses are not aligned with the lists of offenses set forth in the Education Code for other public schools, explain the rationale for the difference(s) and how the lists provide adequate safety for students, staff, and visitors to the school and serve the best interests of students.

5. In accordance with E.C. Section 47605 (J), include the procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

   (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

   (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

   (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

   (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

   (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less
than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

**Expulsion**

6. Identify and describe:
   - All offenses for which students **must** be recommended for expulsion (i.e. mandatory recommendation for expulsion)
   - All offenses for which a student **may** be recommended for expulsion (i.e. discretionary recommendation for expulsion); describe any additional findings that are required in order to make a discretionary recommendation for expulsion

**NOTE:** If these lists of offenses are not aligned with the lists of offenses set forth in the Education Code for other public schools, explain the rationale for the difference(s) and how the lists provide adequate safety for students, staff, and visitors to the school and serve the best interests of students.

**Out-of-School Suspension Procedures**

7. Describe the school’s specific rules and procedures for student suspension from school, including:
   - An assurance that the process for investigating incidents and collecting evidence will be fair and thorough
   - What position(s) is/are authorized to suspend students
   - How the school will provide the student with adequate notice of the reason for potential disciplinary action and a meaningful opportunity to be heard prior to suspension
   - How the school will provide the parents with adequate notice of the reason for the disciplinary action
   - How and to whom a parent/student may appeal a suspension decision

8. Identify the maximum number of days a student may be suspended for any single offense and the maximum total number of days a student may be suspended within one academic year. Address students in general education as well as students with Individualized Education Programs (IEPs).
9. Describe how and where the school will provide the student with meaningful access to education during the term of the suspension.

10. Describe the specific rules and procedures for suspension pending the outcome of an expulsion process. Specify the maximum number of days a suspension can be extended. Describe the school’s interim placement procedures; including how and where students will have meaningful access to education during the term of the suspension pending the outcome of an expulsion process.

Expulsion Procedures

11. Describe the school’s specific rules and procedures for student expulsion. Address:
   • How the school will provide to the student and parent adequate notice of the reason for disciplinary action and a meaningful opportunity to be heard prior to making an expulsion recommendation
   • Who has the authority, and what process must be followed, to make an expulsion recommendation
   • How the school will provide to the student and parent adequate notice of the issuance of an expulsion recommendation and notice of the hearing, including information regarding reasonable accommodations and language support, special rules and procedures for incidents involving sexual assault and/or battery, presentation and cross-examination of witnesses and other evidence, representation by counsel or other advocate, and other due process protections and rights
   • Who/what entity has the authority to make an expulsion decision and how the school will ensure impartial decision-making
   • How and when the decision-making authority will hear and decide the outcome of an expulsion recommendation, including the provision of a meaningful opportunity to be heard, reasonable timeline, reasonable accommodations and language support, special rules and procedures for incidents involving sexual assault and/or battery, representation by counsel or other advocate, and other due process protections and rights
   • How the school will create and maintain records of the proceedings, and make records available to students/parents
   • How and to whom a student/parent may appeal an expulsion decision, including provision of an impartial appeals panel whose members were not involved in the expulsion recommendation or decision, adequate notice and meaningful opportunity to be heard, reasonable timeline, reasonable accommodations and language support, and other due process protections and rights
   • How the school will provide post-expulsion support to expelled students and their families to facilitate continued access to education

12. Describe the school’s policies and procedures regarding rehabilitation plans, including the term of expulsion, criteria to be set forth in the plan, and the timelines
and process for reinstatement and/or readmission following completion of the term of expulsion.

Element 11: Employee Retirement Systems

“The manner by which staff members of the charter schools [sic] will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

A “reasonably comprehensive” petition will include the following:

Certificated Staff Members

1. Specify the retirement system(s) in which the school will participate for each certificated position/class, and identify the position(s) that will be responsible for ensuring that appropriate arrangements for that coverage have been made and will be sustained. If the school elects to participate in the California State Teachers’ Retirement System (CalSTRS) and/or the California Public Employees’ Retirement System (CalPERS), include a statement acknowledging that the school must continue such participation for the duration of the charter school’s existence under the same CDS code.

Classified Staff Members

2. Specify the retirement system(s) in which the school will participate for each classified position/class, and identify the position(s) that will be responsible for ensuring that appropriate arrangements for that coverage have been made and will be sustained. If the school elects to participate in CalPERS, include a statement acknowledging that the school must continue such participation for the duration of the charter school’s existence under the same CDS code.

Other Staff Members

3. Specify the retirement system(s) in which the school will participate for any other staff position(s) not included in the other two categories above, and identify the position(s) that will be responsible for ensuring that appropriate arrangements for that coverage have been made and will be sustained. If the school elects to participate in CalPERS, include a statement acknowledging that the school must continue such participation for the duration of the charter school’s existence under the same CDS code.

Element 12: Public School Attendance Alternatives

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

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:
1. Address how parents and students will be informed of their public school attendance alternatives.

**Element 13: Rights of District Employees**

“The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

A “reasonably comprehensive” petition will include the District Required Language.

**Element 14: Mandatory Dispute Resolution**

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

1. Provide the specific address for written notifications to the school pursuant to the procedures set forth in the District Required Language for this Element. Please use the following format:

   [Name of Charter School]
   c/o [Title (e.g. Director)]
   [Full Address]

**Element 15: Charter School Closure Procedures**

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(0).)

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

1. Identify the specific position(s) that will serve as the school’s closure agent(s) in the event that the school closes.

**TAB 2: PETITION SIGNATURE PAGES**

- Use the forms provided on the CSD website to provide (record) the signatures required to submit a new independent charter school petition application.

- Make sure the top of the form is completed BEFORE obtaining signatures.
Make sure all signatures are original signatures (no photocopies) signed and dated within the last 12 months prior to submission of the petition application.

Make sure that the signatures meet the statutory requirements for the type of charter school proposed (e.g. conversion).

TAB 3: LETTER OF INTENT

- Use the form available on the CSD website.
- Ensure that the information on the form is complete and accurate at the time of submission. The contact information for the lead petitioner will be used for communications throughout the petition application review process. See also the “Letter of Intent and Intake Appointment” section of this guide.

NOTE: Please note that a Letter of Intent is valid only for one programmatic year. If the petitioner team determines not to submit its petition within the school year in which it has submitted a Letter of Intent, it must submit a new Letter of Intent if and when it intends to submit a petition in a subsequent year.

TAB 4: TEACHER RÉSUMÉS AND CREDENTIALS

- Make sure that the documentation of teacher credentials is current and complete, and matches the names recorded on the petition signature pages. Please organize these materials by teacher (e.g., for Teacher A, include first the résumé and then the credential; for Teacher B, first the résumé and then the credential; and so forth) in the same order as the names on the signature pages.
- Make sure that the résumés meet the applicable requirements (see “New Independent Charter School Petition Application Intake Checklist” and “Résumés” guide posted on the CSD website).

TAB 5: GOVERNING BOARD RESOLUTION

- The proposed charter school’s governing board resolution that authorizes submission of the charter school petition application and identifies the lead petitioner(s), Executive Director or equivalent (if any), Director/Principal, and Onsite Financial Manager (who cannot be the same person as the Director/Principal) must be recent, i.e., the resolution must have been adopted within the last 12 months prior to submission. The submitted document may be a copy of the original document.
Make sure that the names identified on the resolution match the other documentation required to be submitted as part of the petition application. **Ensure that the document includes the duly executed signature of the governing board secretary.**

**TAB 6: ARTICLES OF INCORPORATION, BYLAWS, CONFLICT OF INTEREST CODE, and CONFLICT OF INTEREST POLICY**

- Make sure that each of these four separate documents is complete and current. These documents may be copies of the original documents.

- If the articles of incorporation have been amended, please include both the amendment document(s) and the initial incorporation document. Make sure that these documents contain the official seal or stamp of the State of California.

- Ensure that the bylaws are aligned with the provisions in the petition.

- Make sure that the bylaws document includes the duly executed signature of the governing board secretary.

- The Conflict of Interest Code must be a stand-alone document that meets the requirements of the California Political Reform Act, Government Code § 87100 et seq. For further information, please see the various resources available on the Fair Political Practices Commission website at [http://www.fppc.ca.gov/Form700.html](http://www.fppc.ca.gov/Form700.html) and on the District’s Ethics Office website at [https://achieve.lausd.net/ethics](https://achieve.lausd.net/ethics)

- The Conflict of Interest Policy must be a separate document.

**TAB 7: BUDGET**

- The budget must include annual budgets, monthly cash flows, and budget assumptions for at least three (3) years, including the current year (i.e. first year of operation for new schools).

- Ensure that the submitted budget is in Microsoft Office Excel format, with formulas, and not password protected.

- The budget assumptions must include, but not limited to, the following:
  - Projected class size
    - Indicate if projected class size is different for different grade levels
o Projected enrollment by grade level
o Estimated average salary by category
o Out of classroom teachers, if applicable
  ▪ Guidance counselors
  ▪ Academic intervention
  ▪ Other
o Administrators’ salaries (it is understood that job titles may vary with each charter school)
  ▪ Chief Executive Director
  ▪ Executive Director
  ▪ Principal
  ▪ Assistant/Vice Principal
  ▪ Dean
  ▪ Other
o LCFF funding rates
  ▪ Unduplicated count

NOTE: If the budget includes grants or loans as a source of funds, please be sure to submit award letters and/or loan agreements, including documentation of any terms.

NOTE: If the budget includes obligations through factoring the school’s receivables, please be sure to submit the proposed factoring agreement, including, but not limited to, the total estimated factoring amounts, discount rates/fees, and any other terms.

NOTE: Please be sure to submit annual budgets that do not rely on Proposition 39 facilities.

NOTE: The submitted budget must meet the requirements of and otherwise comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time.

TAB 8: LOTTERY FORM and ENROLLMENT FORM

✓ Make sure that the petition application includes two separate and distinct forms: (1) a lottery form, in English and other dominant languages for the school that meet 15% threshold), to be used in the first year of the new charter term by parents/students who are applying to enroll in the school; and (2) the enrollment form that the school will use once it offers a seat to a student.

NOTE: Both forms must be consistent with the requirements of applicable law, including Education Code § 49452.9 (see AB 2706 (2014)), and District policy. Refer to the CSD website for the document Admissions Requirements and Materials.
TAB 9: DUE DILIGENCE QUESTIONNAIRE AND ACKNOWLEDGEMENT FORMS and RÉSUMÉS

- A completed Due Diligence Questionnaire and Acknowledgement Form is to be submitted for the Executive Director/CEO (if applicable), the school administrator (Director/Principal), and On-site Financial Manager (cannot be the school administrator).

- Make sure that the Due Diligence Questionnaire and Acknowledgement Form documents are complete and have original signatures. Please include names and contact information in the professional references section on the Due Diligence Questionnaire and Acknowledgement Forms.

- Make sure that the persons submitting these forms match the names of the persons identified in the governing board resolution above.

TAB 10: GOVERNING BOARD MEMBER QUESTIONNAIRES and RÉSUMÉS

- Make sure that these documents are complete and current. Governing Board Member Questionnaires must be current, and need to have been completed and signed within 12 months of the date of petition submission. Ensure that each board member has individually answered all questions, initialed each page (including any additional attached pages), and signed and dated the bottom of the questionnaire. If a board member responds to a question with a Yes or No, the questionnaire also must include a detailed response regarding the Yes or No. Responses of “N/A” or “Not Applicable” are not acceptable. The submitted documents may be copies of the original signed documents.


TAB 11: ENGLISH LEARNER MASTER PLAN

- Include this document if the school has adopted or will adopt its own English Learner Master Plan. (Please make sure to include reclassification criteria and refer to the CDE English Learner Programs website for additional resources https://www.cde.ca.gov/sp/el/).
NOTE: This requirement does not apply if the school has adopted the LAUSD English Learner Master Plan. For this tab, include a statement on a Word document indicating that the school has adopted the LAUSD English Learner Master Plan.

- Ensure that the English Learner Master Plan provides a comprehensive description of all relevant topics. For further information, please see the various resources available on the LAUSD Multilingual and Multicultural Education Department’s website: https://achieve.lausd.net/mmed#spn-content

CD/DVD R/W

- See “New Independent Charter School Petition Application Intake Checklist” for guidance about the contents of the CD/DVD. Include each item on the checklist as a separate file on the CD/DVD with a file name that clearly identifies its contents.

- Do not include any “Due Diligence and Acknowledgement Form” on the CD/DVD. (Include the résumés)

- Make sure that all cells and formulas within the electronic MS Excel version of the budget are unlocked.

- The CSD strongly recommends that the required CD/DVD be rewritable and formatted “as a USB flash drive” to facilitate intake and petition review. Do not submit the electronic copies of the petition documents on a flash drive or similar medium; **only a CD or DVD will be accepted, per CDE requirement.**
Exhibit 12
## Exhibit 8 – Discrepancies Regarding Positions at C-TECH

<table>
<thead>
<tr>
<th>POSITION TITLE</th>
<th>PETITION</th>
<th>ORGANIZATIONAL CHART</th>
<th>BUDGET</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Site Financial Manager</td>
<td>Introduction – Page 10</td>
<td>Not included in the Organizational Chart</td>
<td>Not Budgeted for the 5 year term</td>
<td>Terrence Taylor named in the Petition &amp; Resume</td>
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<tr>
<td>Finance Director</td>
<td>Table 1.1 C-Tech Founding Members – Page 11</td>
<td>Not included in the Organizational Chart</td>
<td>Not in the Budget</td>
<td>Terrence Taylor named in the Petition</td>
</tr>
<tr>
<td>Director of Operation</td>
<td>Element #4 – Page 145, 147, 148, 152 Element #5 – Page 153, 158, 159</td>
<td>Included in the Organizational Chart</td>
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<td>Will be Terrence Taylor flushed out during the capacity interview after inquiry to the Finance positions that were not budgeted</td>
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<td>Massimiliano Gasparri-named per petition but not budgeted</td>
</tr>
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<td>Chief Technology Advisor</td>
<td>Table 1.1 C-Tech Founding Member – Page 11</td>
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<td>Massimiliano Gasparri-named per petition but not budgeted</td>
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<td>Office Manager</td>
<td>Element #4 – Page 145 Element #5 – Page 157 Element #9 – Page 180</td>
<td>Included in the Organizational Chart</td>
<td>Not Budgeted for the 5 year term</td>
<td>Discrepancy between Org Chart and Budget</td>
</tr>
<tr>
<td>Business Manager</td>
<td>Element #9 – Page 180</td>
<td>Not included in the Organizational Chart</td>
<td>Not Budgeted for the 5 year term</td>
<td>Discrepancy between Org Chart and Budget</td>
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<tr>
<td>Dean of Students</td>
<td>Introduction – Page 8, 10 Element #4 – Page 145, 131,148, Element #5 – Page 152, 156,</td>
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<td>Discrepancy between Org Chart and Budget</td>
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<td>Position</td>
<td>Pages &amp; Elements</td>
<td>Status in Organizational Chart</td>
<td>Status in Budget</td>
<td>Discrepancy</td>
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<td>Outreach Manager</td>
<td>Element #4 – Page 145, 148, Element #5 – Page 152, 159</td>
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<td>Not Budgeted for the 5 year term</td>
<td>Discrepancy between Org Chart and Budget</td>
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<td>Budgeted</td>
<td>Discrepancy between Org Chart and Budget</td>
</tr>
<tr>
<td>Sel Program Director</td>
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<td>Not included in the Organizational Chart</td>
<td>Budgeted</td>
<td>Discrepancy between Org Chart and Petition</td>
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<td>Part time teachers</td>
<td>Element #1 – Page 92, Element #1 – Page 120, Element #4 – Page 148, Element #1 – Page 25, Element #1 – Page 26, Element #1 – Page 73, Element #1 – Page 74, Element #10 – Page 202</td>
<td>These positions are not included in the Organizational Chart</td>
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</table>
Proposition 39 Charter Facilities Compliance for the 2020-2021 School Year - Findings and Written Statements of Reasons Why Certain Charter Schools Cannot be Accommodated on a Single School Site

January 21, 2020

Office of the Chief Strategy Officer
Facilities Services Division

**Action Proposed:**
Pursuant to California Education Code section 47614 and its implementing regulations (“Regulations”), it is proposed that the Board of Education find and adopt a written statement of reasons why certain charter schools (as identified in the Attachments hereto) that submitted a Proposition 39 facilities request for the 2020-2021 school year cannot be accommodated on a single school site.

**Background:**
With the passage of Proposition 39 in November 2000, California Education Code section 47614 (“Proposition 39”) was amended with the intent that public school facilities should be shared fairly among all public school pupils, including those in charter schools.

Proposition 39 requires that school districts make available, to each charter school operating in the school district, facilities that will accommodate all of their in-district students. The facilities must be in conditions “reasonably equivalent” to those in which the students would be accommodated if they were attending other public schools of the district. For each legally sufficient facilities request submitted by a charter school to a school district, the Regulations require the school district to deliver to the charter school a preliminary proposal on or before February 1st, and a final offer on or before April 1st.

On October 2, 2018, the Board of Education authorized, among other things, the Superintendent to issue preliminary proposals and final offers of space to each charter school that submits a legally sufficient facilities request for the 2019-2020 school year and each specific school year thereafter, in accordance with requirements and timelines of Proposition 39 and the Regulations. (Board Report No. 098 - 18/19).

The District is prepared to make preliminary proposals and final offers of space at operating District schools to all eligible charter school applicants. While most preliminary proposals and final offers will accommodate charter schools at a single school site, some will accommodate certain charter schools (identified in the Attachments hereto) at more than one school site.

Section 11969.2, subdivision (d), of the Regulations provides that if a school district’s preliminary proposal or final offer of space does not accommodate a charter school at a single school site, the district’s governing board must first: (i) make a finding that the charter school cannot be accommodated at a single site; and (ii) adopt a written statement of the reasons explaining the finding.
The charter schools identified in the Attachments hereto cannot be accommodated at a single site because of several factors, such as: the facilities request is for a large number of seats, the lack of available classrooms on a single site in the specific area requested by the charter school, multiple charter schools requesting facilities at the same school site or in the same area, and/or the charter school requested more than one school site. In addition to design capacity and geographical limitations, the District gave substantial consideration to District and charter students’ safety and welfare, including, but not limited to, the disproportionate harm to District students resulting from forcibly dislocating children from their neighborhood schools to make room for non-neighborhood charter students.

Each Attachment includes the following, as mandated by Proposition 39 and the Regulations:

a) The process for staff’s determination that a particular charter school cannot be accommodated on a single site. The process included, among other things, (1) a description of how the District determined available classroom inventory to meet a charter school’s facilities request; (2) the rationale for making a multiple site offer; and (3) material considerations of student safety and welfare when balancing all available alternatives; and

b) A recommended finding that a certain charter school could not be accommodated at a single site and written statement of reasons explaining the finding.

Expected Outcomes:
As mandated by Proposition 39 and the Regulations, the Board will make findings and adopt written statements of the reasons why certain charter schools (as identified in the Attachments hereto) that submitted Proposition 39 facilities requests cannot be accommodated at a single school site for the 2020-2021 school year.

Board Options and Consequences:
If “no” vote, the District will not be in compliance with section 11969.2, subdivision (d), of the Regulations requiring the Board to make findings and adopt written statements as to why certain charter schools (as identified in the Attachments hereto) will receive Proposition 39 preliminary proposals and/or final offers accommodating them at more than one school site.

If “yes” vote, the District will be in compliance with section 11969.2, subdivision (d), of the Regulations requiring the Board to make findings and adopt written statements as to why certain charter schools (as identified in the Attachments hereto) will receive Proposition 39 preliminary proposals and/or final offers accommodating them at more than one school site.

Policy Implications:
This action does not change District policies.

Budget Impact:
This finding has no budget impact.

Student Impact:
Pursuant Proposition 39, public school facilities should be shared fairly among all public school pupils, including those in charter schools. Through this proposed action, the Board is adhering to this mandate.
Issues and Analysis:
Pursuant to Proposition 39 and the Regulations, the District is required to make a preliminary proposal and final offer of space to each charter school that submitted a legally sufficient request for facilities. If a charter school cannot be accommodated at a single school site, the Board must first make a finding that the charter school cannot be accommodated at a single site and adopt a written statement of the reasons explaining the finding.

Attachments:
Attachment A- Index of Attachments
Attachment B- Attachments: Each Attachment includes two tabs:
   Tab (a) Staff Report on Deliberative Process for Determining Why the Charter School Cannot be Accommodated at a Single Site; and
   Tab (b) Board of Education Finding that the Charter School Could Not be Accommodated at a Single Site and Written Statement of Reasons Explaining the Finding

Attachment C - Notice of link to view Attachment B

Informatives:
Not Applicable

Submitted:
01-14-20 Revision 1 Version 2
RESPECTFULLY SUBMITTED,

AUSTIN BEUTNER
Superintendent

APPROVED & PRESENTED BY:

VERONICA ARREGUIN
Chief Strategy Officer

REVIEWED BY:

DAVID HOLMQQUIST
General Counsel

Approved as to form.

APPROVED & PRESENTED BY:

MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

TONY ATIENZA
Director
Budget Services and Financial Planning

Approved as to budget impact statement.
ATTACHMENT A

Board of Education Report 219-19/20
January 21, 2020

INDEX OF ATTACHMENTS
Proposition 39 Charter Facilities Compliance for the 2020-2021 School Year
Findings and Written Statements of Reasons Why Certain Charter Schools
Cannot be Accommodated on a Single School Site

The charter schools identified below will be accommodated at more than one school site. Each of
the Attachments include tabs (a) and (b), as follows:

(a) Staff Report on Deliberative Process for Determining Why the Charter School Cannot be
   Accommodated at a Single Site;

(b) Board of Education Finding that the Charter School Could Not be Accommodated at a Single
   Site and Written Statement of Reasons Explaining the Finding

<table>
<thead>
<tr>
<th>ATTACHMENT</th>
<th>CHARTER SCHOOL NAME</th>
<th>DISTRICT SCHOOL SITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ararat Charter School</td>
<td>Erwin Elementary Kindergarten Learning Academy</td>
</tr>
<tr>
<td>2</td>
<td>Excelencia Charter Academy</td>
<td>Sunrise Elementary Sheridan Street Elementary</td>
</tr>
<tr>
<td>3</td>
<td>Extera Public School</td>
<td>Breed Street Elementary 2nd Street Elementary</td>
</tr>
<tr>
<td>4</td>
<td>Extera Public School #2</td>
<td>Eastman Avenue Elementary Lorena Street Elementary</td>
</tr>
<tr>
<td>5</td>
<td>Gabriella Charter 2</td>
<td>Lizarraga Elementary Trinity Elementary</td>
</tr>
<tr>
<td>6</td>
<td>ISANA Nascent Academy</td>
<td>42nd Street Elementary Audubon Middle School</td>
</tr>
<tr>
<td>7</td>
<td>ISANA Octavia Academy</td>
<td>Fletcher Drive Elementary Washington Irving Middle School Math, Music, and Engineering Magnet</td>
</tr>
<tr>
<td>8</td>
<td>ISANA Palmati Academy</td>
<td>Glenwood Elementary School Roy Romer Middle School</td>
</tr>
<tr>
<td>9</td>
<td>Larchmont Charter School</td>
<td>Selma Avenue Elementary Ramona Avenue Elementary</td>
</tr>
<tr>
<td>10</td>
<td>New Los Angeles Elementary School</td>
<td>Baldwin Hills Elementary Wilton Place Elementary</td>
</tr>
<tr>
<td>11</td>
<td>WISH Community School</td>
<td>Orville Wright Engineering &amp; Design Magnet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Westchester Enriched Sciences Magnets</td>
</tr>
</tbody>
</table>
Staff Report on Deliberative Process for Determining Ararat Charter School Cannot Be Accommodated at a Single Site

Statement of Facts Regarding Charter School’s Facilities Request and Availability of Space to Meet Charter School’s Facilities Needs

<table>
<thead>
<tr>
<th><strong>Charter School:</strong></th>
<th>Ararat Charter School (&quot;Charter School&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Request year:</strong></td>
<td>2020-21 (&quot;Next Fiscal Year&quot;)</td>
</tr>
<tr>
<td><strong>In-district classroom average daily attendance (&quot;ADA&quot;) projection:</strong></td>
<td>326.4 (&quot;ADA Projection&quot;)</td>
</tr>
<tr>
<td><strong>Number of teaching stations to which Charter School is legally entitled:</strong></td>
<td>14</td>
</tr>
<tr>
<td><strong>Number of District schools from which Charter School draws its attendance:</strong></td>
<td>54</td>
</tr>
<tr>
<td><strong>Geographic Area in which Charter School wishes to locate:</strong></td>
<td>Erwin Elementary, Kindergarten Learning Academy</td>
</tr>
<tr>
<td><strong>Local District (&quot;LD&quot;) in which Charter School wishes to locate:</strong></td>
<td>Northeast</td>
</tr>
<tr>
<td><strong>Number of charter schools wishing to locate in the same LD as Charter School:</strong></td>
<td>8</td>
</tr>
<tr>
<td><strong>Availability of teaching stations at District school sites Charter School requested:</strong></td>
<td>Erwin Elementary (10), Kindergarten Learning Academy (8)</td>
</tr>
<tr>
<td><strong>Recommended Co-locations:</strong></td>
<td>Erwin Elementary, Kindergarten Learning Academy</td>
</tr>
<tr>
<td><strong>Recommended allocation of teaching stations and administrative office space at each co-location:</strong></td>
<td>Erwin Elementary: eight (8) teaching stations, one (1) special education station(s), one (1) administrative office; Kindergarten Learning Academy: six (6) teaching stations, one (1) special education station(s), one (1) administrative office</td>
</tr>
<tr>
<td><strong>Distance between Recommended Co-locations:</strong></td>
<td>1.5 miles</td>
</tr>
<tr>
<td><strong>Distance between Recommended Co-locations and desired geographic location:</strong></td>
<td>0 miles</td>
</tr>
</tbody>
</table>
1. Pursuant to Proposition 39, District staff first engaged in an effort to create a single site offer to accommodate Charter School’s total in-district classroom ADA. District staff evaluated space at the District school site(s) and/or in the geographic area in which Charter School wishes to locate.

2. Several other charter schools also requested space in the same Local District that Charter School requested.

3. School Management Services ("SMS") provided data that indicated, and District staff determined, no single District school site that Charter School requested will have sufficient classroom space to accommodate Charter School’s total in-district classroom ADA in the Next Fiscal Year.

4. District staff then expanded its search to other schools near to the geographic area where Charter School wishes to be located. The District determined, however, that it is not possible to accommodate Charter School’s entire student population on a single site in the Next Fiscal Year.

5. Therefore, District staff recommends providing space to Charter School to accommodate its total in-district classroom ADA at the Recommended Co-Locations.

6. By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to minimize the number of sites assigned to Charter School.

7. Because of the short distance between the Recommended Co-Locations, they are contiguous facilities in a school district spanning 710 square miles and serving over 27 cities.

8. By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to provide Charter School with facilities near to where Charter School wishes to locate.
Efforts to Minimize the Number of Sites on Which Charter School is Located

9. In order to minimize the number of sites on which a charter school is located for the Next Fiscal Year, District staff eliminated set-asides at many school sites to make room for charter school co-locations. Set-asides are divided into two categories: District set-asides and School set-asides.

10. School set-asides allocate space for instructional, safety, and health programs that are specific to a particular school. For example, Title I funding coordinator offices are considered a School set-aside. Title I funding provides financial assistance to schools with high numbers or high percentages of low-income children to help ensure that all children meet challenging state academic standards. The District uses Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. Such funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum. Additionally, school set-asides are used to allocate space for small learning community (“SLC”) offices. An SLC, also referred to as a School-Within-A-School, is a form of school structure in secondary schools to subdivide large school populations into smaller, autonomous groups of students and teachers. SLCs include structures such as freshman academies, multi-grade academies organized around career interests or other themes, “houses” in which small groups of students remain together throughout high school, and autonomous schools-within-a-school, as well as personalization strategies, such as student advisories, family advocate systems, and mentoring programs. Research continues to show that small schools and SLCs have the necessary elements to counteract the inherent negative effects of poverty and poor academic achievement for low-income and/or students of color. (Cotton, *New Small Learning Communities: Findings from Recent Literature*, Portland, Ore: Northwest Regional Educational Laboratory (2001); Jimerson, *The Hobbit Effect: Why Small Works in Public Schools*, The Rural School and Community Trust (August 2006).)
11. At the middle school level, School set-asides are used, for example, for Personal Learning Environment (“PLE”) offices, the middle school equivalent to an SLC. Likewise, School set-asides may be used for the District’s Response to Intervention (“RTI”) program. RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities. In order to provide space to requesting charter schools, District staff has eliminated or reduced the number of School set-asides on certain campuses. This instructional disruption unfortunately disproportionately affects low-income, low-performing or disabled District neighborhood children, those who need assistance the most. However, District staff has taken these disruptive measures in order to share facilities fairly with charter schools.

12. District set-asides use school space to implement key District-wide instructional, health, and safety programs. For example, these set-asides include space for District police, regional special educational testing centers, health center clinics, food service, and Beyond the Bell programs, among others. Eliminating these set-asides would deny or interfere with students’ ability to receive the special education and related services to which they are entitled, or force students to travel as much as 50 miles to the next closest center. In the 2019-2020 fiscal year, the District’s school-based health clinics are projected to provide approximately 172,000 visits to children who would otherwise have been challenged to access health care. This number is projected to increase steadily over the next two upcoming school years. To eliminate these clinics would deprive the neediest children of vital health services. Additionally, Beyond the Bell programs ensure that all children and youth in the District have access to high-quality, safe, and supervised academic, enrichment, and recreation programs that inspire learning and achievement beyond the regular school day (before and after school and Saturdays). The three components of Beyond the Bell include academic tutorial, recreational, and enrichment programs. Over 100,000 students in more than 600 schools participate in Beyond the Bell programs on a daily basis. (See http://btb.lausd.net/about.) Students who participate in after-school programs have improved attendance.
Indeed, Beyond the Bell’s after-school programs resulted in improved test scores in English/Language Arts and the Mathematics. (Ibid.) Such programs are vital to the safety of school children. More than 28 million school-age children have parents who work outside of the home during after-school hours. Of these 28 million school-age children, 14.3 million are left to look after themselves when the school day ends. (Ibid.) Research shows that juvenile crime, sexual activity, and experimentation with drugs, alcohol, and cigarettes peak between the hours of 3:00 p.m. to 6:00 p.m. (Ibid.) Teens who participate in after-school programs are three times less likely to skip classes than teens who do not participate. (Ibid.) They are also three times less likely to do drugs, consume alcohol, and engage in sexual activity. (Ibid.)

To eliminate Beyond the Bell programs would expose the thousands of children who utilize these programs on a daily basis to danger, harming their academic performance and their overall wellbeing.

13. Although District and School set-asides provide space for programs that are vital to the curriculum of a particular school or to District-wide goals, in order to share space fairly, District staff has cut into these set-asides where doing so would minimize the number of sites offered to a charter school in order to make a complete offer of space.

Safety, Instructional and Social Implications of a Single Site Offer

14. To accommodate Charter School’s entire in-district classroom ADA at a single school site would present substantial safety concerns for both charter and non-charter District students. By way of example, District staff estimated that to house all of Charter School’s students at a single campus near to where Charter School wishes to locate would require the forcible displacement of a significant number of students attending their local neighborhood school. Displacing children out of their neighborhood school has far-reaching safety, instructional, and social implications.

15. Community-centered schools provide a wealth of benefits for student learning, health, and safety, as well as benefits for the community at large. Many District children walk to and from their neighborhood school. Recent District budgetary cutbacks and the harsh economic climate have made the ability to walk to school a necessity for many families with in-District children. The District school bus program has realized service cuts and route eliminations which have affected many students. As a result of past budget deficits, transportation funding was reduced as part of stabilization efforts. The latest
impact came in July 2012, when the District was forced to implement a change to the eligible busing
distance for secondary schools from three miles to five miles. These cuts disproportionately affect poorer
students and make the ability to walk to school even more crucial.

16. Not only is the ability to walk to school a necessity for some students, but walking to school
also provides key health benefits. According to the California Department of Public Health (“DPH”),
close to one-third of California’s children are overweight or obese. The DPH’s California Active
Communities (“CAC”), in collaboration with CA4Health (a project of the Public Health Institute, with
funding from the Centers for Disease Control and Prevention) has determined that a child’s overall health
is affected by levels of physical inactivity which can be directly linked to time spent in automobiles versus
in active transportation such as walking. Walking or biking to school provides an opportunity for
purposeful physical activity toward the accumulation of the recommended 60 minutes or more of daily
physical activity for children and youth. (Martin, Moeti and Pullen-Seufert, Implementing Safe Routes to
School: Application for the Socioecological Model and Issues to Consider (2008).) Active transportation
– walking, biking, or rolling – to school can help increase physical activity levels of students and their
families. (CA4Health, Incorporating Safe Routes to School into Local School Wellness Policies (June
2014).) Physical activity reduces the risk of obesity and related chronic diseases, and improves mental
health, attendance, and academic performance. (Ibid.) Active transportation can also have broad
community benefits, including reducing traffic congestion and air pollution, creating safer streets,
encouraging cost savings, and building a stronger sense of community. (Ibid.) Increasing physical activity
through walking and biking to school can help address high obesity rates. (Ibid.)

17. Empirical studies have determined that distance is a key impediment to children walking to
school safely. (Martin, Moeti and Pullen-Seufert, Implementing Safe Routes to School: Application for
the Socioecological Model and Issues to Consider (2008).) A study published in the Journal of Public
Health Policy examines the multi-level correlates of walking to and from school. Of the physical
environmental factors examined, the strongest negative correlates to walking to school were distance and
safety concerns. (Zhu & Lee, Correlates of Walking to School and Implications for Public Policies,
Journal of Public Health Policy (2009).) Recognizing distance as a barrier to the ability for a child to walk
to school, CA4Health, the CAC and the DPH support school siting as well as joint use policies and practices that encourage kids to walk or bike to school.

18. Displacing children out of their neighborhood school prevents children from walking to school or impedes children from taking advantage of safety measures the District has instituted to allow children to safely walk or bicycle to their local neighborhood school. At the state level, in 1999, legislation passed to develop a State Safe Routes to School (“SR2S”) program. The SR2S program focuses on traffic calming to create walk-able communities, strengthening the link between injury prevention and physical activity. At the national level, in 2005, the Transportation Reauthorization Bill created the federally-assisted Safe Routes to School Program (“SRTS”) which provided funding over five fiscal years for states to create SRTS programs. The Office of Environmental Health and Safety (“OEHS”) has implemented an SRTS program and identified safe pedestrian routes to the vast majority of District schools requested by charters. The Pedestrian Routes to School maps provide safe routes and recommended crossings for the attendance area of a District school. Below is an example of a pedestrian route map:
**Legend**

- Recommended Crossing
- Stop Sign
- Traffic Signal
- Crosswalk
- Guard
- Flashing Warning Light
- Stairs or Walkway
- Pedestrian Bridge
- Pedestrian Tunnel
- Parks

**Parents:**

This map shows the recommended crossings to be used from each block in your school attendance area. Following the arrows, select the best route from your home to the school and mark it with a colored pencil or crayon. This is the route your child should take. Instruct your child to use this route and to cross streets only at locations shown. You and your child should become familiar with the route by walking it together. Obey marked crosswalks, stop signs, traffic signals, and other traffic controls. Crossing points have been located at these controls whenever possible, even though a longer walk may be necessary. Instruct your child to always look both ways before crossing the street. If no sidewalk exists, your child should walk facing traffic.

**Estimados Padres:**

Este mapa muestra los cruzados recomendados para los peatones de cada cuadra en la área de su escuela. Siguiendo las flechas en el mapa, seleccione la ruta más segura de su casa a la Escuela y marque con un lápiz o tiza de color. Esta es la ruta que su hijo (a) debe de usar. Dé la vuelta a su hijo (a) que usa esta ruta y que cruza las calles sólo en los lugares marcados. Usted y su hijo (a) deben familiarizarse con esta ruta. Observe los rodetes de peatones, señales, señales de tráfico y otras señales de tráfico. Puntos para cruzar están localizados en áreas controladas, aunque sea necesario atravesar el tiempo para cruzar. Instruya a su hijo (a) que siempre se haga de los dos lados antes de cruzar la calle. El estudiante debe de siempre caminar en la dirección opuesta del tráfico si no existe una banqueta.
19. Displacing a significant number of students from their neighborhood school to make room for Charter School’s children would prevent a significant number of children who currently have the ability to safely walk to school from being able to utilize the safe routes to school program. Conversely, Charter School draws its attendance from many different District schools. Therefore, providing a single-site offer to Charter School would endanger a significant number of children currently attending their neighborhood school, so that far fewer of Charter School’s students who reside in a particular attendance area would have the ability to walk to school. Moreover, the forcible displacements would not just be limited to the neighborhood children attending a single District school. Instead, those students would need to be absorbed into neighboring schools which have insufficient space to house the influx of this number of students, and thereby, would cause the additional forcible displacement of children from these absorbing schools. This would create a ripple effect of forcible displacements necessitating hundreds of neighborhood children to relocate for the benefit of a far lesser number of Charter School’s children. Such a decision would pose disproportionate harm to a significant number of children currently attending their local neighborhood school, and to those District students displaced by the influx of these students, and thus produce inequity in the sharing of facilities.

20. Not only does distance play a factor in children safely walking to school due to traffic dangers, but several Los Angeles neighborhoods are plagued by gang violence. In order to create safe passages to and from school in neighborhoods suffering from gang-related violence, meaningful programs and efforts to mitigate these risks have been launched, such as Kid Watch LA which instituted the Walking School Bus for District students. The Walking School Bus enlists parent and community volunteers to accompany groups of small children as they walk to and from their neighborhood school.

21. According to the Los Angeles Police Department, the District is located within the territory known as the “gang capital” of the nation, with more than 450 competing gangs. Gang violence is unfortunately prevalent on some campuses and within the neighborhoods of several District schools. As shown by the map depicting former gang injunctions in Los Angeles below, Los Angeles gangs claim particular territories:
22. On March 15, 2018, a District Court enjoined the City of Los Angeles from enforcing these gang injunctions. (See, *Youth Justice Coalition, et al., v. City of Los Angeles, et al., CV 16-07932 VAP.*) The inability to enforce these injunctions may result in an increase in gang-related activity and crime.
23. Forcibly displacing students who themselves or whose parents are tied to a particular gang and placing them in a school located in the territory of another gang would potentially breed gang warfare and violence affecting all children, teachers, staff, and parents at a particular school.

24. Pulling children out of their neighborhood school and placing non-neighborhood charter students in those schools prevents the displaced children from taking advantage of safety measures such as the Walking School Bus and therefore unfairly endangers the safety of those displaced children. These harms disproportionately affect students attending local District schools. As parents of charter school students have elected to send their child to a school out of his or her local attendance area, the parents have secured a means of transporting their child to this school. However, parents of children who attend local District schools may not have the means to find alternate transportation and rely on children walking to their neighborhood school. With the aforementioned reduction of several school bus routes and potential further elimination of transportation funding, many forcibly displaced children will be forced to walk long, unsafe distances or take unsafe public transit routes outside of their neighborhood attendance area.

25. Displacing children attending their District neighborhood school solely for the purpose of making single-site offers to charter schools would have additional instructional and social ramifications. Displaced children would attend a school that has no relation to their high school attendance area, resulting in further disruption of the typical matriculation process. California has a new accountability system reported through the California School Dashboard. The state’s new accountability system includes a three-level identification and support system for Local Educational Agencies, and categorizes district performance levels using a system of five colors, stated in order from lowest to highest performing: red, orange, yellow, green, and blue. The first release of the California School Dashboard was in fall of 2017, and identified the District for “Level 2” assistance from the Los Angeles County Office of Education (LACOE), because two of the District’s student groups, Foster Youth and Students with Disabilities, had a Red performance level in the Graduation Rate Indicator and in the Academic Indicators (English Language Arts (“ELA”) and math grades 3-8). As a result, the District and LACOE are working collaboratively to address identified performance issues with these student groups and develop strategies
for accelerating progress. The following year, the fall 2018 Dashboard results indicated that the District had been assigned Yellow performance levels for three of the six state indicators for all students: College/Career, ELA, and Mathematics Academic Performance. A Green performance level had been assigned for the Graduation Rate indicator and a Blue performance level for Suspension Rate. The only indicator that was assigned an Orange performance level was the Chronic Absenteeism indicator. The District did not receive any Red performance levels. The Dashboard also reports student groups results. The outcome for student groups showed that of the thirteen total student groups identified in the District, ten student groups were assigned at least one Red/Orange performance level.

26. As these accountability measures indicate, the District is making strides in increasing graduation rates and academic success. Displacing District children attending their District school would thwart these efforts. Studies have empirically established that disrupting a child’s trajectory to their local District high school effectively increases drop-out rates. A review of 25 years of research conducted by the California Dropout Research Project identified strong predictors of dropping out of high school. The compilation study identified non-promotional school changes (student mobility) during middle school and high school as a key predictor of a child dropping out of school. (Rumberger & Lim, *Why Students Drop Out: A Review of 25 Years of Research*, California Dropout Research Project (October 2008).)

27. In 1998, a seminal study on the educational consequences of student mobility found a high causal connection between student mobility and an increased risk of high school drop-out. The staggering results of this study indicate that controlling for other predictors, students who made even one non-promotional school change between the eighth and twelfth grades were twice as likely to not complete high school as students who did not change schools. (Rumberger & Larson, *Student Mobility and the Increased Risk of High School Dropout*, American Journal of Education 107 (November 1998).)

28. The safety and welfare of all students is this District’s paramount concern and principal charge. The data is indisputable that children who drop out of school are at far greater risk of a vast array of physical, social, and economic harm than those who stay in school and complete their secondary education. This paramount concern of the District remains a material consideration when weighing whether to forcibly displace hundreds of children from a neighborhood school in order to make way for
far fewer students who would attend that school from distant neighborhoods, especially when other solutions for sharing space fairly are feasible.

29. An additional impact of such displacement would be the difficulty of sustaining the same level of parental involvement in the absorbing schools that are located miles away from their neighborhoods. California State Board of Education Policy #89-01 acknowledges that a critical dimension of effective schooling is parental involvement. This policy initiative states that research studies demonstrate parental involvement at school propels a child’s educational career. Forcibly displacing students attending their local neighborhood school would make it more challenging for those children to reap the benefits of parental involvement in their new non-neighborhood schools.

30. An alternative to displacing students attending their neighborhood school would be to overcrowd a District campus by adding Charter School’s students. However, this would cause severe safety and operational ramifications due to the design capacity of the site making this course of action infeasible. Adding Charter School’s students to a District campus with insufficient space to feasibly accommodate Charter School’s total in-district classroom ADA would raise both schools’ classroom loading ratios, thereby disadvantaging both of these schools’ children. Likewise, having hundreds of children over a school’s capacity sharing space would pose a great risk to student safety and well-being.

31. In making decisions regarding allocations of space, District staff placed the safety of charter school students at the forefront of the decision-making process. District staff made substantial efforts to locate charter schools at or near their desired geographic location and further made material efforts to minimize the number of sites on which the charter school was located. As charter school parents/guardians have made a decision to place their child in a school outside of their neighborhood school, they have had the opportunity to weigh the safety implications of this decision for their child. On the contrary, the families of forcibly displaced students have no place in a decision-making process that sends their children to schools outside of their resident neighborhoods. Thus, forcibly displacing children attending their local neighborhood school would not afford their parents/guardians the same opportunity. In addition, the decision to forcibly displace students to make way for charter school students necessarily will have safety impacts upon the displaced children, whereas, given the fact that
many charter students already voluntarily travel outside of their neighborhood to attend the charter school, these children may not face any increased safety risk by being required to, for example, travel five miles east instead of five miles south.

32. Based on the foregoing safety and instructional considerations, District staff recommends providing Charter School with a multi-site offer of contiguous facilities at the Recommended Co-Locations.

**PROCESS AND MATCHING GUIDELINES DISTRICT STAFF FOLLOWED TO LOCATE SPACE FOR CHARTER SCHOOLS PURSUANT TO PROPOSITION 39**

33. The District’s Charter Schools Division ("CSD") determined that in the 2019-2020 school year, more than 155,275 students enrolled in charter schools authorized by the District. This figure reflected a 655 student increase over the number of students enrolled during the previous school year. In the 2018-2019 school year, the District had the most charter students attending schools authorized by the District of any school district in the nation. It had approximately 1.5 times as many charter school students as the New York City Department of Education, the largest school district in the country. The District ensured that every eligible in-District charter student was offered a seat.

34. For the 2020-2021 Proposition 39 cycle, the District continues to apply a comprehensive process – a process that results in every eligible in-District charter school student being offered a seat at a District campus for the 2019-20 school year. The District follows a critical path schedule of steps, from the initial request by a charter school for facilities to making facilities ready for occupancy, in order to timely meet the Proposition 39 timeline. As it did last year, the District is utilizing a capacity assessment determination called Electronic Capacity Assessment Review ("E-CAR"). E-CAR is a tool used to assess capacity at school sites throughout the District and was implemented at the beginning of the Proposition 39 process. The District has personnel experienced in school utilization assessing all of the space within the District at the right time. Specifically, over the course of nine weeks, principals at over 700 District campuses utilized a comprehensive web-based application to specifically identify and validate classroom space utilized as teaching stations and set-asides, along with classroom numbers, locations, and sizes. Additionally, they identified classrooms occupied by special education programs, charter schools,
preschools, adult education programs, and other third-party users, swing space needed for construction projects, options programs, and other classrooms out of service or mandated for removal due to legal and/or safety requirements.

35. The general process District staff followed in administrating Charter School’s facilities request was the same that it used to process each of the other facilities requests the District received from charter schools for the Next Fiscal Year. That process is as follows:

36. Since the beginning of August 2019, SMS staff has conducted a comprehensive analysis of the use of District school facilities, that is, E-CAR. The purpose of E-CAR is to assess with precision the capacity of each school site in several respects: the number of classrooms, the manner in which those classrooms are used, and the school’s operating capacity. E-CAR entails a detailed review of the present use of District school sites and an analysis of the projected future uses of those facilities. The analysis includes reporting of data by individual schools, which is analyzed by SMS staff to confirm its accuracy and to ensure that available space is used efficiently and uniformly throughout the District.

37. E-CAR commenced with a period of in-office preparation during which SMS staff examined materials submitted by all District schools in the previous year for accuracy, as well as for consistency with previous assessments’ classroom usage and availability. The SMS staff applied standard formulae for the usage of classrooms in order to generate an objective and uniform assessment of the amount of classroom space at District school sites. The purpose of this calculus is to assess the number of classrooms required to accommodate instructional program enrollment, based on grade level and specific course subject matters at secondary schools.
38. The E-CAR process involves school principals logging into a web-based application to record their school’s enrollment and review and confirm details regarding the school site’s classrooms and their respective utilization. Within this application, classroom data is associated with a spatial database that is displayed as building floor plans.

39. To ensure that the principals provide the data necessary for a complete and accurate assessment of school capacity, they are instructed to reference the following resource materials for their school site:

- a current school map,
- the school’s current or most recent Norm Day classification report (which details the number of students enrolled at that school on September 20, 2019),
- the Norm Day classification report for any magnet center and/or dual language program located on the school’s campus,
- the Classroom Inventory and Allocation Worksheet pages from the prior school year’s Capacity Assessment Review report on which is the information for classroom counts and allocation into precisely-define categories, and
- the number of additional purchased teachers, if any, from Title I and/or parent or grant funded.

40. Categorizing classrooms in this way is important because a school’s capacity involves more than its raw seats and room numbers. The District must determine whether a school has facilities available to sufficiently serve the particular requirements of a school site, such as grade levels, classes, special education programs, magnet centers, SLCs, PLEs, legal mandates, and other student needs.

41. As a result of the foregoing, District staff reviewed data from SMS regarding specific capacity information at District school sites for the Next Fiscal Year.

42. Utilizing this data, SMS provided CSD with the number of estimated available seats as well as classrooms at each campus given specific operating capacities per programmatic and mandated qualifiers. When planning for maximal use of available school facilities, and in interpreting data generated during the course of facilities planning, it is absolutely critical to understand the difference between “empty classrooms” and “available seats”. To illustrate, a hypothetical District school may not have any empty classrooms, but may have individual available seats. As a result, the school may be able to absorb
100 students into its existing classrooms by identifying two free seats spread out among 50 of its classrooms that are used for instruction appropriate to the grade level and subject matter requirements for the students being absorbed. Thus, it is an entirely different proposition to provide and integrate 150 seats across a campus than to provide six or seven empty classrooms with the same total number of contiguous available seats. In many instances, there may be many available seats in a school, but no empty classrooms. This is especially the case for District high schools where the students do not sit in one classroom all day, like an elementary school, but instead attend at least five or more different classes per day, each in different classrooms and with different teachers and groups of students, in order to receive the mandated curriculum.

43. SMS generated each instructional program’s operating capacity using a complex mathematical formula which took into account aspects of schools’ operations that would reduce operating capacity. The operating capacity also accounted for classrooms designated as “set-asides.” As discussed above, set-asides are classrooms used for purposes other than general education. Public school districts are required to provide one special education room per school. They are separately required to provide parent centers at each school, and charter school, pre-kindergarten and adult education students are also served in school classrooms across the District.

44. District staff analyzed each District school’s estimated available seats and classrooms for the Next Fiscal Year based on the data provided by SMS.

45. Historically, the District had prepared to reserve 75 seats at every secondary school and 50 seats at every elementary school for additional unanticipated enrollment. As a public institution, the District is required to provide an education to every student who chooses to enroll. The District previously planned its programming and staffing based on estimated enrollment projections, but in the event projections were short, the District was still obligated to provide an education to students who were not originally anticipated. As a result, the District proactively planned to address any potential discrepancies in their projections by reserving seats as an “unanticipated growth cushion” rather than overcrowd classrooms to the detriment of that educational environment, as a result of failing to address this common occurrence up front. Importantly, however, beginning in 2013 and continuing this year, the analysis did not stop there. Rather, District staff added rigor to this process by examining the actual historical data
over the last several years of enrollment at each school site to determine if a trend could be empirically established demonstrating unanticipated growth. Based upon this further analysis, CSD determined that no seats at any District school sites offered to a charter school should be reserved for an unanticipated growth cushion. Therefore, this historical reservation of seats was not applied in this cycle.

46. The District uses the definition contained in California Code of Regulations, title 5, section 11969.3, subdivision (a)(2), to determine comparison group schools.

47. No two schools are identical; however, on a grade-alike basis, a significant majority of the District’s schools share reasonably equivalent conditions, especially when taking into account age, quality of materials and state of maintenance, school site size, conditions of surfaces as well as mechanical, plumbing, electrical and fire-life systems, including conformity to applicable codes, availability and condition of technology infrastructure, the condition of the facility as a safe learning environment, including but not limited to, the suitability of lighting, noise mitigation, and size for intended use, the conditions of the facility’s furnishings and equipment, and the condition of athletic fields and play area space. As part of this process, District staff determined whether the conditions of school facilities offered to a charter school were reasonably equivalent to the comparison group schools.

**Matching Guidelines Utilized by the District**

48. In accordance with *California School Bds. Assn. v. State Bd. of Ed.* (2010) 191 Cal.App.4th 530, CSD staff supported and facilitated Proposition 39 Local District Advisory Meetings to engage in the following process in order to make contiguous offers of space to charter schools in facilities with reasonably equivalent conditions to those which would accommodate the charter students if they otherwise attended District schools. District staff makes every reasonable effort to locate space on a single site, or only if necessary on multiple sites, in the charter applicant’s geographic area of interest. Consequently, District staff first attempts to accommodate charter schools at a single school site and looks for available facilities sufficient to accommodate the entirety of a charter school’s projected in-District classroom ADA within its desired area of geographic interest. Only when no single school site can be feasibly identified based upon school site design and occupancy limitations as well as after taking into account the paramount considerations of both District and charter school student safety and welfare, does the District make offers that contemplate the use of multiple school sites.
49. District staff first identifies District classroom inventory by grade level configuration in each geographic region. Grade-alike matches typically provide reasonably equivalent space to charter schools; therefore, wherever possible, District staff allocates space to charter applicants on grade-alike school facilities.

50. District staff next identifies which charter applicants are already located in District facilities and, when feasible, matches those charter schools to their existing site. District staff then examines and identifies the geographic areas of interest of the charter school applicants. As described above, often many charter schools request the exact same space so District staff must assess conflicting geographic as well as particular site interests. In doing so, District staff examines whether the potential match would utilize all available classrooms and whether the match represents a full, single site offer. Priority is given to those charters where these two goals can be achieved.

51. Based on an examination of these criteria, District staff makes a preliminary match of available classrooms at a particular site to the projected in-District classroom ADA of each charter school. District staff attempts to find the most geographically relevant grade-alike matches. For multi-site offers, District staff eliminates set-asides wherever reasonably possible to reduce the number of sites assigned to a charter school, which often results in being able to transform multi-site offers to single site offers. District staff engaged in the materially disruptive measure of eliminating set-asides in order to achieve sharing space fairly amongst charter and non-charter students in the District.
52. For the Next Fiscal Year, District staff had to grapple with the conflicting needs of all 68 charter school applicants and cycled through the above process as conscientiously as possible, shifting space and potential matches to fulfill the District’s obligation to share space fairly among all District students. In doing so, as expressed above, District staff kept in the forefront considerations of student safety and welfare.
TAB (b)

Board of Education Finding that the Charter School Could Not Be Accommodated at a Single Site and Written Statement of Reasons Explaining the Finding (Cal. Code Regs., tit. 5, § 11969.2, subd. (2))

Whereas, Under Proposition 39, the Los Angeles Unified School District (“District”) is required to fairly share space between public school pupils, charter and non-charter students alike;

Whereas, In making an allocation of space, the District attempts to place a charter school applicant on one school site or, when that is not feasible, alternatively attempts to minimize the number of school sites on which the charter school applicant is placed;

Whereas, In making an allocation of space, the District materially considers the safety implications to charter school students of making a multi-site offer and balances the safety, instructional, and social consequences of displacing children from their neighborhood District schools, as well as the burdens associated with such an action on their parents and the community;

Whereas, For the Next Fiscal Year, 68 charter schools requested facilities under the Proposition 39 process, asking for approximately 19,636 seats from the District;

Whereas, Charter School submitted an application for Proposition 39 facilities for the Next Fiscal Year;


Whereas, District staff engaged in an effort to create a single site offer to accommodate Charter School’s total in-district classroom ADA;

Whereas, The District cannot accommodate Charter School’s request for a single site at any of the District school site(s) and/or the geographic area in which Charter School wishes to locate;

Whereas, Several other charter schools also requested space in the same Local District that Charter School requested;

Whereas, District staff determined that data from School Management Services (“SMS”) indicated no single District school at which Charter School wishes to be located will have sufficient classroom space to accommodate Charter School’s total in-district classroom ADA in the Next Fiscal Year;

Whereas, District staff then expanded its search to other schools near the geographic area where Charter School wishes to be located, but determined that it is not possible to accommodate Charter School’s entire student population on a single site in the Next Fiscal Year;
Whereas, the District cannot accommodate Charter School’s entire in-District classroom ADA at a single school site;

Whereas, To accommodate Charter School’s entire in-District classroom ADA at a single school site would present substantial, disproportionate safety concerns for both Charter School’s students and students attending their local District neighborhood school;

Whereas, District staff determined that to house all of Charter School’s students at a single District school site in the geographic area in which Charter School wishes to locate would require the displacement of a significant number of children attending their local neighborhood school, whereas, far fewer of Charter School’s students would otherwise attend those schools;

Whereas, Displacing children out of their neighborhood schools has far-reaching safety, instructional and social implications including: prohibiting children from safely walking to school; subjecting children displaced from their neighborhood school to possible gang violence; increasing high-school drop-out rates of displaced children; and impairing parental involvement in local neighborhood schools;

Whereas, Based on these safety and instructional considerations, District staff recommends keeping the student populations of the District schools intact;

Whereas, Alternatively, over-crowding a school’s campus in order to provide a single-site offer to Charter School would have equally severe safety and operational ramifications, making this course of action infeasible;

Whereas, the District can provide Charter School with a multi-site contiguous offer of reasonably equivalent facilities at the “Recommended Co-Locations”;

Whereas, Providing Charter School space at the Recommended Co-Locations minimizes the number of sites assigned to Charter School;

Whereas, Because of the short distance between the Recommended Co-Locations, they are contiguous facilities in a school district spanning 710 square miles and serving over 27 cities;

Whereas, By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to provide Charter School with facilities near to where Charter School wishes to locate;

Whereas, the Board incorporates into these findings the Staff Report on Process for Determining Charter School Cannot be Accommodated at a Single Site; and

Whereas, The District can make a complete and contiguous, multi-site offer to accommodate Charter School’s entire in-District classroom ADA; therefore be it

Resolved, That pursuant to California Code of Regulations, title 5, section 11969.2, subdivision (d), for the reasons set forth herein and as further expressed by District staff, the Governing Board of the Los Angeles Unified School District finds that the District cannot accommodate Charter School at a single school site; and therefore be it finally
Resolved. That pursuant to Education Code sections 35160-35160.1, 47614 and California Code of Regulations, title 5, section 11969.1, et seq., for the reasons set forth herein and as further expressed by District staff, the Governing Board of the Los Angeles Unified School District authorizes a preliminary proposal and/or offer of facilities to Charter School for the Next Fiscal Year at multiple District school sites.
Staff Report on Deliberative Process for Determining Excelencia Charter Academy Cannot Be Accommodated at a Single Site

Statement of Facts Regarding Charter School’s Facilities Request and Availability of Space to Meet Charter School’s Facilities Needs

<table>
<thead>
<tr>
<th><strong>Charter School:</strong></th>
<th>Excelencia Charter Academy (&quot;Charter School&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Request year:</strong></td>
<td>2020-21 (&quot;Next Fiscal Year&quot;)</td>
</tr>
<tr>
<td><strong>In-district classroom average daily attendance (&quot;ADA&quot;) projection:</strong></td>
<td>143.45 (&quot;ADA Projection&quot;)</td>
</tr>
<tr>
<td><strong>Number of teaching stations to which Charter School is legally entitled:</strong></td>
<td>7</td>
</tr>
<tr>
<td><strong>Number of District schools from which Charter School draws its attendance:</strong></td>
<td>45</td>
</tr>
<tr>
<td><strong>Geographic Area in which Charter School wishes to locate:</strong></td>
<td>Sunrise Elementary</td>
</tr>
<tr>
<td><strong>Local District (&quot;LD&quot;) in which Charter School wishes to locate:</strong></td>
<td>East</td>
</tr>
<tr>
<td><strong>Number of charter schools wishing to locate in the same LD as Charter School:</strong></td>
<td>8</td>
</tr>
</tbody>
</table>

**Availability of teaching stations at District school sites Charter School requested:**
Sunrise Elementary (7)

**Recommended Co-Locations:** Sheridan Street Elementary, Sunrise Elementary

**Recommended allocation of teaching stations and administrative office space at each co-location:**
Sheridan Street Elementary: three (3) teaching stations, one (1) special education station(s), one (1) administrative office; Sunrise Elementary: four (4) teaching stations, one (1) special education station(s), one (1) administrative office

**Distance between Recommended Co-Locations:** less than 2 miles

**Distance between Recommended Co-Locations and desired geographic location:**
Sheridan Street Elementary: less than 2 miles; Sunrise Elementary: 0 miles
1. Pursuant to Proposition 39, District staff first engaged in an effort to create a single site offer to accommodate Charter School’s total in-district classroom ADA. District staff evaluated space at the District school site(s) and/or in the geographic area in which Charter School wishes to locate.

2. Several other charter schools also requested space in the same Local District that Charter School requested.

3. School Management Services ("SMS") provided data that indicated, and District staff determined, no single District school site that Charter School requested will have sufficient classroom space to accommodate Charter School’s total in-district classroom ADA in the Next Fiscal Year.

4. District staff then expanded its search to other schools near to the geographic area where Charter School wishes to be located. The District determined, however, that it is not possible to accommodate Charter School’s entire student population on a single site in the Next Fiscal Year.

5. Therefore, District staff recommends providing space to Charter School to accommodate its total in-district classroom ADA at the Recommended Co-Locations.

6. By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to minimize the number of sites assigned to Charter School.

7. Because of the short distance between the Recommended Co-Locations, they are contiguous facilities in a school district spanning 710 square miles and serving over 27 cities.

8. By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to provide Charter School with facilities near to where Charter School wishes to locate.
Efforts to Minimize the Number of Sites on Which Charter School is Located

9. In order to minimize the number of sites on which a charter school is located for the Next Fiscal Year, District staff eliminated set-asides at many school sites to make room for charter school co-locations. Set-asides are divided into two categories: District set-asides and School set-asides.

10. School set-asides allocate space for instructional, safety, and health programs that are specific to a particular school. For example, Title I funding coordinator offices are considered a School set-aside. Title I funding provides financial assistance to schools with high numbers or high percentages of low-income children to help ensure that all children meet challenging state academic standards. The District uses Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. Such funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum. Additionally, school set-asides are used to allocate space for small learning community (“SLC”) offices. An SLC, also referred to as a School-Within-A-School, is a form of school structure in secondary schools to subdivide large school populations into smaller, autonomous groups of students and teachers. SLCs include structures such as freshman academies, multi-grade academies organized around career interests or other themes, “houses” in which small groups of students remain together throughout high school, and autonomous schools-within-a-school, as well as personalization strategies, such as student advisories, family advocate systems, and mentoring programs. Research continues to show that small schools and SLCs have the necessary elements to counteract the inherent negative effects of poverty and poor academic achievement for low-income and/or students of color. (Cotton, New Small Learning Communities: Findings from Recent Literature, Portland, Ore: Northwest Regional Educational Laboratory (2001); Jimerson, The Hobbit Effect: Why Small Works in Public Schools, The Rural School and Community Trust (August 2006).)
11. At the middle school level, School set-asides are used, for example, for Personal Learning Environment (“PLE”) offices, the middle school equivalent to an SLC. Likewise, School set-asides may be used for the District’s Response to Intervention (“RTI”) program. RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities. In order to provide space to requesting charter schools, District staff has eliminated or reduced the number of School set-asides on certain campuses. This instructional disruption unfortunately disproportionately affects low-income, low-performing or disabled District neighborhood children, those who need assistance the most. However, District staff has taken these disruptive measures in order to share facilities fairly with charter schools.

12. District set-asides use school space to implement key District-wide instructional, health, and safety programs. For example, these set-asides include space for District police, regional special educational testing centers, health center clinics, food service, and Beyond the Bell programs, among others. Eliminating these set-asides would deny or interfere with students’ ability to receive the special education and related services to which they are entitled, or force students to travel as much as 50 miles to the next closest center. In the 2019-2020 fiscal year, the District’s school-based health clinics are projected to provide approximately 172,000 visits to children who would otherwise have been challenged to access health care. This number is projected to increase steadily over the next two upcoming school years. To eliminate these clinics would deprive the neediest children of vital health services. Additionally, Beyond the Bell programs ensure that all children and youth in the District have access to high-quality, safe, and supervised academic, enrichment, and recreation programs that inspire learning and achievement beyond the regular school day (before and after school and Saturdays). The three components of Beyond the Bell include academic tutorial, recreational, and enrichment programs. Over 100,000 students in more than 600 schools participate in Beyond the Bell programs on a daily basis. (See http://btb.lausd.net/about.) Students who participate in after-school programs have improved attendance.
Indeed, Beyond the Bell’s after-school programs resulted in improved test scores in English/Language Arts and the Mathematics. (*Ibid.*) Such programs are vital to the safety of school children. More than 28 million school-age children have parents who work outside of the home during after-school hours. Of these 28 million school-age children, 14.3 million are left to look after themselves when the school day ends. (*Ibid.*) Research shows that juvenile crime, sexual activity, and experimentation with drugs, alcohol, and cigarettes peak between the hours of 3:00 p.m. to 6:00 p.m. (*Ibid.*) Teens who participate in after-school programs are three times less likely to skip classes than teens who do not participate. (*Ibid.*) They are also three times less likely to do drugs, consume alcohol, and engage in sexual activity. (*Ibid.*) To eliminate Beyond the Bell programs would expose the thousands of children who utilize these programs on a daily basis to danger, harming their academic performance and their overall wellbeing.

13. Although District and School set-asides provide space for programs that are vital to the curriculum of a particular school or to District-wide goals, in order to share space fairly, District staff has cut into these set-asides where doing so would minimize the number of sites offered to a charter school in order to make a complete offer of space.

**Safety, Instructional and Social Implications of a Single Site Offer**

14. To accommodate Charter School’s entire in-district classroom ADA at a single school site would present substantial safety concerns for both charter and non-charter District students. By way of example, District staff estimated that to house all of Charter School’s students at a single campus near to where Charter School wishes to locate would require the forcible displacement of a significant number of students attending their local neighborhood school. Displacing children out of their neighborhood school has far-reaching safety, instructional, and social implications.

15. Community-centered schools provide a wealth of benefits for student learning, health, and safety, as well as benefits for the community at large. Many District children walk to and from their neighborhood school. Recent District budgetary cutbacks and the harsh economic climate have made the ability to walk to school a necessity for many families with in-District children. The District school bus program has realized service cuts and route eliminations which have affected many students. As a result of past budget deficits, transportation funding was reduced as part of stabilization efforts. The latest
impact came in July 2012, when the District was forced to implement a change to the eligible busing
distance for secondary schools from three miles to five miles. These cuts disproportionately affect poorer
students and make the ability to walk to school even more crucial.

16. Not only is the ability to walk to school a necessity for some students, but walking to school
also provides key health benefits. According to the California Department of Public Health (“DPH”),
close to one-third of California’s children are overweight or obese. The DPH’s California Active
Communities (“CAC”), in collaboration with CA4Health (a project of the Public Health Institute, with
funding from the Centers for Disease Control and Prevention) has determined that a child’s overall health
is affected by levels of physical inactivity which can be directly linked to time spent in automobiles versus
in active transportation such as walking. Walking or biking to school provides an opportunity for
purposeful physical activity toward the accumulation of the recommended 60 minutes or more of daily
physical activity for children and youth. (Martin, Moeti and Pullen-Seufert, Implementing Safe Routes to
School: Application for the Socioecological Model and Issues to Consider (2008).) Active transportation
– walking, biking, or rolling – to school can help increase physical activity levels of students and their
families. (CA4Health, Incorporating Safe Routes to School into Local School Wellness Policies (June
2014).) Physical activity reduces the risk of obesity and related chronic diseases, and improves mental
health, attendance, and academic performance. (Ibid.) Active transportation can also have broad
community benefits, including reducing traffic congestion and air pollution, creating safer streets,
encouraging cost savings, and building a stronger sense of community. (Ibid.) Increasing physical activity
through walking and biking to school can help address high obesity rates. (Ibid.)

17. Empirical studies have determined that distance is a key impediment to children walking to
school safely. (Martin, Moeti and Pullen-Seufert, Implementing Safe Routes to School: Application for
the Socioecological Model and Issues to Consider (2008).) A study published in the Journal of Public
Health Policy examines the multi-level correlates of walking to and from school. Of the physical
environmental factors examined, the strongest negative correlates to walking to school were distance and
safety concerns. (Zhu & Lee, Correlates of Walking to School and Implications for Public Policies,
Journal of Public Health Policy (2009).) Recognizing distance as a barrier to the ability for a child to walk
to school, CA4Health, the CAC and the DPH support school siting as well as joint use policies and practices that encourage kids to walk or bike to school.

18. Displacing children out of their neighborhood school prevents children from walking to school or impedes children from taking advantage of safety measures the District has instituted to allow children to safely walk or bicycle to their local neighborhood school. At the state level, in 1999, legislation passed to develop a State Safe Routes to School (“SR2S”) program. The SR2S program focuses on traffic calming to create walk-able communities, strengthening the link between injury prevention and physical activity. At the national level, in 2005, the Transportation Reauthorization Bill created the federally-assisted Safe Routes to School Program (“SRTS”) which provided funding over five fiscal years for states to create SRTS programs. The Office of Environmental Health and Safety (“OEHS”) has implemented an SRTS program and identified safe pedestrian routes to the vast majority of District schools requested by charters. The Pedestrian Routes to School maps provide safe routes and recommended crossings for the attendance area of a District school. Below is an example of a pedestrian route map:
19. Displacing a significant number of students from their neighborhood school to make room for Charter School’s children would prevent a significant number of children who currently have the ability to safely walk to school from being able to utilize the safe routes to school program. Conversely, Charter School draws its attendance from many different District schools. Therefore, providing a single-site offer to Charter School would endanger a significant number of children currently attending their neighborhood school, so that far fewer of Charter School’s students who reside in a particular attendance area would have the ability to walk to school. Moreover, the forcible displacements would not just be limited to the neighborhood children attending a single District school. Instead, those students would need to be absorbed into neighboring schools which have insufficient space to house the influx of this number of students, and thereby, would cause the additional forcible displacement of children from these absorbing schools. This would create a ripple effect of forcible displacements necessitating hundreds of neighborhood children to relocate for the benefit of a far lesser number of Charter School’s children. Such a decision would pose disproportionate harm to a significant number of children currently attending their local neighborhood school, and to those District students displaced by the influx of these students, and thus produce inequity in the sharing of facilities.

20. Not only does distance play a factor in children safely walking to school due to traffic dangers, but several Los Angeles neighborhoods are plagued by gang violence. In order to create safe passages to and from school in neighborhoods suffering from gang-related violence, meaningful programs and efforts to mitigate these risks have been launched, such as Kid Watch LA which instituted the Walking School Bus for District students. The Walking School Bus enlists parent and community volunteers to accompany groups of small children as they walk to and from their neighborhood school.

21. According to the Los Angeles Police Department, the District is located within the territory known as the “gang capital” of the nation, with more than 450 competing gangs. Gang violence is unfortunately prevalent on some campuses and within the neighborhoods of several District schools. As shown by the map depicting former gang injunctions in Los Angeles below, Los Angeles gangs claim particular territories:
22. On March 15, 2018, a District Court enjoined the City of Los Angeles from enforcing these gang injunctions. (See, *Youth Justice Coalition, et al., v. City of Los Angeles, et al., CV 16-07932 VAP.*) The inability to enforce these injunctions may result in an increase in gang-related activity and crime.
23. Forcibly displacing students who themselves or whose parents are tied to a particular gang and placing them in a school located in the territory of another gang would potentially breed gang warfare and violence affecting all children, teachers, staff, and parents at a particular school.

24. Pulling children out of their neighborhood school and placing non-neighborhood charter students in those schools prevents the displaced children from taking advantage of safety measures such as the Walking School Bus and therefore unfairly endangers the safety of those displaced children. These harms disproportionately affect students attending local District schools. As parents of charter school students have elected to send their child to a school out of his or her local attendance area, the parents have secured a means of transporting their child to this school. However, parents of children who attend local District schools may not have the means to find alternate transportation and rely on children walking to their neighborhood school. With the aforementioned reduction of several school bus routes and potential further elimination of transportation funding, many forcibly displaced children will be forced to walk long, unsafe distances or take unsafe public transit routes outside of their neighborhood attendance area.

25. Displacing children attending their District neighborhood school solely for the purpose of making single-site offers to charter schools would have additional instructional and social ramifications. Displaced children would attend a school that has no relation to their high school attendance area, resulting in further disruption of the typical matriculation process. California has a new accountability system reported through the California School Dashboard. The state’s new accountability system includes a three-level identification and support system for Local Educational Agencies, and categorizes district performance levels using a system of five colors, stated in order from lowest to highest performing: red, orange, yellow, green, and blue. The first release of the California School Dashboard was in fall of 2017, and identified the District for “Level 2” assistance from the Los Angeles County Office of Education (LACOE), because two of the District’s student groups, Foster Youth and Students with Disabilities, had a Red performance level in the Graduation Rate Indicator and in the Academic Indicators (English Language Arts (“ELA”) and math grades 3-8). As a result, the District and LACOE are working collaboratively to address identified performance issues with these student groups and develop strategies.
for accelerating progress. The following year, the fall 2018 Dashboard results indicated that the District had been assigned Yellow performance levels for three of the six state indicators for all students: College/Career, ELA, and Mathematics Academic Performance. A Green performance level had been assigned for the Graduation Rate indicator and a Blue performance level for Suspension Rate. The only indicator that was assigned an Orange performance level was the Chronic Absenteeism indicator. The District did not receive any Red performance levels. The Dashboard also reports student groups results. The outcome for student groups showed that of the thirteen total student groups identified in the District, ten student groups were assigned at least one Red/Orange performance level.

26. As these accountability measures indicate, the District is making strides in increasing graduation rates and academic success. Displacing District children attending their District school would thwart these efforts. Studies have empirically established that disrupting a child’s trajectory to their local District high school effectively increases drop-out rates. A review of 25 years of research conducted by the California Dropout Research Project identified strong predictors of dropping out of high school. The compilation study identified non-promotional school changes (student mobility) during middle school and high school as a key predictor of a child dropping out of school. (Rumberger & Lim, Why Students Drop Out: A Review of 25 Years of Research, California Dropout Research Project (October 2008).)

27. In 1998, a seminal study on the educational consequences of student mobility found a high causal connection between student mobility and an increased risk of high school drop-out. The staggering results of this study indicate that controlling for other predictors, students who made even one non-promotional school change between the eighth and twelfth grades were twice as likely to not complete high school as students who did not change schools. (Rumberger & Larson, Student Mobility and the Increased Risk of High School Dropout, American Journal of Education 107 (November 1998).)

28. The safety and welfare of all students is this District’s paramount concern and principal charge. The data is indisputable that children who drop out of school are at far greater risk of a vast array of physical, social, and economic harm than those who stay in school and complete their secondary education. This paramount concern of the District remains a material consideration when weighing whether to forcibly displace hundreds of children from a neighborhood school in order to make way for
far fewer students who would attend that school from distant neighborhoods, especially when other solutions for sharing space fairly are feasible.

29. An additional impact of such displacement would be the difficulty of sustaining the same level of parental involvement in the absorbing schools that are located miles away from their neighborhoods. California State Board of Education Policy #89-01 acknowledges that a critical dimension of effective schooling is parental involvement. This policy initiative states that research studies demonstrate parental involvement at school propels a child’s educational career. Forcibly displacing students attending their local neighborhood school would make it more challenging for those children to reap the benefits of parental involvement in their new non-neighborhood schools.

30. An alternative to displacing students attending their neighborhood school would be to overcrowd a District campus by adding Charter School’s students. However, this would cause severe safety and operational ramifications due to the design capacity of the site making this course of action infeasible. Adding Charter School’s students to a District campus with insufficient space to feasibly accommodate Charter School’s total in-district classroom ADA would raise both schools’ classroom loading ratios, thereby disadvantaging both of these schools’ children. Likewise, having hundreds of children over a school’s capacity sharing space would pose a great risk to student safety and well-being.

31. In making decisions regarding allocations of space, District staff placed the safety of charter school students at the forefront of the decision-making process. District staff made substantial efforts to locate charter schools at or near their desired geographic location and further made material efforts to minimize the number of sites on which the charter school was located. As charter school parents/guardians have made a decision to place their child in a school outside of their neighborhood school, they have had the opportunity to weigh the safety implications of this decision for their child. On the contrary, the families of forcibly displaced students have no place in a decision-making process that sends their children to schools outside of their resident neighborhoods. Thus, forcibly displacing children attending their local neighborhood school would not afford their parents/guardians the same opportunity. In addition, the decision to forcibly displace students to make way for charter school students necessarily will have safety impacts upon the displaced children, whereas, given the fact that
many charter students already voluntarily travel outside of their neighborhood to attend the charter school, these children may not face any increased safety risk by being required to, for example, travel five miles east instead of five miles south.

32. Based on the foregoing safety and instructional considerations, District staff recommends providing Charter School with a multi-site offer of contiguous facilities at the Recommended Co-Locations.

PROCESS AND MATCHING GUIDELINES DISTRICT STAFF FOLLOWED TO LOCATE SPACE FOR CHARTER SCHOOLS PURSUANT TO PROPOSITION 39

33. The District’s Charter Schools Division (“CSD”) determined that in the 2019-2020 school year, more than 155,275 students enrolled in charter schools authorized by the District. This figure reflected a 655 student increase over the number of students enrolled during the previous school year. In the 2018-2019 school year, the District had the most charter students attending schools authorized by the District of any school district in the nation. It had approximately 1.5 times as many charter school students as the New York City Department of Education, the largest school district in the country. The District ensured that every eligible in-District charter student was offered a seat.

34. For the 2020-2021 Proposition 39 cycle, the District continues to apply a comprehensive process – a process that results in every eligible in-District charter school student being offered a seat at a District campus for the 2019-20 school year. The District follows a critical path schedule of steps, from the initial request by a charter school for facilities to making facilities ready for occupancy, in order to timely meet the Proposition 39 timeline. As it did last year, the District is utilizing a capacity assessment determination called Electronic Capacity Assessment Review (“E-CAR”). E-CAR is a tool used to assess capacity at school sites throughout the District and was implemented at the beginning of the Proposition 39 process. The District has personnel experienced in school utilization assessing all of the space within the District at the right time. Specifically, over the course of nine weeks, principals at over 700 District campuses utilized a comprehensive web-based application to specifically identify and validate classroom space utilized as teaching stations and set-asides, along with classroom numbers, locations, and sizes. Additionally, they identified classrooms occupied by special education programs, charter schools,
preschools, adult education programs, and other third-party users, swing space needed for construction projects, options programs, and other classrooms out of service or mandated for removal due to legal and/or safety requirements.

35. The general process District staff followed in administrating Charter School’s facilities request was the same that it used to process each of the other facilities requests the District received from charter schools for the Next Fiscal Year. That process is as follows:

36. Since the beginning of August 2019, SMS staff has conducted a comprehensive analysis of the use of District school facilities, that is, E-CAR. The purpose of E-CAR is to assess with precision the capacity of each school site in several respects: the number of classrooms, the manner in which those classrooms are used, and the school’s operating capacity. E-CAR entails a detailed review of the present use of District school sites and an analysis of the projected future uses of those facilities. The analysis includes reporting of data by individual schools, which is analyzed by SMS staff to confirm its accuracy and to ensure that available space is used efficiently and uniformly throughout the District.

37. E-CAR commenced with a period of in-office preparation during which SMS staff examined materials submitted by all District schools in the previous year for accuracy, as well as for consistency with previous assessments’ classroom usage and availability. The SMS staff applied standard formulae for the usage of classrooms in order to generate an objective and uniform assessment of the amount of classroom space at District school sites. The purpose of this calculus is to assess the number of classrooms required to accommodate instructional program enrollment, based on grade level and specific course subject matters at secondary schools.
38. The E-CAR process involves school principals logging into a web-based application to record their school’s enrollment and review and confirm details regarding the school site’s classrooms and their respective utilization. Within this application, classroom data is associated with a spatial database that is displayed as building floor plans.

39. To ensure that the principals provide the data necessary for a complete and accurate assessment of school capacity, they are instructed to reference the following resource materials for their school site:

   • a current school map,
   • the school’s current or most recent Norm Day classification report (which details the number of students enrolled at that school on September 20, 2019),
   • the Norm Day classification report for any magnet center and/or dual language program located on the school’s campus,
   • the Classroom Inventory and Allocation Worksheet pages from the prior school year’s Capacity Assessment Review report on which is the information for classroom counts and allocation into precisely-define categories, and
   • the number of additional purchased teachers, if any, from Title 1 and/or parent or grant funded.

40. Categorizing classrooms in this way is important because a school’s capacity involves more than its raw seats and room numbers. The District must determine whether a school has facilities available to sufficiently serve the particular requirements of a school site, such as grade levels, classes, special education programs, magnet centers, SLCs, PLEs, legal mandates, and other student needs.

41. As a result of the foregoing, District staff reviewed data from SMS regarding specific capacity information at District school sites for the Next Fiscal Year.

42. Utilizing this data, SMS provided CSD with the number of estimated available seats as well as classrooms at each campus given specific operating capacities per programmatic and mandated qualifiers. When planning for maximal use of available school facilities, and in interpreting data generated during the course of facilities planning, it is absolutely critical to understand the difference between “empty classrooms” and “available seats”. To illustrate, a hypothetical District school may not have any empty classrooms, but may have individual available seats. As a result, the school may be able to absorb
100 students into its existing classrooms by identifying two free seats spread out among 50 of its classrooms that are used for instruction appropriate to the grade level and subject matter requirements for the students being absorbed. Thus, it is an entirely different proposition to provide and integrate 150 seats across a campus than to provide six or seven empty classrooms with the same total number of contiguous available seats. In many instances, there may be many available seats in a school, but no empty classrooms. This is especially the case for District high schools where the students do not sit in one classroom all day, like an elementary school, but instead attend at least five or more different classes per day, each in different classrooms and with different teachers and groups of students, in order to receive the mandated curriculum.

43. SMS generated each instructional program’s operating capacity using a complex mathematical formula which took into account aspects of schools’ operations that would reduce operating capacity. The operating capacity also accounted for classrooms designated as “set-asides.” As discussed above, set-asides are classrooms used for purposes other than general education. Public school districts are required to provide one special education room per school. They are separately required to provide parent centers at each school, and charter school, pre-kindergarten and adult education students are also served in school classrooms across the District.

44. District staff analyzed each District school’s estimated available seats and classrooms for the Next Fiscal Year based on the data provided by SMS.

45. Historically, the District had prepared to reserve 75 seats at every secondary school and 50 seats at every elementary school for additional unanticipated enrollment. As a public institution, the District is required to provide an education to every student who chooses to enroll. The District previously planned its programming and staffing based on estimated enrollment projections, but in the event projections were short, the District was still obligated to provide an education to students who were not originally anticipated. As a result, the District proactively planned to address any potential discrepancies in their projections by reserving seats as an “unanticipated growth cushion” rather than overcrowd classrooms to the detriment of that educational environment, as a result of failing to address this common occurrence up front. Importantly, however, beginning in 2013 and continuing this year, the analysis did not stop there. Rather, District staff added rigor to this process by examining the actual historical data
over the last several years of enrollment at each school site to determine if a trend could be empirically established demonstrating unanticipated growth. Based upon this further analysis, CSD determined that no seats at any District school sites offered to a charter school should be reserved for an unanticipated growth cushion. Therefore, this historical reservation of seats was not applied in this cycle.

46. The District uses the definition contained in California Code of Regulations, title 5, section 11969.3, subdivision (a)(2), to determine comparison group schools.

47. No two schools are identical; however, on a grade-alike basis, a significant majority of the District’s schools share reasonably equivalent conditions, especially when taking into account age, quality of materials and state of maintenance, school site size, conditions of surfaces as well as mechanical, plumbing, electrical and fire-life systems, including conformity to applicable codes, availability and condition of technology infrastructure, the condition of the facility as a safe learning environment, including but not limited to, the suitability of lighting, noise mitigation, and size for intended use, the conditions of the facility’s furnishings and equipment, and the condition of athletic fields and play area space. As part of this process, District staff determined whether the conditions of school facilities offered to a charter school were reasonably equivalent to the comparison group schools.

**Matching Guidelines Utilized by the District**

48. In accordance with *California School Bds. Assn. v. State Bd. of Ed.* (2010) 191 Cal.App.4th 530, CSD staff supported and facilitated Proposition 39 Local District Advisory Meetings to engage in the following process in order to make contiguous offers of space to charter schools in facilities with reasonably equivalent conditions to those which would accommodate the charter students if they otherwise attended District schools. District staff makes every reasonable effort to locate space on a single site, or only if necessary on multiple sites, in the charter applicant’s geographic area of interest. Consequently, District staff first attempts to accommodate charter schools at a single school site and looks for available facilities sufficient to accommodate the entirety of a charter school’s projected in-District classroom ADA within its desired area of geographic interest. Only when no single school site can be feasibly identified based upon school site design and occupancy limitations as well as after taking into account the paramount considerations of both District and charter school student safety and welfare, does the District make offers that contemplate the use of multiple school sites.
49. District staff first identifies District classroom inventory by grade level configuration in each geographic region. Grade-alike matches typically provide reasonably equivalent space to charter schools; therefore, wherever possible, District staff allocates space to charter applicants on grade-alike school facilities.

50. District staff next identifies which charter applicants are already located in District facilities and, when feasible, matches those charter schools to their existing site. District staff then examines and identifies the geographic areas of interest of the charter school applicants. As described above, often many charter schools request the exact same space so District staff must assess conflicting geographic as well as particular site interests. In doing so, District staff examines whether the potential match would utilize all available classrooms and whether the match represents a full, single site offer. Priority is given to those charters where these two goals can be achieved.

51. Based on an examination of these criteria, District staff makes a preliminary match of available classrooms at a particular site to the projected in-District classroom ADA of each charter school. District staff attempts to find the most geographically relevant grade-alike matches. For multi-site offers, District staff eliminates set-asides wherever reasonably possible to reduce the number of sites assigned to a charter school, which often results in being able to transform multi-site offers to single site offers. District staff engaged in the materially disruptive measure of eliminating set-asides in order to achieve sharing space fairly amongst charter and non-charter students in the District.
52. For the Next Fiscal Year, District staff had to grapple with the conflicting needs of all 68 charter school applicants and cycled through the above process as conscientiously as possible, shifting space and potential matches to fulfill the District’s obligation to share space fairly among all District students. In doing so, as expressed above, District staff kept in the forefront considerations of student safety and welfare.
TAB (b)

Board of Education Finding that the Charter School Could Not Be Accommodated at a Single Site and Written Statement of Reasons Explaining the Finding (Cal. Code Regs., tit. 5, § 11969.2, subd. (2))

Whereas, Under Proposition 39, the Los Angeles Unified School District (“District”) is required to fairly share space between public school pupils, charter and non-charter students alike;

Whereas, In making an allocation of space, the District attempts to place a charter school applicant on one school site or, when that is not feasible, alternatively attempts to minimize the number of school sites on which the charter school applicant is placed;

Whereas, In making an allocation of space, the District materially considers the safety implications to charter school students of making a multi-site offer and balances the safety, instructional, and social consequences of displacing children from their neighborhood District schools, as well as the burdens associated with such an action on their parents and the community;

Whereas, For the Next Fiscal Year, 68 charter schools requested facilities under the Proposition 39 process, asking for approximately 19,636 seats from the District;

Whereas, Charter School submitted an application for Proposition 39 facilities for the Next Fiscal Year;


Whereas, District staff engaged in an effort to create a single site offer to accommodate Charter School’s total in-district classroom ADA;

Whereas, The District cannot accommodate Charter School’s request for a single site at any of the District school site(s) and/or the geographic area in which Charter School wishes to locate;

Whereas, Several other charter schools also requested space in the same Local District that Charter School requested;

Whereas, District staff determined that data from School Management Services (“SMS”) indicated no single District school at which Charter School wishes to be located will have sufficient classroom space to accommodate Charter School’s total in-district classroom ADA in the Next Fiscal Year;

Whereas, District staff then expanded its search to other schools near the geographic area where Charter School wishes to be located, but determined that it is not possible to accommodate Charter School’s entire student population on a single site in the Next Fiscal Year;
Whereas, the District cannot accommodate Charter School’s entire in-District classroom ADA at a single school site;
Whereas, To accommodate Charter School’s entire in-District classroom ADA at a single school site would present substantial, disproportionate safety concerns for both Charter School’s students and students attending their local District neighborhood school;

Whereas, District staff determined that to house all of Charter School’s students at a single District school site in the geographic area in which Charter School wishes to locate would require the displacement of a significant number of children attending their local neighborhood school, whereas, far fewer of Charter School’s students would otherwise attend those schools;

Whereas, Displacing children out of their neighborhood schools has far-reaching safety, instructional and social implications including: prohibiting children from safely walking to school; subjecting children displaced from their neighborhood school to possible gang violence; increasing high-school drop-out rates of displaced children; and impairing parental involvement in local neighborhood schools;

Whereas, Based on these safety and instructional considerations, District staff recommends keeping the student populations of the District schools intact;

Whereas, Alternatively, over-crowding a school’s campus in order to provide a single-site offer to Charter School would have equally severe safety and operational ramifications, making this course of action infeasible;

Whereas, the District can provide Charter School with a multi-site contiguous offer of reasonably equivalent facilities at the “Recommended Co-Locations”;

Whereas, Providing Charter School space at the Recommended Co-Locations minimizes the number of sites assigned to Charter School;

Whereas, Because of the short distance between the Recommended Co-Locations, they are contiguous facilities in a school district spanning 710 square miles and serving over 27 cities;

Whereas, By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to provide Charter School with facilities near to where Charter School wishes to locate;

Whereas, the Board incorporates into these findings the Staff Report on Process for Determining Charter School Cannot be Accommodated at a Single Site; and

Whereas, The District can make a complete and contiguous, multi-site offer to accommodate Charter School’s entire in-District classroom ADA; therefore be it

Resolved, That pursuant to California Code of Regulations, title 5, section 11969.2, subdivision (d), for the reasons set forth herein and as further expressed by District staff, the Governing Board of the Los Angeles Unified School District finds that the District cannot accommodate Charter School at a single school site; and therefore be it finally
Resolved, That pursuant to Education Code sections 35160-35160.1, 47614 and California Code of Regulations, title 5, section 11969.1, et seq., for the reasons set forth herein and as further expressed by District staff, the Governing Board of the Los Angeles Unified School District authorizes a preliminary proposal and/or offer of facilities to Charter School for the Next Fiscal Year at multiple District school sites.
Staff Report on Deliberative Process for Determining Extera Public School Cannot Be Accommodated at a Single Site

Statement of Facts Regarding Charter School’s Facilities Request and Availability of Space to Meet Charter School’s Facilities Needs

| **Charter School:** Extera Public School ("Charter School") |
| **Request year:** 2020-21 ("Next Fiscal Year") |
| **In-district classroom average daily attendance (“ADA”) projection:** 467.52 ("ADA Projection") |
| **Number of teaching stations to which Charter School is legally entitled:** 21 |
| **Number of District schools from which Charter School draws its attendance:** 45 |
| **Geographic Area in which Charter School wishes to locate:** 2nd Street Elementary, Breed Street Elementary |
| **Local District ("LD") in which Charter School wishes to locate:** East |
| **Number of charter schools wishing to locate in the same LD as Charter School:** 8 |
| **Availability of teaching stations at District school sites Charter School requested:** 2nd Street Elementary (17), Breed Street Elementary (16) |
| **Recommended Co-Locations:** 2nd Street Elementary, Breed Street Elementary |
| **Recommended allocation of teaching stations and administrative office space at each co-location:** 2nd Street Elementary: twelve (12) teaching stations, one (1) special education station(s), one (1) administrative office; Breed Street Elementary: nine (9) teaching stations, two (2) special education station(s), one (1) administrative office |
| **Distance between Recommended Co-Locations:** 0.6 miles |
| **Distance between Recommended Co-Locations and desired geographic location:** 0 miles |
1. Pursuant to Proposition 39, District staff first engaged in an effort to create a single site offer to accommodate Charter School’s total in-district classroom ADA. District staff evaluated space at the District school site(s) and/or in the geographic area in which Charter School wishes to locate.

2. Several other charter schools also requested space in the same Local District that Charter School requested.

3. School Management Services ("SMS") provided data that indicated, and District staff determined, no single District school site that Charter School requested will have sufficient classroom space to accommodate Charter School’s total in-district classroom ADA in the Next Fiscal Year.

4. District staff then expanded its search to other schools near to the geographic area where Charter School wishes to be located. The District determined, however, that it is not possible to accommodate Charter School’s entire student population on a single site in the Next Fiscal Year.

5. Therefore, District staff recommends providing space to Charter School to accommodate its total in-district classroom ADA at the Recommended Co-Locations.

6. By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to minimize the number of sites assigned to Charter School.

7. Because of the short distance between the Recommended Co-Locations, they are contiguous facilities in a school district spanning 710 square miles and serving over 27 cities.

8. By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to provide Charter School with facilities near to where Charter School wishes to locate.
Efforts to Minimize the Number of Sites on Which Charter School is Located

9. In order to minimize the number of sites on which a charter school is located for the Next Fiscal Year, District staff eliminated set-asides at many school sites to make room for charter school co-locations. Set-asides are divided into two categories: District set-asides and School set-asides.

10. School set-asides allocate space for instructional, safety, and health programs that are specific to a particular school. For example, Title I funding coordinator offices are considered a School set-aside. Title I funding provides financial assistance to schools with high numbers or high percentages of low-income children to help ensure that all children meet challenging state academic standards. The District uses Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. Such funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum. Additionally, school set-asides are used to allocate space for small learning community (“SLC”) offices. An SLC, also referred to as a School-Within-A-School, is a form of school structure in secondary schools to subdivide large school populations into smaller, autonomous groups of students and teachers. SLCs include structures such as freshman academies, multi-grade academies organized around career interests or other themes, “houses” in which small groups of students remain together throughout high school, and autonomous schools-within-a-school, as well as personalization strategies, such as student advisories, family advocate systems, and mentoring programs. Research continues to show that small schools and SLCs have the necessary elements to counteract the inherent negative effects of poverty and poor academic achievement for low-income and/or students of color. (Cotton, New Small Learning Communities: Findings from Recent Literature, Portland, Ore: Northwest Regional Educational Laboratory (2001); Jimerson, The Hobbit Effect: Why Small Works in Public Schools, The Rural School and Community Trust (August 2006).)
11. At the middle school level, School set-asides are used, for example, for Personal Learning Environment (“PLE”) offices, the middle school equivalent to an SLC. Likewise, School set-asides may be used for the District’s Response to Intervention (“RTI”) program. RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities. In order to provide space to requesting charter schools, District staff has eliminated or reduced the number of School set-asides on certain campuses. This instructional disruption unfortunately disproportionately affects low-income, low-performing or disabled District neighborhood children, those who need assistance the most. However, District staff has taken these disruptive measures in order to share facilities fairly with charter schools.

12. District set-asides use school space to implement key District-wide instructional, health, and safety programs. For example, these set-asides include space for District police, regional special educational testing centers, health center clinics, food service, and Beyond the Bell programs, among others. Eliminating these set-asides would deny or interfere with students’ ability to receive the special education and related services to which they are entitled, or force students to travel as much as 50 miles to the next closest center. In the 2019-2020 fiscal year, the District’s school-based health clinics are projected to provide approximately 172,000 visits to children who would otherwise have been challenged to access health care. This number is projected to increase steadily over the next two upcoming school years. To eliminate these clinics would deprive the neediest children of vital health services. Additionally, Beyond the Bell programs ensure that all children and youth in the District have access to high-quality, safe, and supervised academic, enrichment, and recreation programs that inspire learning and achievement beyond the regular school day (before and after school and Saturdays). The three components of Beyond the Bell include academic tutorial, recreational, and enrichment programs. Over 100,000 students in more than 600 schools participate in Beyond the Bell programs on a daily basis. (See http://btb.lausd.net/about.) Students who participate in after-school programs have improved attendance.
Indeed, Beyond the Bell’s after-school programs resulted in improved test scores in English/Language Arts and the Mathematics. (Ibid.) Such programs are vital to the safety of school children. More than 28 million school-age children have parents who work outside of the home during after-school hours. Of these 28 million school-age children, 14.3 million are left to look after themselves when the school day ends. (Ibid.) Research shows that juvenile crime, sexual activity, and experimentation with drugs, alcohol, and cigarettes peak between the hours of 3:00 p.m. to 6:00 p.m. (Ibid.) Teens who participate in after-school programs are three times less likely to skip classes than teens who do not participate. (Ibid.) They are also three times less likely to do drugs, consume alcohol, and engage in sexual activity. (Ibid.) To eliminate Beyond the Bell programs would expose the thousands of children who utilize these programs on a daily basis to danger, harming their academic performance and their overall wellbeing.

13. Although District and School set-asides provide space for programs that are vital to the curriculum of a particular school or to District-wide goals, in order to share space fairly, District staff has cut into these set-asides where doing so would minimize the number of sites offered to a charter school in order to make a complete offer of space.

**Safety, Instructional and Social Implications of a Single Site Offer**

14. To accommodate Charter School’s entire in-district classroom ADA at a single school site would present substantial safety concerns for both charter and non-charter District students. By way of example, District staff estimated that to house all of Charter School’s students at a single campus near to where Charter School wishes to locate would require the forcible displacement of a significant number of students attending their local neighborhood school. Displacing children out of their neighborhood school has far-reaching safety, instructional, and social implications.

15. Community-centered schools provide a wealth of benefits for student learning, health, and safety, as well as benefits for the community at large. Many District children walk to and from their neighborhood school. Recent District budgetary cutbacks and the harsh economic climate have made the ability to walk to school a necessity for many families with in-District children. The District school bus program has realized service cuts and route eliminations which have affected many students. As a result of past budget deficits, transportation funding was reduced as part of stabilization efforts. The latest
impact came in July 2012, when the District was forced to implement a change to the eligible busing distance for secondary schools from three miles to five miles. These cuts disproportionately affect poorer students and make the ability to walk to school even more crucial.

16. Not only is the ability to walk to school a necessity for some students, but walking to school also provides key health benefits. According to the California Department of Public Health (“DPH”), close to one-third of California’s children are overweight or obese. The DPH’s California Active Communities (“CAC”), in collaboration with CA4Health (a project of the Public Health Institute, with funding from the Centers for Disease Control and Prevention) has determined that a child’s overall health is affected by levels of physical inactivity which can be directly linked to time spent in automobiles versus in active transportation such as walking. Walking or biking to school provides an opportunity for purposeful physical activity toward the accumulation of the recommended 60 minutes or more of daily physical activity for children and youth. (Martin, Moeti and Pullen-Seufert, Implementing Safe Routes to School: Application for the Socioecological Model and Issues to Consider (2008).) Active transportation – walking, biking, or rolling – to school can help increase physical activity levels of students and their families. (CA4Health, Incorporating Safe Routes to School into Local School Wellness Policies (June 2014).) Physical activity reduces the risk of obesity and related chronic diseases, and improves mental health, attendance, and academic performance. (Ibid.) Active transportation can also have broad community benefits, including reducing traffic congestion and air pollution, creating safer streets, encouraging cost savings, and building a stronger sense of community. (Ibid.) Increasing physical activity through walking and biking to school can help address high obesity rates. (Ibid.)

17. Empirical studies have determined that distance is a key impediment to children walking to school safely. (Martin, Moeti and Pullen-Seufert, Implementing Safe Routes to School: Application for the Socioecological Model and Issues to Consider (2008).) A study published in the Journal of Public Health Policy examines the multi-level correlates of walking to and from school. Of the physical environmental factors examined, the strongest negative correlates to walking to school were distance and safety concerns. (Zhu & Lee, Correlates of Walking to School and Implications for Public Policies, Journal of Public Health Policy (2009).) Recognizing distance as a barrier to the ability for a child to walk
to school, CA4Health, the CAC and the DPH support school siting as well as joint use policies and practices that encourage kids to walk or bike to school.

18. Displacing children out of their neighborhood school prevents children from walking to school or impedes children from taking advantage of safety measures the District has instituted to allow children to safely walk or bicycle to their local neighborhood school. At the state level, in 1999, legislation passed to develop a State Safe Routes to School (“SR2S”) program. The SR2S program focuses on traffic calming to create walk-able communities, strengthening the link between injury prevention and physical activity. At the national level, in 2005, the Transportation Reauthorization Bill created the federally-assisted Safe Routes to School Program (“SRTS”) which provided funding over five fiscal years for states to create SRTS programs. The Office of Environmental Health and Safety (“OEHS”) has implemented an SRTS program and identified safe pedestrian routes to the vast majority of District schools requested by charters. The Pedestrian Routes to School maps provide safe routes and recommended crossings for the attendance area of a District school. Below is an example of a pedestrian route map:
19. Displacing a significant number of students from their neighborhood school to make room for Charter School’s children would prevent a significant number of children who currently have the ability to safely walk to school from being able to utilize the safe routes to school program. Conversely, Charter School draws its attendance from many different District schools. Therefore, providing a single-site offer to Charter School would endanger a significant number of children currently attending their neighborhood school, so that far fewer of Charter School’s students who reside in a particular attendance area would have the ability to walk to school. Moreover, the forcible displacements would not just be limited to the neighborhood children attending a single District school. Instead, those students would need to be absorbed into neighboring schools which have insufficient space to house the influx of this number of students, and thereby, would cause the additional forcible displacement of children from these absorbing schools. This would create a ripple effect of forcible displacements necessitating hundreds of neighborhood children to relocate for the benefit of a far lesser number of Charter School’s children. Such a decision would pose disproportionate harm to a significant number of children currently attending their local neighborhood school, and to those District students displaced by the influx of these students, and thus produce inequity in the sharing of facilities.

20. Not only does distance play a factor in children safely walking to school due to traffic dangers, but several Los Angeles neighborhoods are plagued by gang violence. In order to create safe passages to and from school in neighborhoods suffering from gang-related violence, meaningful programs and efforts to mitigate these risks have been launched, such as Kid Watch LA which instituted the Walking School Bus for District students. The Walking School Bus enlists parent and community volunteers to accompany groups of small children as they walk to and from their neighborhood school.

21. According to the Los Angeles Police Department, the District is located within the territory known as the “gang capital” of the nation, with more than 450 competing gangs. Gang violence is unfortunately prevalent on some campuses and within the neighborhoods of several District schools. As shown by the map depicting former gang injunctions in Los Angeles below, Los Angeles gangs claim particular territories:
22. On March 15, 2018, a District Court enjoined the City of Los Angeles from enforcing these gang injunctions. (See, Youth Justice Coalition, et al., v. City of Los Angeles, et al., CV 16-07932 VAP.) The inability to enforce these injunctions may result in an increase in gang-related activity and crime.
23. Forcibly displacing students who themselves or whose parents are tied to a particular gang and placing them in a school located in the territory of another gang would potentially breed gang warfare and violence affecting all children, teachers, staff, and parents at a particular school.

24. Pulling children out of their neighborhood school and placing non-neighborhood charter students in those schools prevents the displaced children from taking advantage of safety measures such as the Walking School Bus and therefore unfairly endangers the safety of those displaced children. These harms disproportionately affect students attending local District schools. As parents of charter school students have elected to send their child to a school out of his or her local attendance area, the parents have secured a means of transporting their child to this school. However, parents of children who attend local District schools may not have the means to find alternate transportation and rely on children walking to their neighborhood school. With the aforementioned reduction of several school bus routes and potential further elimination of transportation funding, many forcibly displaced children will be forced to walk long, unsafe distances or take unsafe public transit routes outside of their neighborhood attendance area.

25. Displacing children attending their District neighborhood school solely for the purpose of making single-site offers to charter schools would have additional instructional and social ramifications. Displaced children would attend a school that has no relation to their high school attendance area, resulting in further disruption of the typical matriculation process. California has a new accountability system reported through the California School Dashboard. The state’s new accountability system includes a three-level identification and support system for Local Educational Agencies, and categorizes district performance levels using a system of five colors, stated in order from lowest to highest performing: red, orange, yellow, green, and blue. The first release of the California School Dashboard was in fall of 2017, and identified the District for “Level 2” assistance from the Los Angeles County Office of Education (LACOE), because two of the District’s student groups, Foster Youth and Students with Disabilities, had a Red performance level in the Graduation Rate Indicator and in the Academic Indicators (English Language Arts (“ELA”) and math grades 3-8). As a result, the District and LACOE are working collaboratively to address identified performance issues with these student groups and develop strategies.
26. As these accountability measures indicate, the District is making strides in increasing graduation rates and academic success. Displacing District children attending their District school would thwart these efforts. Studies have empirically established that disrupting a child’s trajectory to their local District high school effectively increases drop-out rates. A review of 25 years of research conducted by the California Dropout Research Project identified strong predictors of dropping out of high school. The compilation study identified non-promotional school changes (student mobility) during middle school and high school as a key predictor of a child dropping out of school. (Rumberger & Lim, Why Students Drop Out: A Review of 25 Years of Research, California Dropout Research Project (October 2008).)

27. In 1998, a seminal study on the educational consequences of student mobility found a high causal connection between student mobility and an increased risk of high school drop-out. The staggering results of this study indicate that controlling for other predictors, students who made even one non-promotional school change between the eighth and twelfth grades were twice as likely to not complete high school as students who did not change schools. (Rumberger & Larson, Student Mobility and the Increased Risk of High School Dropout, American Journal of Education 107 (November 1998).)

28. The safety and welfare of all students is this District’s paramount concern and principal charge. The data is indisputable that children who drop out of school are at far greater risk of a vast array of physical, social, and economic harm than those who stay in school and complete their secondary education. This paramount concern of the District remains a material consideration when weighing whether to forcibly displace hundreds of children from a neighborhood school in order to make way for
far fewer students who would attend that school from distant neighborhoods, especially when other solutions for sharing space fairly are feasible.

29. An additional impact of such displacement would be the difficulty of sustaining the same level of parental involvement in the absorbing schools that are located miles away from their neighborhoods. California State Board of Education Policy #89-01 acknowledges that a critical dimension of effective schooling is parental involvement. This policy initiative states that research studies demonstrate parental involvement at school propels a child’s educational career. Forcibly displacing students attending their local neighborhood school would make it more challenging for those children to reap the benefits of parental involvement in their new non-neighborhood schools.

30. An alternative to displacing students attending their neighborhood school would be to overcrowd a District campus by adding Charter School’s students. However, this would cause severe safety and operational ramifications due to the design capacity of the site making this course of action infeasible. Adding Charter School’s students to a District campus with insufficient space to feasibly accommodate Charter School’s total in-district classroom ADA would raise both schools’ classroom loading ratios, thereby disadvantaging both of these schools’ children. Likewise, having hundreds of children over a school’s capacity sharing space would pose a great risk to student safety and well-being.

31. In making decisions regarding allocations of space, District staff placed the safety of charter school students at the forefront of the decision-making process. District staff made substantial efforts to locate charter schools at or near their desired geographic location and further made material efforts to minimize the number of sites on which the charter school was located. As charter school parents/guardians have made a decision to place their child in a school outside of their neighborhood school, they have had the opportunity to weigh the safety implications of this decision for their child. On the contrary, the families of forcibly displaced students have no place in a decision-making process that sends their children to schools outside of their resident neighborhoods. Thus, forcibly displacing children attending their local neighborhood school would not afford their parents/guardians the same opportunity. In addition, the decision to forcibly displace students to make way for charter school students necessarily will have safety impacts upon the displaced children, whereas, given the fact that
many charter students already voluntarily travel outside of their neighborhood to attend the charter school, these children may not face any increased safety risk by being required to, for example, travel five miles east instead of five miles south.

32. Based on the foregoing safety and instructional considerations, District staff recommends providing Charter School with a multi-site offer of contiguous facilities at the Recommended Co-Locations.

PROCESS AND MATCHING GUIDELINES DISTRICT STAFF FOLLOWED TO LOCATE SPACE FOR CHARTER SCHOOLS PURSUANT TO PROPOSITION 39

33. The District’s Charter Schools Division (“CSD”) determined that in the 2019-2020 school year, more than 155,275 students enrolled in charter schools authorized by the District. This figure reflected a 655 student increase over the number of students enrolled during the previous school year. In the 2018-2019 school year, the District had the most charter students attending schools authorized by the District of any school district in the nation. It had approximately 1.5 times as many charter school students as the New York City Department of Education, the largest school district in the country. The District ensured that every eligible in-District charter student was offered a seat.

34. For the 2020-2021 Proposition 39 cycle, the District continues to apply a comprehensive process – a process that results in every eligible in-District charter school student being offered a seat at a District campus for the 2019-20 school year. The District follows a critical path schedule of steps, from the initial request by a charter school for facilities to making facilities ready for occupancy, in order to timely meet the Proposition 39 timeline. As it did last year, the District is utilizing a capacity assessment determination called Electronic Capacity Assessment Review (“E-CAR”). E-CAR is a tool used to assess capacity at school sites throughout the District and was implemented at the beginning of the Proposition 39 process. The District has personnel experienced in school utilization assessing all of the space within the District at the right time. Specifically, over the course of nine weeks, principals at over 700 District campuses utilized a comprehensive web-based application to specifically identify and validate classroom space utilized as teaching stations and set-asides, along with classroom numbers, locations, and sizes. Additionally, they identified classrooms occupied by special education programs, charter schools,
preschools, adult education programs, and other third-party users, swing space needed for construction projects, options programs, and other classrooms out of service or mandated for removal due to legal and/or safety requirements.

35. The general process District staff followed in administering Charter School’s facilities request was the same that it used to process each of the other facilities requests the District received from charter schools for the Next Fiscal Year. That process is as follows:

36. Since the beginning of August 2019, SMS staff has conducted a comprehensive analysis of the use of District school facilities, that is, E-CAR. The purpose of E-CAR is to assess with precision the capacity of each school site in several respects: the number of classrooms, the manner in which those classrooms are used, and the school’s operating capacity. E-CAR entails a detailed review of the present use of District school sites and an analysis of the projected future uses of those facilities. The analysis includes reporting of data by individual schools, which is analyzed by SMS staff to confirm its accuracy and to ensure that available space is used efficiently and uniformly throughout the District.

37. E-CAR commenced with a period of in-office preparation during which SMS staff examined materials submitted by all District schools in the previous year for accuracy, as well as for consistency with previous assessments’ classroom usage and availability. The SMS staff applied standard formulae for the usage of classrooms in order to generate an objective and uniform assessment of the amount of classroom space at District school sites. The purpose of this calculus is to assess the number of classrooms required to accommodate instructional program enrollment, based on grade level and specific course subject matters at secondary schools.
38. The E-CAR process involves school principals logging into a web-based application to record their school’s enrollment and review and confirm details regarding the school site’s classrooms and their respective utilization. Within this application, classroom data is associated with a spatial database that is displayed as building floor plans.

39. To ensure that the principals provide the data necessary for a complete and accurate assessment of school capacity, they are instructed to reference the following resource materials for their school site:

- a current school map,
- the school’s current or most recent Norm Day classification report (which details the number of students enrolled at that school on September 20, 2019),
- the Norm Day classification report for any magnet center and/or dual language program located on the school’s campus,
- the Classroom Inventory and Allocation Worksheet pages from the prior school year’s Capacity Assessment Review report on which is the information for classroom counts and allocation into precisely-define categories, and
- the number of additional purchased teachers, if any, from Title 1 and/or parent or grant funded.

40. Categorizing classrooms in this way is important because a school’s capacity involves more than its raw seats and room numbers. The District must determine whether a school has facilities available to sufficiently serve the particular requirements of a school site, such as grade levels, classes, special education programs, magnet centers, SLCs, PLEs, legal mandates, and other student needs.

41. As a result of the foregoing, District staff reviewed data from SMS regarding specific capacity information at District school sites for the Next Fiscal Year.

42. Utilizing this data, SMS provided CSD with the number of estimated available seats as well as classrooms at each campus given specific operating capacities per programmatic and mandated qualifiers. When planning for maximal use of available school facilities, and in interpreting data generated during the course of facilities planning, it is absolutely critical to understand the difference between “empty classrooms” and “available seats”. To illustrate, a hypothetical District school may not have any empty classrooms, but may have individual available seats. As a result, the school may be able to absorb
100 students into its existing classrooms by identifying two free seats spread out among 50 of its classrooms that are used for instruction appropriate to the grade level and subject matter requirements for the students being absorbed. Thus, it is an entirely different proposition to provide and integrate 150 seats across a campus than to provide six or seven empty classrooms with the same total number of contiguous available seats. In many instances, there may be many available seats in a school, but no empty classrooms. This is especially the case for District high schools where the students do not sit in one classroom all day, like an elementary school, but instead attend at least five or more different classes per day, each in different classrooms and with different teachers and groups of students, in order to receive the mandated curriculum.

43. SMS generated each instructional program’s operating capacity using a complex mathematical formula which took into account aspects of schools’ operations that would reduce operating capacity. The operating capacity also accounted for classrooms designated as “set-asides.” As discussed above, set-asides are classrooms used for purposes other than general education. Public school districts are required to provide one special education room per school. They are separately required to provide parent centers at each school, and charter school, pre-kindergarten and adult education students are also served in school classrooms across the District.

44. District staff analyzed each District school’s estimated available seats and classrooms for the Next Fiscal Year based on the data provided by SMS.

45. Historically, the District had prepared to reserve 75 seats at every secondary school and 50 seats at every elementary school for additional unanticipated enrollment. As a public institution, the District is required to provide an education to every student who chooses to enroll. The District previously planned its programming and staffing based on estimated enrollment projections, but in the event projections were short, the District was still obligated to provide an education to students who were not originally anticipated. As a result, the District proactively planned to address any potential discrepancies in their projections by reserving seats as an “unanticipated growth cushion” rather than overcrowd classrooms to the detriment of that educational environment, as a result of failing to address this common occurrence up front. Importantly, however, beginning in 2013 and continuing this year, the analysis did not stop there. Rather, District staff added rigor to this process by examining the actual historical data
over the last several years of enrollment at each school site to determine if a trend could be empirically established demonstrating unanticipated growth. Based upon this further analysis, CSD determined that no seats at any District school sites offered to a charter school should be reserved for an unanticipated growth cushion. Therefore, this historical reservation of seats was not applied in this cycle.

46. The District uses the definition contained in California Code of Regulations, title 5, section 11969.3, subdivision (a)(2), to determine comparison group schools.

47. No two schools are identical; however, on a grade-alike basis, a significant majority of the District’s schools share reasonably equivalent conditions, especially when taking into account age, quality of materials and state of maintenance, school site size, conditions of surfaces as well as mechanical, plumbing, electrical and fire-life systems, including conformity to applicable codes, availability and condition of technology infrastructure, the condition of the facility as a safe learning environment, including but not limited to, the suitability of lighting, noise mitigation, and size for intended use, the conditions of the facility’s furnishings and equipment, and the condition of athletic fields and play area space. As part of this process, District staff determined whether the conditions of school facilities offered to a charter school were reasonably equivalent to the comparison group schools.

**Matching Guidelines Utilized by the District**

48. In accordance with *California School Bds. Assn. v. State Bd. of Ed.* (2010) 191 Cal.App.4th 530, CSD staff supported and facilitated Proposition 39 Local District Advisory Meetings to engage in the following process in order to make contiguous offers of space to charter schools in facilities with reasonably equivalent conditions to those which would accommodate the charter students if they otherwise attended District schools. District staff makes every reasonable effort to locate space on a single site, or only if necessary on multiple sites, in the charter applicant’s geographic area of interest. Consequently, District staff first attempts to accommodate charter schools at a single school site and looks for available facilities sufficient to accommodate the entirety of a charter school’s projected in-District classroom ADA within its desired area of geographic interest. Only when no single school site can be feasibly identified based upon school site design and occupancy limitations as well as after taking into account the paramount considerations of both District and charter school student safety and welfare, does the District make offers that contemplate the use of multiple school sites.
49. District staff first identifies District classroom inventory by grade level configuration in each geographic region. Grade-alike matches typically provide reasonably equivalent space to charter schools; therefore, wherever possible, District staff allocates space to charter applicants on grade-alike school facilities.

50. District staff next identifies which charter applicants are already located in District facilities and, when feasible, matches those charter schools to their existing site. District staff then examines and identifies the geographic areas of interest of the charter school applicants. As described above, often many charter schools request the exact same space so District staff must assess conflicting geographic as well as particular site interests. In doing so, District staff examines whether the potential match would utilize all available classrooms and whether the match represents a full, single site offer. Priority is given to those charters where these two goals can be achieved.

51. Based on an examination of these criteria, District staff makes a preliminary match of available classrooms at a particular site to the projected in-District classroom ADA of each charter school. District staff attempts to find the most geographically relevant grade-alike matches. For multi-site offers, District staff eliminates set-asides wherever reasonably possible to reduce the number of sites assigned to a charter school, which often results in being able to transform multi-site offers to single site offers. District staff engaged in the materially disruptive measure of eliminating set-asides in order to achieve sharing space fairly amongst charter and non-charter students in the District.
52. For the Next Fiscal Year, District staff had to grapple with the conflicting needs of all 68 charter school applicants and cycled through the above process as conscientiously as possible, shifting space and potential matches to fulfill the District’s obligation to share space fairly among all District students. In doing so, as expressed above, District staff kept in the forefront considerations of student safety and welfare.
TAB (b)

Board of Education Finding that the Charter School Could Not Be Accommodated at a Single Site and Written Statement of Reasons Explaining the Finding (Cal. Code Regs., tit. 5, § 11969.2, subd. (2))

Whereas, Under Proposition 39, the Los Angeles Unified School District (“District”) is required to fairly share space between public school pupils, charter and non-charter students alike;

Whereas, In making an allocation of space, the District attempts to place a charter school applicant on one school site or, when that is not feasible, alternatively attempts to minimize the number of school sites on which the charter school applicant is placed;

Whereas, In making an allocation of space, the District materially considers the safety implications to charter school students of making a multi-site offer and balances the safety, instructional, and social consequences of displacing children from their neighborhood District schools, as well as the burdens associated with such an action on their parents and the community;

Whereas, For the Next Fiscal Year, 68 charter schools requested facilities under the Proposition 39 process, asking for approximately 19,636 seats from the District;

Whereas, Charter School submitted an application for Proposition 39 facilities for the Next Fiscal Year;


Whereas, District staff engaged in an effort to create a single site offer to accommodate Charter School’s total in-district classroom ADA;

Whereas, The District cannot accommodate Charter School’s request for a single site at any of the District school site(s) and/or the geographic area in which Charter School wishes to locate;

Whereas, Several other charter schools also requested space in the same Local District that Charter School requested;

Whereas, District staff determined that data from School Management Services (“SMS”) indicated no single District school at which Charter School wishes to be located will have sufficient classroom space to accommodate Charter School’s total in-district classroom ADA in the Next Fiscal Year;

Whereas, District staff then expanded its search to other schools near the geographic area where Charter School wishes to be located, but determined that it is not possible to accommodate Charter School’s entire student population on a single site in the Next Fiscal Year;
Whereas, the District cannot accommodate Charter School’s entire in-District classroom ADA at a single school site;
Whereas, To accommodate Charter School’s entire in-District classroom ADA at a single school site would present substantial, disproportionate safety concerns for both Charter School’s students and students attending their local District neighborhood school;

Whereas, District staff determined that to house all of Charter School’s students at a single District school site in the geographic area in which Charter School wishes to locate would require the displacement of a significant number of children attending their local neighborhood school, whereas, far fewer of Charter School’s students would otherwise attend those schools;

Whereas, Displacing children out of their neighborhood schools has far-reaching safety, instructional and social implications including: prohibiting children from safely walking to school; subjecting children displaced from their neighborhood school to possible gang violence; increasing high-school drop-out rates of displaced children; and impairing parental involvement in local neighborhood schools;

Whereas, Based on these safety and instructional considerations, District staff recommends keeping the student populations of the District schools intact;

Whereas, Alternatively, over-crowding a school’s campus in order to provide a single-site offer to Charter School would have equally severe safety and operational ramifications, making this course of action infeasible;

Whereas, the District can provide Charter School with a multi-site contiguous offer of reasonably equivalent facilities at the “Recommended Co-locations”;

Whereas, Providing Charter School space at the Recommended Co-locations minimizes the number of sites assigned to Charter School;

Whereas, Because of the short distance between the Recommended Co-locations, they are contiguous facilities in a school district spanning 710 square miles and serving over 27 cities;

Whereas, By providing space to Charter School at the Recommended Co-locations, the District has made reasonable efforts to provide Charter School with facilities near to where Charter School wishes to locate;

Whereas, the Board incorporates into these findings the Staff Report on Process for Determining Charter School Cannot be Accommodated at a Single Site; and

Whereas, The District can make a complete and contiguous, multi-site offer to accommodate Charter School’s entire in-District classroom ADA; therefore be it

Resolved, That pursuant to California Code of Regulations, title 5, section 11969.2, subdivision (d), for the reasons set forth herein and as further expressed by District staff, the Governing Board of the Los Angeles Unified School District finds that the District cannot accommodate Charter School at a single school site; and therefore be it finally
Resolved, That pursuant to Education Code sections 35160-35160.1, 47614 and California Code of Regulations, title 5, section 11969.1, et seq., for the reasons set forth herein and as further expressed by District staff, the Governing Board of the Los Angeles Unified School District authorizes a preliminary proposal and/or offer of facilities to Charter School for the Next Fiscal Year at multiple District school sites.
Staff Report on Deliberative Process for Determining Extera Public School #2 Cannot Be Accommodated at a Single Site

Statement of Facts Regarding Charter School’s Facilities Request and Availability of Space to Meet Charter School’s Facilities Needs

<table>
<thead>
<tr>
<th><strong>Charter School:</strong></th>
<th>Extera Public School #2 (&quot;Charter School&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Request year:</strong></td>
<td>2020-21 (&quot;Next Fiscal Year&quot;)</td>
</tr>
<tr>
<td><strong>In-district classroom average daily attendance (&quot;ADA&quot;) projection:</strong></td>
<td>368.4 (&quot;ADA Projection&quot;)</td>
</tr>
<tr>
<td><strong>Number of teaching stations to which Charter School is legally entitled:</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>Number of District schools from which Charter School draws its attendance:</strong></td>
<td>49</td>
</tr>
<tr>
<td><strong>Geographic Area in which Charter School wishes to locate:</strong></td>
<td>Eastman Avenue Elementary, Lorena Street Elementary</td>
</tr>
<tr>
<td><strong>Local District (&quot;LD&quot;) in which Charter School wishes to locate:</strong></td>
<td>East</td>
</tr>
<tr>
<td><strong>Number of charter schools wishing to locate in the same LD as Charter School:</strong></td>
<td>8</td>
</tr>
<tr>
<td><strong>Availability of teaching stations at District school sites Charter School requested:</strong></td>
<td>Eastman Avenue Elementary (10), Lorena Street Elementary (15)</td>
</tr>
<tr>
<td><strong>Recommended Co-Locations:</strong></td>
<td>Eastman Avenue Elementary, Lorena Street Elementary</td>
</tr>
<tr>
<td><strong>Recommended allocation of teaching stations and administrative office space at each co-location:</strong></td>
<td>Eastman Avenue Elementary: six (6) teaching stations, one (1) special education station(s), one (1) administrative office; Lorena Street Elementary: ten (10) teaching stations, one (1) special education station(s), one (1) administrative office</td>
</tr>
<tr>
<td><strong>Distance between Recommended Co-locations:</strong></td>
<td>1.3 miles</td>
</tr>
<tr>
<td><strong>Distance between Recommended Co-locations and desired geographic location:</strong></td>
<td>0 miles</td>
</tr>
</tbody>
</table>
1. Pursuant to Proposition 39, District staff first engaged in an effort to create a single site offer to accommodate Charter School’s total in-district classroom ADA. District staff evaluated space at the District school site(s) and/or in the geographic area in which Charter School wishes to locate.

2. Several other charter schools also requested space in the same Local District that Charter School requested.

3. School Management Services (“SMS”) provided data that indicated, and District staff determined, no single District school site that Charter School requested will have sufficient classroom space to accommodate Charter School’s total in-district classroom ADA in the Next Fiscal Year.

4. District staff then expanded its search to other schools near to the geographic area where Charter School wishes to be located. The District determined, however, that it is not possible to accommodate Charter School’s entire student population on a single site in the Next Fiscal Year.

5. Therefore, District staff recommends providing space to Charter School to accommodate its total in-district classroom ADA at the Recommended Co-Locations.

6. By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to minimize the number of sites assigned to Charter School.

7. Because of the short distance between the Recommended Co-Locations, they are contiguous facilities in a school district spanning 710 square miles and serving over 27 cities.

8. By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to provide Charter School with facilities near to where Charter School wishes to locate.
Efforts to Minimize the Number of Sites on Which Charter School is Located

9. In order to minimize the number of sites on which a charter school is located for the Next Fiscal Year, District staff eliminated set-asides at many school sites to make room for charter school co-locations. Set-asides are divided into two categories: District set-asides and School set-asides.

10. School set-asides allocate space for instructional, safety, and health programs that are specific to a particular school. For example, Title I funding coordinator offices are considered a School set-aside. Title I funding provides financial assistance to schools with high numbers or high percentages of low-income children to help ensure that all children meet challenging state academic standards. The District uses Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. Such funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum. Additionally, school set-asides are used to allocate space for small learning community (“SLC”) offices. An SLC, also referred to as a School-Within-A-School, is a form of school structure in secondary schools to subdivide large school populations into smaller, autonomous groups of students and teachers. SLCs include structures such as freshman academies, multi-grade academies organized around career interests or other themes, “houses” in which small groups of students remain together throughout high school, and autonomous schools-within-a-school, as well as personalization strategies, such as student advisories, family advocate systems, and mentoring programs. Research continues to show that small schools and SLCs have the necessary elements to counteract the inherent negative effects of poverty and poor academic achievement for low-income and/or students of color. (Cotton, New Small Learning Communities: Findings from Recent Literature, Portland, Ore: Northwest Regional Educational Laboratory (2001); Jimerson, The Hobbit Effect: Why Small Works in Public Schools, The Rural School and Community Trust (August 2006).)
11. At the middle school level, School set-asides are used, for example, for Personal Learning Environment (“PLE”) offices, the middle school equivalent to an SLC. Likewise, School set-asides may be used for the District’s Response to Intervention (“RTI”) program. RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities. In order to provide space to requesting charter schools, District staff has eliminated or reduced the number of School set-asides on certain campuses. This instructional disruption unfortunately disproportionately affects low-income, low-performing or disabled District neighborhood children, those who need assistance the most. However, District staff has taken these disruptive measures in order to share facilities fairly with charter schools.

12. District set-asides use school space to implement key District-wide instructional, health, and safety programs. For example, these set-asides include space for District police, regional special educational testing centers, health center clinics, food service, and Beyond the Bell programs, among others. Eliminating these set-asides would deny or interfere with students’ ability to receive the special education and related services to which they are entitled, or force students to travel as much as 50 miles to the next closest center. In the 2019-2020 fiscal year, the District’s school-based health clinics are projected to provide approximately 172,000 visits to children who would otherwise have been challenged to access health care. This number is projected to increase steadily over the next two upcoming school years. To eliminate these clinics would deprive the neediest children of vital health services. Additionally, Beyond the Bell programs ensure that all children and youth in the District have access to high-quality, safe, and supervised academic, enrichment, and recreation programs that inspire learning and achievement beyond the regular school day (before and after school and Saturdays). The three components of Beyond the Bell include academic tutorial, recreational, and enrichment programs. Over 100,000 students in more than 600 schools participate in Beyond the Bell programs on a daily basis. (See http://btb.lausd.net/about.) Students who participate in after-school programs have improved attendance.
Indeed, Beyond the Bell’s after-school programs resulted in improved test scores in English-Language Arts and the Mathematics. *(Ibid.)* Such programs are vital to the safety of school children. More than 28 million school-age children have parents who work outside of the home during after-school hours. Of these 28 million school-age children, 14.3 million are left to look after themselves when the school day ends. *(Ibid.)* Research shows that juvenile crime, sexual activity, and experimentation with drugs, alcohol, and cigarettes peak between the hours of 3:00 p.m. to 6:00 p.m. *(Ibid.)* Teens who participate in after-school programs are three times less likely to skip classes than teens who do not participate. *(Ibid.)* They are also three times less likely to do drugs, consume alcohol, and engage in sexual activity. *(Ibid.)* To eliminate Beyond the Bell programs would expose the thousands of children who utilize these programs on a daily basis to danger, harming their academic performance and their overall wellbeing.

13. Although District and School set-asides provide space for programs that are vital to the curriculum of a particular school or to District-wide goals, in order to share space fairly, District staff has cut into these set-asides where doing so would minimize the number of sites offered to a charter school in order to make a complete offer of space.

**Safety, Instructional and Social Implications of a Single Site Offer**

14. To accommodate Charter School’s entire in-district classroom ADA at a single school site would present substantial safety concerns for both charter and non-charter District students. By way of example, District staff estimated that to house all of Charter School’s students at a single campus near to where Charter School wishes to locate would require the forcible displacement of a significant number of students attending their local neighborhood school. Displacing children out of their neighborhood school has far-reaching safety, instructional, and social implications.

15. Community-centered schools provide a wealth of benefits for student learning, health, and safety, as well as benefits for the community at large. Many District children walk to and from their neighborhood school. Recent District budgetary cutbacks and the harsh economic climate have made the ability to walk to school a necessity for many families with in-District children. The District school bus program has realized service cuts and route eliminations which have affected many students. As a result of past budget deficits, transportation funding was reduced as part of stabilization efforts. The latest
impact came in July 2012, when the District was forced to implement a change to the eligible busing distance for secondary schools from three miles to five miles. These cuts disproportionately affect poorer students and make the ability to walk to school even more crucial.

16. Not only is the ability to walk to school a necessity for some students, but walking to school also provides key health benefits. According to the California Department of Public Health ("DPH"), close to one-third of California’s children are overweight or obese. The DPH’s California Active Communities ("CAC"), in collaboration with CA4Health (a project of the Public Health Institute, with funding from the Centers for Disease Control and Prevention) has determined that a child’s overall health is affected by levels of physical inactivity which can be directly linked to time spent in automobiles versus in active transportation such as walking. Walking or biking to school provides an opportunity for purposeful physical activity toward the accumulation of the recommended 60 minutes or more of daily physical activity for children and youth. (Martin, Moeti and Pullen-Seufert, Implementing Safe Routes to School: Application for the Socioecological Model and Issues to Consider (2008).) Active transportation – walking, biking, or rolling – to school can help increase physical activity levels of students and their families. (CA4Health, Incorporating Safe Routes to School into Local School Wellness Policies (June 2014).) Physical activity reduces the risk of obesity and related chronic diseases, and improves mental health, attendance, and academic performance. (Ibid.) Active transportation can also have broad community benefits, including reducing traffic congestion and air pollution, creating safer streets, encouraging cost savings, and building a stronger sense of community. (Ibid.) Increasing physical activity through walking and biking to school can help address high obesity rates. (Ibid.)

17. Empirical studies have determined that distance is a key impediment to children walking to school safely. (Martin, Moeti and Pullen-Seufert, Implementing Safe Routes to School: Application for the Socioecological Model and Issues to Consider (2008).) A study published in the Journal of Public Health Policy examines the multi-level correlates of walking to and from school. Of the physical environmental factors examined, the strongest negative correlates to walking to school were distance and safety concerns. (Zhu & Lee, Correlates of Walking to School and Implications for Public Policies, Journal of Public Health Policy (2009).) Recognizing distance as a barrier to the ability for a child to walk
to school, CA4Health, the CAC and the DPH support school siting as well as joint use policies and practices that encourage kids to walk or bike to school.

18. Displacing children out of their neighborhood school prevents children from walking to school or impedes children from taking advantage of safety measures the District has instituted to allow children to safely walk or bicycle to their local neighborhood school. At the state level, in 1999, legislation passed to develop a State Safe Routes to School (“SR2S”) program. The SR2S program focuses on traffic calming to create walk-able communities, strengthening the link between injury prevention and physical activity. At the national level, in 2005, the Transportation Reauthorization Bill created the federally-assisted Safe Routes to School Program (“SRTS”) which provided funding over five fiscal years for states to create SRTS programs. The Office of Environmental Health and Safety (“OEHS”) has implemented an SRTS program and identified safe pedestrian routes to the vast majority of District schools requested by charters. The Pedestrian Routes to School maps provide safe routes and recommended crossings for the attendance area of a District school. Below is an example of a pedestrian route map:
19. Displacing a significant number of students from their neighborhood school to make room for Charter School’s children would prevent a significant number of children who currently have the ability to safely walk to school from being able to utilize the safe routes to school program. Conversely, Charter School draws its attendance from many different District schools. Therefore, providing a single-site offer to Charter School would endanger a significant number of children currently attending their neighborhood school, so that far fewer of Charter School’s students who reside in a particular attendance area would have the ability to walk to school. Moreover, the forcible displacements would not just be limited to the neighborhood children attending a single District school. Instead, those students would need to be absorbed into neighboring schools which have insufficient space to house the influx of this number of students, and thereby, would cause the additional forcible displacement of children from these absorbing schools. This would create a ripple effect of forcible displacements necessitating hundreds of neighborhood children to relocate for the benefit of a far lesser number of Charter School’s children. Such a decision would pose disproportionate harm to a significant number of children currently attending their local neighborhood school, and to those District students displaced by the influx of these students, and thus produce inequity in the sharing of facilities.

20. Not only does distance play a factor in children safely walking to school due to traffic dangers, but several Los Angeles neighborhoods are plagued by gang violence. In order to create safe passages to and from school in neighborhoods suffering from gang-related violence, meaningful programs and efforts to mitigate these risks have been launched, such as Kid Watch LA which instituted the Walking School Bus for District students. The Walking School Bus enlists parent and community volunteers to accompany groups of small children as they walk to and from their neighborhood school.

21. According to the Los Angeles Police Department, the District is located within the territory known as the “gang capital” of the nation, with more than 450 competing gangs. Gang violence is unfortunately prevalent on some campuses and within the neighborhoods of several District schools. As shown by the map depicting former gang injunctions in Los Angeles below, Los Angeles gangs claim particular territories:
22. On March 15, 2018, a District Court enjoined the City of Los Angeles from enforcing these gang injunctions. (See, Youth Justice Coalition, et al., v. City of Los Angeles, et al., CV 16-07932 VAP.) The inability to enforce these injunctions may result in an increase in gang-related activity and crime.
23. Forcibly displacing students who themselves or whose parents are tied to a particular gang and placing them in a school located in the territory of another gang would potentially breed gang warfare and violence affecting all children, teachers, staff, and parents at a particular school.

24. Pulling children out of their neighborhood school and placing non-neighborhood charter students in those schools prevents the displaced children from taking advantage of safety measures such as the Walking School Bus and therefore unfairly endangers the safety of those displaced children. These harms disproportionately affect students attending local District schools. As parents of charter school students have elected to send their child to a school out of his or her local attendance area, the parents have secured a means of transporting their child to this school. However, parents of children who attend local District schools may not have the means to find alternate transportation and rely on children walking to their neighborhood school. With the aforementioned reduction of several school bus routes and potential further elimination of transportation funding, many forcibly displaced children will be forced to walk long, unsafe distances or take unsafe public transit routes outside of their neighborhood attendance area.

25. Displacing children attending their District neighborhood school solely for the purpose of making single-site offers to charter schools would have additional instructional and social ramifications. Displaced children would attend a school that has no relation to their high school attendance area, resulting in further disruption of the typical matriculation process. California has a new accountability system reported through the California School Dashboard. The state’s new accountability system includes a three-level identification and support system for Local Educational Agencies, and categorizes district performance levels using a system of five colors, stated in order from lowest to highest performing: red, orange, yellow, green, and blue. The first release of the California School Dashboard was in fall of 2017, and identified the District for “Level 2” assistance from the Los Angeles County Office of Education (LACOE), because two of the District’s student groups, Foster Youth and Students with Disabilities, had a Red performance level in the Graduation Rate Indicator and in the Academic Indicators (English Language Arts (“ELA”) and math grades 3-8). As a result, the District and LACOE are working collaboratively to address identified performance issues with these student groups and develop strategies
for accelerating progress. The following year, the fall 2018 Dashboard results indicated that the District had been assigned Yellow performance levels for three of the six state indicators for all students: College/Career, ELA, and Mathematics Academic Performance. A Green performance level had been assigned for the Graduation Rate indicator and a Blue performance level for Suspension Rate. The only indicator that was assigned an Orange performance level was the Chronic Absenteeism indicator. The District did not receive any Red performance levels. The Dashboard also reports student groups results. The outcome for student groups showed that of the thirteen total student groups identified in the District, ten student groups were assigned at least one Red/Orange performance level.

26. As these accountability measures indicate, the District is making strides in increasing graduation rates and academic success. Displacing District children attending their District school would thwart these efforts. Studies have empirically established that disrupting a child’s trajectory to their local District high school effectively increases drop-out rates. A review of 25 years of research conducted by the California Dropout Research Project identified strong predictors of dropping out of high school. The compilation study identified non-promotional school changes (student mobility) during middle school and high school as a key predictor of a child dropping out of school. (Rumberger & Lim, *Why Students Drop Out: A Review of 25 Years of Research*, California Dropout Research Project (October 2008).)

27. In 1998, a seminal study on the educational consequences of student mobility found a high causal connection between student mobility and an increased risk of high school drop-out. The staggering results of this study indicate that controlling for other predictors, students who made even one non-promotional school change between the eighth and twelfth grades were *twice* as likely to not complete high school as students who did not change schools. (Rumberger & Larson, *Student Mobility and the Increased Risk of High School Dropout*, American Journal of Education 107 (November 1998).)

28. The safety and welfare of all students is this District’s paramount concern and principal charge. The data is indisputable that children who drop out of school are at far greater risk of a vast array of physical, social, and economic harm than those who stay in school and complete their secondary education. This paramount concern of the District remains a material consideration when weighing whether to forcibly displace hundreds of children from a neighborhood school in order to make way for
far fewer students who would attend that school from distant neighborhoods, especially when other solutions for sharing space fairly are feasible.

29. An additional impact of such displacement would be the difficulty of sustaining the same level of parental involvement in the absorbing schools that are located miles away from their neighborhoods. California State Board of Education Policy #89-01 acknowledges that a critical dimension of effective schooling is parental involvement. This policy initiative states that research studies demonstrate parental involvement at school propels a child’s educational career. Forcibly displacing students attending their local neighborhood school would make it more challenging for those children to reap the benefits of parental involvement in their new non-neighborhood schools.

30. An alternative to displacing students attending their neighborhood school would be to overcrowd a District campus by adding Charter School’s students. However, this would cause severe safety and operational ramifications due to the design capacity of the site making this course of action infeasible. Adding Charter School’s students to a District campus with insufficient space to feasibly accommodate Charter School’s total in-district classroom ADA would raise both schools’ classroom loading ratios, thereby disadvantaging both of these schools’ children. Likewise, having hundreds of children over a school’s capacity sharing space would pose a great risk to student safety and well-being.

31. In making decisions regarding allocations of space, District staff placed the safety of charter school students at the forefront of the decision-making process. District staff made substantial efforts to locate charter schools at or near their desired geographic location and further made material efforts to minimize the number of sites on which the charter school was located. As charter school parents/guardians have made a decision to place their child in a school outside of their neighborhood school, they have had the opportunity to weigh the safety implications of this decision for their child. On the contrary, the families of forcibly displaced students have no place in a decision-making process that sends their children to schools outside of their resident neighborhoods. Thus, forcibly displacing children attending their local neighborhood school would not afford their parents/guardians the same opportunity. In addition, the decision to forcibly displace students to make way for charter school students necessarily will have safety impacts upon the displaced children, whereas, given the fact that
many charter students already voluntarily travel outside of their neighborhood to attend the charter school, these children may not face any increased safety risk by being required to, for example, travel five miles east instead of five miles south.

32. Based on the foregoing safety and instructional considerations, District staff recommends providing Charter School with a multi-site offer of contiguous facilities at the Recommended Co-Locations.

PROCESS AND MATCHING GUIDELINES DISTRICT STAFF FOLLOWED TO LOCATE SPACE FOR CHARTER SCHOOLS PURSUANT TO PROPOSITION 39

33. The District’s Charter Schools Division (“CSD”) determined that in the 2019-2020 school year, more than 155,275 students enrolled in charter schools authorized by the District. This figure reflected a 655 student increase over the number of students enrolled during the previous school year. In the 2018-2019 school year, the District had the most charter students attending schools authorized by the District of any school district in the nation. It had approximately 1.5 times as many charter school students as the New York City Department of Education, the largest school district in the country. The District ensured that every eligible in-District charter student was offered a seat.

34. For the 2020-2021 Proposition 39 cycle, the District continues to apply a comprehensive process – a process that results in every eligible in-District charter school student being offered a seat at a District campus for the 2019-20 school year. The District follows a critical path schedule of steps, from the initial request by a charter school for facilities to making facilities ready for occupancy, in order to timely meet the Proposition 39 timeline. As it did last year, the District is utilizing a capacity assessment determination called Electronic Capacity Assessment Review (“E-CAR”). E-CAR is a tool used to assess capacity at school sites throughout the District and was implemented at the beginning of the Proposition 39 process. The District has personnel experienced in school utilization assessing all of the space within the District at the right time. Specifically, over the course of nine weeks, principals at over 700 District campuses utilized a comprehensive web-based application to specifically identify and validate classroom space utilized as teaching stations and set-asides, along with classroom numbers, locations, and sizes. Additionally, they identified classrooms occupied by special education programs, charter schools,
preschools, adult education programs, and other third-party users, swing space needed for construction projects, options programs, and other classrooms out of service or mandated for removal due to legal and/or safety requirements.

35. The general process District staff followed in administrating Charter School’s facilities request was the same that it used to process each of the other facilities requests the District received from charter schools for the Next Fiscal Year. That process is as follows:

36. Since the beginning of August 2019, SMS staff has conducted a comprehensive analysis of the use of District school facilities, that is, E-CAR. The purpose of E-CAR is to assess with precision the capacity of each school site in several respects: the number of classrooms, the manner in which those classrooms are used, and the school’s operating capacity. E-CAR entails a detailed review of the present use of District school sites and an analysis of the projected future uses of those facilities. The analysis includes reporting of data by individual schools, which is analyzed by SMS staff to confirm its accuracy and to ensure that available space is used efficiently and uniformly throughout the District.

37. E-CAR commenced with a period of in-office preparation during which SMS staff examined materials submitted by all District schools in the previous year for accuracy, as well as for consistency with previous assessments’ classroom usage and availability. The SMS staff applied standard formulae for the usage of classrooms in order to generate an objective and uniform assessment of the amount of classroom space at District school sites. The purpose of this calculus is to assess the number of classrooms required to accommodate instructional program enrollment, based on grade level and specific course subject matters at secondary schools.
38. The E-CAR process involves school principals logging into a web-based application to record their school’s enrollment and review and confirm details regarding the school site’s classrooms and their respective utilization. Within this application, classroom data is associated with a spatial database that is displayed as building floor plans.

39. To ensure that the principals provide the data necessary for a complete and accurate assessment of school capacity, they are instructed to reference the following resource materials for their school site:

- a current school map,
- the school’s current or most recent Norm Day classification report (which details the number of students enrolled at that school on September 20, 2019),
- the Norm Day classification report for any magnet center and/or dual language program located on the school’s campus,
- the Classroom Inventory and Allocation Worksheet pages from the prior school year’s Capacity Assessment Review report on which is the information for classroom counts and allocation into precisely-define categories, and
- the number of additional purchased teachers, if any, from Title 1 and/or parent or grant funded.

40. Categorizing classrooms in this way is important because a school’s capacity involves more than its raw seats and room numbers. The District must determine whether a school has facilities available to sufficiently serve the particular requirements of a school site, such as grade levels, classes, special education programs, magnet centers, SLCs, PLEs, legal mandates, and other student needs.

41. As a result of the foregoing, District staff reviewed data from SMS regarding specific capacity information at District school sites for the Next Fiscal Year.

42. Utilizing this data, SMS provided CSD with the number of estimated available seats as well as classrooms at each campus given specific operating capacities per programmatic and mandated qualifiers. When planning for maximal use of available school facilities, and in interpreting data generated during the course of facilities planning, it is absolutely critical to understand the difference between “empty classrooms” and “available seats”. To illustrate, a hypothetical District school may not have any empty classrooms, but may have individual available seats. As a result, the school may be able to absorb
100 students into its existing classrooms by identifying two free seats spread out among 50 of its classrooms that are used for instruction appropriate to the grade level and subject matter requirements for the students being absorbed. Thus, it is an entirely different proposition to provide and integrate 150 seats across a campus than to provide six or seven empty classrooms with the same total number of contiguous available seats. In many instances, there may be many available seats in a school, but no empty classrooms. This is especially the case for District high schools where the students do not sit in one classroom all day, like an elementary school, but instead attend at least five or more different classes per day, each in different classrooms and with different teachers and groups of students, in order to receive the mandated curriculum.

43. SMS generated each instructional program’s operating capacity using a complex mathematical formula which took into account aspects of schools’ operations that would reduce operating capacity. The operating capacity also accounted for classrooms designated as “set-asides.” As discussed above, set-asides are classrooms used for purposes other than general education. Public school districts are required to provide one special education room per school. They are separately required to provide parent centers at each school, and charter school, pre-kindergarten and adult education students are also served in school classrooms across the District.

44. District staff analyzed each District school’s estimated available seats and classrooms for the Next Fiscal Year based on the data provided by SMS.

45. Historically, the District had prepared to reserve 75 seats at every secondary school and 50 seats at every elementary school for additional unanticipated enrollment. As a public institution, the District is required to provide an education to every student who chooses to enroll. The District previously planned its programming and staffing based on estimated enrollment projections, but in the event projections were short, the District was still obligated to provide an education to students who were not originally anticipated. As a result, the District proactively planned to address any potential discrepancies in their projections by reserving seats as an “unanticipated growth cushion” rather than overcrowd classrooms to the detriment of that educational environment, as a result of failing to address this common occurrence up front. Importantly, however, beginning in 2013 and continuing this year, the analysis did not stop there. Rather, District staff added rigor to this process by examining the actual historical data
over the last several years of enrollment at each school site to determine if a trend could be empirically established demonstrating unanticipated growth. Based upon this further analysis, CSD determined that no seats at any District school sites offered to a charter school should be reserved for an unanticipated growth cushion. Therefore, this historical reservation of seats was not applied in this cycle.

46. The District uses the definition contained in California Code of Regulations, title 5, section 11969.3, subdivision (a)(2), to determine comparison group schools.

47. No two schools are identical; however, on a grade-alike basis, a significant majority of the District’s schools share reasonably equivalent conditions, especially when taking into account age, quality of materials and state of maintenance, school site size, conditions of surfaces as well as mechanical, plumbing, electrical and fire-life systems, including conformity to applicable codes, availability and condition of technology infrastructure, the condition of the facility as a safe learning environment, including but not limited to, the suitability of lighting, noise mitigation, and size for intended use, the conditions of the facility’s furnishings and equipment, and the condition of athletic fields and play area space. As part of this process, District staff determined whether the conditions of school facilities offered to a charter school were reasonably equivalent to the comparison group schools.

**Matching Guidelines Utilized by the District**

48. In accordance with *California School Bds. Assn. v. State Bd. of Ed.* (2010) 191 Cal.App.4th 530, CSD staff supported and facilitated Proposition 39 Local District Advisory Meetings to engage in the following process in order to make contiguous offers of space to charter schools in facilities with reasonably equivalent conditions to those which would accommodate the charter students if they otherwise attended District schools. District staff makes every reasonable effort to locate space on a single site, or only if necessary on multiple sites, in the charter applicant’s geographic area of interest. Consequently, District staff first attempts to accommodate charter schools at a single school site and looks for available facilities sufficient to accommodate the entirety of a charter school’s projected in-District classroom ADA within its desired area of geographic interest. Only when no single school site can be feasibly identified based upon school site design and occupancy limitations as well as after taking into account the paramount considerations of both District and charter school student safety and welfare, does the District make offers that contemplate the use of multiple school sites.
49. District staff first identifies District classroom inventory by grade level configuration in each geographic region. Grade-alike matches typically provide reasonably equivalent space to charter schools; therefore, wherever possible, District staff allocates space to charter applicants on grade-alike school facilities.

50. District staff next identifies which charter applicants are already located in District facilities and, when feasible, matches those charter schools to their existing site. District staff then examines and identifies the geographic areas of interest of the charter school applicants. As described above, often many charter schools request the exact same space so District staff must assess conflicting geographic as well as particular site interests. In doing so, District staff examines whether the potential match would utilize all available classrooms and whether the match represents a full, single site offer. Priority is given to those charters where these two goals can be achieved.

51. Based on an examination of these criteria, District staff makes a preliminary match of available classrooms at a particular site to the projected in-District classroom ADA of each charter school. District staff attempts to find the most geographically relevant grade-alike matches. For multi-site offers, District staff eliminates set-asides wherever reasonably possible to reduce the number of sites assigned to a charter school, which often results in being able to transform multi-site offers to single site offers. District staff engaged in the materially disruptive measure of eliminating set-asides in order to achieve sharing space fairly amongst charter and non-charter students in the District.
52. For the Next Fiscal Year, District staff had to grapple with the conflicting needs of all 68 charter school applicants and cycled through the above process as conscientiously as possible, shifting space and potential matches to fulfill the District’s obligation to share space fairly among all District students. In doing so, as expressed above, District staff kept in the forefront considerations of student safety and welfare.
TAB (b)

Board of Education Finding that the Charter School Could Not Be Accommodated at a Single Site and Written Statement of Reasons Explaining the Finding
(Cal. Code Regs., tit. 5, § 11969.2, subd. (2))

Whereas, Under Proposition 39, the Los Angeles Unified School District (“District”) is required to fairly share space between public school pupils, charter and non-charter students alike;

Whereas, In making an allocation of space, the District attempts to place a charter school applicant on one school site or, when that is not feasible, alternatively attempts to minimize the number of school sites on which the charter school applicant is placed;

Whereas, In making an allocation of space, the District materially considers the safety implications to charter school students of making a multi-site offer and balances the safety, instructional, and social consequences of displacing children from their neighborhood District schools, as well as the burdens associated with such an action on their parents and the community;

Whereas, For the Next Fiscal Year, 68 charter schools requested facilities under the Proposition 39 process, asking for approximately 19,636 seats from the District;

Whereas, Charter School submitted an application for Proposition 39 facilities for the Next Fiscal Year;  


Whereas, District staff engaged in an effort to create a single site offer to accommodate Charter School’s total in-district classroom ADA;

Whereas, The District cannot accommodate Charter School’s request for a single site at any of the District school site(s) and/or the geographic area in which Charter School wishes to locate;

Whereas, Several other charter schools also requested space in the same Local District that Charter School requested;

Whereas, District staff determined that data from School Management Services (“SMS”) indicated no single District school at which Charter School wishes to be located will have sufficient classroom space to accommodate Charter School’s total in-district classroom ADA in the Next Fiscal Year;

Whereas, District staff then expanded its search to other schools near the geographic area where Charter School wishes to be located, but determined that it is not possible to accommodate Charter School’s entire student population on a single site in the Next Fiscal Year;
Whereas, the District cannot accommodate Charter School’s entire in-District classroom ADA at a single school site;
Whereas, To accommodate Charter School’s entire in-District classroom ADA at a single school site would present substantial, disproportionate safety concerns for both Charter School’s students and students attending their local District neighborhood school;

Whereas, District staff determined that to house all of Charter School’s students at a single District school site in the geographic area in which Charter School wishes to locate would require the displacement of a significant number of children attending their local neighborhood school, whereas, far fewer of Charter School’s students would otherwise attend those schools;

Whereas, Displacing children out of their neighborhood schools has far-reaching safety, instructional and social implications including: prohibiting children from safely walking to school; subjecting children displaced from their neighborhood school to possible gang violence; increasing high-school drop-out rates of displaced children; and impairing parental involvement in local neighborhood schools;

Whereas, Based on these safety and instructional considerations, District staff recommends keeping the student populations of the District schools intact;

Whereas, Alternatively, over-crowding a school’s campus in order to provide a single-site offer to Charter School would have equally severe safety and operational ramifications, making this course of action infeasible;

Whereas, the District can provide Charter School with a multi-site contiguous offer of reasonably equivalent facilities at the “Recommended Co-locations”;

Whereas, Providing Charter School space at the Recommended Co-locations minimizes the number of sites assigned to Charter School;

Whereas, Because of the short distance between the Recommended Co-locations, they are contiguous facilities in a school district spanning 710 square miles and serving over 27 cities;

Whereas, By providing space to Charter School at the Recommended Co-locations, the District has made reasonable efforts to provide Charter School with facilities near to where Charter School wishes to locate;

Whereas, the Board incorporates into these findings the Staff Report on Process for Determining Charter School Cannot be Accommodated at a Single Site; and

Whereas, The District can make a complete and contiguous, multi-site offer to accommodate Charter School’s entire in-District classroom ADA; therefore be it

Resolved, That pursuant to California Code of Regulations, title 5, section 11969.2, subdivision (d), for the reasons set forth herein and as further expressed by District staff, the Governing Board of the Los Angeles Unified School District finds that the District cannot accommodate Charter School at a single school site; and therefore be it finally
Resolved, That pursuant to Education Code sections 35160-35160.1, 47614 and California Code of Regulations, title 5, section 11969.1, et seq., for the reasons set forth herein and as further expressed by District staff, the Governing Board of the Los Angeles Unified School District authorizes a preliminary proposal and/or offer of facilities to Charter School for the Next Fiscal Year at multiple District school sites.
Staff Report on Deliberative Process for Determining Gabriella Charter 2 Cannot Be Accommodated at a Single Site

Statement of Facts Regarding Charter School’s Facilities Request and Availability of Space to Meet Charter School’s Facilities Needs

<table>
<thead>
<tr>
<th>Charter School:</th>
<th>Gabriella Charter 2 (&quot;Charter School&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Request year:</td>
<td>2020-21 (&quot;Next Fiscal Year&quot;)</td>
</tr>
<tr>
<td>In-district classroom average daily attendance (“ADA”) projection:</td>
<td>268.25 (&quot;ADA Projection&quot;)</td>
</tr>
<tr>
<td>Number of teaching stations to which Charter School is legally entitled:</td>
<td>12</td>
</tr>
<tr>
<td>Number of District schools from which Charter School draws its attendance:</td>
<td>12</td>
</tr>
<tr>
<td>Geographic Area in which Charter School wishes to locate:</td>
<td>Trinity Street Elementary</td>
</tr>
<tr>
<td>Local District (“LD”) in which Charter School wishes to locate:</td>
<td>Central</td>
</tr>
<tr>
<td>Number of charter schools wishing to locate in the same LD as Charter School:</td>
<td>18</td>
</tr>
<tr>
<td>Availability of teaching stations at District school sites Charter School requested:</td>
<td>Trinity Street Elementary (12)</td>
</tr>
<tr>
<td>Recommended Co-locations:</td>
<td>Ricardo Lizarraga Elementary, Trinity Street Elementary</td>
</tr>
<tr>
<td>Recommended allocation of teaching stations and administrative office space at each co-location:</td>
<td>Ricardo Lizarraga Elementary: two (2) teaching stations, one (1) special education station(s), one (1) administrative office; Trinity Street Elementary: ten (10) teaching stations, one (1) special education station(s), one (1) administrative office</td>
</tr>
<tr>
<td>Distance between Recommended Co-locations:</td>
<td>0.3 miles</td>
</tr>
<tr>
<td>Distance between Recommended Co-locations and desired geographic location:</td>
<td>Ricardo Lizarraga Elementary: 0.3 miles; Trinity Street Elementary: 0 miles</td>
</tr>
</tbody>
</table>
1. Pursuant to Proposition 39, District staff first engaged in an effort to create a single site offer to accommodate Charter School’s total in-district classroom ADA. District staff evaluated space at the District school site(s) and/or in the geographic area in which Charter School wishes to locate.

2. Several other charter schools also requested space in the same Local District that Charter School requested.

3. School Management Services (“SMS”) provided data that indicated, and District staff determined, no single District school site that Charter School requested will have sufficient classroom space to accommodate Charter School’s total in-district classroom ADA in the Next Fiscal Year.

4. District staff then expanded its search to other schools near to the geographic area where Charter School wishes to be located. The District determined, however, that it is not possible to accommodate Charter School’s entire student population on a single site in the Next Fiscal Year.

5. Therefore, District staff recommends providing space to Charter School to accommodate its total in-district classroom ADA at the Recommended Co-Locations.

6. By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to minimize the number of sites assigned to Charter School.

7. Because of the short distance between the Recommended Co-Locations, they are contiguous facilities in a school district spanning 710 square miles and serving over 27 cities.

8. By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to provide Charter School with facilities near to where Charter School wishes to locate.
9. In order to minimize the number of sites on which a charter school is located for the Next Fiscal Year, District staff eliminated set-asides at many school sites to make room for charter school co-locations. Set-asides are divided into two categories: District set-asides and School set-asides.

10. School set-asides allocate space for instructional, safety, and health programs that are specific to a particular school. For example, Title I funding coordinator offices are considered a School set-aside. Title I funding provides financial assistance to schools with high numbers or high percentages of low-income children to help ensure that all children meet challenging state academic standards. The District uses Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. Such funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum. Additionally, school set-asides are used to allocate space for small learning community (“SLC”) offices. An SLC, also referred to as a School-Within-A-School, is a form of school structure in secondary schools to subdivide large school populations into smaller, autonomous groups of students and teachers. SLCs include structures such as freshman academies, multi-grade academies organized around career interests or other themes, “houses” in which small groups of students remain together throughout high school, and autonomous schools-within-a-school, as well as personalization strategies, such as student advisories, family advocate systems, and mentoring programs. Research continues to show that small schools and SLCs have the necessary elements to counteract the inherent negative effects of poverty and poor academic achievement for low-income and/or students of color. (Cotton, *New Small Learning Communities: Findings from Recent Literature*, Portland, Ore: Northwest Regional Educational Laboratory (2001); Jimerson, *The Hobbit Effect: Why Small Works in Public Schools*, The Rural School and Community Trust (August 2006).)
11. At the middle school level, School set-asides are used, for example, for Personal Learning Environment (“PLE”) offices, the middle school equivalent to an SLC. Likewise, School set-asides may be used for the District’s Response to Intervention (“RTI”) program. RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities. In order to provide space to requesting charter schools, District staff has eliminated or reduced the number of School set-asides on certain campuses. This instructional disruption unfortunately disproportionately affects low-income, low-performing or disabled District neighborhood children, those who need assistance the most. However, District staff has taken these disruptive measures in order to share facilities fairly with charter schools.

12. District set-asides use school space to implement key District-wide instructional, health, and safety programs. For example, these set-asides include space for District police, regional special educational testing centers, health center clinics, food service, and Beyond the Bell programs, among others. Eliminating these set-asides would deny or interfere with students’ ability to receive the special education and related services to which they are entitled, or force students to travel as much as 50 miles to the next closest center. In the 2019-2020 fiscal year, the District’s school-based health clinics are projected to provide approximately 172,000 visits to children who would otherwise have been challenged to access health care. This number is projected to increase steadily over the next two upcoming school years. To eliminate these clinics would deprive the neediest children of vital health services. Additionally, Beyond the Bell programs ensure that all children and youth in the District have access to high-quality, safe, and supervised academic, enrichment, and recreation programs that inspire learning and achievement beyond the regular school day (before and after school and Saturdays). The three components of Beyond the Bell include academic tutorial, recreational, and enrichment programs. Over 100,000 students in more than 600 schools participate in Beyond the Bell programs on a daily basis. (See http://btb.lausd.net/about.) Students who participate in after-school programs have improved attendance.
Indeed, Beyond the Bell’s after-school programs resulted in improved test scores in English/Language Arts and the Mathematics. (Ibid.) Such programs are vital to the safety of school children. More than 28 million school-age children have parents who work outside of the home during after-school hours. Of these 28 million school-age children, 14.3 million are left to look after themselves when the school day ends. (Ibid.) Research shows that juvenile crime, sexual activity, and experimentation with drugs, alcohol, and cigarettes peak between the hours of 3:00 p.m. to 6:00 p.m. (Ibid.) Teens who participate in after-school programs are three times less likely to skip classes than teens who do not participate. (Ibid.) They are also three times less likely to do drugs, consume alcohol, and engage in sexual activity. (Ibid.) To eliminate Beyond the Bell programs would expose the thousands of children who utilize these programs on a daily basis to danger, harming their academic performance and their overall wellbeing.

13. Although District and School set-asides provide space for programs that are vital to the curriculum of a particular school or to District-wide goals, in order to share space fairly, District staff has cut into these set-asides where doing so would minimize the number of sites offered to a charter school in order to make a complete offer of space.

**Safety, Instructional and Social Implications of a Single Site Offer**

14. To accommodate Charter School’s entire in-district classroom ADA at a single school site would present substantial safety concerns for both charter and non-charter District students. By way of example, District staff estimated that to house all of Charter School’s students at a single campus near to where Charter School wishes to locate would require the forcible displacement of a significant number of students attending their local neighborhood school. Displacing children out of their neighborhood school has far-reaching safety, instructional, and social implications.

15. Community-centered schools provide a wealth of benefits for student learning, health, and safety, as well as benefits for the community at large. Many District children walk to and from their neighborhood school. Recent District budgetary cutbacks and the harsh economic climate have made the ability to walk to school a necessity for many families with in-District children. The District school bus program has realized service cuts and route eliminations which have affected many students. As a result of past budget deficits, transportation funding was reduced as part of stabilization efforts. The latest
impact came in July 2012, when the District was forced to implement a change to the eligible busing
distance for secondary schools from three miles to five miles. These cuts disproportionately affect poorer
students and make the ability to walk to school even more crucial.

16. Not only is the ability to walk to school a necessity for some students, but walking to school
also provides key health benefits. According to the California Department of Public Health (“DPH”),
close to one-third of California’s children are overweight or obese. The DPH’s California Active
Communities (“CAC”), in collaboration with CA4Health (a project of the Public Health Institute, with
funding from the Centers for Disease Control and Prevention) has determined that a child’s overall health
is affected by levels of physical inactivity which can be directly linked to time spent in automobiles versus
in active transportation such as walking. Walking or biking to school provides an opportunity for
purposeful physical activity toward the accumulation of the recommended 60 minutes or more of daily
physical activity for children and youth. (Martin, Moeti and Pullen-Seufert, Implementing Safe Routes to
School: Application for the Socioecological Model and Issues to Consider (2008).) Active transportation
– walking, biking, or rolling – to school can help increase physical activity levels of students and their
families. (CA4Health, Incorporating Safe Routes to School into Local School Wellness Policies (June
2014).) Physical activity reduces the risk of obesity and related chronic diseases, and improves mental
health, attendance, and academic performance. (Ibid.) Active transportation can also have broad
community benefits, including reducing traffic congestion and air pollution, creating safer streets,
encouraging cost savings, and building a stronger sense of community. (Ibid.) Increasing physical activity
through walking and biking to school can help address high obesity rates. (Ibid.)

17. Empirical studies have determined that distance is a key impediment to children walking to
school safely. (Martin, Moeti and Pullen-Seufert, Implementing Safe Routes to School: Application for
the Socioecological Model and Issues to Consider (2008).) A study published in the Journal of Public
Health Policy examines the multi-level correlates of walking to and from school. Of the physical
environmental factors examined, the strongest negative correlates to walking to school were distance and
safety concerns. (Zhu & Lee, Correlates of Walking to School and Implications for Public Policies,
Journal of Public Health Policy (2009).) Recognizing distance as a barrier to the ability for a child to walk
to school, CA4Health, the CAC and the DPH support school siting as well as joint use policies and practices that encourage kids to walk or bike to school.

18. Displacing children out of their neighborhood school prevents children from walking to school or impedes children from taking advantage of safety measures the District has instituted to allow children to safely walk or bicycle to their local neighborhood school. At the state level, in 1999, legislation passed to develop a State Safe Routes to School (“SR2S”) program. The SR2S program focuses on traffic calming to create walk-able communities, strengthening the link between injury prevention and physical activity. At the national level, in 2005, the Transportation Reauthorization Bill created the federally-assisted Safe Routes to School Program (“SRTS”) which provided funding over five fiscal years for states to create SRTS programs. The Office of Environmental Health and Safety (“OEHS”) has implemented an SRTS program and identified safe pedestrian routes to the vast majority of District schools requested by charters. The Pedestrian Routes to School maps provide safe routes and recommended crossings for the attendance area of a District school. Below is an example of a pedestrian route map:
CITY OF LOS ANGELES - DEPARTMENT OF TRANSPORTATION

PEDESTRIAN ROUTES FOR
COLISEUM STREET ELEMENTARY SCHOOL

Legend

- Recommended Crossing
- Stop Sign
- Traffic Signal
- Crossing Guard
- Flashing Warning Light
- Stairs or Walkway
- Pedestrian Bridge
- Pedestrian Tunnel
- Parks

Parents:
This map shows the recommended crossings to be used from each block in your school attendance area. Following the arrows, select the best route from your home to the school and mark it with a colored pencil or crayon. This is the route your child should take. Instruct your child to use this route and to cross streets only at locations shown. You and your child should become familiar with the route by walking it together. Obey marked crosswalks, stop signs, traffic signals, and other traffic controls. Crossing points have been located at these controls whenever possible, even though a longer walk may be necessary. Instruct your child to always look both ways before crossing the street. If no sidewalk exists, your child should walk facing traffic.

Estimados Padres:
Este mapa muestra los cruzados recomendados para los peatones de cada cuadra en la área de su escuela. Siguiendo las flechas en el mapa, seleccione la ruta más segura de su casa a la Escuela y marque con un lapicero o lápiz de color. Esta es la ruta que su hijo (a) debe de usar. Dé为其 de su hijo (a) que use esta ruta y que cruce las calles solamente en los lugares indicados. Usted y su hijo (a) deberán de familiarizarse con esta ruta. Obigan los puntos de peatones, señales, semáforos, y todos los señales de tráfico. Puntos para cruzar están localizados en áreas controladas, aunque sea necesario de alargar el tiempo para cruzar. Instruya a su hijo (a) que siempre su hijo de los dos lados antes de cruzar la calle. El estudiante debe de siempre caminar en la dirección opuesta del tráfico si no existe una banqueta.
19. Displacing a significant number of students from their neighborhood school to make room for Charter School’s children would prevent a significant number of children who currently have the ability to safely walk to school from being able to utilize the safe routes to school program. Conversely, Charter School draws its attendance from many different District schools. Therefore, providing a single-site offer to Charter School would endanger a significant number of children currently attending their neighborhood school, so that far fewer of Charter School’s students who reside in a particular attendance area would have the ability to walk to school. Moreover, the forcible displacements would not just be limited to the neighborhood children attending a single District school. Instead, those students would need to be absorbed into neighboring schools which have insufficient space to house the influx of this number of students, and thereby, would cause the additional forcible displacement of children from these absorbing schools. This would create a ripple effect of forcible displacements necessitating hundreds of neighborhood children to relocate for the benefit of a far lesser number of Charter School’s children. Such a decision would pose disproportionate harm to a significant number of children currently attending their local neighborhood school, and to those District students displaced by the influx of these students, and thus produce inequity in the sharing of facilities.

20. Not only does distance play a factor in children safely walking to school due to traffic dangers, but several Los Angeles neighborhoods are plagued by gang violence. In order to create safe passages to and from school in neighborhoods suffering from gang-related violence, meaningful programs and efforts to mitigate these risks have been launched, such as Kid Watch LA which instituted the Walking School Bus for District students. The Walking School Bus enlists parent and community volunteers to accompany groups of small children as they walk to and from their neighborhood school.

21. According to the Los Angeles Police Department, the District is located within the territory known as the “gang capital” of the nation, with more than 450 competing gangs. Gang violence is unfortunately prevalent on some campuses and within the neighborhoods of several District schools. As shown by the map depicting former gang injunctions in Los Angeles below, Los Angeles gangs claim particular territories:
22. On March 15, 2018, a District Court enjoined the City of Los Angeles from enforcing these gang injunctions. (See, Youth Justice Coalition, et al., v. City of Los Angeles, et al., CV 16-07932 VAP.) The inability to enforce these injunctions may result in an increase in gang-related activity and crime.
23. Forcibly displacing students who themselves or whose parents are tied to a particular gang and placing them in a school located in the territory of another gang would potentially breed gang warfare and violence affecting all children, teachers, staff, and parents at a particular school.

24. Pulling children out of their neighborhood school and placing non-neighborhood charter students in those schools prevents the displaced children from taking advantage of safety measures such as the Walking School Bus and therefore unfairly endangers the safety of those displaced children. These harms disproportionately affect students attending local District schools. As parents of charter school students have elected to send their child to a school out of his or her local attendance area, the parents have secured a means of transporting their child to this school. However, parents of children who attend local District schools may not have the means to find alternate transportation and rely on children walking to their neighborhood school. With the aforementioned reduction of several school bus routes and potential further elimination of transportation funding, many forcibly displaced children will be forced to walk long, unsafe distances or take unsafe public transit routes outside of their neighborhood attendance area.

25. Displacing children attending their District neighborhood school solely for the purpose of making single-site offers to charter schools would have additional instructional and social ramifications. Displaced children would attend a school that has no relation to their high school attendance area, resulting in further disruption of the typical matriculation process. California has a new accountability system reported through the California School Dashboard. The state’s new accountability system includes a three-level identification and support system for Local Educational Agencies, and categorizes district performance levels using a system of five colors, stated in order from lowest to highest performing: red, orange, yellow, green, and blue. The first release of the California School Dashboard was in fall of 2017, and identified the District for “Level 2” assistance from the Los Angeles County Office of Education (LACOE), because two of the District’s student groups, Foster Youth and Students with Disabilities, had a Red performance level in the Graduation Rate Indicator and in the Academic Indicators (English Language Arts (“ELA”) and math grades 3-8). As a result, the District and LACOE are working collaboratively to address identified performance issues with these student groups and develop strategies
for accelerating progress. The following year, the fall 2018 Dashboard results indicated that the District had been assigned Yellow performance levels for three of the six state indicators for all students: College/Career, ELA, and Mathematics Academic Performance. A Green performance level had been assigned for the Graduation Rate indicator and a Blue performance level for Suspension Rate. The only indicator that was assigned an Orange performance level was the Chronic Absenteeism indicator. The District did not receive any Red performance levels. The Dashboard also reports student groups results. The outcome for student groups showed that of the thirteen total student groups identified in the District, ten student groups were assigned at least one Red/Orange performance level.

26. As these accountability measures indicate, the District is making strides in increasing graduation rates and academic success. Displacing District children attending their District school would thwart these efforts. Studies have empirically established that disrupting a child’s trajectory to their local District high school effectively increases drop-out rates. A review of 25 years of research conducted by the California Dropout Research Project identified strong predictors of dropping out of high school. The compilation study identified non-promotional school changes (student mobility) during middle school and high school as a key predictor of a child dropping out of school. (Rumberger & Lim, Why Students Drop Out: A Review of 25 Years of Research, California Dropout Research Project (October 2008).)

27. In 1998, a seminal study on the educational consequences of student mobility found a high causal connection between student mobility and an increased risk of high school drop-out. The staggering results of this study indicate that controlling for other predictors, students who made even one non-promotional school change between the eighth and twelfth grades were twice as likely to not complete high school as students who did not change schools. (Rumberger & Larson, Student Mobility and the Increased Risk of High School Dropout, American Journal of Education 107 (November 1998).)

28. The safety and welfare of all students is this District’s paramount concern and principal charge. The data is indisputable that children who drop out of school are at far greater risk of a vast array of physical, social, and economic harm than those who stay in school and complete their secondary education. This paramount concern of the District remains a material consideration when weighing whether to forcibly displace hundreds of children from a neighborhood school in order to make way for
far fewer students who would attend that school from distant neighborhoods, especially when other solutions for sharing space fairly are feasible.

29. An additional impact of such displacement would be the difficulty of sustaining the same level of parental involvement in the absorbing schools that are located miles away from their neighborhoods. California State Board of Education Policy #89-01 acknowledges that a critical dimension of effective schooling is parental involvement. This policy initiative states that research studies demonstrate parental involvement at school propels a child’s educational career. Forcibly displacing students attending their local neighborhood school would make it more challenging for those children to reap the benefits of parental involvement in their new non-neighborhood schools.

30. An alternative to displacing students attending their neighborhood school would be to overcrowd a District campus by adding Charter School’s students. However, this would cause severe safety and operational ramifications due to the design capacity of the site making this course of action infeasible. Adding Charter School’s students to a District campus with insufficient space to feasibly accommodate Charter School’s total in-district classroom ADA would raise both schools’ classroom loading ratios, thereby disadvantaging both of these schools’ children. Likewise, having hundreds of children over a school’s capacity sharing space would pose a great risk to student safety and well-being.

31. In making decisions regarding allocations of space, District staff placed the safety of charter school students at the forefront of the decision-making process. District staff made substantial efforts to locate charter schools at or near their desired geographic location and further made material efforts to minimize the number of sites on which the charter school was located. As charter school parents/guardians have made a decision to place their child in a school outside of their neighborhood school, they have had the opportunity to weigh the safety implications of this decision for their child. On the contrary, the families of forcibly displaced students have no place in a decision-making process that sends their children to schools outside of their resident neighborhoods. Thus, forcibly displacing children attending their local neighborhood school would not afford their parents/guardians the same opportunity. In addition, the decision to forcibly displace students to make way for charter school students necessarily will have safety impacts upon the displaced children, whereas, given the fact that
many charter students already voluntarily travel outside of their neighborhood to attend the charter school, these children may not face any increased safety risk by being required to, for example, travel five miles east instead of five miles south.

32. Based on the foregoing safety and instructional considerations, District staff recommends providing Charter School with a multi-site offer of contiguous facilities at the Recommended Co-Locations.

PROCESS AND MATCHING GUIDELINES DISTRICT STAFF FOLLOWED TO LOCATE SPACE FOR CHARTER SCHOOLS PURSUANT TO PROPOSITION 39

33. The District’s Charter Schools Division (“CSD”) determined that in the 2019-2020 school year, more than 155,275 students enrolled in charter schools authorized by the District. This figure reflected a 655 student increase over the number of students enrolled during the previous school year. In the 2018-2019 school year, the District had the most charter students attending schools authorized by the District of any school district in the nation. It had approximately 1.5 times as many charter school students as the New York City Department of Education, the largest school district in the country. The District ensured that every eligible in-District charter student was offered a seat.

34. For the 2020-2021 Proposition 39 cycle, the District continues to apply a comprehensive process – a process that results in every eligible in-District charter school student being offered a seat at a District campus for the 2019-20 school year. The District follows a critical path schedule of steps, from the initial request by a charter school for facilities to making facilities ready for occupancy, in order to timely meet the Proposition 39 timeline. As it did last year, the District is utilizing a capacity assessment determination called Electronic Capacity Assessment Review (“E-CAR”). E-CAR is a tool used to assess capacity at school sites throughout the District and was implemented at the beginning of the Proposition 39 process. The District has personnel experienced in school utilization assessing all of the space within the District at the right time. Specifically, over the course of nine weeks, principals at over 700 District campuses utilized a comprehensive web-based application to specifically identify and validate classroom space utilized as teaching stations and set-asides, along with classroom numbers, locations, and sizes. Additionally, they identified classrooms occupied by special education programs, charter schools,
preschools, adult education programs, and other third-party users, swing space needed for construction projects, options programs, and other classrooms out of service or mandated for removal due to legal and/or safety requirements.

35. The general process District staff followed in administrating Charter School’s facilities request was the same that it used to process each of the other facilities requests the District received from charter schools for the Next Fiscal Year. That process is as follows:

36. Since the beginning of August 2019, SMS staff has conducted a comprehensive analysis of the use of District school facilities, that is, E-CAR. The purpose of E-CAR is to assess with precision the capacity of each school site in several respects: the number of classrooms, the manner in which those classrooms are used, and the school’s operating capacity. E-CAR entails a detailed review of the present use of District school sites and an analysis of the projected future uses of those facilities. The analysis includes reporting of data by individual schools, which is analyzed by SMS staff to confirm its accuracy and to ensure that available space is used efficiently and uniformly throughout the District.

37. E-CAR commenced with a period of in-office preparation during which SMS staff examined materials submitted by all District schools in the previous year for accuracy, as well as for consistency with previous assessments’ classroom usage and availability. The SMS staff applied standard formulae for the usage of classrooms in order to generate an objective and uniform assessment of the amount of classroom space at District school sites. The purpose of this calculus is to assess the number of classrooms required to accommodate instructional program enrollment, based on grade level and specific course subject matters at secondary schools.
38. The E-CAR process involves school principals logging into a web-based application to record their school’s enrollment and review and confirm details regarding the school site’s classrooms and their respective utilization. Within this application, classroom data is associated with a spatial database that is displayed as building floor plans.

39. To ensure that the principals provide the data necessary for a complete and accurate assessment of school capacity, they are instructed to reference the following resource materials for their school site:

- a current school map,
- the school’s current or most recent Norm Day classification report (which details the number of students enrolled at that school on September 20, 2019),
- the Norm Day classification report for any magnet center and/or dual language program located on the school’s campus,
- the Classroom Inventory and Allocation Worksheet pages from the prior school year’s Capacity Assessment Review report on which is the information for classroom counts and allocation into precisely-define categories, and
- the number of additional purchased teachers, if any, from Title 1 and/or parent or grant funded.

40. Categorizing classrooms in this way is important because a school’s capacity involves more than its raw seats and room numbers. The District must determine whether a school has facilities available to sufficiently serve the particular requirements of a school site, such as grade levels, classes, special education programs, magnet centers, SLCs, PLEs, legal mandates, and other student needs.

41. As a result of the foregoing, District staff reviewed data from SMS regarding specific capacity information at District school sites for the Next Fiscal Year.

42. Utilizing this data, SMS provided CSD with the number of estimated available seats as well as classrooms at each campus given specific operating capacities per programmatic and mandated qualifiers. When planning for maximal use of available school facilities, and in interpreting data generated during the course of facilities planning, it is absolutely critical to understand the difference between “empty classrooms” and “available seats”. To illustrate, a hypothetical District school may not have any empty classrooms, but may have individual available seats. As a result, the school may be able to absorb
100 students into its existing classrooms by identifying two free seats spread out among 50 of its classrooms that are used for instruction appropriate to the grade level and subject matter requirements for the students being absorbed. Thus, it is an entirely different proposition to provide and integrate 150 seats across a campus than to provide six or seven empty classrooms with the same total number of contiguous available seats. In many instances, there may be many available seats in a school, but no empty classrooms. This is especially the case for District high schools where the students do not sit in one classroom all day, like an elementary school, but instead attend at least five or more different classes per day, each in different classrooms and with different teachers and groups of students, in order to receive the mandated curriculum.

43. SMS generated each instructional program’s operating capacity using a complex mathematical formula which took into account aspects of schools’ operations that would reduce operating capacity. The operating capacity also accounted for classrooms designated as “set-asides.” As discussed above, set-asides are classrooms used for purposes other than general education. Public school districts are required to provide one special education room per school. They are separately required to provide parent centers at each school, and charter school, pre-kindergarten and adult education students are also served in school classrooms across the District.

44. District staff analyzed each District school’s estimated available seats and classrooms for the Next Fiscal Year based on the data provided by SMS.

45. Historically, the District had prepared to reserve 75 seats at every secondary school and 50 seats at every elementary school for additional unanticipated enrollment. As a public institution, the District is required to provide an education to every student who chooses to enroll. The District previously planned its programming and staffing based on estimated enrollment projections, but in the event projections were short, the District was still obligated to provide an education to students who were not originally anticipated. As a result, the District proactively planned to address any potential discrepancies in their projections by reserving seats as an “unanticipated growth cushion” rather than overcrowd classrooms to the detriment of that educational environment, as a result of failing to address this common occurrence up front. Importantly, however, beginning in 2013 and continuing this year, the analysis did not stop there. Rather, District staff added rigor to this process by examining the actual historical data
over the last several years of enrollment at each school site to determine if a trend could be empirically established demonstrating unanticipated growth. Based upon this further analysis, CSD determined that no seats at any District school sites offered to a charter school should be reserved for an unanticipated growth cushion. Therefore, this historical reservation of seats was not applied in this cycle.

46. The District uses the definition contained in California Code of Regulations, title 5, section 11969.3, subdivision (a)(2), to determine comparison group schools.

47. No two schools are identical; however, on a grade-alike basis, a significant majority of the District’s schools share reasonably equivalent conditions, especially when taking into account age, quality of materials and state of maintenance, school site size, conditions of surfaces as well as mechanical, plumbing, electrical and fire-life systems, including conformity to applicable codes, availability and condition of technology infrastructure, the condition of the facility as a safe learning environment, including but not limited to, the suitability of lighting, noise mitigation, and size for intended use, the conditions of the facility’s furnishings and equipment, and the condition of athletic fields and play area space. As part of this process, District staff determined whether the conditions of school facilities offered to a charter school were reasonably equivalent to the comparison group schools.

Matching Guidelines Utilized by the District

48. In accordance with California School Bds. Assn. v. State Bd. of Ed. (2010) 191 Cal.App.4th 530, CSD staff supported and facilitated Proposition 39 Local District Advisory Meetings to engage in the following process in order to make contiguous offers of space to charter schools in facilities with reasonably equivalent conditions to those which would accommodate the charter students if they otherwise attended District schools. District staff makes every reasonable effort to locate space on a single site, or only if necessary on multiple sites, in the charter applicant’s geographic area of interest. Consequently, District staff first attempts to accommodate charter schools at a single school site and looks for available facilities sufficient to accommodate the entirety of a charter school’s projected in-District classroom ADA within its desired area of geographic interest. Only when no single school site can be feasibly identified based upon school site design and occupancy limitations as well as after taking into account the paramount considerations of both District and charter school student safety and welfare, does the District make offers that contemplate the use of multiple school sites.
49. District staff first identifies District classroom inventory by grade level configuration in each geographic region. Grade-alike matches typically provide reasonably equivalent space to charter schools; therefore, wherever possible, District staff allocates space to charter applicants on grade-alike school facilities.

50. District staff next identifies which charter applicants are already located in District facilities and, when feasible, matches those charter schools to their existing site. District staff then examines and identifies the geographic areas of interest of the charter school applicants. As described above, often many charter schools request the exact same space so District staff must assess conflicting geographic as well as particular site interests. In doing so, District staff examines whether the potential match would utilize all available classrooms and whether the match represents a full, single site offer. Priority is given to those charters where these two goals can be achieved.

51. Based on an examination of these criteria, District staff makes a preliminary match of available classrooms at a particular site to the projected in-District classroom ADA of each charter school. District staff attempts to find the most geographically relevant grade-alike matches. For multi-site offers, District staff eliminates set-asides wherever reasonably possible to reduce the number of sites assigned to a charter school, which often results in being able to transform multi-site offers to single site offers. District staff engaged in the materially disruptive measure of eliminating set-asides in order to achieve sharing space fairly amongst charter and non-charter students in the District.
52. For the Next Fiscal Year, District staff had to grapple with the conflicting needs of all 68 charter school applicants and cycled through the above process as conscientiously as possible, shifting space and potential matches to fulfill the District’s obligation to share space fairly among all District students. In doing so, as expressed above, District staff kept in the forefront considerations of student safety and welfare.
TAB (b)

Board of Education Finding that the Charter School Could Not Be Accommodated at a Single Site and Written Statement of Reasons Explaining the Finding
(Cal. Code Regs., tit. 5, § 11969.2, subd. (2))

Whereas, Under Proposition 39, the Los Angeles Unified School District (“District”) is required to fairly share space between public school pupils, charter and non-charter students alike;

Whereas, In making an allocation of space, the District attempts to place a charter school applicant on one school site or, when that is not feasible, alternatively attempts to minimize the number of school sites on which the charter school applicant is placed;

Whereas, In making an allocation of space, the District materially considers the safety implications to charter school students of making a multi-site offer and balances the safety, instructional, and social consequences of displacing children from their neighborhood District schools, as well as the burdens associated with such an action on their parents and the community;

Whereas, For the Next Fiscal Year, 68 charter schools requested facilities under the Proposition 39 process, asking for approximately 19,636 seats from the District;

Whereas, Charter School submitted an application for Proposition 39 facilities for the Next Fiscal Year;


Whereas, District staff engaged in an effort to create a single site offer to accommodate Charter School’s total in-district classroom ADA;

Whereas, The District cannot accommodate Charter School’s request for a single site at any of the District school site(s) and/or the geographic area in which Charter School wishes to locate;

Whereas, Several other charter schools also requested space in the same Local District that Charter School requested;

Whereas, District staff determined that data from School Management Services (“SMS”) indicated no single District school at which Charter School wishes to be located will have sufficient classroom space to accommodate Charter School’s total in-district classroom ADA in the Next Fiscal Year;

Whereas, District staff then expanded its search to other schools near the geographic area where Charter School wishes to be located, but determined that it is not possible to accommodate Charter School’s entire student population on a single site in the Next Fiscal Year;
Whereas, the District cannot accommodate Charter School’s entire in-District classroom ADA at a single school site;
Whereas, To accommodate Charter School’s entire in-District classroom ADA at a single school site would present substantial, disproportionate safety concerns for both Charter School’s students and students attending their local District neighborhood school;

Whereas, District staff determined that to house all of Charter School’s students at a single District school site in the geographic area in which Charter School wishes to locate would require the displacement of a significant number of children attending their local neighborhood school, whereas, far fewer of Charter School’s students would otherwise attend those schools;

Whereas, Displacing children out of their neighborhood schools has far-reaching safety, instructional and social implications including: prohibiting children from safely walking to school; subjecting children displaced from their neighborhood school to possible gang violence; increasing high-school drop-out rates of displaced children; and impairing parental involvement in local neighborhood schools;

Whereas, Based on these safety and instructional considerations, District staff recommends keeping the student populations of the District schools intact;

Whereas, Alternatively, over-crowding a school’s campus in order to provide a single-site offer to Charter School would have equally severe safety and operational ramifications, making this course of action infeasible;

Whereas, the District can provide Charter School with a multi-site contiguous offer of reasonably equivalent facilities at the “Recommended Co-locations”;

Whereas, Providing Charter School space at the Recommended Co-locations minimizes the number of sites assigned to Charter School;

Whereas, Because of the short distance between the Recommended Co-locations, they are contiguous facilities in a school district spanning 710 square miles and serving over 27 cities;

Whereas, By providing space to Charter School at the Recommended Co-locations, the District has made reasonable efforts to provide Charter School with facilities near to where Charter School wishes to locate;

Whereas, the Board incorporates into these findings the Staff Report on Process for Determining Charter School Cannot be Accommodated at a Single Site; and

Whereas, The District can make a complete and contiguous, multi-site offer to accommodate Charter School’s entire in-District classroom ADA; therefore be it

Resolved, That pursuant to California Code of Regulations, title 5, section 11969.2, subdivision (d), for the reasons set forth herein and as further expressed by District staff, the Governing Board of the Los Angeles Unified School District finds that the District cannot accommodate Charter School at a single school site; and therefore be it finally
Resolved, That pursuant to Education Code sections 35160-35160.1, 47614 and California Code of Regulations, title 5, section 11969.1, et seq., for the reasons set forth herein and as further expressed by District staff, the Governing Board of the Los Angeles Unified School District authorizes a preliminary proposal and/or offer of facilities to Charter School for the Next Fiscal Year at multiple District school sites.
# Staff Report on Deliberative Process for Determining ISANA Nascent Academy Cannot Be Accommodated at a Single Site

## Statement of Facts Regarding Charter School’s Facilities Request and Availability of Space to Meet Charter School’s Facilities Needs

<table>
<thead>
<tr>
<th><strong>Charter School:</strong> ISANA Nascent Academy (&quot;Charter School&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Request year:</strong> 2020-21 (&quot;Next Fiscal Year&quot;)</td>
</tr>
<tr>
<td><strong>In-district classroom average daily attendance (&quot;ADA&quot;) projection:</strong> 593.64 (&quot;ADA Projection&quot;)</td>
</tr>
<tr>
<td><strong>Number of teaching stations to which Charter School is legally entitled:</strong> 29</td>
</tr>
<tr>
<td><strong>Number of District schools from which Charter School draws its attendance:</strong> 62</td>
</tr>
<tr>
<td><strong>Geographic Area in which Charter School wishes to locate:</strong> 42nd Street Elementary</td>
</tr>
<tr>
<td><strong>Local District (&quot;LD&quot;) in which Charter School wishes to locate:</strong> West</td>
</tr>
<tr>
<td><strong>Number of charter schools wishing to locate in the same LD as Charter School:</strong> 18</td>
</tr>
</tbody>
</table>
| **Availability of teaching stations at District school sites Charter School requested:**
  42nd Street Elementary (18) |
| **Recommended Co-Locations:** 42nd Street Elementary, Audubon Middle School |
| **Recommended allocation of teaching stations and administrative office space at each co-location:**
  42nd Street Elementary: fifteen (15) teaching stations, two (2) special education station(s), one (1) administrative office;
  Audubon Middle School: fourteen (14) teaching stations, one (1) special education station(s), one (1) administrative office |
| **Distance between Recommended Co-Locations:** 0.7 miles |
| **Distance between Recommended Co-Locations and desired geographic location:**
  Audubon Middle School: 0.7 miles; 42nd Street Elementary: 0 miles |
1. Pursuant to Proposition 39, District staff first engaged in an effort to create a single site offer to accommodate Charter School’s total in-district classroom ADA. District staff evaluated space at the District school site(s) and/or in the geographic area in which Charter School wishes to locate.

2. Several other charter schools also requested space in the same Local District that Charter School requested.

3. School Management Services ("SMS") provided data that indicated, and District staff determined, no single District school site that Charter School requested will have sufficient classroom space to accommodate Charter School’s total in-district classroom ADA in the Next Fiscal Year.

4. District staff then expanded its search to other schools near to the geographic area where Charter School wishes to be located. The District determined, however, that it is not possible to accommodate Charter School’s entire student population on a single site in the Next Fiscal Year.

5. Therefore, District staff recommends providing space to Charter School to accommodate its total in-district classroom ADA at the Recommended Co-Locations.

6. By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to minimize the number of sites assigned to Charter School.

7. Because of the short distance between the Recommended Co-Locations, they are contiguous facilities in a school district spanning 710 square miles and serving over 27 cities.

8. By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to provide Charter School with facilities near to where Charter School wishes to locate.
**Efforts to Minimize the Number of Sites on Which Charter School is Located**

9. In order to minimize the number of sites on which a charter school is located for the Next Fiscal Year, District staff eliminated set-asides at many school sites to make room for charter school co-locations. Set-asides are divided into two categories: District set-asides and School set-asides.

10. School set-asides allocate space for instructional, safety, and health programs that are specific to a particular school. For example, Title I funding coordinator offices are considered a School set-aside. Title I funding provides financial assistance to schools with high numbers or high percentages of low-income children to help ensure that all children meet challenging state academic standards. The District uses Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. Such funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum. Additionally, school set-asides are used to allocate space for small learning community (“SLC”) offices. An SLC, also referred to as a School-Within-A-School, is a form of school structure in secondary schools to subdivide large school populations into smaller, autonomous groups of students and teachers. SLCs include structures such as freshman academies, multi-grade academies organized around career interests or other themes, “houses” in which small groups of students remain together throughout high school, and autonomous schools-within-a-school, as well as personalization strategies, such as student advisories, family advocate systems, and mentoring programs. Research continues to show that small schools and SLCs have the necessary elements to counteract the inherent negative effects of poverty and poor academic achievement for low-income and/or students of color. (Cotton, *New Small Learning Communities: Findings from Recent Literature*, Portland, Ore: Northwest Regional Educational Laboratory (2001); Jimerson, *The Hobbit Effect: Why Small Works in Public Schools*, The Rural School and Community Trust (August 2006).)
11. At the middle school level, School set-asides are used, for example, for Personal Learning Environment (“PLE”) offices, the middle school equivalent to an SLC. Likewise, School set-asides may be used for the District’s Response to Intervention (‘RTI’) program. RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities. In order to provide space to requesting charter schools, District staff has eliminated or reduced the number of School set-asides on certain campuses. This instructional disruption unfortunately disproportionately affects low-income, low-performing or disabled District neighborhood children, those who need assistance the most. However, District staff has taken these disruptive measures in order to share facilities fairly with charter schools.

12. District set-asides use school space to implement key District-wide instructional, health, and safety programs. For example, these set-asides include space for District police, regional special educational testing centers, health center clinics, food service, and Beyond the Bell programs, among others. Eliminating these set-asides would deny or interfere with students’ ability to receive the special education and related services to which they are entitled, or force students to travel as much as 50 miles to the next closest center. In the 2019-2020 fiscal year, the District’s school-based health clinics are projected to provide approximately 172,000 visits to children who would otherwise have been challenged to access health care. This number is projected to increase steadily over the next two upcoming school years. To eliminate these clinics would deprive the neediest children of vital health services. Additionally, Beyond the Bell programs ensure that all children and youth in the District have access to high-quality, safe, and supervised academic, enrichment, and recreation programs that inspire learning and achievement beyond the regular school day (before and after school and Saturdays). The three components of Beyond the Bell include academic tutorial, recreational, and enrichment programs. Over 100,000 students in more than 600 schools participate in Beyond the Bell programs on a daily basis. (See http://btb.lausd.net/about.) Students who participate in after-school programs have improved attendance.
Indeed, Beyond the Bell’s after-school programs resulted in improved test scores in English/Language Arts and the Mathematics. *(Ibid.)* Such programs are vital to the safety of school children. More than 28 million school-age children have parents who work outside of the home during after-school hours. Of these 28 million school-age children, 14.3 million are left to look after themselves when the school day ends. *(Ibid.)* Research shows that juvenile crime, sexual activity, and experimentation with drugs, alcohol, and cigarettes peak between the hours of 3:00 p.m. to 6:00 p.m. *(Ibid.)* Teens who participate in after-school programs are three times less likely to skip classes than teens who do not participate. *(Ibid.)* They are also three times less likely to do drugs, consume alcohol, and engage in sexual activity. *(Ibid.)* To eliminate Beyond the Bell programs would expose the thousands of children who utilize these programs on a daily basis to danger, harming their academic performance and their overall wellbeing.

13. Although District and School set-asides provide space for programs that are vital to the curriculum of a particular school or to District-wide goals, in order to share space fairly, District staff has cut into these set-asides where doing so would minimize the number of sites offered to a charter school in order to make a complete offer of space.

**Safety, Instructional and Social Implications of a Single Site Offer**

14. To accommodate Charter School’s entire in-district classroom ADA at a single school site would present substantial safety concerns for both charter and non-charter District students. By way of example, District staff estimated that to house all of Charter School’s students at a single campus near to where Charter School wishes to locate would require the forcible displacement of a significant number of students attending their local neighborhood school. Displacing children out of their neighborhood school has far-reaching safety, instructional, and social implications.

15. Community-centered schools provide a wealth of benefits for student learning, health, and safety, as well as benefits for the community at large. Many District children walk to and from their neighborhood school. Recent District budgetary cutbacks and the harsh economic climate have made the ability to walk to school a necessity for many families with in-District children. The District school bus program has realized service cuts and route eliminations which have affected many students. As a result of past budget deficits, transportation funding was reduced as part of stabilization efforts. The latest
impact came in July 2012, when the District was forced to implement a change to the eligible busing
distance for secondary schools from three miles to five miles. These cuts disproportionately affect poorer
students and make the ability to walk to school even more crucial.

16. Not only is the ability to walk to school a necessity for some students, but walking to school
also provides key health benefits. According to the California Department of Public Health (“DPH”),
close to one-third of California’s children are overweight or obese. The DPH’s California Active
Communities (“CAC”), in collaboration with CA4Health (a project of the Public Health Institute, with
funding from the Centers for Disease Control and Prevention) has determined that a child’s overall health
is affected by levels of physical inactivity which can be directly linked to time spent in automobiles versus
in active transportation such as walking. Walking or biking to school provides an opportunity for
purposeful physical activity toward the accumulation of the recommended 60 minutes or more of daily
physical activity for children and youth. (Martin, Moeti and Pullen-Seufert, Implementing Safe Routes to
School: Application for the Socioecological Model and Issues to Consider (2008).) Active transportation
– walking, biking, or rolling – to school can help increase physical activity levels of students and their
families. (CA4Health, Incorporating Safe Routes to School into Local School Wellness Policies (June
2014).) Physical activity reduces the risk of obesity and related chronic diseases, and improves mental
health, attendance, and academic performance. (Ibid.) Active transportation can also have broad
community benefits, including reducing traffic congestion and air pollution, creating safer streets,
encouraging cost savings, and building a stronger sense of community. (Ibid.) Increasing physical activity
through walking and biking to school can help address high obesity rates. (Ibid.)

17. Empirical studies have determined that distance is a key impediment to children walking to
school safely. (Martin, Moeti and Pullen-Seufert, Implementing Safe Routes to School: Application for
the Socioecological Model and Issues to Consider (2008).) A study published in the Journal of Public
Health Policy examines the multi-level correlates of walking to and from school. Of the physical
environmental factors examined, the strongest negative correlates to walking to school were distance and
safety concerns. (Zhu & Lee, Correlates of Walking to School and Implications for Public Policies,
Journal of Public Health Policy (2009).) Recognizing distance as a barrier to the ability for a child to walk
to school, CA4Health, the CAC and the DPH support school siting as well as joint use policies and practices that encourage kids to walk or bike to school.

18. Displacing children out of their neighborhood school prevents children from walking to school or impedes children from taking advantage of safety measures the District has instituted to allow children to safely walk or bicycle to their local neighborhood school. At the state level, in 1999, legislation passed to develop a State Safe Routes to School (“SR2S”) program. The SR2S program focuses on traffic calming to create walk-able communities, strengthening the link between injury prevention and physical activity. At the national level, in 2005, the Transportation Reauthorization Bill created the federally-assisted Safe Routes to School Program (“SRTS”) which provided funding over five fiscal years for states to create SRTS programs. The Office of Environmental Health and Safety (“OEHS”) has implemented an SRTS program and identified safe pedestrian routes to the vast majority of District schools requested by charters. The Pedestrian Routes to School maps provide safe routes and recommended crossings for the attendance area of a District school. Below is an example of a pedestrian route map:
CITY OF LOS ANGELES - DEPARTMENT OF TRANSORTATION

PEDESTRIAN ROUTES FOR
COLISEUM STREET ELEMENTARY SCHOOL

September 2016

Legend
- Recommended Crossing
- Traffic Sign
- Crossing Guard
- Flashing Warning Light
- Street or Walkway
- Pedestrian Bridge
- Pedestrian Tunnel
- Parks

Parents:
This map shows the recommended crossings to be used from each block in your school attendance area. Following the arrows, select the best route from your home to the school and mark it with a colored pencil or crayon. This is the route your child should take. Instruct your child to use this route and to cross streets only at locations shown. You and your child should become familiar with the route by walking it together. Obey marked crosswalks, stop signs, traffic signals, and other traffic controls. Crossing points have been located at these controls wherever possible, even though a longer walk may be necessary. Instruct your child to always look both ways before crossing the street. If no sidewalk exists, your child should walk facing traffic.

Estimados Padres:
Este mapa muestra los cruzados recomendados para los peatones de cada cuadra en la área de su escuela. Siguiendo las flechas en el mapa, seleccione la ruta más segura de su casa a la Escuela y marque con un lápiz o tiza de color. Esta es la ruta que su hijo (a) debe de usar. Déjale a su hijo (a) que use esta ruta y que cruza las calles solamente en los lugares indicados. Usted y su hijo (a) deberán familiarizarse con esta ruta. Observe los puntos de peatones, señales de tráfico y otros controles de tráfico. Los puntos de cruce se han ubicado en estos controles donde sea posible, aunque un camino más largo puede ser necesario. Dé instrucciones a su hijo (a) de que siempre mire hacia los dos lados antes de cruzar la calle. Si no hay un camino peatonal, su hijo (a) debe caminar de cara al tráfico.
19. Displacing a significant number of students from their neighborhood school to make room for Charter School’s children would prevent a significant number of children who currently have the ability to safely walk to school from being able to utilize the safe routes to school program. Conversely, Charter School draws its attendance from many different District schools. Therefore, providing a single-site offer to Charter School would endanger a significant number of children currently attending their neighborhood school, so that far fewer of Charter School’s students who reside in a particular attendance area would have the ability to walk to school. Moreover, the forcible displacements would not just be limited to the neighborhood children attending a single District school. Instead, those students would need to be absorbed into neighboring schools which have insufficient space to house the influx of this number of students, and thereby, would cause the additional forcible displacement of children from these absorbing schools. This would create a ripple effect of forcible displacements necessitating hundreds of neighborhood children to relocate for the benefit of a far lesser number of Charter School’s children. Such a decision would pose disproportionate harm to a significant number of children currently attending their local neighborhood school, and to those District students displaced by the influx of these students, and thus produce inequity in the sharing of facilities.

20. Not only does distance play a factor in children safely walking to school due to traffic dangers, but several Los Angeles neighborhoods are plagued by gang violence. In order to create safe passages to and from school in neighborhoods suffering from gang-related violence, meaningful programs and efforts to mitigate these risks have been launched, such as Kid Watch LA which instituted the Walking School Bus for District students. The Walking School Bus enlists parent and community volunteers to accompany groups of small children as they walk to and from their neighborhood school.

21. According to the Los Angeles Police Department, the District is located within the territory known as the “gang capital” of the nation, with more than 450 competing gangs. Gang violence is unfortunately prevalent on some campuses and within the neighborhoods of several District schools. As shown by the map depicting former gang injunctions in Los Angeles below, Los Angeles gangs claim particular territories:
22. On March 15, 2018, a District Court enjoined the City of Los Angeles from enforcing these gang injunctions. (See, Youth Justice Coalition, et al., v. City of Los Angeles, et al., CV 16-07932 VAP.) The inability to enforce these injunctions may result in an increase in gang-related activity and crime.
23. Forcibly displacing students who themselves or whose parents are tied to a particular gang and placing them in a school located in the territory of another gang would potentially breed gang warfare and violence affecting all children, teachers, staff, and parents at a particular school.

24. Pulling children out of their neighborhood school and placing non-neighborhood charter students in those schools prevents the displaced children from taking advantage of safety measures such as the Walking School Bus and therefore unfairly endangers the safety of those displaced children. These harms disproportionately affect students attending local District schools. As parents of charter school students have elected to send their child to a school out of his or her local attendance area, the parents have secured a means of transporting their child to this school. However, parents of children who attend local District schools may not have the means to find alternate transportation and rely on children walking to their neighborhood school. With the aforementioned reduction of several school bus routes and potential further elimination of transportation funding, many forcibly displaced children will be forced to walk long, unsafe distances or take unsafe public transit routes outside of their neighborhood attendance area.

25. Displacing children attending their District neighborhood school solely for the purpose of making single-site offers to charter schools would have additional instructional and social ramifications. Displaced children would attend a school that has no relation to their high school attendance area, resulting in further disruption of the typical matriculation process. California has a new accountability system reported through the California School Dashboard. The state’s new accountability system includes a three-level identification and support system for Local Educational Agencies, and categorizes district performance levels using a system of five colors, stated in order from lowest to highest performing: red, orange, yellow, green, and blue. The first release of the California School Dashboard was in fall of 2017, and identified the District for “Level 2” assistance from the Los Angeles County Office of Education (LACOE), because two of the District’s student groups, Foster Youth and Students with Disabilities, had a Red performance level in the Graduation Rate Indicator and in the Academic Indicators (English Language Arts (“ELA”) and math grades 3-8). As a result, the District and LACOE are working collaboratively to address identified performance issues with these student groups and develop strategies
for accelerating progress. The following year, the fall 2018 Dashboard results indicated that the District had been assigned Yellow performance levels for three of the six state indicators for all students: College/Career, ELA, and Mathematics Academic Performance. A Green performance level had been assigned for the Graduation Rate indicator and a Blue performance level for Suspension Rate. The only indicator that was assigned an Orange performance level was the Chronic Absenteeism indicator. The District did not receive any Red performance levels. The Dashboard also reports student groups results. The outcome for student groups showed that of the thirteen total student groups identified in the District, ten student groups were assigned at least one Red/Orange performance level.

26. As these accountability measures indicate, the District is making strides in increasing graduation rates and academic success. Displacing District children attending their District school would thwart these efforts. Studies have empirically established that disrupting a child’s trajectory to their local District high school effectively increases drop-out rates. A review of 25 years of research conducted by the California Dropout Research Project identified strong predictors of dropping out of high school. The compilation study identified non-promotional school changes (student mobility) during middle school and high school as a key predictor of a child dropping out of school. (Rumberger & Lim, *Why Students Drop Out: A Review of 25 Years of Research*, California Dropout Research Project (October 2008).)

27. In 1998, a seminal study on the educational consequences of student mobility found a high causal connection between student mobility and an increased risk of high school drop-out. The staggering results of this study indicate that controlling for other predictors, students who made even one non-promotional school change between the eighth and twelfth grades were twice as likely to not complete high school as students who did not change schools. (Rumberger & Larson, *Student Mobility and the Increased Risk of High School Dropout*, American Journal of Education 107 (November 1998).)

28. The safety and welfare of all students is this District’s paramount concern and principal charge. The data is indisputable that children who drop out of school are at far greater risk of a vast array of physical, social, and economic harm than those who stay in school and complete their secondary education. This paramount concern of the District remains a material consideration when weighing whether to forcibly displace hundreds of children from a neighborhood school in order to make way for
far fewer students who would attend that school from distant neighborhoods, especially when other solutions for sharing space fairly are feasible.

29. An additional impact of such displacement would be the difficulty of sustaining the same level of parental involvement in the absorbing schools that are located miles away from their neighborhoods. California State Board of Education Policy #89-01 acknowledges that a critical dimension of effective schooling is parental involvement. This policy initiative states that research studies demonstrate parental involvement at school propels a child’s educational career. Forcibly displacing students attending their local neighborhood school would make it more challenging for those children to reap the benefits of parental involvement in their new non-neighborhood schools.

30. An alternative to displacing students attending their neighborhood school would be to overcrowd a District campus by adding Charter School’s students. However, this would cause severe safety and operational ramifications due to the design capacity of the site making this course of action infeasible. Adding Charter School’s students to a District campus with insufficient space to feasibly accommodate Charter School’s total in-district classroom ADA would raise both schools’ classroom loading ratios, thereby disadvantaging both of these schools’ children. Likewise, having hundreds of children over a school’s capacity sharing space would pose a great risk to student safety and well-being.

31. In making decisions regarding allocations of space, District staff placed the safety of charter school students at the forefront of the decision-making process. District staff made substantial efforts to locate charter schools at or near their desired geographic location and further made material efforts to minimize the number of sites on which the charter school was located. As charter school parents/guardians have made a decision to place their child in a school outside of their neighborhood school, they have had the opportunity to weigh the safety implications of this decision for their child. On the contrary, the families of forcibly displaced students have no place in a decision-making process that sends their children to schools outside of their resident neighborhoods. Thus, forcibly displacing children attending their local neighborhood school would not afford their parents/guardians the same opportunity. In addition, the decision to forcibly displace students to make way for charter school students necessarily will have safety impacts upon the displaced children, whereas, given the fact that
many charter students already voluntarily travel outside of their neighborhood to attend the charter school, these children may not face any increased safety risk by being required to, for example, travel five miles east instead of five miles south.

32. Based on the foregoing safety and instructional considerations, District staff recommends providing Charter School with a multi-site offer of contiguous facilities at the Recommended Co-Locations.

PROCESS AND MATCHING GUIDELINES DISTRICT STAFF FOLLOWED TO LOCATE SPACE FOR CHARTER SCHOOLS PURSUANT TO PROPOSITION 39

33. The District’s Charter Schools Division (“CSD”) determined that in the 2019-2020 school year, more than 155,275 students enrolled in charter schools authorized by the District. This figure reflected a 655 student increase over the number of students enrolled during the previous school year. In the 2018-2019 school year, the District had the most charter students attending schools authorized by the District of any school district in the nation. It had approximately 1.5 times as many charter school students as the New York City Department of Education, the largest school district in the country. The District ensured that every eligible in-District charter student was offered a seat.

34. For the 2020-2021 Proposition 39 cycle, the District continues to apply a comprehensive process – a process that results in every eligible in-District charter school student being offered a seat at a District campus for the 2019-20 school year. The District follows a critical path schedule of steps, from the initial request by a charter school for facilities to making facilities ready for occupancy, in order to timely meet the Proposition 39 timeline. As it did last year, the District is utilizing a capacity assessment determination called Electronic Capacity Assessment Review (“E-CAR”). E-CAR is a tool used to assess capacity at school sites throughout the District and was implemented at the beginning of the Proposition 39 process. The District has personnel experienced in school utilization assessing all of the space within the District at the right time. Specifically, over the course of nine weeks, principals at over 700 District campuses utilized a comprehensive web-based application to specifically identify and validate classroom space utilized as teaching stations and set-asides, along with classroom numbers, locations, and sizes. Additionally, they identified classrooms occupied by special education programs, charter schools,
preschools, adult education programs, and other third-party users, swing space needed for construction projects, options programs, and other classrooms out of service or mandated for removal due to legal and/or safety requirements.

35. The general process District staff followed in administrating Charter School’s facilities request was the same that it used to process each of the other facilities requests the District received from charter schools for the Next Fiscal Year. That process is as follows:

36. Since the beginning of August 2019, SMS staff has conducted a comprehensive analysis of the use of District school facilities, that is, E-CAR. The purpose of E-CAR is to assess with precision the capacity of each school site in several respects: the number of classrooms, the manner in which those classrooms are used, and the school’s operating capacity. E-CAR entails a detailed review of the present use of District school sites and an analysis of the projected future uses of those facilities. The analysis includes reporting of data by individual schools, which is analyzed by SMS staff to confirm its accuracy and to ensure that available space is used efficiently and uniformly throughout the District.

37. E-CAR commenced with a period of in-office preparation during which SMS staff examined materials submitted by all District schools in the previous year for accuracy, as well as for consistency with previous assessments’ classroom usage and availability. The SMS staff applied standard formulae for the usage of classrooms in order to generate an objective and uniform assessment of the amount of classroom space at District school sites. The purpose of this calculus is to assess the number of classrooms required to accommodate instructional program enrollment, based on grade level and specific course subject matters at secondary schools.
38. The E-CAR process involves school principals logging into a web-based application to record their school’s enrollment and review and confirm details regarding the school site’s classrooms and their respective utilization. Within this application, classroom data is associated with a spatial database that is displayed as building floor plans.

39. To ensure that the principals provide the data necessary for a complete and accurate assessment of school capacity, they are instructed to reference the following resource materials for their school site:

- a current school map,
- the school’s current or most recent Norm Day classification report (which details the number of students enrolled at that school on September 20, 2019),
- the Norm Day classification report for any magnet center and/or dual language program located on the school’s campus,
- the Classroom Inventory and Allocation Worksheet pages from the prior school year’s Capacity Assessment Review report on which is the information for classroom counts and allocation into precisely-define categories, and
- the number of additional purchased teachers, if any, from Title 1 and/or parent or grant funded.

40. Categorizing classrooms in this way is important because a school’s capacity involves more than its raw seats and room numbers. The District must determine whether a school has facilities available to sufficiently serve the particular requirements of a school site, such as grade levels, classes, special education programs, magnet centers, SLCs, PLEs, legal mandates, and other student needs.

41. As a result of the foregoing, District staff reviewed data from SMS regarding specific capacity information at District school sites for the Next Fiscal Year.

42. Utilizing this data, SMS provided CSD with the number of estimated available seats as well as classrooms at each campus given specific operating capacities per programmatic and mandated qualifiers. When planning for maximal use of available school facilities, and in interpreting data generated during the course of facilities planning, it is absolutely critical to understand the difference between “empty classrooms” and “available seats”. To illustrate, a hypothetical District school may not have any empty classrooms, but may have individual available seats. As a result, the school may be able to absorb
100 students into its existing classrooms by identifying two free seats spread out among 50 of its classrooms that are used for instruction appropriate to the grade level and subject matter requirements for the students being absorbed. Thus, it is an entirely different proposition to provide and integrate 150 seats across a campus than to provide six or seven empty classrooms with the same total number of contiguous available seats. In many instances, there may be many available seats in a school, but no empty classrooms. This is especially the case for District high schools where the students do not sit in one classroom all day, like an elementary school, but instead attend at least five or more different classes per day, each in different classrooms and with different teachers and groups of students, in order to receive the mandated curriculum.

43. SMS generated each instructional program’s operating capacity using a complex mathematical formula which took into account aspects of schools’ operations that would reduce operating capacity. The operating capacity also accounted for classrooms designated as “set-asides.” As discussed above, set-asides are classrooms used for purposes other than general education. Public school districts are required to provide one special education room per school. They are separately required to provide parent centers at each school, and charter school, pre-kindergarten and adult education students are also served in school classrooms across the District.

44. District staff analyzed each District school’s estimated available seats and classrooms for the Next Fiscal Year based on the data provided by SMS.

45. Historically, the District had prepared to reserve 75 seats at every secondary school and 50 seats at every elementary school for additional unanticipated enrollment. As a public institution, the District is required to provide an education to every student who chooses to enroll. The District previously planned its programming and staffing based on estimated enrollment projections, but in the event projections were short, the District was still obligated to provide an education to students who were not originally anticipated. As a result, the District proactively planned to address any potential discrepancies in their projections by reserving seats as an “unanticipated growth cushion” rather than overcrowd classrooms to the detriment of that educational environment, as a result of failing to address this common occurrence up front. Importantly, however, beginning in 2013 and continuing this year, the analysis did not stop there. Rather, District staff added rigor to this process by examining the actual historical data
over the last several years of enrollment at each school site to determine if a trend could be empirically established demonstrating unanticipated growth. Based upon this further analysis, CSD determined that no seats at any District school sites offered to a charter school should be reserved for an unanticipated growth cushion. Therefore, this historical reservation of seats was not applied in this cycle.

46. The District uses the definition contained in California Code of Regulations, title 5, section 11969.3, subdivision (a)(2), to determine comparison group schools.

47. No two schools are identical; however, on a grade-alike basis, a significant majority of the District’s schools share reasonably equivalent conditions, especially when taking into account age, quality of materials and state of maintenance, school site size, conditions of surfaces as well as mechanical, plumbing, electrical and fire-life systems, including conformity to applicable codes, availability and condition of technology infrastructure, the condition of the facility as a safe learning environment, including but not limited to, the suitability of lighting, noise mitigation, and size for intended use, the conditions of the facility’s furnishings and equipment, and the condition of athletic fields and play area space. As part of this process, District staff determined whether the conditions of school facilities offered to a charter school were reasonably equivalent to the comparison group schools.

**Matching Guidelines Utilized by the District**

48. In accordance with *California School Bds. Assn. v. State Bd. of Ed.* (2010) 191 Cal.App.4th 530, CSD staff supported and facilitated Proposition 39 Local District Advisory Meetings to engage in the following process in order to make contiguous offers of space to charter schools in facilities with reasonably equivalent conditions to those which would accommodate the charter students if they otherwise attended District schools. District staff makes every reasonable effort to locate space on a single site, or only if necessary on multiple sites, in the charter applicant’s geographic area of interest. Consequently, District staff first attempts to accommodate charter schools at a single school site and looks for available facilities sufficient to accommodate the entirety of a charter school’s projected in-District classroom ADA within its desired area of geographic interest. Only when no single school site can be feasibly identified based upon school site design and occupancy limitations as well as after taking into account the paramount considerations of both District and charter school student safety and welfare, does the District make offers that contemplate the use of multiple school sites.
49. District staff first identifies District classroom inventory by grade level configuration in each geographic region. Grade-alike matches typically provide reasonably equivalent space to charter schools; therefore, wherever possible, District staff allocates space to charter applicants on grade-alike school facilities.

50. District staff next identifies which charter applicants are already located in District facilities and, when feasible, matches those charter schools to their existing site. District staff then examines and identifies the geographic areas of interest of the charter school applicants. As described above, often many charter schools request the exact same space so District staff must assess conflicting geographic as well as particular site interests. In doing so, District staff examines whether the potential match would utilize all available classrooms and whether the match represents a full, single site offer. Priority is given to those charters where these two goals can be achieved.

51. Based on an examination of these criteria, District staff makes a preliminary match of available classrooms at a particular site to the projected in-District classroom ADA of each charter school. District staff attempts to find the most geographically relevant grade-alike matches. For multi-site offers, District staff eliminates set-asides wherever reasonably possible to reduce the number of sites assigned to a charter school, which often results in being able to transform multi-site offers to single site offers. District staff engaged in the materially disruptive measure of eliminating set-asides in order to achieve sharing space fairly amongst charter and non-charter students in the District.
52. For the Next Fiscal Year, District staff had to grapple with the conflicting needs of all 68 charter school applicants and cycled through the above process as conscientiously as possible, shifting space and potential matches to fulfill the District’s obligation to share space fairly among all District students. In doing so, as expressed above, District staff kept in the forefront considerations of student safety and welfare.
TAB (b)

Board of Education Finding that the Charter School Could Not Be Accommodated at a Single Site and Written Statement of Reasons Explaining the Finding
(Cal. Code Regs., tit. 5, § 11969.2, subd. (2))

Whereas, Under Proposition 39, the Los Angeles Unified School District ("District") is required to fairly share space between public school pupils, charter and non-charter students alike;

Whereas, In making an allocation of space, the District attempts to place a charter school applicant on one school site or, when that is not feasible, alternatively attempts to minimize the number of school sites on which the charter school applicant is placed;

Whereas, In making an allocation of space, the District materially considers the safety implications to charter school students of making a multi-site offer and balances the safety, instructional, and social consequences of displacing children from their neighborhood District schools, as well as the burdens associated with such an action on their parents and the community;

Whereas, For the Next Fiscal Year, 68 charter schools requested facilities under the Proposition 39 process, asking for approximately 19,636 seats from the District;

Whereas, Charter School submitted an application for Proposition 39 facilities for the Next Fiscal Year;


Whereas, District staff engaged in an effort to create a single site offer to accommodate Charter School’s total in-district classroom ADA;

Whereas, The District cannot accommodate Charter School’s request for a single site at any of the District school site(s) and/or the geographic area in which Charter School wishes to locate;

Whereas, Several other charter schools also requested space in the same Local District that Charter School requested;

Whereas, District staff determined that data from School Management Services ("SMS") indicated no single District school at which Charter School wishes to be located will have sufficient classroom space to accommodate Charter School’s total in-district classroom ADA in the Next Fiscal Year;

Whereas, District staff then expanded its search to other schools near the geographic area where Charter School wishes to be located, but determined that it is not possible to accommodate Charter School’s entire student population on a single site in the Next Fiscal Year;
Whereas, the District cannot accommodate Charter School’s entire in-District classroom ADA at a single school site;  
Whereas, To accommodate Charter School’s entire in-District classroom ADA at a single school site would present substantial, disproportionate safety concerns for both Charter School’s students and students attending their local District neighborhood school;  
Whereas, District staff determined that to house all of Charter School’s students at a single District school site in the geographic area in which Charter School wishes to locate would require the displacement of a significant number of children attending their local neighborhood school, whereas, far fewer of Charter School’s students would otherwise attend those schools;  
Whereas, Displacing children out of their neighborhood schools has far-reaching safety, instructional and social implications including: prohibiting children from safely walking to school; subjecting children displaced from their neighborhood school to possible gang violence; increasing high-school drop-out rates of displaced children; and impairing parental involvement in local neighborhood schools;  
Whereas, Based on these safety and instructional considerations, District staff recommends keeping the student populations of the District schools intact;  
Whereas, Alternatively, over-crowding a school’s campus in order to provide a single-site offer to Charter School would have equally severe safety and operational ramifications, making this course of action infeasible;  
Whereas, the District can provide Charter School with a multi-site contiguous offer of reasonably equivalent facilities at the “Recommended Co-Locations”;  
Whereas, Providing Charter School space at the Recommended Co-Locations minimizes the number of sites assigned to Charter School;  
Whereas, Because of the short distance between the Recommended Co-Locations, they are contiguous facilities in a school district spanning 710 square miles and serving over 27 cities;  
Whereas, By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to provide Charter School with facilities near to where Charter School wishes to locate;  
Whereas, the Board incorporates into these findings the Staff Report on Process for Determining Charter School Cannot be Accommodated at a Single Site; and  
Whereas, The District can make a complete and contiguous, multi-site offer to accommodate Charter School’s entire in-District classroom ADA; therefore be it  
Resolved, That pursuant to California Code of Regulations, title 5, section 11969.2, subdivision (d), for the reasons set forth herein and as further expressed by District staff, the Governing Board of the Los Angeles Unified School District finds that the District cannot accommodate Charter School at a single school site; and therefore be it finally
Resolved, That pursuant to Education Code sections 35160-35160.1, 47614 and California Code of Regulations, title 5, section 11969.1, et seq., for the reasons set forth herein and as further expressed by District staff, the Governing Board of the Los Angeles Unified School District authorizes a preliminary proposal and/or offer of facilities to Charter School for the Next Fiscal Year at multiple District school sites.
Staff Report on Deliberative Process for Determining ISANA Octavia Academy Cannot Be Accommodated at a Single Site

Statement of Facts Regarding Charter School’s Facilities Request and Availability of Space to Meet Charter School’s Facilities Needs

<table>
<thead>
<tr>
<th>Charter School: ISANA Octavia Academy (&quot;Charter School&quot;)</th>
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<tbody>
<tr>
<td>Request year: 2020-21 (&quot;Next Fiscal Year&quot;)</td>
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<tr>
<td>In-district classroom average daily attendance (&quot;ADA&quot;) projection: 456.68 (&quot;ADA Projection&quot;)</td>
<td></td>
</tr>
<tr>
<td>Number of teaching stations to which Charter School is legally entitled: 22</td>
<td></td>
</tr>
<tr>
<td>Number of District schools from which Charter School draws its attendance: 52</td>
<td></td>
</tr>
<tr>
<td>Geographic Area in which Charter School wishes to locate: Fletcher Drive Elementary, Washington Irving Middle School Math Music Engineering Magnet</td>
<td></td>
</tr>
<tr>
<td>Local District (&quot;LD&quot;) in which Charter School wishes to locate: Central</td>
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<tr>
<td>Number of charter schools wishing to locate in the same LD as Charter School: 18</td>
<td></td>
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<tr>
<td>Availability of teaching stations at District school sites Charter School requested: Fletcher Drive Elementary (11), Washington Irving Middle School Math Music Engineering Magnet (15)</td>
<td></td>
</tr>
<tr>
<td>Recommended Co-locations: Fletcher Drive Elementary, Washington Irving Middle School Math Music Engineering Magnet</td>
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<tr>
<td>Recommended allocation of teaching stations and administrative office space at each co-location: Fletcher Drive Elementary: nine (9) teaching stations, one (1) special education station(s), one (1) administrative office; Washington Irving Middle School Math Music Engineering Magnet: thirteen (13) teaching stations, one (1) special education station(s), one (1) administrative office</td>
<td></td>
</tr>
<tr>
<td>Distance between Recommended Co-locations: 0.3 miles</td>
<td></td>
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<tr>
<td>Distance between Recommended Co-locations and desired geographic location: 0 miles</td>
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</tbody>
</table>
1. Pursuant to Proposition 39, District staff first engaged in an effort to create a single site offer to accommodate Charter School’s total in-district classroom ADA. District staff evaluated space at the District school site(s) and/or in the geographic area in which Charter School wishes to locate.

2. Several other charter schools also requested space in the same Local District that Charter School requested.

3. School Management Services (“SMS”) provided data that indicated, and District staff determined, no single District school site that Charter School requested will have sufficient classroom space to accommodate Charter School’s total in-district classroom ADA in the Next Fiscal Year.

4. District staff then expanded its search to other schools near to the geographic area where Charter School wishes to be located. The District determined, however, that it is not possible to accommodate Charter School’s entire student population on a single site in the Next Fiscal Year.

5. Therefore, District staff recommends providing space to Charter School to accommodate its total in-district classroom ADA at the Recommended Co-Locations.

6. By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to minimize the number of sites assigned to Charter School.

7. Because of the short distance between the Recommended Co-Locations, they are contiguous facilities in a school district spanning 710 square miles and serving over 27 cities.

8. By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to provide Charter School with facilities near to where Charter School wishes to locate.
Efforts to Minimize the Number of Sites on Which Charter School is Located

9. In order to minimize the number of sites on which a charter school is located for the Next Fiscal Year, District staff eliminated set-asides at many school sites to make room for charter school co-locations. Set-asides are divided into two categories: District set-asides and School set-asides.

10. School set-asides allocate space for instructional, safety, and health programs that are specific to a particular school. For example, Title I funding coordinator offices are considered a School set-aside. Title I funding provides financial assistance to schools with high numbers or high percentages of low-income children to help ensure that all children meet challenging state academic standards. The District uses Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. Such funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum. Additionally, school set-asides are used to allocate space for small learning community (“SLC”) offices. An SLC, also referred to as a School-Within-A-School, is a form of school structure in secondary schools to subdivide large school populations into smaller, autonomous groups of students and teachers. SLCs include structures such as freshman academies, multi-grade academies organized around career interests or other themes, “houses” in which small groups of students remain together throughout high school, and autonomous schools-within-a-school, as well as personalization strategies, such as student advisories, family advocate systems, and mentoring programs. Research continues to show that small schools and SLCs have the necessary elements to counteract the inherent negative effects of poverty and poor academic achievement for low-income and/or students of color. (Cotton, *New Small Learning Communities: Findings from Recent Literature*, Portland, Ore: Northwest Regional Educational Laboratory (2001); Jimerson, *The Hobbit Effect: Why Small Works in Public Schools*, The Rural School and Community Trust (August 2006).)
11. At the middle school level, School set-asides are used, for example, for Personal Learning Environment (“PLE”) offices, the middle school equivalent to an SLC. Likewise, School set-asides may be used for the District’s Response to Intervention (“RTI”) program. RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities. In order to provide space to requesting charter schools, District staff has eliminated or reduced the number of School set-asides on certain campuses. This instructional disruption unfortunately disproportionately affects low-income, low-performing or disabled District neighborhood children, those who need assistance the most. However, District staff has taken these disruptive measures in order to share facilities fairly with charter schools.

12. District set-asides use school space to implement key District-wide instructional, health, and safety programs. For example, these set-asides include space for District police, regional special educational testing centers, health center clinics, food service, and Beyond the Bell programs, among others. Eliminating these set-asides would deny or interfere with students’ ability to receive the special education and related services to which they are entitled, or force students to travel as much as 50 miles to the next closest center. In the 2019-2020 fiscal year, the District’s school-based health clinics are projected to provide approximately 172,000 visits to children who would otherwise have been challenged to access health care. This number is projected to increase steadily over the next two upcoming school years. To eliminate these clinics would deprive the neediest children of vital health services. Additionally, Beyond the Bell programs ensure that all children and youth in the District have access to high-quality, safe, and supervised academic, enrichment, and recreation programs that inspire learning and achievement beyond the regular school day (before and after school and Saturdays). The three components of Beyond the Bell include academic tutorial, recreational, and enrichment programs. Over 100,000 students in more than 600 schools participate in Beyond the Bell programs on a daily basis. (See http://btb.lausd.net/about.) Students who participate in after-school programs have improved attendance.
Indeed, Beyond the Bell’s after-school programs resulted in improved test scores in English/Language Arts and the Mathematics. (Ibid.) Such programs are vital to the safety of school children. More than 28 million school-age children have parents who work outside of the home during after-school hours. Of these 28 million school-age children, 14.3 million are left to look after themselves when the school day ends. (Ibid.) Research shows that juvenile crime, sexual activity, and experimentation with drugs, alcohol, and cigarettes peak between the hours of 3:00 p.m. to 6:00 p.m. (Ibid.) Teens who participate in after-school programs are three times less likely to skip classes than teens who do not participate. (Ibid.) They are also three times less likely to do drugs, consume alcohol, and engage in sexual activity. (Ibid.) To eliminate Beyond the Bell programs would expose the thousands of children who utilize these programs on a daily basis to danger, harming their academic performance and their overall wellbeing.

13. Although District and School set-asides provide space for programs that are vital to the curriculum of a particular school or to District-wide goals, in order to share space fairly, District staff has cut into these set-asides where doing so would minimize the number of sites offered to a charter school in order to make a complete offer of space.

**Safety, Instructional and Social Implications of a Single Site Offer**

14. To accommodate Charter School’s entire in-district classroom ADA at a single school site would present substantial safety concerns for both charter and non-charter District students. By way of example, District staff estimated that to house all of Charter School’s students at a single campus near to where Charter School wishes to locate would require the forcible displacement of a significant number of students attending their local neighborhood school. Displacing children out of their neighborhood school has far-reaching safety, instructional, and social implications.

15. Community-centered schools provide a wealth of benefits for student learning, health, and safety, as well as benefits for the community at large. Many District children walk to and from their neighborhood school. Recent District budgetary cutbacks and the harsh economic climate have made the ability to walk to school a necessity for many families with in-District children. The District school bus program has realized service cuts and route eliminations which have affected many students. As a result of past budget deficits, transportation funding was reduced as part of stabilization efforts. The latest
impact came in July 2012, when the District was forced to implement a change to the eligible busing distance for secondary schools from three miles to five miles. These cuts disproportionately affect poorer students and make the ability to walk to school even more crucial.

16. Not only is the ability to walk to school a necessity for some students, but walking to school also provides key health benefits. According to the California Department of Public Health ("DPH"), close to one-third of California’s children are overweight or obese. The DPH’s California Active Communities ("CAC"), in collaboration with CA4Health (a project of the Public Health Institute, with funding from the Centers for Disease Control and Prevention) has determined that a child’s overall health is affected by levels of physical inactivity which can be directly linked to time spent in automobiles versus in active transportation such as walking. Walking or biking to school provides an opportunity for purposeful physical activity toward the accumulation of the recommended 60 minutes or more of daily physical activity for children and youth. (Martin, Moeti and Pullen-Seufert, *Implementing Safe Routes to School: Application for the Socioecological Model and Issues to Consider* (2008).) Active transportation – walking, biking, or rolling – to school can help increase physical activity levels of students and their families. (CA4Health, *Incorporating Safe Routes to School into Local School Wellness Policies* (June 2014).) Physical activity reduces the risk of obesity and related chronic diseases, and improves mental health, attendance, and academic performance. (Ibid.) Active transportation can also have broad community benefits, including reducing traffic congestion and air pollution, creating safer streets, encouraging cost savings, and building a stronger sense of community. (Ibid.) Increasing physical activity through walking and biking to school can help address high obesity rates. (Ibid.)

17. Empirical studies have determined that distance is a key impediment to children walking to school safely. (Martin, Moeti and Pullen-Seufert, *Implementing Safe Routes to School: Application for the Socioecological Model and Issues to Consider* (2008).) A study published in the Journal of Public Health Policy examines the multi-level correlates of walking to and from school. Of the physical environmental factors examined, the strongest negative correlates to walking to school were distance and safety concerns. (Zhu & Lee, *Correlates of Walking to School and Implications for Public Policies*, Journal of Public Health Policy (2009).) Recognizing distance as a barrier to the ability for a child to walk
to school, CA4Health, the CAC and the DPH support school siting as well as joint use policies and practices that encourage kids to walk or bike to school.

18. Displacing children out of their neighborhood school prevents children from walking to school or impedes children from taking advantage of safety measures the District has instituted to allow children to safely walk or bicycle to their local neighborhood school. At the state level, in 1999, legislation passed to develop a State Safe Routes to School (“SR2S”) program. The SR2S program focuses on traffic calming to create walk-able communities, strengthening the link between injury prevention and physical activity. At the national level, in 2005, the Transportation Reauthorization Bill created the federally-assisted Safe Routes to School Program (“SRTS”) which provided funding over five fiscal years for states to create SRTS programs. The Office of Environmental Health and Safety (“OEHS”) has implemented an SRTS program and identified safe pedestrian routes to the vast majority of District schools requested by charters. The Pedestrian Routes to School maps provide safe routes and recommended crossings for the attendance area of a District school. Below is an example of a pedestrian route map:
PEDESTRIAN ROUTES FOR
COLISEUM STREET ELEMENTARY SCHOOL

Legend
- Recommended Crossing
- Stop Sign
- Traffic Signal
- Crossing Guard
- Flashing Waring Light
- Stairs or Walkway
- Pedestrian Bridge
- Pedestrian Tunnel
- Parks

Parents:
This map shows the recommended crossings to be used from each block in your school attendance area. Following the arrows, select the best route from your home to the school and mark it with a colored pencil or crayon. This is the route your child should take.

Instruct your child to use this route and to cross streets only at locations shown. You and your child should become familiar with the route by walking it together.

Obey marked crosswalks, stop signs, traffic signals and other traffic controls. Crossing points have been located at these controls whenever possible, even though a longer walk may be necessary. Instruct your child to always look both ways before crossing the street. If no sidewalk exists, your child should walk facing traffic.

Estimated Padres:
Este mapa muestra los cruzados recomendados para los peatones de cada cuadra en la area de su escuela. Siguiendo las flechas en el mapa, seleccione la ruta mas segura de su casa a la Escuela y marquéelo con un lapic o tiza de color. Esta es la ruta que su hijo (a) debe de usar.

Instruca a su hijo (a) que siga esta ruta y que cruce las calles solo en los lugares indicados. Usted y su hijo (a) deben de familiarizarse con esta ruta. Obedezcan los rotulos de peatones, de alto, semaforos y todos los señales de tráfico. Puntos para cruzar están localizados en áreas controladas, aunque sea necesario de alterar el tiempo para cruzar. Instruya a su hijo (a) que siempre su hijo de los dos lados antes de cruzar la calle. El estudiante debe de siempre caminar en la direccion opuesta del trafico si no existe una banqueta.
19. Displacing a significant number of students from their neighborhood school to make room for Charter School’s children would prevent a significant number of children who currently have the ability to safely walk to school from being able to utilize the safe routes to school program. Conversely, Charter School draws its attendance from many different District schools. Therefore, providing a single-site offer to Charter School would endanger a significant number of children currently attending their neighborhood school, so that far fewer of Charter School’s students who reside in a particular attendance area would have the ability to walk to school. Moreover, the forcible displacements would not just be limited to the neighborhood children attending a single District school. Instead, those students would need to be absorbed into neighboring schools which have insufficient space to house the influx of this number of students, and thereby, would cause the additional forcible displacement of children from these absorbing schools. This would create a ripple effect of forcible displacements necessitating hundreds of neighborhood children to relocate for the benefit of a far lesser number of Charter School’s children. Such a decision would pose disproportionate harm to a significant number of children currently attending their local neighborhood school, and to those District students displaced by the influx of these students, and thus produce inequity in the sharing of facilities.

20. Not only does distance play a factor in children safely walking to school due to traffic dangers, but several Los Angeles neighborhoods are plagued by gang violence. In order to create safe passages to and from school in neighborhoods suffering from gang-related violence, meaningful programs and efforts to mitigate these risks have been launched, such as Kid Watch LA which instituted the Walking School Bus for District students. The Walking School Bus enlists parent and community volunteers to accompany groups of small children as they walk to and from their neighborhood school.

21. According to the Los Angeles Police Department, the District is located within the territory known as the “gang capital” of the nation, with more than 450 competing gangs. Gang violence is unfortunately prevalent on some campuses and within the neighborhoods of several District schools. As shown by the map depicting former gang injunctions in Los Angeles below, Los Angeles gangs claim particular territories:
22. On March 15, 2018, a District Court enjoined the City of Los Angeles from enforcing these gang injunctions. (See, Youth Justice Coalition, et al., v. City of Los Angeles, et al., CV 16-07932 VAP.) The inability to enforce these injunctions may result in an increase in gang-related activity and crime.
23. Forcibly displacing students who themselves or whose parents are tied to a particular gang and placing them in a school located in the territory of another gang would potentially breed gang warfare and violence affecting all children, teachers, staff, and parents at a particular school.

24. Pulling children out of their neighborhood school and placing non-neighborhood charter students in those schools prevents the displaced children from taking advantage of safety measures such as the Walking School Bus and therefore unfairly endangers the safety of those displaced children. These harms disproportionately affect students attending local District schools. As parents of charter school students have elected to send their child to a school out of his or her local attendance area, the parents have secured a means of transporting their child to this school. However, parents of children who attend local District schools may not have the means to find alternate transportation and rely on children walking to their neighborhood school. With the aforementioned reduction of several school bus routes and potential further elimination of transportation funding, many forcibly displaced children will be forced to walk long, unsafe distances or take unsafe public transit routes outside of their neighborhood attendance area.

25. Displacing children attending their District neighborhood school solely for the purpose of making single-site offers to charter schools would have additional instructional and social ramifications. Displaced children would attend a school that has no relation to their high school attendance area, resulting in further disruption of the typical matriculation process. California has a new accountability system reported through the California School Dashboard. The state’s new accountability system includes a three-level identification and support system for Local Educational Agencies, and categorizes district performance levels using a system of five colors, stated in order from lowest to highest performing: red, orange, yellow, green, and blue. The first release of the California School Dashboard was in fall of 2017, and identified the District for “Level 2” assistance from the Los Angeles County Office of Education (LACOE), because two of the District’s student groups, Foster Youth and Students with Disabilities, had a Red performance level in the Graduation Rate Indicator and in the Academic Indicators (English Language Arts (“ELA”) and math grades 3-8). As a result, the District and LACOE are working collaboratively to address identified performance issues with these student groups and develop strategies.
for accelerating progress. The following year, the fall 2018 Dashboard results indicated that the District had been assigned Yellow performance levels for three of the six state indicators for all students: College/Career, ELA, and Mathematics Academic Performance. A Green performance level had been assigned for the Graduation Rate indicator and a Blue performance level for Suspension Rate. The only indicator that was assigned an Orange performance level was the Chronic Absenteeism indicator. The District did not receive any Red performance levels. The Dashboard also reports student groups results. The outcome for student groups showed that of the thirteen total student groups identified in the District, ten student groups were assigned at least one Red/Orange performance level.

26. As these accountability measures indicate, the District is making strides in increasing graduation rates and academic success. Displacing District children attending their District school would thwart these efforts. Studies have empirically established that disrupting a child’s trajectory to their local District high school effectively increases drop-out rates. A review of 25 years of research conducted by the California Dropout Research Project identified strong predictors of dropping out of high school. The compilation study identified non-promotional school changes (student mobility) during middle school and high school as a key predictor of a child dropping out of school. (Rumberger & Lim, Why Students Drop Out: A Review of 25 Years of Research, California Dropout Research Project (October 2008).)

27. In 1998, a seminal study on the educational consequences of student mobility found a high causal connection between student mobility and an increased risk of high school drop-out. The staggering results of this study indicate that controlling for other predictors, students who made even one non-promotional school change between the eighth and twelfth grades were twice as likely to not complete high school as students who did not change schools. (Rumberger & Larson, Student Mobility and the Increased Risk of High School Dropout, American Journal of Education 107 (November 1998).)

28. The safety and welfare of all students is this District’s paramount concern and principal charge. The data is indisputable that children who drop out of school are at far greater risk of a vast array of physical, social, and economic harm than those who stay in school and complete their secondary education. This paramount concern of the District remains a material consideration when weighing whether to forcibly displace hundreds of children from a neighborhood school in order to make way for
far fewer students who would attend that school from distant neighborhoods, especially when other solutions for sharing space fairly are feasible.

29. An additional impact of such displacement would be the difficulty of sustaining the same level of parental involvement in the absorbing schools that are located miles away from their neighborhoods. California State Board of Education Policy #89-01 acknowledges that a critical dimension of effective schooling is parental involvement. This policy initiative states that research studies demonstrate parental involvement at school propels a child’s educational career. Forcibly displacing students attending their local neighborhood school would make it more challenging for those children to reap the benefits of parental involvement in their new non-neighborhood schools.

30. An alternative to displacing students attending their neighborhood school would be to overcrowd a District campus by adding Charter School’s students. However, this would cause severe safety and operational ramifications due to the design capacity of the site making this course of action infeasible. Adding Charter School’s students to a District campus with insufficient space to feasibly accommodate Charter School’s total in-district classroom ADA would raise both schools’ classroom loading ratios, thereby disadvantaging both of these schools’ children. Likewise, having hundreds of children over a school’s capacity sharing space would pose a great risk to student safety and well-being.

31. In making decisions regarding allocations of space, District staff placed the safety of charter school students at the forefront of the decision-making process. District staff made substantial efforts to locate charter schools at or near their desired geographic location and further made material efforts to minimize the number of sites on which the charter school was located. As charter school parents/guardians have made a decision to place their child in a school outside of their neighborhood school, they have had the opportunity to weigh the safety implications of this decision for their child. On the contrary, the families of forcibly displaced students have no place in a decision-making process that sends their children to schools outside of their resident neighborhoods. Thus, forcibly displacing children attending their local neighborhood school would not afford their parents/guardians the same opportunity. In addition, the decision to forcibly displace students to make way for charter school students necessarily will have safety impacts upon the displaced children, whereas, given the fact that
many charter students already voluntarily travel outside of their neighborhood to attend the charter school, these children may not face any increased safety risk by being required to, for example, travel five miles east instead of five miles south.

32. Based on the foregoing safety and instructional considerations, District staff recommends providing Charter School with a multi-site offer of contiguous facilities at the Recommended Co-Locations.

PROCESS AND MATCHING GUIDELINES DISTRICT STAFF FOLLOWED TO LOCATE SPACE FOR CHARTER SCHOOLS PURSUANT TO PROPOSITION 39

33. The District’s Charter Schools Division (“CSD”) determined that in the 2019-2020 school year, more than 155,275 students enrolled in charter schools authorized by the District. This figure reflected a 655 student increase over the number of students enrolled during the previous school year. In the 2018-2019 school year, the District had the most charter students attending schools authorized by the District of any school district in the nation. It had approximately 1.5 times as many charter school students as the New York City Department of Education, the largest school district in the country. The District ensured that every eligible in-District charter student was offered a seat.

34. For the 2020-2021 Proposition 39 cycle, the District continues to apply a comprehensive process – a process that results in every eligible in-District charter school student being offered a seat at a District campus for the 2019-20 school year. The District follows a critical path schedule of steps, from the initial request by a charter school for facilities to making facilities ready for occupancy, in order to timely meet the Proposition 39 timeline. As it did last year, the District is utilizing a capacity assessment determination called Electronic Capacity Assessment Review (“E-CAR”). E-CAR is a tool used to assess capacity at school sites throughout the District and was implemented at the beginning of the Proposition 39 process. The District has personnel experienced in school utilization assessing all of the space within the District at the right time. Specifically, over the course of nine weeks, principals at over 700 District campuses utilized a comprehensive web-based application to specifically identify and validate classroom space utilized as teaching stations and set-asides, along with classroom numbers, locations, and sizes. Additionally, they identified classrooms occupied by special education programs, charter schools,
preschools, adult education programs, and other third-party users, swing space needed for construction projects, options programs, and other classrooms out of service or mandated for removal due to legal and/or safety requirements.

35. The general process District staff followed in administrating Charter School’s facilities request was the same that it used to process each of the other facilities requests the District received from charter schools for the Next Fiscal Year. That process is as follows:

36. Since the beginning of August 2019, SMS staff has conducted a comprehensive analysis of the use of District school facilities, that is, E-CAR. The purpose of E-CAR is to assess with precision the capacity of each school site in several respects: the number of classrooms, the manner in which those classrooms are used, and the school’s operating capacity. E-CAR entails a detailed review of the present use of District school sites and an analysis of the projected future uses of those facilities. The analysis includes reporting of data by individual schools, which is analyzed by SMS staff to confirm its accuracy and to ensure that available space is used efficiently and uniformly throughout the District.

37. E-CAR commenced with a period of in-office preparation during which SMS staff examined materials submitted by all District schools in the previous year for accuracy, as well as for consistency with previous assessments’ classroom usage and availability. The SMS staff applied standard formulae for the usage of classrooms in order to generate an objective and uniform assessment of the amount of classroom space at District school sites. The purpose of this calculus is to assess the number of classrooms required to accommodate instructional program enrollment, based on grade level and specific course subject matters at secondary schools.
38. The E-CAR process involves school principals logging into a web-based application to record their school’s enrollment and review and confirm details regarding the school site’s classrooms and their respective utilization. Within this application, classroom data is associated with a spatial database that is displayed as building floor plans.

39. To ensure that the principals provide the data necessary for a complete and accurate assessment of school capacity, they are instructed to reference the following resource materials for their school site:

- a current school map,
- the school’s current or most recent Norm Day classification report (which details the number of students enrolled at that school on September 20, 2019),
- the Norm Day classification report for any magnet center and/or dual language program located on the school’s campus,
- the Classroom Inventory and Allocation Worksheet pages from the prior school year’s Capacity Assessment Review report on which is the information for classroom counts and allocation into precisely-define categories, and
- the number of additional purchased teachers, if any, from Title 1 and/or parent or grant funded.

40. Categorizing classrooms in this way is important because a school’s capacity involves more than its raw seats and room numbers. The District must determine whether a school has facilities available to sufficiently serve the particular requirements of a school site, such as grade levels, classes, special education programs, magnet centers, SLCs, PLEs, legal mandates, and other student needs.

41. As a result of the foregoing, District staff reviewed data from SMS regarding specific capacity information at District school sites for the Next Fiscal Year.

42. Utilizing this data, SMS provided CSD with the number of estimated available seats as well as classrooms at each campus given specific operating capacities per programmatic and mandated qualifiers. When planning for maximal use of available school facilities, and in interpreting data generated during the course of facilities planning, it is absolutely critical to understand the difference between “empty classrooms” and “available seats”. To illustrate, a hypothetical District school may not have any empty classrooms, but may have individual available seats. As a result, the school may be able to absorb
100 students into its existing classrooms by identifying two free seats spread out among 50 of its classrooms that are used for instruction appropriate to the grade level and subject matter requirements for the students being absorbed. Thus, it is an entirely different proposition to provide and integrate 150 seats across a campus than to provide six or seven empty classrooms with the same total number of contiguous available seats. In many instances, there may be many available seats in a school, but no empty classrooms. This is especially the case for District high schools where the students do not sit in one classroom all day, like an elementary school, but instead attend at least five or more different classes per day, each in different classrooms and with different teachers and groups of students, in order to receive the mandated curriculum.

43. SMS generated each instructional program’s operating capacity using a complex mathematical formula which took into account aspects of schools’ operations that would reduce operating capacity. The operating capacity also accounted for classrooms designated as “set-asides.” As discussed above, set-asides are classrooms used for purposes other than general education. Public school districts are required to provide one special education room per school. They are separately required to provide parent centers at each school, and charter school, pre-kindergarten and adult education students are also served in school classrooms across the District.

44. District staff analyzed each District school’s estimated available seats and classrooms for the Next Fiscal Year based on the data provided by SMS.

45. Historically, the District had prepared to reserve 75 seats at every secondary school and 50 seats at every elementary school for additional unanticipated enrollment. As a public institution, the District is required to provide an education to every student who chooses to enroll. The District previously planned its programming and staffing based on estimated enrollment projections, but in the event projections were short, the District was still obligated to provide an education to students who were not originally anticipated. As a result, the District proactively planned to address any potential discrepancies in their projections by reserving seats as an “unanticipated growth cushion” rather than overcrowd classrooms to the detriment of that educational environment, as a result of failing to address this common occurrence up front. Importantly, however, beginning in 2013 and continuing this year, the analysis did not stop there. Rather, District staff added rigor to this process by examining the actual historical data
over the last several years of enrollment at each school site to determine if a trend could be empirically established demonstrating unanticipated growth. Based upon this further analysis, CSD determined that no seats at any District school sites offered to a charter school should be reserved for an unanticipated growth cushion. Therefore, this historical reservation of seats was not applied in this cycle.

46. The District uses the definition contained in California Code of Regulations, title 5, section 11969.3, subdivision (a)(2), to determine comparison group schools.

47. No two schools are identical; however, on a grade-alike basis, a significant majority of the District’s schools share reasonably equivalent conditions, especially when taking into account age, quality of materials and state of maintenance, school site size, conditions of surfaces as well as mechanical, plumbing, electrical and fire-life systems, including conformity to applicable codes, availability and condition of technology infrastructure, the condition of the facility as a safe learning environment, including but not limited to, the suitability of lighting, noise mitigation, and size for intended use, the conditions of the facility’s furnishings and equipment, and the condition of athletic fields and play area space. As part of this process, District staff determined whether the conditions of school facilities offered to a charter school were reasonably equivalent to the comparison group schools.

**Matching Guidelines Utilized by the District**

48. In accordance with *California School Bds. Assn. v. State Bd. of Ed.* (2010) 191 Cal.App.4th 530, CSD staff supported and facilitated Proposition 39 Local District Advisory Meetings to engage in the following process in order to make contiguous offers of space to charter schools in facilities with reasonably equivalent conditions to those which would accommodate the charter students if they otherwise attended District schools. District staff makes every reasonable effort to locate space on a single site, or only if necessary on multiple sites, in the charter applicant’s geographic area of interest. Consequently, District staff first attempts to accommodate charter schools at a single school site and looks for available facilities sufficient to accommodate the entirety of a charter school’s projected in-District classroom ADA within its desired area of geographic interest. Only when no single school site can be feasibly identified based upon school site design and occupancy limitations as well as after taking into account the paramount considerations of both District and charter school student safety and welfare, does the District make offers that contemplate the use of multiple school sites.
49. District staff first identifies District classroom inventory by grade level configuration in each geographic region. Grade-alike matches typically provide reasonably equivalent space to charter schools; therefore, wherever possible, District staff allocates space to charter applicants on grade-alike school facilities.

50. District staff next identifies which charter applicants are already located in District facilities and, when feasible, matches those charter schools to their existing site. District staff then examines and identifies the geographic areas of interest of the charter school applicants. As described above, often many charter schools request the exact same space so District staff must assess conflicting geographic as well as particular site interests. In doing so, District staff examines whether the potential match would utilize all available classrooms and whether the match represents a full, single site offer. Priority is given to those charters where these two goals can be achieved.

51. Based on an examination of these criteria, District staff makes a preliminary match of available classrooms at a particular site to the projected in-District classroom ADA of each charter school. District staff attempts to find the most geographically relevant grade-alike matches. For multi-site offers, District staff eliminates set-asides wherever reasonably possible to reduce the number of sites assigned to a charter school, which often results in being able to transform multi-site offers to single site offers. District staff engaged in the materially disruptive measure of eliminating set-asides in order to achieve sharing space fairly amongst charter and non-charter students in the District.
52. For the Next Fiscal Year, District staff had to grapple with the conflicting needs of all 68 charter school applicants and cycled through the above process as conscientiously as possible, shifting space and potential matches to fulfill the District’s obligation to share space fairly among all District students. In doing so, as expressed above, District staff kept in the forefront considerations of student safety and welfare.
TAB (b)

Board of Education Finding that the Charter School Could Not Be Accommodated at a Single Site and Written Statement of Reasons Explaining the Finding
(Cal. Code Regs., tit. 5, § 11969.2, subd. (2))

Whereas, Under Proposition 39, the Los Angeles Unified School District (“District”) is required to fairly share space between public school pupils, charter and non-charter students alike;

Whereas, In making an allocation of space, the District attempts to place a charter school applicant on one school site or, when that is not feasible, alternatively attempts to minimize the number of school sites on which the charter school applicant is placed;

Whereas, In making an allocation of space, the District materially considers the safety implications to charter school students of making a multi-site offer and balances the safety, instructional, and social consequences of displacing children from their neighborhood District schools, as well as the burdens associated with such an action on their parents and the community;

Whereas, For the Next Fiscal Year, 68 charter schools requested facilities under the Proposition 39 process, asking for approximately 19,636 seats from the District;

Whereas, Charter School submitted an application for Proposition 39 facilities for the Next Fiscal Year;


Whereas, District staff engaged in an effort to create a single site offer to accommodate Charter School’s total in-district classroom ADA;

Whereas, The District cannot accommodate Charter School’s request for a single site at any of the District school site(s) and /or the geographic area in which Charter School wishes to locate;

Whereas, Several other charter schools also requested space in the same Local District that Charter School requested;

Whereas, District staff determined that data from School Management Services (“SMS”) indicated no single District school at which Charter School wishes to be located will have sufficient classroom space to accommodate Charter School’s total in-district classroom ADA in the Next Fiscal Year;

Whereas, District staff then expanded its search to other schools near the geographic area where Charter School wishes to be located, but determined that it is not possible to accommodate Charter School’s entire student population on a single site in the Next Fiscal Year;
Whereas, the District cannot accommodate Charter School’s entire in-District classroom ADA at a single school site;
Whereas, To accommodate Charter School’s entire in-District classroom ADA at a single school site would present substantial, disproportionate safety concerns for both Charter School’s students and students attending their local District neighborhood school;

Whereas, District staff determined that to house all of Charter School’s students at a single District school site in the geographic area in which Charter School wishes to locate would require the displacement of a significant number of children attending their local neighborhood school, whereas, far fewer of Charter School’s students would otherwise attend those schools;

Whereas, Displacing children out of their neighborhood schools has far-reaching safety, instructional and social implications including: prohibiting children from safely walking to school; subjecting children displaced from their neighborhood school to possible gang violence; increasing high-school drop-out rates of displaced children; and impairing parental involvement in local neighborhood schools;

Whereas, Based on these safety and instructional considerations, District staff recommends keeping the student populations of the District schools intact;

Whereas, Alternatively, over-crowding a school’s campus in order to provide a single-site offer to Charter School would have equally severe safety and operational ramifications, making this course of action infeasible;

Whereas, the District can provide Charter School with a multi-site contiguous offer of reasonably equivalent facilities at the “Recommended Co-Locations”;

Whereas, Providing Charter School space at the Recommended Co-locations minimizes the number of sites assigned to Charter School;

Whereas, Because of the short distance between the Recommended Co-locations, they are contiguous facilities in a school district spanning 710 square miles and serving over 27 cities;

Whereas, By providing space to Charter School at the Recommended Co-locations, the District has made reasonable efforts to provide Charter School with facilities near to where Charter School wishes to locate;

Whereas, the Board incorporates into these findings the Staff Report on Process for Determining Charter School Cannot be Accommodated at a Single Site; and

Whereas, The District can make a complete and contiguous, multi-site offer to accommodate Charter School’s entire in-District classroom ADA; therefore be it

Resolved, That pursuant to California Code of Regulations, title 5, section 11969.2, subdivision (d), for the reasons set forth herein and as further expressed by District staff, the Governing Board of the Los Angeles Unified School District finds that the District cannot accommodate Charter School at a single school site; and therefore be it finally
Resolved, That pursuant to Education Code sections 35160-35160.1, 47614 and California Code of Regulations, title 5, section 11969.1, et seq., for the reasons set forth herein and as further expressed by District staff, the Governing Board of the Los Angeles Unified School District authorizes a preliminary proposal and/or offer of facilities to Charter School for the Next Fiscal Year at multiple District school sites.
Staff Report on Deliberative Process for Determining ISANA Palmati Academy Cannot Be Accommodated at a Single Site

Statement of Facts Regarding Charter School’s Facilities Request and Availability of Space to Meet Charter School’s Facilities Needs

<table>
<thead>
<tr>
<th>Charter School: ISANA Palmati Academy (&quot;Charter School&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Request year:</strong> 2020-21 (&quot;Next Fiscal Year&quot;)</td>
</tr>
<tr>
<td><strong>In-district classroom average daily attendance (&quot;ADA&quot;) projection:</strong> 392.98 (&quot;ADA Projection&quot;)</td>
</tr>
<tr>
<td><strong>Number of teaching stations to which Charter School is legally entitled:</strong> 16</td>
</tr>
<tr>
<td><strong>Number of District schools from which Charter School draws its attendance:</strong> 42</td>
</tr>
<tr>
<td><strong>Geographic Area in which Charter School wishes to locate:</strong> Bellingham Elementary, Roy Romer Middle School</td>
</tr>
<tr>
<td><strong>Local District (&quot;LD&quot;) in which Charter School wishes to locate:</strong> Northeast</td>
</tr>
<tr>
<td><strong>Number of charter schools wishing to locate in the same LD as Charter School:</strong> 8</td>
</tr>
<tr>
<td><strong>Availability of teaching stations at District school sites Charter School requested:</strong> Bellingham Elementary (0), Roy Romer Middle School (18)</td>
</tr>
<tr>
<td><strong>Recommended Co-Locations:</strong> Glenwood Elementary, Roy Romer Middle School</td>
</tr>
<tr>
<td><strong>Recommended allocation of teaching stations and administrative office space at each co-location:</strong> Glenwood Elementary: Five (5) teaching stations, One (1) special education station(s), One (1) administrative office; Roy Romer Middle School: Eleven (11) teaching stations, One (1) special education station(s), One (1) administrative office</td>
</tr>
<tr>
<td><strong>Distance between Recommended Co-Locations:</strong> less than 5 miles</td>
</tr>
<tr>
<td><strong>Distance between Recommended Co-Locations and desired geographic location:</strong> Roy Romer Middle School: 0 miles; Glenwood Elementary: less than 5 miles</td>
</tr>
</tbody>
</table>
1. Pursuant to Proposition 39, District staff first engaged in an effort to create a single site offer to accommodate Charter School’s total in-district classroom ADA. District staff evaluated space at the District school site(s) and/or in the geographic area in which Charter School wishes to locate.

2. Several other charter schools also requested space in the same Local District that Charter School requested.

3. School Management Services (“SMS”) provided data that indicated, and District staff determined, no single District school site that Charter School requested will have sufficient classroom space to accommodate Charter School’s total in-district classroom ADA in the Next Fiscal Year.

4. District staff then expanded its search to other schools near to the geographic area where Charter School wishes to be located. The District determined, however, that it is not possible to accommodate Charter School’s entire student population on a single site in the Next Fiscal Year.

5. Therefore, District staff recommends providing space to Charter School to accommodate its total in-district classroom ADA at the Recommended Co-Locations.

6. By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to minimize the number of sites assigned to Charter School.

7. Because of the short distance between the Recommended Co-Locations, they are contiguous facilities in a school district spanning 710 square miles and serving over 27 cities.

8. By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to provide Charter School with facilities near to where Charter School wishes to locate.
Efforts to Minimize the Number of Sites on Which Charter School is Located

9. In order to minimize the number of sites on which a charter school is located for the Next Fiscal Year, District staff eliminated set-asides at many school sites to make room for charter school co-locations. Set-asides are divided into two categories: District set-asides and School set-asides.

10. School set-asides allocate space for instructional, safety, and health programs that are specific to a particular school. For example, Title I funding coordinator offices are considered a School set-aside. Title I funding provides financial assistance to schools with high numbers or high percentages of low-income children to help ensure that all children meet challenging state academic standards. The District uses Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. Such funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum. Additionally, school set-asides are used to allocate space for small learning community (“SLC”) offices. An SLC, also referred to as a School-Within-A-School, is a form of school structure in secondary schools to subdivide large school populations into smaller, autonomous groups of students and teachers. SLCs include structures such as freshman academies, multi-grade academies organized around career interests or other themes, “houses” in which small groups of students remain together throughout high school, and autonomous schools-within-a-school, as well as personalization strategies, such as student advisories, family advocate systems, and mentoring programs. Research continues to show that small schools and SLCs have the necessary elements to counteract the inherent negative effects of poverty and poor academic achievement for low-income and/or students of color. (Cotton, *New Small Learning Communities: Findings from Recent Literature*, Portland, Ore: Northwest Regional Educational Laboratory (2001); Jimerson, *The Hobbit Effect: Why Small Works in Public Schools*, The Rural School and Community Trust (August 2006).)
11. At the middle school level, School set-asides are used, for example, for Personal Learning Environment (“PLE”) offices, the middle school equivalent to an SLC. Likewise, School set-asides may be used for the District’s Response to Intervention (“RTI”) program. RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities. In order to provide space to requesting charter schools, District staff has eliminated or reduced the number of School set-asides on certain campuses. This instructional disruption unfortunately disproportionately affects low-income, low-performing or disabled District neighborhood children, those who need assistance the most. However, District staff has taken these disruptive measures in order to share facilities fairly with charter schools.

12. District set-asides use school space to implement key District-wide instructional, health, and safety programs. For example, these set-asides include space for District police, regional special educational testing centers, health center clinics, food service, and Beyond the Bell programs, among others. Eliminating these set-asides would deny or interfere with students’ ability to receive the special education and related services to which they are entitled, or force students to travel as much as 50 miles to the next closest center. In the 2019-2020 fiscal year, the District’s school-based health clinics are projected to provide approximately 172,000 visits to children who would otherwise have been challenged to access health care. This number is projected to increase steadily over the next two upcoming school years. To eliminate these clinics would deprive the neediest children of vital health services. Additionally, Beyond the Bell programs ensure that all children and youth in the District have access to high-quality, safe, and supervised academic, enrichment, and recreation programs that inspire learning and achievement beyond the regular school day (before and after school and Saturdays). The three components of Beyond the Bell include academic tutorial, recreational, and enrichment programs. Over 100,000 students in more than 600 schools participate in Beyond the Bell programs on a daily basis. (See http://btb.lausd.net/about.) Students who participate in after-school programs have improved attendance.
Indeed, Beyond the Bell’s after-school programs resulted in improved test scores in English/Language Arts and the Mathematics. (Ibid.) Such programs are vital to the safety of school children. More than 28 million school-age children have parents who work outside of the home during after-school hours. Of these 28 million school-age children, 14.3 million are left to look after themselves when the school day ends. (Ibid.) Research shows that juvenile crime, sexual activity, and experimentation with drugs, alcohol, and cigarettes peak between the hours of 3:00 p.m. to 6:00 p.m. (Ibid.) Teens who participate in after-school programs are three times less likely to skip classes than teens who do not participate. (Ibid.) They are also three times less likely to do drugs, consume alcohol, and engage in sexual activity. (Ibid.) To eliminate Beyond the Bell programs would expose the thousands of children who utilize these programs on a daily basis to danger, harming their academic performance and their overall wellbeing.

13. Although District and School set-asides provide space for programs that are vital to the curriculum of a particular school or to District-wide goals, in order to share space fairly, District staff has cut into these set-asides where doing so would minimize the number of sites offered to a charter school in order to make a complete offer of space.

**Safety, Instructional and Social Implications of a Single Site Offer**

14. To accommodate Charter School’s entire in-district classroom ADA at a single school site would present substantial safety concerns for both charter and non-charter District students. By way of example, District staff estimated that to house all of Charter School’s students at a single campus near to where Charter School wishes to locate would require the forcible displacement of a significant number of students attending their local neighborhood school. Displacing children out of their neighborhood school has far-reaching safety, instructional, and social implications.

15. Community-centered schools provide a wealth of benefits for student learning, health, and safety, as well as benefits for the community at large. Many District children walk to and from their neighborhood school. Recent District budgetary cutbacks and the harsh economic climate have made the ability to walk to school a necessity for many families with in-District children. The District school bus program has realized service cuts and route eliminations which have affected many students. As a result of past budget deficits, transportation funding was reduced as part of stabilization efforts. The latest
impact came in July 2012, when the District was forced to implement a change to the eligible busing
distance for secondary schools from three miles to five miles. These cuts disproportionately affect poorer
students and make the ability to walk to school even more crucial.

16. Not only is the ability to walk to school a necessity for some students, but walking to school
also provides key health benefits. According to the California Department of Public Health (“DPH”),
close to one-third of California’s children are overweight or obese. The DPH’s California Active
Communities (“CAC”), in collaboration with CA4Health (a project of the Public Health Institute, with
funding from the Centers for Disease Control and Prevention) has determined that a child’s overall health
is affected by levels of physical inactivity which can be directly linked to time spent in automobiles versus
in active transportation such as walking. Walking or biking to school provides an opportunity for
purposeful physical activity toward the accumulation of the recommended 60 minutes or more of daily
physical activity for children and youth. (Martin, Moeti and Pullen-Seufert, Implementing Safe Routes to
School: Application for the Socioecological Model and Issues to Consider (2008).) Active transportation
– walking, biking, or rolling – to school can help increase physical activity levels of students and their
families. (CA4Health, Incorporating Safe Routes to School into Local School Wellness Policies (June
2014).) Physical activity reduces the risk of obesity and related chronic diseases, and improves mental
health, attendance, and academic performance. (Ibid.) Active transportation can also have broad
community benefits, including reducing traffic congestion and air pollution, creating safer streets,
encouraging cost savings, and building a stronger sense of community. (Ibid.) Increasing physical activity
through walking and biking to school can help address high obesity rates. (Ibid.)

17. Empirical studies have determined that distance is a key impediment to children walking to
school safely. (Martin, Moeti and Pullen-Seufert, Implementing Safe Routes to School: Application for
the Socioecological Model and Issues to Consider (2008).) A study published in the Journal of Public
Health Policy examines the multi-level correlates of walking to and from school. Of the physical
environmental factors examined, the strongest negative correlates to walking to school were distance and
safety concerns. (Zhu & Lee, Correlates of Walking to School and Implications for Public Policies,
Journal of Public Health Policy (2009).) Recognizing distance as a barrier to the ability for a child to walk
to school, CA4Health, the CAC and the DPH support school siting as well as joint use policies and practices that encourage kids to walk or bike to school.

18. Displacing children out of their neighborhood school prevents children from walking to school or impedes children from taking advantage of safety measures the District has instituted to allow children to safely walk or bicycle to their local neighborhood school. At the state level, in 1999, legislation passed to develop a State Safe Routes to School ("SR2S") program. The SR2S program focuses on traffic calming to create walk-able communities, strengthening the link between injury prevention and physical activity. At the national level, in 2005, the Transportation Reauthorization Bill created the federally-assisted Safe Routes to School Program ("SRTS") which provided funding over five fiscal years for states to create SRTS programs. The Office of Environmental Health and Safety ("OEHS") has implemented an SRTS program and identified safe pedestrian routes to the vast majority of District schools requested by charters. The Pedestrian Routes to School maps provide safe routes and recommended crossings for the attendance area of a District school. Below is an example of a pedestrian route map:
This map shows the recommended crossings to be used from each block in your school attendance area. Following the arrows, select the best route from your home to the school and mark it with a colored pencil or crayon. This is the route your child should take. Instruct your child to use this route and to cross streets only at locations shown. You and your child should become familiar with the route by walking it together. Obey marked crosswalks, stop signs, traffic signals and other traffic controls. Crossing points have been located at these controls whenever possible, even though a longer walk may be necessary. Instruct your child to always look both ways before crossing the street. If no sidewalk exists, your child should walk facing traffic.

Parents:

Estimados Padres:

Este mapa muestra los cruizados recomendados para los peatones de cada cuadra en la área de su escuela. Siguiendo las flechas en el mapa, seleccione la ruta más segura de su casa a la Escuela y marque con un lápiz o tizo de color. Esta es la ruta que su hijo (a) debe de usar. Deje a su hijo (a) que use esta ruta y que cruces las calles solamente en los lugares indicados. Usted y su hijo (a) deben familiarizarse con esta ruta. Obédanse los rotulos de peatones, de altos, semaforos y todos los señales de tráfico. Puntos para cruzar están localizados en áreas controlados, aunque sea necesario de alargar el tiempo para cruzar. Instruya a su hijo (a) que siempre su hijo de los dos lados antes de cruzar la calle. El estudiante debe de siempre caminar en la dirección opuesta del tráfico si no existe una banqueta.
19. Displacing a significant number of students from their neighborhood school to make room for Charter School’s children would prevent a significant number of children who currently have the ability to safely walk to school from being able to utilize the safe routes to school program. Conversely, Charter School draws its attendance from many different District schools. Therefore, providing a single-site offer to Charter School would endanger a significant number of children currently attending their neighborhood school, so that far fewer of Charter School’s students who reside in a particular attendance area would have the ability to walk to school. Moreover, the forcible displacements would not just be limited to the neighborhood children attending a single District school. Instead, those students would need to be absorbed into neighboring schools which have insufficient space to house the influx of this number of students, and thereby, would cause the additional forcible displacement of children from these absorbing schools. This would create a ripple effect of forcible displacements necessitating hundreds of neighborhood children to relocate for the benefit of a far lesser number of Charter School’s children. Such a decision would pose disproportionate harm to a significant number of children currently attending their local neighborhood school, and to those District students displaced by the influx of these students, and thus produce inequity in the sharing of facilities.

20. Not only does distance play a factor in children safely walking to school due to traffic dangers, but several Los Angeles neighborhoods are plagued by gang violence. In order to create safe passages to and from school in neighborhoods suffering from gang-related violence, meaningful programs and efforts to mitigate these risks have been launched, such as Kid Watch LA which instituted the Walking School Bus for District students. The Walking School Bus enlists parent and community volunteers to accompany groups of small children as they walk to and from their neighborhood school.

21. According to the Los Angeles Police Department, the District is located within the territory known as the “gang capital” of the nation, with more than 450 competing gangs. Gang violence is unfortunately prevalent on some campuses and within the neighborhoods of several District schools. As shown by the map depicting former gang injunctions in Los Angeles below, Los Angeles gangs claim particular territories:
22. On March 15, 2018, a District Court enjoined the City of Los Angeles from enforcing these gang injunctions. (See, Youth Justice Coalition, et al., v. City of Los Angeles, et al., CV 16-07932 VAP.) The inability to enforce these injunctions may result in an increase in gang-related activity and crime.
23. Forcibly displacing students who themselves or whose parents are tied to a particular gang and placing them in a school located in the territory of another gang would potentially breed gang warfare and violence affecting all children, teachers, staff, and parents at a particular school.

24. Pulling children out of their neighborhood school and placing non-neighborhood charter students in those schools prevents the displaced children from taking advantage of safety measures such as the Walking School Bus and therefore unfairly endangers the safety of those displaced children. These harms disproportionately affect students attending local District schools. As parents of charter school students have elected to send their child to a school out of his or her local attendance area, the parents have secured a means of transporting their child to this school. However, parents of children who attend local District schools may not have the means to find alternate transportation and rely on children walking to their neighborhood school. With the aforementioned reduction of several school bus routes and potential further elimination of transportation funding, many forcibly displaced children will be forced to walk long, unsafe distances or take unsafe public transit routes outside of their neighborhood attendance area.

25. Displacing children attending their District neighborhood school solely for the purpose of making single-site offers to charter schools would have additional instructional and social ramifications. Displaced children would attend a school that has no relation to their high school attendance area, resulting in further disruption of the typical matriculation process. California has a new accountability system reported through the California School Dashboard. The state’s new accountability system includes a three-level identification and support system for Local Educational Agencies, and categorizes district performance levels using a system of five colors, stated in order from lowest to highest performing: red, orange, yellow, green, and blue. The first release of the California School Dashboard was in fall of 2017, and identified the District for “Level 2” assistance from the Los Angeles County Office of Education (LACOE), because two of the District’s student groups, Foster Youth and Students with Disabilities, had a Red performance level in the Graduation Rate Indicator and in the Academic Indicators (English Language Arts (“ELA”) and math grades 3-8). As a result, the District and LACOE are working collaboratively to address identified performance issues with these student groups and develop strategies
for accelerating progress. The following year, the fall 2018 Dashboard results indicated that the District had been assigned Yellow performance levels for three of the six state indicators for all students: College/Career, ELA, and Mathematics Academic Performance. A Green performance level had been assigned for the Graduation Rate indicator and a Blue performance level for Suspension Rate. The only indicator that was assigned an Orange performance level was the Chronic Absenteeism indicator. The District did not receive any Red performance levels. The Dashboard also reports student groups results. The outcome for student groups showed that of the thirteen total student groups identified in the District, ten student groups were assigned at least one Red/Orange performance level.

26. As these accountability measures indicate, the District is making strides in increasing graduation rates and academic success. Displacing District children attending their District school would thwart these efforts. Studies have empirically established that disrupting a child’s trajectory to their local District high school effectively increases drop-out rates. A review of 25 years of research conducted by the California Dropout Research Project identified strong predictors of dropping out of high school. The compilation study identified non-promotional school changes (student mobility) during middle school and high school as a key predictor of a child dropping out of school. (Rumberger & Lim, Why Students Drop Out: A Review of 25 Years of Research, California Dropout Research Project (October 2008).)

27. In 1998, a seminal study on the educational consequences of student mobility found a high causal connection between student mobility and an increased risk of high school drop-out. The staggering results of this study indicate that controlling for other predictors, students who made even one non-promotional school change between the eighth and twelfth grades were twice as likely to not complete high school as students who did not change schools. (Rumberger & Larson, Student Mobility and the Increased Risk of High School Dropout, American Journal of Education 107 (November 1998).)

28. The safety and welfare of all students is this District’s paramount concern and principal charge. The data is indisputable that children who drop out of school are at far greater risk of a vast array of physical, social, and economic harm than those who stay in school and complete their secondary education. This paramount concern of the District remains a material consideration when weighing whether to forcibly displace hundreds of children from a neighborhood school in order to make way for
far fewer students who would attend that school from distant neighborhoods, especially when other solutions for sharing space fairly are feasible.

29. An additional impact of such displacement would be the difficulty of sustaining the same level of parental involvement in the absorbing schools that are located miles away from their neighborhoods. California State Board of Education Policy #89-01 acknowledges that a critical dimension of effective schooling is parental involvement. This policy initiative states that research studies demonstrate parental involvement at school propels a child’s educational career. Forcibly displacing students attending their local neighborhood school would make it more challenging for those children to reap the benefits of parental involvement in their new non-neighborhood schools.

30. An alternative to displacing students attending their neighborhood school would be to overcrowd a District campus by adding Charter School’s students. However, this would cause severe safety and operational ramifications due to the design capacity of the site making this course of action infeasible. Adding Charter School’s students to a District campus with insufficient space to feasibly accommodate Charter School’s total in-district classroom ADA would raise both schools’ classroom loading ratios, thereby disadvantaging both of these schools’ children. Likewise, having hundreds of children over a school’s capacity sharing space would pose a great risk to student safety and well-being.

31. In making decisions regarding allocations of space, District staff placed the safety of charter school students at the forefront of the decision-making process. District staff made substantial efforts to locate charter schools at or near their desired geographic location and further made material efforts to minimize the number of sites on which the charter school was located. As charter school parents/guardians have made a decision to place their child in a school outside of their neighborhood school, they have had the opportunity to weigh the safety implications of this decision for their child. On the contrary, the families of forcibly displaced students have no place in a decision-making process that sends their children to schools outside of their resident neighborhoods. Thus, forcibly displacing children attending their local neighborhood school would not afford their parents/guardians the same opportunity. In addition, the decision to forcibly displace students to make way for charter school students necessarily will have safety impacts upon the displaced children, whereas, given the fact that
many charter students already voluntarily travel outside of their neighborhood to attend the charter school, these children may not face any increased safety risk by being required to, for example, travel five miles east instead of five miles south.

32. Based on the foregoing safety and instructional considerations, District staff recommends providing Charter School with a multi-site offer of contiguous facilities at the Recommended Co-Locations.

PROCESS AND MATCHING GUIDELINES DISTRICT STAFF FOLLOWED TO LOCATE SPACE FOR CHARTER SCHOOLS PURSUANT TO PROPOSITION 39

33. The District’s Charter Schools Division (“CSD”) determined that in the 2019-2020 school year, more than 155,275 students enrolled in charter schools authorized by the District. This figure reflected a 655 student increase over the number of students enrolled during the previous school year. In the 2018-2019 school year, the District had the most charter students attending schools authorized by the District of any school district in the nation. It had approximately 1.5 times as many charter school students as the New York City Department of Education, the largest school district in the country. The District ensured that every eligible in-District charter student was offered a seat.

34. For the 2020-2021 Proposition 39 cycle, the District continues to apply a comprehensive process – a process that results in every eligible in-District charter school student being offered a seat at a District campus for the 2019-20 school year. The District follows a critical path schedule of steps, from the initial request by a charter school for facilities to making facilities ready for occupancy, in order to timely meet the Proposition 39 timeline. As it did last year, the District is utilizing a capacity assessment determination called Electronic Capacity Assessment Review (“E-CAR”). E-CAR is a tool used to assess capacity at school sites throughout the District and was implemented at the beginning of the Proposition 39 process. The District has personnel experienced in school utilization assessing all of the space within the District at the right time. Specifically, over the course of nine weeks, principals at over 700 District campuses utilized a comprehensive web-based application to specifically identify and validate classroom space utilized as teaching stations and set-asides, along with classroom numbers, locations, and sizes. Additionally, they identified classrooms occupied by special education programs, charter schools,
preschools, adult education programs, and other third-party users, swing space needed for construction projects, options programs, and other classrooms out of service or mandated for removal due to legal and/or safety requirements.

35. The general process District staff followed in administrating Charter School’s facilities request was the same that it used to process each of the other facilities requests the District received from charter schools for the Next Fiscal Year. That process is as follows:

36. Since the beginning of August 2019, SMS staff has conducted a comprehensive analysis of the use of District school facilities, that is, E-CAR. The purpose of E-CAR is to assess with precision the capacity of each school site in several respects: the number of classrooms, the manner in which those classrooms are used, and the school’s operating capacity. E-CAR entails a detailed review of the present use of District school sites and an analysis of the projected future uses of those facilities. The analysis includes reporting of data by individual schools, which is analyzed by SMS staff to confirm its accuracy and to ensure that available space is used efficiently and uniformly throughout the District.

37. E-CAR commenced with a period of in-office preparation during which SMS staff examined materials submitted by all District schools in the previous year for accuracy, as well as for consistency with previous assessments’ classroom usage and availability. The SMS staff applied standard formulae for the usage of classrooms in order to generate an objective and uniform assessment of the amount of classroom space at District school sites. The purpose of this calculus is to assess the number of classrooms required to accommodate instructional program enrollment, based on grade level and specific course subject matters at secondary schools.
38. The E-CAR process involves school principals logging into a web-based application to record their school’s enrollment and review and confirm details regarding the school site’s classrooms and their respective utilization. Within this application, classroom data is associated with a spatial database that is displayed as building floor plans.

39. To ensure that the principals provide the data necessary for a complete and accurate assessment of school capacity, they are instructed to reference the following resource materials for their school site:

   • a current school map,
   • the school’s current or most recent Norm Day classification report (which details the number of students enrolled at that school on September 20, 2019),
   • the Norm Day classification report for any magnet center and/or dual language program located on the school’s campus,
   • the Classroom Inventory and Allocation Worksheet pages from the prior school year’s Capacity Assessment Review report on which is the information for classroom counts and allocation into precisely-define categories, and
   • the number of additional purchased teachers, if any, from Title 1 and/or parent or grant funded.

40. Categorizing classrooms in this way is important because a school’s capacity involves more than its raw seats and room numbers. The District must determine whether a school has facilities available to sufficiently serve the particular requirements of a school site, such as grade levels, classes, special education programs, magnet centers, SLCs, PLEs, legal mandates, and other student needs.

41. As a result of the foregoing, District staff reviewed data from SMS regarding specific capacity information at District school sites for the Next Fiscal Year.

42. Utilizing this data, SMS provided CSD with the number of estimated available seats as well as classrooms at each campus given specific operating capacities per programmatic and mandated qualifiers. When planning for maximal use of available school facilities, and in interpreting data generated during the course of facilities planning, it is absolutely critical to understand the difference between “empty classrooms” and “available seats”. To illustrate, a hypothetical District school may not have any empty classrooms, but may have individual available seats. As a result, the school may be able to absorb
100 students into its existing classrooms by identifying two free seats spread out among 50 of its classrooms that are used for instruction appropriate to the grade level and subject matter requirements for the students being absorbed. Thus, it is an entirely different proposition to provide and integrate 150 seats across a campus than to provide six or seven empty classrooms with the same total number of contiguous available seats. In many instances, there may be many available seats in a school, but no empty classrooms. This is especially the case for District high schools where the students do not sit in one classroom all day, like an elementary school, but instead attend at least five or more different classes per day, each in different classrooms and with different teachers and groups of students, in order to receive the mandated curriculum.

43. SMS generated each instructional program’s operating capacity using a complex mathematical formula which took into account aspects of schools’ operations that would reduce operating capacity. The operating capacity also accounted for classrooms designated as “set-asides.” As discussed above, set-asides are classrooms used for purposes other than general education. Public school districts are required to provide one special education room per school. They are separately required to provide parent centers at each school, and charter school, pre-kindergarten and adult education students are also served in school classrooms across the District.

44. District staff analyzed each District school’s estimated available seats and classrooms for the Next Fiscal Year based on the data provided by SMS.

45. Historically, the District had prepared to reserve 75 seats at every secondary school and 50 seats at every elementary school for additional unanticipated enrollment. As a public institution, the District is required to provide an education to every student who chooses to enroll. The District previously planned its programming and staffing based on estimated enrollment projections, but in the event projections were short, the District was still obligated to provide an education to students who were not originally anticipated. As a result, the District proactively planned to address any potential discrepancies in their projections by reserving seats as an “unanticipated growth cushion” rather than overcrowd classrooms to the detriment of that educational environment, as a result of failing to address this common occurrence up front. Importantly, however, beginning in 2013 and continuing this year, the analysis did not stop there. Rather, District staff added rigor to this process by examining the actual historical data
over the last several years of enrollment at each school site to determine if a trend could be empirically established demonstrating unanticipated growth. Based upon this further analysis, CSD determined that no seats at any District school sites offered to a charter school should be reserved for an unanticipated growth cushion. Therefore, this historical reservation of seats was not applied in this cycle.

46. The District uses the definition contained in California Code of Regulations, title 5, section 11969.3, subdivision (a)(2), to determine comparison group schools.

47. No two schools are identical; however, on a grade-alike basis, a significant majority of the District’s schools share reasonably equivalent conditions, especially when taking into account age, quality of materials and state of maintenance, school site size, conditions of surfaces as well as mechanical, plumbing, electrical and fire-life systems, including conformity to applicable codes, availability and condition of technology infrastructure, the condition of the facility as a safe learning environment, including but not limited to, the suitability of lighting, noise mitigation, and size for intended use, the conditions of the facility’s furnishings and equipment, and the condition of athletic fields and play area space. As part of this process, District staff determined whether the conditions of school facilities offered to a charter school were reasonably equivalent to the comparison group schools.

Matching Guidelines Utilized by the District

48. In accordance with California School Bds. Assn. v. State Bd. of Ed. (2010) 191 Cal.App.4th 530, CSD staff supported and facilitated Proposition 39 Local District Advisory Meetings to engage in the following process in order to make contiguous offers of space to charter schools in facilities with reasonably equivalent conditions to those which would accommodate the charter students if they otherwise attended District schools. District staff makes every reasonable effort to locate space on a single site, or only if necessary on multiple sites, in the charter applicant’s geographic area of interest. Consequently, District staff first attempts to accommodate charter schools at a single school site and looks for available facilities sufficient to accommodate the entirety of a charter school’s projected in-District classroom ADA within its desired area of geographic interest. Only when no single school site can be feasibly identified based upon school site design and occupancy limitations as well as after taking into account the paramount considerations of both District and charter school student safety and welfare, does the District make offers that contemplate the use of multiple school sites.
49. District staff first identifies District classroom inventory by grade level configuration in each geographic region. Grade-alike matches typically provide reasonably equivalent space to charter schools; therefore, wherever possible, District staff allocates space to charter applicants on grade-alike school facilities.

50. District staff next identifies which charter applicants are already located in District facilities and, when feasible, matches those charter schools to their existing site. District staff then examines and identifies the geographic areas of interest of the charter school applicants. As described above, often many charter schools request the exact same space so District staff must assess conflicting geographic as well as particular site interests. In doing so, District staff examines whether the potential match would utilize all available classrooms and whether the match represents a full, single site offer. Priority is given to those charters where these two goals can be achieved.

51. Based on an examination of these criteria, District staff makes a preliminary match of available classrooms at a particular site to the projected in-District classroom ADA of each charter school. District staff attempts to find the most geographically relevant grade-alike matches. For multi-site offers, District staff eliminates set-asides wherever reasonably possible to reduce the number of sites assigned to a charter school, which often results in being able to transform multi-site offers to single site offers. District staff engaged in the materially disruptive measure of eliminating set-asides in order to achieve sharing space fairly amongst charter and non-charter students in the District.
52. For the Next Fiscal Year, District staff had to grapple with the conflicting needs of all 68 charter school applicants and cycled through the above process as conscientiously as possible, shifting space and potential matches to fulfill the District’s obligation to share space fairly among all District students. In doing so, as expressed above, District staff kept in the forefront considerations of student safety and welfare.
TAB (b)

Board of Education Finding that the Charter School Could Not Be Accommodated at a Single Site and Written Statement of Reasons Explaining the Finding
(Cal. Code Regs., tit. 5, § 11969.2, subd. (2))

Whereas, Under Proposition 39, the Los Angeles Unified School District (“District”) is required to fairly share space between public school pupils, charter and non-charter students alike;

Whereas, In making an allocation of space, the District attempts to place a charter school applicant on one school site or, when that is not feasible, alternatively attempts to minimize the number of school sites on which the charter school applicant is placed;

Whereas, In making an allocation of space, the District materially considers the safety implications to charter school students of making a multi-site offer and balances the safety, instructional, and social consequences of displacing children from their neighborhood District schools, as well as the burdens associated with such an action on their parents and the community;

Whereas, For the Next Fiscal Year, 68 charter schools requested facilities under the Proposition 39 process, asking for approximately 19,636 seats from the District;

Whereas, Charter School submitted an application for Proposition 39 facilities for the Next Fiscal Year;


Whereas, District staff engaged in an effort to create a single site offer to accommodate Charter School’s total in-district classroom ADA;

Whereas, The District cannot accommodate Charter School’s request for a single site at any of the District school site(s) and /or the geographic area in which Charter School wishes to locate;

Whereas, Several other charter schools also requested space in the same Local District that Charter School requested;

Whereas, District staff determined that data from School Management Services (“SMS”) indicated no single District school at which Charter School wishes to be located will have sufficient classroom space to accommodate Charter School’s total in-district classroom ADA in the Next Fiscal Year;

Whereas, District staff then expanded its search to other schools near the geographic area where Charter School wishes to be located, but determined that it is not possible to accommodate Charter School’s entire student population on a single site in the Next Fiscal Year;
Whereas, the District cannot accommodate Charter School’s entire in-District classroom ADA at a single school site;
Whereas, To accommodate Charter School’s entire in-District classroom ADA at a single school site would present substantial, disproportionate safety concerns for both Charter School’s students and students attending their local District neighborhood school;

Whereas, District staff determined that to house all of Charter School’s students at a single District school site in the geographic area in which Charter School wishes to locate would require the displacement of a significant number of children attending their local neighborhood school, whereas, far fewer of Charter School’s students would otherwise attend those schools;

Whereas, Displacing children out of their neighborhood schools has far-reaching safety, instructional and social implications including: prohibiting children from safely walking to school; subjecting children displaced from their neighborhood school to possible gang violence; increasing high-school drop-out rates of displaced children; and impairing parental involvement in local neighborhood schools;

Whereas, Based on these safety and instructional considerations, District staff recommends keeping the student populations of the District schools intact;

Whereas, Alternatively, over-crowding a school’s campus in order to provide a single-site offer to Charter School would have equally severe safety and operational ramifications, making this course of action infeasible;

Whereas, the District can provide Charter School with a multi-site contiguous offer of reasonably equivalent facilities at the “Recommended Co-locations”;

Whereas, Providing Charter School space at the Recommended Co-locations minimizes the number of sites assigned to Charter School;

Whereas, Because of the short distance between the Recommended Co-locations, they are contiguous facilities in a school district spanning 710 square miles and serving over 27 cities;

Whereas, By providing space to Charter School at the Recommended Co-locations, the District has made reasonable efforts to provide Charter School with facilities near to where Charter School wishes to locate;

Whereas, the Board incorporates into these findings the Staff Report on Process for Determining Charter School Cannot be Accommodated at a Single Site; and

Whereas, The District can make a complete and contiguous, multi-site offer to accommodate Charter School’s entire in-District classroom ADA; therefore be it

Resolved, That pursuant to California Code of Regulations, title 5, section 11969.2, subdivision (d), for the reasons set forth herein and as further expressed by District staff, the Governing Board of the Los Angeles Unified School District finds that the District cannot accommodate Charter School at a single school site; and therefore be it finally
Resolved, That pursuant to Education Code sections 35160-35160.1, 47614 and California Code of Regulations, title 5, section 11969.1, et seq., for the reasons set forth herein and as further expressed by District staff, the Governing Board of the Los Angeles Unified School District authorizes a preliminary proposal and/or offer of facilities to Charter School for the Next Fiscal Year at multiple District school sites.
Staff Report on Deliberative Process for Determining Larchmont Charter School Cannot Be Accommodated at a Single Site

Statement of Facts Regarding Charter School’s Facilities Request and Availability of Space to Meet Charter School’s Facilities Needs

<table>
<thead>
<tr>
<th><strong>Charter School:</strong> Larchmont Charter School (&quot;Charter School&quot;)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Request year:</strong> 2020-21 (&quot;Next Fiscal Year&quot;)</td>
<td></td>
</tr>
<tr>
<td><strong>In-district classroom average daily attendance (&quot;ADA&quot;) projection:</strong> 370.66 (&quot;ADA Projection&quot;)</td>
<td></td>
</tr>
<tr>
<td><strong>Number of teaching stations to which Charter School is legally entitled:</strong> 18</td>
<td></td>
</tr>
<tr>
<td><strong>Number of District schools from which Charter School draws its attendance:</strong> 84</td>
<td></td>
</tr>
<tr>
<td><strong>Geographic Area in which Charter School wishes to locate:</strong> Selma Avenue Elementary</td>
<td></td>
</tr>
<tr>
<td><strong>Local District (&quot;LD&quot;) in which Charter School wishes to locate:</strong> West</td>
<td></td>
</tr>
<tr>
<td><strong>Number of charter schools wishing to locate in the same LD as Charter School:</strong> 18</td>
<td></td>
</tr>
<tr>
<td><strong>Availability of teaching stations at District school sites Charter School requested:</strong></td>
<td>Selma Avenue Elementary (21)</td>
</tr>
<tr>
<td><strong>Recommended Co-Locations:</strong> Ramona Elementary, Selma Avenue Elementary</td>
<td></td>
</tr>
<tr>
<td><strong>Recommended allocation of teaching stations and administrative office space at each co-location:</strong></td>
<td>Ramona Elementary: Two (2) teaching stations, Two (2) special education station(s), One (1) administrative office; Selma Avenue Elementary: Sixteen (16) teaching stations, Three (3) special education station(s), One (1) administrative office</td>
</tr>
<tr>
<td><strong>Distance between Recommended Co-Locations:</strong> 2.6 miles</td>
<td></td>
</tr>
<tr>
<td><strong>Distance between Recommended Co-Locations and desired geographic location:</strong></td>
<td>Selma Avenue Elementary: 0 miles; Ramona Elementary: 2.6 miles</td>
</tr>
</tbody>
</table>
1. Pursuant to Proposition 39, District staff first engaged in an effort to create a single site offer to accommodate Charter School’s total in-district classroom ADA. District staff evaluated space at the District school site(s) and/or in the geographic area in which Charter School wishes to locate.

2. Several other charter schools also requested space in the same Local District that Charter School requested.

3. School Management Services (“SMS”) provided data that indicated, and District staff determined, no single District school site that Charter School requested will have sufficient classroom space to accommodate Charter School’s total in-district classroom ADA in the Next Fiscal Year.

4. District staff then expanded its search to other schools near to the geographic area where Charter School wishes to be located. The District determined, however, that it is not possible to accommodate Charter School’s entire student population on a single site in the Next Fiscal Year.

5. Therefore, District staff recommends providing space to Charter School to accommodate its total in-district classroom ADA at the Recommended Co-Locations.

6. By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to minimize the number of sites assigned to Charter School.

7. Because of the short distance between the Recommended Co-Locations, they are contiguous facilities in a school district spanning 710 square miles and serving over 27 cities.

8. By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to provide Charter School with facilities near to where Charter School wishes to locate.
Efforts to Minimize the Number of Sites on Which Charter School is Located

9. In order to minimize the number of sites on which a charter school is located for the Next Fiscal Year, District staff eliminated set-asides at many school sites to make room for charter school co-locations. Set-asides are divided into two categories: District set-asides and School set-asides.

10. School set-asides allocate space for instructional, safety, and health programs that are specific to a particular school. For example, Title I funding coordinator offices are considered a School set-aside. Title I funding provides financial assistance to schools with high numbers or high percentages of low-income children to help ensure that all children meet challenging state academic standards. The District uses Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. Such funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum. Additionally, school set-asides are used to allocate space for small learning community (“SLC”) offices. An SLC, also referred to as a School-Within-A-School, is a form of school structure in secondary schools to subdivide large school populations into smaller, autonomous groups of students and teachers. SLCs include structures such as freshman academies, multi-grade academies organized around career interests or other themes, “houses” in which small groups of students remain together throughout high school, and autonomous schools-within-a-school, as well as personalization strategies, such as student advisories, family advocate systems, and mentoring programs. Research continues to show that small schools and SLCs have the necessary elements to counteract the inherent negative effects of poverty and poor academic achievement for low-income and/or students of color. (Cotton, *New Small Learning Communities: Findings from Recent Literature*, Portland, Ore: Northwest Regional Educational Laboratory (2001); Jimerson, *The Hobbit Effect: Why Small Works in Public Schools*, The Rural School and Community Trust (August 2006).)
11. At the middle school level, School set-asides are used, for example, for Personal Learning Environment (“PLE”) offices, the middle school equivalent to an SLC. Likewise, School set-asides may be used for the District’s Response to Intervention (“RTI”) program. RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities. In order to provide space to requesting charter schools, District staff has eliminated or reduced the number of School set-asides on certain campuses. This instructional disruption unfortunately disproportionately affects low-income, low-performing or disabled District neighborhood children, those who need assistance the most. However, District staff has taken these disruptive measures in order to share facilities fairly with charter schools.

12. District set-asides use school space to implement key District-wide instructional, health, and safety programs. For example, these set-asides include space for District police, regional special educational testing centers, health center clinics, food service, and Beyond the Bell programs, among others. Eliminating these set-asides would deny or interfere with students’ ability to receive the special education and related services to which they are entitled, or force students to travel as much as 50 miles to the next closest center. In the 2019-2020 fiscal year, the District’s school-based health clinics are projected to provide approximately 172,000 visits to children who would otherwise have been challenged to access health care. This number is projected to increase steadily over the next two upcoming school years. To eliminate these clinics would deprive the neediest children of vital health services. Additionally, Beyond the Bell programs ensure that all children and youth in the District have access to high-quality, safe, and supervised academic, enrichment, and recreation programs that inspire learning and achievement beyond the regular school day (before and after school and Saturdays). The three components of Beyond the Bell include academic tutorial, recreational, and enrichment programs. Over 100,000 students in more than 600 schools participate in Beyond the Bell programs on a daily basis. (See [http://btb.lausd.net/about](http://btb.lausd.net/about).) Students who participate in after-school programs have improved attendance.
Indeed, Beyond the Bell’s after-school programs resulted in improved test scores in English/Language Arts and the Mathematics. (Ibid.) Such programs are vital to the safety of school children. More than 28 million school-age children have parents who work outside of the home during after-school hours. Of these 28 million school-age children, 14.3 million are left to look after themselves when the school day ends. (Ibid.) Research shows that juvenile crime, sexual activity, and experimentation with drugs, alcohol, and cigarettes peak between the hours of 3:00 p.m. to 6:00 p.m. (Ibid.) Teens who participate in after-school programs are three times less likely to skip classes than teens who do not participate. (Ibid.) They are also three times less likely to do drugs, consume alcohol, and engage in sexual activity. (Ibid.) To eliminate Beyond the Bell programs would expose the thousands of children who utilize these programs on a daily basis to danger, harming their academic performance and their overall wellbeing.

13. Although District and School set-asides provide space for programs that are vital to the curriculum of a particular school or to District-wide goals, in order to share space fairly, District staff has cut into these set-asides where doing so would minimize the number of sites offered to a charter school in order to make a complete offer of space.

14. To accommodate Charter School’s entire in-district classroom ADA at a single school site would present substantial safety concerns for both charter and non-charter District students. By way of example, District staff estimated that to house all of Charter School’s students at a single campus near to where Charter School wishes to locate would require the forcible displacement of a significant number of students attending their local neighborhood school. Displacing children out of their neighborhood school has far-reaching safety, instructional, and social implications.

15. Community-centered schools provide a wealth of benefits for student learning, health, and safety, as well as benefits for the community at large. Many District children walk to and from their neighborhood school. Recent District budgetary cutbacks and the harsh economic climate have made the ability to walk to school a necessity for many families with in-District children. The District school bus program has realized service cuts and route eliminations which have affected many students. As a result of past budget deficits, transportation funding was reduced as part of stabilization efforts. The latest
impact came in July 2012, when the District was forced to implement a change to the eligible busing distance for secondary schools from three miles to five miles. These cuts disproportionately affect poorer students and make the ability to walk to school even more crucial.

16. Not only is the ability to walk to school a necessity for some students, but walking to school also provides key health benefits. According to the California Department of Public Health (“DPH”), close to one-third of California’s children are overweight or obese. The DPH’s California Active Communities (“CAC”), in collaboration with CA4Health (a project of the Public Health Institute, with funding from the Centers for Disease Control and Prevention) has determined that a child’s overall health is affected by levels of physical inactivity which can be directly linked to time spent in automobiles versus in active transportation such as walking. Walking or biking to school provides an opportunity for purposeful physical activity toward the accumulation of the recommended 60 minutes or more of daily physical activity for children and youth. (Martin, Moeti and Pullen-Seufert, Implementing Safe Routes to School: Application for the Socioecological Model and Issues to Consider (2008).) Active transportation – walking, biking, or rolling – to school can help increase physical activity levels of students and their families. (CA4Health, Incorporating Safe Routes to School into Local School Wellness Policies (June 2014).) Physical activity reduces the risk of obesity and related chronic diseases, and improves mental health, attendance, and academic performance. (Ibid.) Active transportation can also have broad community benefits, including reducing traffic congestion and air pollution, creating safer streets, encouraging cost savings, and building a stronger sense of community. (Ibid.) Increasing physical activity through walking and biking to school can help address high obesity rates. (Ibid.)

17. Empirical studies have determined that distance is a key impediment to children walking to school safely. (Martin, Moeti and Pullen-Seufert, Implementing Safe Routes to School: Application for the Socioecological Model and Issues to Consider (2008).) A study published in the Journal of Public Health Policy examines the multi-level correlates of walking to and from school. Of the physical environmental factors examined, the strongest negative correlates to walking to school were distance and safety concerns. (Zhu & Lee, Correlates of Walking to School and Implications for Public Policies, Journal of Public Health Policy (2009).) Recognizing distance as a barrier to the ability for a child to walk
to school, CA4Health, the CAC and the DPH support school siting as well as joint use policies and practices that encourage kids to walk or bike to school.

18. Displacing children out of their neighborhood school prevents children from walking to school or impedes children from taking advantage of safety measures the District has instituted to allow children to safely walk or bicycle to their local neighborhood school. At the state level, in 1999, legislation passed to develop a State Safe Routes to School ("SR2S") program. The SR2S program focuses on traffic calming to create walk-able communities, strengthening the link between injury prevention and physical activity. At the national level, in 2005, the Transportation Reauthorization Bill created the federally-assisted Safe Routes to School Program ("SRTS") which provided funding over five fiscal years for states to create SRTS programs. The Office of Environmental Health and Safety ("OEHS") has implemented an SRTS program and identified safe pedestrian routes to the vast majority of District schools requested by charters. The Pedestrian Routes to School maps provide safe routes and recommended crossings for the attendance area of a District school. Below is an example of a pedestrian route map:
CITY OF LOS ANGELES - DEPARTMENT OF TRANSPORTATION

PEDESTRIAN ROUTES FOR
COLISEUM STREET ELEMENTARY SCHOOL

September 2016

Legend
- Recommended Crossing
- Stop Sign
- Traffic Signal
- Crossing Guard
- Flashing Warning Light
- Signs or Walkway
- Pedestrian Bridge
- Pedestrian Tunnel
- Parks

Parents:
This map shows the recommended crossings to be used from each block in your school attendance area. Following the arrows, select the best route from your home to the school and mark it with a colored pencil or crayon. This is the route your child should take. Instruct your child to use this route and to cross streets only at locations shown. You and your child should become familiar with the route by walking it together. Obey marked crosswalks, stop signs, traffic signals, and other traffic controls. Crossing points have been located at these controls wherever possible, even though a longer walk may be necessary. Instruct your child to always look both ways before crossing the street. If no sidewalk exists, your child should walk facing traffic.

Estimados Padres:
Este mapa muestra los cruzados recomendados para los peatones de cada cuadra en la área de su escuela. Siguiendo las flechas en el mapa, seleccione la ruta más segura de su casa a la Escuela y marque con un lápiz o tiza de color. Esta es la ruta que su hijo (a) debe de usar. Dé instrucciones a su hijo (a) que use esta ruta y que cruce las calles solamente en los lugares indicados. Usted y su hijo (a) deben de familiarizarse con esta ruta. Obédense los rotulitos de peatones, de alto, semáforos y todos los señales de tráfico. Puntos para cruzar están localizados en áreas controladas, aunque sea necesario de alargar el tiempo para cruzar. Instruya a su hijo (a) que siempre su hijo de los dos lados antes de cruzar la calle. El estudiante debe de siempre caminar en la dirección opuesta del tráfico si no existe una banqueta.
19. Displacing a significant number of students from their neighborhood school to make room for Charter School’s children would prevent a significant number of children who currently have the ability to safely walk to school from being able to utilize the safe routes to school program. Conversely, Charter School draws its attendance from many different District schools. Therefore, providing a single-site offer to Charter School would endanger a significant number of children currently attending their neighborhood school, so that far fewer of Charter School’s students who reside in a particular attendance area would have the ability to walk to school. Moreover, the forcible displacements would not just be limited to the neighborhood children attending a single District school. Instead, those students would need to be absorbed into neighboring schools which have insufficient space to house the influx of this number of students, and thereby, would cause the additional forcible displacement of children from these absorbing schools. This would create a ripple effect of forcible displacements necessitating hundreds of neighborhood children to relocate for the benefit of a far lesser number of Charter School’s children. Such a decision would pose disproportionate harm to a significant number of children currently attending their local neighborhood school, and to those District students displaced by the influx of these students, and thus produce inequity in the sharing of facilities.

20. Not only does distance play a factor in children safely walking to school due to traffic dangers, but several Los Angeles neighborhoods are plagued by gang violence. In order to create safe passages to and from school in neighborhoods suffering from gang-related violence, meaningful programs and efforts to mitigate these risks have been launched, such as Kid Watch LA which instituted the Walking School Bus for District students. The Walking School Bus enlists parent and community volunteers to accompany groups of small children as they walk to and from their neighborhood school.

21. According to the Los Angeles Police Department, the District is located within the territory known as the “gang capital” of the nation, with more than 450 competing gangs. Gang violence is unfortunately prevalent on some campuses and within the neighborhoods of several District schools. As shown by the map depicting former gang injunctions in Los Angeles below, Los Angeles gangs claim particular territories:
22. On March 15, 2018, a District Court enjoined the City of Los Angeles from enforcing these gang injunctions. (See, *Youth Justice Coalition, et al., v. City of Los Angeles, et al., CV 16-07932 VAP.* )

The inability to enforce these injunctions may result in an increase in gang-related activity and crime.
23. Forcibly displacing students who themselves or whose parents are tied to a particular gang and placing them in a school located in the territory of another gang would potentially breed gang warfare and violence affecting all children, teachers, staff, and parents at a particular school.

24. Pulling children out of their neighborhood school and placing non-neighborhood charter students in those schools prevents the displaced children from taking advantage of safety measures such as the Walking School Bus and therefore unfairly endangers the safety of those displaced children. These harms disproportionately affect students attending local District schools. As parents of charter school students have elected to send their child to a school out of his or her local attendance area, the parents have secured a means of transporting their child to this school. However, parents of children who attend local District schools may not have the means to find alternate transportation and rely on children walking to their neighborhood school. With the aforementioned reduction of several school bus routes and potential further elimination of transportation funding, many forcibly displaced children will be forced to walk long, unsafe distances or take unsafe public transit routes outside of their neighborhood attendance area.

25. Displacing children attending their District neighborhood school solely for the purpose of making single-site offers to charter schools would have additional instructional and social ramifications. Displaced children would attend a school that has no relation to their high school attendance area, resulting in further disruption of the typical matriculation process. California has a new accountability system reported through the California School Dashboard. The state’s new accountability system includes a three-level identification and support system for Local Educational Agencies, and categorizes district performance levels using a system of five colors, stated in order from lowest to highest performing: red, orange, yellow, green, and blue. The first release of the California School Dashboard was in fall of 2017, and identified the District for “Level 2” assistance from the Los Angeles County Office of Education (LACOE), because two of the District’s student groups, Foster Youth and Students with Disabilities, had a Red performance level in the Graduation Rate Indicator and in the Academic Indicators (English Language Arts (“ELA”) and math grades 3-8). As a result, the District and LACOE are working collaboratively to address identified performance issues with these student groups and develop strategies
for accelerating progress. The following year, the fall 2018 Dashboard results indicated that the District had been assigned Yellow performance levels for three of the six state indicators for all students: College/Career, ELA, and Mathematics Academic Performance. A Green performance level had been assigned for the Graduation Rate indicator and a Blue performance level for Suspension Rate. The only indicator that was assigned an Orange performance level was the Chronic Absenteeism indicator. The District did not receive any Red performance levels. The Dashboard also reports student groups results. The outcome for student groups showed that of the thirteen total student groups identified in the District, ten student groups were assigned at least one Red/Orange performance level.

26. As these accountability measures indicate, the District is making strides in increasing graduation rates and academic success. Displacing District children attending their District school would thwart these efforts. Studies have empirically established that disrupting a child’s trajectory to their local District high school effectively increases drop-out rates. A review of 25 years of research conducted by the California Dropout Research Project identified strong predictors of dropping out of high school. The compilation study identified non-promotional school changes (student mobility) during middle school and high school as a key predictor of a child dropping out of school. (Rumberger & Lim, *Why Students Drop Out: A Review of 25 Years of Research*, California Dropout Research Project (October 2008).)

27. In 1998, a seminal study on the educational consequences of student mobility found a high causal connection between student mobility and an increased risk of high school drop-out. The staggering results of this study indicate that controlling for other predictors, students who made even one non-promotional school change between the eighth and twelfth grades were twice as likely to not complete high school as students who did not change schools. (Rumberger & Larson, *Student Mobility and the Increased Risk of High School Dropout*, American Journal of Education 107 (November 1998).)

28. The safety and welfare of all students is this District’s paramount concern and principal charge. The data is indisputable that children who drop out of school are at far greater risk of a vast array of physical, social, and economic harm than those who stay in school and complete their secondary education. This paramount concern of the District remains a material consideration when weighing whether to forcibly displace hundreds of children from a neighborhood school in order to make way for
far fewer students who would attend that school from distant neighborhoods, especially when other solutions for sharing space fairly are feasible.

29. An additional impact of such displacement would be the difficulty of sustaining the same level of parental involvement in the absorbing schools that are located miles away from their neighborhoods. California State Board of Education Policy #89-01 acknowledges that a critical dimension of effective schooling is parental involvement. This policy initiative states that research studies demonstrate parental involvement at school propels a child’s educational career. Forcibly displacing students attending their local neighborhood school would make it more challenging for those children to reap the benefits of parental involvement in their new non-neighborhood schools.

30. An alternative to displacing students attending their neighborhood school would be to overcrowd a District campus by adding Charter School’s students. However, this would cause severe safety and operational ramifications due to the design capacity of the site making this course of action infeasible. Adding Charter School’s students to a District campus with insufficient space to feasibly accommodate Charter School’s total in-district classroom ADA would raise both schools’ classroom loading ratios, thereby disadvantaging both of these schools’ children. Likewise, having hundreds of children over a school’s capacity sharing space would pose a great risk to student safety and well-being.

31. In making decisions regarding allocations of space, District staff placed the safety of charter school students at the forefront of the decision-making process. District staff made substantial efforts to locate charter schools at or near their desired geographic location and further made material efforts to minimize the number of sites on which the charter school was located. As charter school parents/guardians have made a decision to place their child in a school outside of their neighborhood school, they have had the opportunity to weigh the safety implications of this decision for their child. On the contrary, the families of forcibly displaced students have no place in a decision-making process that sends their children to schools outside of their resident neighborhoods. Thus, forcibly displacing children attending their local neighborhood school would not afford their parents/guardians the same opportunity. In addition, the decision to forcibly displace students to make way for charter school students necessarily will have safety impacts upon the displaced children, whereas, given the fact that
many charter students already voluntarily travel outside of their neighborhood to attend the charter school, these children may not face any increased safety risk by being required to, for example, travel five miles east instead of five miles south.

32. Based on the foregoing safety and instructional considerations, District staff recommends providing Charter School with a multi-site offer of contiguous facilities at the Recommended Co-Locations.

PROCESS AND MATCHING GUIDELINES DISTRICT STAFF FOLLOWED TO LOCATE SPACE FOR CHARTER SCHOOLS PURSUANT TO PROPOSITION 39

33. The District’s Charter Schools Division (“CSD”) determined that in the 2019-2020 school year, more than 155,275 students enrolled in charter schools authorized by the District. This figure reflected a 655 student increase over the number of students enrolled during the previous school year. In the 2018-2019 school year, the District had the most charter students attending schools authorized by the District of any school district in the nation. It had approximately 1.5 times as many charter school students as the New York City Department of Education, the largest school district in the country. The District ensured that every eligible in-District charter student was offered a seat.

34. For the 2020-2021 Proposition 39 cycle, the District continues to apply a comprehensive process – a process that results in every eligible in-District charter school student being offered a seat at a District campus for the 2019-20 school year. The District follows a critical path schedule of steps, from the initial request by a charter school for facilities to making facilities ready for occupancy, in order to timely meet the Proposition 39 timeline. As it did last year, the District is utilizing a capacity assessment determination called Electronic Capacity Assessment Review (“E-CAR”). E-CAR is a tool used to assess capacity at school sites throughout the District and was implemented at the beginning of the Proposition 39 process. The District has personnel experienced in school utilization assessing all of the space within the District at the right time. Specifically, over the course of nine weeks, principals at over 700 District campuses utilized a comprehensive web-based application to specifically identify and validate classroom space utilized as teaching stations and set-asides, along with classroom numbers, locations, and sizes. Additionally, they identified classrooms occupied by special education programs, charter schools,
preschools, adult education programs, and other third-party users, swing space needed for construction projects, options programs, and other classrooms out of service or mandated for removal due to legal and/or safety requirements.

35. The general process District staff followed in administrating Charter School’s facilities request was the same that it used to process each of the other facilities requests the District received from charter schools for the Next Fiscal Year. That process is as follows:

36. Since the beginning of August 2019, SMS staff has conducted a comprehensive analysis of the use of District school facilities, that is, E-CAR. The purpose of E-CAR is to assess with precision the capacity of each school site in several respects: the number of classrooms, the manner in which those classrooms are used, and the school’s operating capacity. E-CAR entails a detailed review of the present use of District school sites and an analysis of the projected future uses of those facilities. The analysis includes reporting of data by individual schools, which is analyzed by SMS staff to confirm its accuracy and to ensure that available space is used efficiently and uniformly throughout the District.

37. E-CAR commenced with a period of in-office preparation during which SMS staff examined materials submitted by all District schools in the previous year for accuracy, as well as for consistency with previous assessments’ classroom usage and availability. The SMS staff applied standard formulae for the usage of classrooms in order to generate an objective and uniform assessment of the amount of classroom space at District school sites. The purpose of this calculus is to assess the number of classrooms required to accommodate instructional program enrollment, based on grade level and specific course subject matters at secondary schools.
38. The E-CAR process involves school principals logging into a web-based application to record their school’s enrollment and review and confirm details regarding the school site’s classrooms and their respective utilization. Within this application, classroom data is associated with a spatial database that is displayed as building floor plans.

39. To ensure that the principals provide the data necessary for a complete and accurate assessment of school capacity, they are instructed to reference the following resource materials for their school site:

- a current school map,
- the school’s current or most recent Norm Day classification report (which details the number of students enrolled at that school on September 20, 2019),
- the Norm Day classification report for any magnet center and/or dual language program located on the school’s campus,
- the Classroom Inventory and Allocation Worksheet pages from the prior school year’s Capacity Assessment Review report on which is the information for classroom counts and allocation into precisely-define categories, and
- the number of additional purchased teachers, if any, from Title 1 and/or parent or grant funded.

40. Categorizing classrooms in this way is important because a school’s capacity involves more than its raw seats and room numbers. The District must determine whether a school has facilities available to sufficiently serve the particular requirements of a school site, such as grade levels, classes, special education programs, magnet centers, SLCs, PLEs, legal mandates, and other student needs.

41. As a result of the foregoing, District staff reviewed data from SMS regarding specific capacity information at District school sites for the Next Fiscal Year.

42. Utilizing this data, SMS provided CSD with the number of estimated available seats as well as classrooms at each campus given specific operating capacities per programmatic and mandated qualifiers. When planning for maximal use of available school facilities, and in interpreting data generated during the course of facilities planning, it is absolutely critical to understand the difference between “empty classrooms” and “available seats”. To illustrate, a hypothetical District school may not have any empty classrooms, but may have individual available seats. As a result, the school may be able to absorb
100 students into its existing classrooms by identifying two free seats spread out among 50 of its classrooms that are used for instruction appropriate to the grade level and subject matter requirements for the students being absorbed. Thus, it is an entirely different proposition to provide and integrate 150 seats across a campus than to provide six or seven empty classrooms with the same total number of contiguous available seats. In many instances, there may be many available seats in a school, but no empty classrooms. This is especially the case for District high schools where the students do not sit in one classroom all day, like an elementary school, but instead attend at least five or more different classes per day, each in different classrooms and with different teachers and groups of students, in order to receive the mandated curriculum.

43. SMS generated each instructional program’s operating capacity using a complex mathematical formula which took into account aspects of schools’ operations that would reduce operating capacity. The operating capacity also accounted for classrooms designated as “set-asides.” As discussed above, set-asides are classrooms used for purposes other than general education. Public school districts are required to provide one special education room per school. They are separately required to provide parent centers at each school, and charter school, pre-kindergarten and adult education students are also served in school classrooms across the District.

44. District staff analyzed each District school’s estimated available seats and classrooms for the Next Fiscal Year based on the data provided by SMS.

45. Historically, the District had prepared to reserve 75 seats at every secondary school and 50 seats at every elementary school for additional unanticipated enrollment. As a public institution, the District is required to provide an education to every student who chooses to enroll. The District previously planned its programming and staffing based on estimated enrollment projections, but in the event projections were short, the District was still obligated to provide an education to students who were not originally anticipated. As a result, the District proactively planned to address any potential discrepancies in their projections by reserving seats as an “unanticipated growth cushion” rather than overcrowd classrooms to the detriment of that educational environment, as a result of failing to address this common occurrence up front. Importantly, however, beginning in 2013 and continuing this year, the analysis did not stop there. Rather, District staff added rigor to this process by examining the actual historical data
over the last several years of enrollment at each school site to determine if a trend could be empirically established demonstrating unanticipated growth. Based upon this further analysis, CSD determined that no seats at any District school sites offered to a charter school should be reserved for an unanticipated growth cushion. Therefore, this historical reservation of seats was not applied in this cycle.

46. The District uses the definition contained in California Code of Regulations, title 5, section 11969.3, subdivision (a)(2), to determine comparison group schools.

47. No two schools are identical; however, on a grade-alike basis, a significant majority of the District’s schools share reasonably equivalent conditions, especially when taking into account age, quality of materials and state of maintenance, school site size, conditions of surfaces as well as mechanical, plumbing, electrical and fire-life systems, including conformity to applicable codes, availability and condition of technology infrastructure, the condition of the facility as a safe learning environment, including but not limited to, the suitability of lighting, noise mitigation, and size for intended use, the conditions of the facility’s furnishings and equipment, and the condition of athletic fields and play area space. As part of this process, District staff determined whether the conditions of school facilities offered to a charter school were reasonably equivalent to the comparison group schools.

**Matching Guidelines Utilized by the District**

48. In accordance with *California School Bds. Assn. v. State Bd. of Ed.* (2010) 191 Cal.App.4th 530, CSD staff supported and facilitated Proposition 39 Local District Advisory Meetings to engage in the following process in order to make contiguous offers of space to charter schools in facilities with reasonably equivalent conditions to those which would accommodate the charter students if they otherwise attended District schools. District staff makes every reasonable effort to locate space on a single site, or only if necessary on multiple sites, in the charter applicant’s geographic area of interest. Consequently, District staff first attempts to accommodate charter schools at a single school site and looks for available facilities sufficient to accommodate the entirety of a charter school’s projected in-District classroom ADA within its desired area of geographic interest. Only when no single school site can be feasibly identified based upon school site design and occupancy limitations as well as after taking into account the paramount considerations of both District and charter school student safety and welfare, does the District make offers that contemplate the use of multiple school sites.
49. District staff first identifies District classroom inventory by grade level configuration in each geographic region. Grade-alike matches typically provide reasonably equivalent space to charter schools; therefore, wherever possible, District staff allocates space to charter applicants on grade-alike school facilities.

50. District staff next identifies which charter applicants are already located in District facilities and, when feasible, matches those charter schools to their existing site. District staff then examines and identifies the geographic areas of interest of the charter school applicants. As described above, often many charter schools request the exact same space so District staff must assess conflicting geographic as well as particular site interests. In doing so, District staff examines whether the potential match would utilize all available classrooms and whether the match represents a full, single site offer. Priority is given to those charters where these two goals can be achieved.

51. Based on an examination of these criteria, District staff makes a preliminary match of available classrooms at a particular site to the projected in-District classroom ADA of each charter school. District staff attempts to find the most geographically relevant grade-alike matches. For multi-site offers, District staff eliminates set-asides wherever reasonably possible to reduce the number of sites assigned to a charter school, which often results in being able to transform multi-site offers to single site offers. District staff engaged in the materially disruptive measure of eliminating set-asides in order to achieve sharing space fairly amongst charter and non-charter students in the District.
52. For the Next Fiscal Year, District staff had to grapple with the conflicting needs of all 68 charter school applicants and cycled through the above process as conscientiously as possible, shifting space and potential matches to fulfill the District’s obligation to share space fairly among all District students. In doing so, as expressed above, District staff kept in the forefront considerations of student safety and welfare.
TAB (b)

Board of Education Finding that the Charter School Could Not Be Accommodated at a Single Site and Written Statement of Reasons Explaining the Finding (Cal. Code Regs., tit. 5, § 11969.2, subd. (2))

Whereas, Under Proposition 39, the Los Angeles Unified School District (“District”) is required to fairly share space between public school pupils, charter and non-charter students alike;

Whereas, In making an allocation of space, the District attempts to place a charter school applicant on one school site or, when that is not feasible, alternatively attempts to minimize the number of school sites on which the charter school applicant is placed;

Whereas, In making an allocation of space, the District materially considers the safety implications to charter school students of making a multi-site offer and balances the safety, instructional, and social consequences of displacing children from their neighborhood District schools, as well as the burdens associated with such an action on their parents and the community;

Whereas, For the Next Fiscal Year, 68 charter schools requested facilities under the Proposition 39 process, asking for approximately 19,636 seats from the District;

Whereas, Charter School submitted an application for Proposition 39 facilities for the Next Fiscal Year;


Whereas, District staff engaged in an effort to create a single site offer to accommodate Charter School’s total in-district classroom ADA;

Whereas, The District cannot accommodate Charter School’s request for a single site at any of the District school site(s) and/or the geographic area in which Charter School wishes to locate;

Whereas, Several other charter schools also requested space in the same Local District that Charter School requested;

Whereas, District staff determined that data from School Management Services (“SMS”) indicated no single District school at which Charter School wishes to be located will have sufficient classroom space to accommodate Charter School’s total in-district classroom ADA in the Next Fiscal Year;

Whereas, District staff then expanded its search to other schools near the geographic area where Charter School wishes to be located, but determined that it is not possible to accommodate Charter School’s entire student population on a single site in the Next Fiscal Year;
Whereas, the District cannot accommodate Charter School’s entire in-District classroom ADA at a single school site;
Whereas, To accommodate Charter School’s entire in-District classroom ADA at a single school site would present substantial, disproportionate safety concerns for both Charter School’s students and students attending their local District neighborhood school;

Whereas, District staff determined that to house all of Charter School’s students at a single District school site in the geographic area in which Charter School wishes to locate would require the displacement of a significant number of children attending their local neighborhood school, whereas, far fewer of Charter School’s students would otherwise attend those schools;

Whereas, Displacing children out of their neighborhood schools has far-reaching safety, instructional and social implications including: prohibiting children from safely walking to school; subjecting children displaced from their neighborhood school to possible gang violence; increasing high-school drop-out rates of displaced children; and impairing parental involvement in local neighborhood schools;

Whereas, Based on these safety and instructional considerations, District staff recommends keeping the student populations of the District schools intact;

Whereas, Alternatively, over-crowding a school’s campus in order to provide a single-site offer to Charter School would have equally severe safety and operational ramifications, making this course of action infeasible;

Whereas, the District can provide Charter School with a multi-site contiguous offer of reasonably equivalent facilities at the “Recommended Co-Locations”;

Whereas, Providing Charter School space at the Recommended Co-Locations minimizes the number of sites assigned to Charter School;

Whereas, Because of the short distance between the Recommended Co-Locations, they are contiguous facilities in a school district spanning 710 square miles and serving over 27 cities;

Whereas, By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to provide Charter School with facilities near to where Charter School wishes to locate;

Whereas, the Board incorporates into these findings the Staff Report on Process for Determining Charter School Cannot be Accommodated at a Single Site; and

Whereas, The District can make a complete and contiguous, multi-site offer to accommodate Charter School’s entire in-District classroom ADA; therefore be it

Resolved, That pursuant to California Code of Regulations, title 5, section 11969.2, subdivision (d), for the reasons set forth herein and as further expressed by District staff, the Governing Board of the Los Angeles Unified School District finds that the District cannot accommodate Charter School at a single school site; and therefore be it finally
Resolved, That pursuant to Education Code sections 35160-35160.1, 47614 and California Code of Regulations, title 5, section 11969.1, et seq., for the reasons set forth herein and as further expressed by District staff, the Governing Board of the Los Angeles Unified School District authorizes a preliminary proposal and/or offer of facilities to Charter School for the Next Fiscal Year at multiple District school sites.
**Staff Report on Deliberative Process for Determining New Los Angeles Elementary School Cannot Be Accommodated at a Single Site**

**Statement of Facts Regarding Charter School’s Facilities Request and Availability of Space to Meet Charter School’s Facilities Needs**

<table>
<thead>
<tr>
<th><strong>Charter School:</strong></th>
<th>New Los Angeles Elementary School (&quot;Charter School&quot;)</th>
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</thead>
<tbody>
<tr>
<td><strong>Request year:</strong></td>
<td>2020-21 (&quot;Next Fiscal Year&quot;)</td>
</tr>
<tr>
<td><strong>In-district classroom average daily attendance (&quot;ADA&quot;) projection:</strong></td>
<td>247.69 (&quot;ADA Projection&quot;)</td>
</tr>
<tr>
<td><strong>Number of teaching stations to which Charter School is legally entitled:</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>Number of District schools from which Charter School draws its attendance:</strong></td>
<td>50</td>
</tr>
<tr>
<td><strong>Geographic Area in which Charter School wishes to locate:</strong></td>
<td>Marvin Elementary, 1919 S. Burnside Ave, Los Angeles, CA 90016</td>
</tr>
<tr>
<td><strong>Local District (&quot;LD&quot;) in which Charter School wishes to locate:</strong></td>
<td>West</td>
</tr>
<tr>
<td><strong>Number of charter schools wishing to locate in the same LD as Charter School:</strong></td>
<td>18</td>
</tr>
<tr>
<td><strong>Availability of teaching stations at District school sites Charter School requested:</strong></td>
<td>Marvin Elementary (0)</td>
</tr>
<tr>
<td><strong>Recommended Co-Locations:</strong></td>
<td>Baldwin Hills Elementary, Wilton Place Elementary</td>
</tr>
<tr>
<td><strong>Recommended allocation of teaching stations and administrative office space at each co-location:</strong></td>
<td>Baldwin Hills Elementary: seven (7) teaching stations, one (1) special education station(s), one (1) administrative office; Wilton Place Elementary: five (5) teaching stations, one (1) special education station(s), one (1) administrative office</td>
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<tr>
<td><strong>Distance between Recommended Co-Locations:</strong></td>
<td>less than 5 miles</td>
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<tr>
<td><strong>Distance between Recommended Co-Locations and desired geographic location:</strong></td>
<td>Wilton Place Elementary: 3.4 miles; Baldwin Hills Elementary: less than 2 miles</td>
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</table>
1. Pursuant to Proposition 39, District staff first engaged in an effort to create a single site offer to accommodate Charter School’s total in-district classroom ADA. District staff evaluated space at the District school site(s) and/or in the geographic area in which Charter School wishes to locate.

2. Several other charter schools also requested space in the same Local District that Charter School requested.

3. School Management Services (“SMS”) provided data that indicated, and District staff determined, no single District school site that Charter School requested will have sufficient classroom space to accommodate Charter School’s total in-district classroom ADA in the Next Fiscal Year.

4. District staff then expanded its search to other schools near to the geographic area where Charter School wishes to be located. The District determined, however, that it is not possible to accommodate Charter School’s entire student population on a single site in the Next Fiscal Year.

5. Therefore, District staff recommends providing space to Charter School to accommodate its total in-district classroom ADA at the Recommended Co-Locations.

6. By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to minimize the number of sites assigned to Charter School.

7. Because of the short distance between the Recommended Co-Locations, they are contiguous facilities in a school district spanning 710 square miles and serving over 27 cities.

8. By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to provide Charter School with facilities near to where Charter School wishes to locate.
Efforts to Minimize the Number of Sites on Which Charter School is Located

9. In order to minimize the number of sites on which a charter school is located for the Next Fiscal Year, District staff eliminated set-asides at many school sites to make room for charter school co-locations. Set-asides are divided into two categories: District set-asides and School set-asides.

10. School set-asides allocate space for instructional, safety, and health programs that are specific to a particular school. For example, Title I funding coordinator offices are considered a School set-aside. Title I funding provides financial assistance to schools with high numbers or high percentages of low-income children to help ensure that all children meet challenging state academic standards. The District uses Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. Such funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum. Additionally, school set-asides are used to allocate space for small learning community (“SLC”) offices. An SLC, also referred to as a School-Within-A-School, is a form of school structure in secondary schools to subdivide large school populations into smaller, autonomous groups of students and teachers. SLCs include structures such as freshman academies, multi-grade academies organized around career interests or other themes, “houses” in which small groups of students remain together throughout high school, and autonomous schools-within-a-school, as well as personalization strategies, such as student advisories, family advocate systems, and mentoring programs. Research continues to show that small schools and SLCs have the necessary elements to counteract the inherent negative effects of poverty and poor academic achievement for low-income and/or students of color. (Cotton, New Small Learning Communities: Findings from Recent Literature, Portland, Ore: Northwest Regional Educational Laboratory (2001); Jimerson, The Hobbit Effect: Why Small Works in Public Schools, The Rural School and Community Trust (August 2006).)
11. At the middle school level, School set-asides are used, for example, for Personal Learning Environment (“PLE”) offices, the middle school equivalent to an SLC. Likewise, School set-asides may be used for the District’s Response to Intervention (“RTI”) program. RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities. In order to provide space to requesting charter schools, District staff has eliminated or reduced the number of School set-asides on certain campuses. This instructional disruption unfortunately disproportionately affects low-income, low-performing or disabled District neighborhood children, those who need assistance the most. However, District staff has taken these disruptive measures in order to share facilities fairly with charter schools.

12. District set-asides use school space to implement key District-wide instructional, health, and safety programs. For example, these set-asides include space for District police, regional special educational testing centers, health center clinics, food service, and Beyond the Bell programs, among others. Eliminating these set-asides would deny or interfere with students’ ability to receive the special education and related services to which they are entitled, or force students to travel as much as 50 miles to the next closest center. In the 2019-2020 fiscal year, the District’s school-based health clinics are projected to provide approximately 172,000 visits to children who would otherwise have been challenged to access health care. This number is projected to increase steadily over the next two upcoming school years. To eliminate these clinics would deprive the neediest children of vital health services. Additionally, Beyond the Bell programs ensure that all children and youth in the District have access to high-quality, safe, and supervised academic, enrichment, and recreation programs that inspire learning and achievement beyond the regular school day (before and after school and Saturdays). The three components of Beyond the Bell include academic tutorial, recreational, and enrichment programs. Over 100,000 students in more than 600 schools participate in Beyond the Bell programs on a daily basis. (See http://btb.lausd.net/about.) Students who participate in after-school programs have improved attendance.
Indeed, Beyond the Bell’s after-school programs resulted in improved test scores in English/Language Arts and the Mathematics. (*Ibid.*) Such programs are vital to the safety of school children. More than 28 million school-age children have parents who work outside of the home during after-school hours. Of these 28 million school-age children, 14.3 million are left to look after themselves when the school day ends. (*Ibid.*) Research shows that juvenile crime, sexual activity, and experimentation with drugs, alcohol, and cigarettes peak between the hours of 3:00 p.m. to 6:00 p.m. (*Ibid.*) Teens who participate in after-school programs are three times less likely to skip classes than teens who do not participate. (*Ibid.*) They are also three times less likely to do drugs, consume alcohol, and engage in sexual activity. (*Ibid.*) To eliminate Beyond the Bell programs would expose the thousands of children who utilize these programs on a daily basis to danger, harming their academic performance and their overall wellbeing.

13. Although District and School set-asides provide space for programs that are vital to the curriculum of a particular school or to District-wide goals, in order to share space fairly, District staff has cut into these set-asides where doing so would minimize the number of sites offered to a charter school in order to make a complete offer of space.

**Safety, Instructional and Social Implications of a Single Site Offer**

14. To accommodate Charter School’s entire in-district classroom ADA at a single school site would present substantial safety concerns for both charter and non-charter District students. By way of example, District staff estimated that to house all of Charter School’s students at a single campus near to where Charter School wishes to locate would require the forcible displacement of a significant number of students attending their local neighborhood school. Displacing children out of their neighborhood school has far-reaching safety, instructional, and social implications.

15. Community-centered schools provide a wealth of benefits for student learning, health, and safety, as well as benefits for the community at large. Many District children walk to and from their neighborhood school. Recent District budgetary cutbacks and the harsh economic climate have made the ability to walk to school a necessity for many families with in-District children. The District school bus program has realized service cuts and route eliminations which have affected many students. As a result of past budget deficits, transportation funding was reduced as part of stabilization efforts. The latest
impact came in July 2012, when the District was forced to implement a change to the eligible busing distance for secondary schools from three miles to five miles. These cuts disproportionately affect poorer students and make the ability to walk to school even more crucial.

16. Not only is the ability to walk to school a necessity for some students, but walking to school also provides key health benefits. According to the California Department of Public Health ("DPH"), close to one-third of California’s children are overweight or obese. The DPH’s California Active Communities ("CAC"), in collaboration with CA4Health (a project of the Public Health Institute, with funding from the Centers for Disease Control and Prevention) has determined that a child’s overall health is affected by levels of physical inactivity which can be directly linked to time spent in automobiles versus in active transportation such as walking. Walking or biking to school provides an opportunity for purposeful physical activity toward the accumulation of the recommended 60 minutes or more of daily physical activity for children and youth. (Martin, Moeti and Pullen-Seufert, Implementing Safe Routes to School: Application for the Socioecological Model and Issues to Consider (2008).) Active transportation – walking, biking, or rolling – to school can help increase physical activity levels of students and their families. (CA4Health, Incorporating Safe Routes to School into Local School Wellness Policies (June 2014).) Physical activity reduces the risk of obesity and related chronic diseases, and improves mental health, attendance, and academic performance. (Ibid.) Active transportation can also have broad community benefits, including reducing traffic congestion and air pollution, creating safer streets, encouraging cost savings, and building a stronger sense of community. (Ibid.) Increasing physical activity through walking and biking to school can help address high obesity rates. (Ibid.)

17. Empirical studies have determined that distance is a key impediment to children walking to school safely. (Martin, Moeti and Pullen-Seufert, Implementing Safe Routes to School: Application for the Socioecological Model and Issues to Consider (2008).) A study published in the Journal of Public Health Policy examines the multi-level correlates of walking to and from school. Of the physical environmental factors examined, the strongest negative correlates to walking to school were distance and safety concerns. (Zhu & Lee, Correlates of Walking to School and Implications for Public Policies, Journal of Public Health Policy (2009).) Recognizing distance as a barrier to the ability for a child to walk
to school, CA4Health, the CAC and the DPH support school siting as well as joint use policies and practices that encourage kids to walk or bike to school.

18. Displacing children out of their neighborhood school prevents children from walking to school or impedes children from taking advantage of safety measures the District has instituted to allow children to safely walk or bicycle to their local neighborhood school. At the state level, in 1999, legislation passed to develop a State Safe Routes to School (“SR2S”) program. The SR2S program focuses on traffic calming to create walk-able communities, strengthening the link between injury prevention and physical activity. At the national level, in 2005, the Transportation Reauthorization Bill created the federally-assisted Safe Routes to School Program (“SRTS”) which provided funding over five fiscal years for states to create SRTS programs. The Office of Environmental Health and Safety (“OEHS”) has implemented an SRTS program and identified safe pedestrian routes to the vast majority of District schools requested by charters. The Pedestrian Routes to School maps provide safe routes and recommended crossings for the attendance area of a District school. Below is an example of a pedestrian route map:
19. Displacing a significant number of students from their neighborhood school to make room for Charter School’s children would prevent a significant number of children who currently have the ability to safely walk to school from being able to utilize the safe routes to school program. Conversely, Charter School draws its attendance from many different District schools. Therefore, providing a single-site offer to Charter School would endanger a significant number of children currently attending their neighborhood school, so that far fewer of Charter School’s students who reside in a particular attendance area would have the ability to walk to school. Moreover, the forcible displacements would not just be limited to the neighborhood children attending a single District school. Instead, those students would need to be absorbed into neighboring schools which have insufficient space to house the influx of this number of students, and thereby, would cause the additional forcible displacement of children from these absorbing schools. This would create a ripple effect of forcible displacements necessitating hundreds of neighborhood children to relocate for the benefit of a far lesser number of Charter School’s children. Such a decision would pose disproportionate harm to a significant number of children currently attending their local neighborhood school, and to those District students displaced by the influx of these students, and thus produce inequity in the sharing of facilities.

20. Not only does distance play a factor in children safely walking to school due to traffic dangers, but several Los Angeles neighborhoods are plagued by gang violence. In order to create safe passages to and from school in neighborhoods suffering from gang-related violence, meaningful programs and efforts to mitigate these risks have been launched, such as Kid Watch LA which instituted the Walking School Bus for District students. The Walking School Bus enlists parent and community volunteers to accompany groups of small children as they walk to and from their neighborhood school.

21. According to the Los Angeles Police Department, the District is located within the territory known as the “gang capital” of the nation, with more than 450 competing gangs. Gang violence is unfortunately prevalent on some campuses and within the neighborhoods of several District schools. As shown by the map depicting former gang injunctions in Los Angeles below, Los Angeles gangs claim particular territories:
22. On March 15, 2018, a District Court enjoined the City of Los Angeles from enforcing these gang injunctions. (See, *Youth Justice Coalition, et al., v. City of Los Angeles, et al., CV 16-07932 VAP.* )

The inability to enforce these injunctions may result in an increase in gang-related activity and crime.
23. Forcibly displacing students who themselves or whose parents are tied to a particular gang and placing them in a school located in the territory of another gang would potentially breed gang warfare and violence affecting all children, teachers, staff, and parents at a particular school.

24. Pulling children out of their neighborhood school and placing non-neighborhood charter students in those schools prevents the displaced children from taking advantage of safety measures such as the Walking School Bus and therefore unfairly endangers the safety of those displaced children. These harms disproportionately affect students attending local District schools. As parents of charter school students have elected to send their child to a school out of his or her local attendance area, the parents have secured a means of transporting their child to this school. However, parents of children who attend local District schools may not have the means to find alternate transportation and rely on children walking to their neighborhood school. With the aforementioned reduction of several school bus routes and potential further elimination of transportation funding, many forcibly displaced children will be forced to walk long, unsafe distances or take unsafe public transit routes outside of their neighborhood attendance area.

25. Displacing children attending their District neighborhood school solely for the purpose of making single-site offers to charter schools would have additional instructional and social ramifications. Displaced children would attend a school that has no relation to their high school attendance area, resulting in further disruption of the typical matriculation process. California has a new accountability system reported through the California School Dashboard. The state’s new accountability system includes a three-level identification and support system for Local Educational Agencies, and categorizes district performance levels using a system of five colors, stated in order from lowest to highest performing: red, orange, yellow, green, and blue. The first release of the California School Dashboard was in fall of 2017, and identified the District for “Level 2” assistance from the Los Angeles County Office of Education (LACOE), because two of the District’s student groups, Foster Youth and Students with Disabilities, had a Red performance level in the Graduation Rate Indicator and in the Academic Indicators (English Language Arts (“ELA”) and math grades 3-8). As a result, the District and LACOE are working collaboratively to address identified performance issues with these student groups and develop strategies
for accelerating progress. The following year, the fall 2018 Dashboard results indicated that the District had been assigned Yellow performance levels for three of the six state indicators for all students: College/Career, ELA, and Mathematics Academic Performance. A Green performance level had been assigned for the Graduation Rate indicator and a Blue performance level for Suspension Rate. The only indicator that was assigned an Orange performance level was the Chronic Absenteeism indicator. The District did not receive any Red performance levels. The Dashboard also reports student groups results. The outcome for student groups showed that of the thirteen total student groups identified in the District, ten student groups were assigned at least one Red/Orange performance level.

26. As these accountability measures indicate, the District is making strides in increasing graduation rates and academic success. Displacing District children attending their District school would thwart these efforts. Studies have empirically established that disrupting a child’s trajectory to their local District high school effectively increases drop-out rates. A review of 25 years of research conducted by the California Dropout Research Project identified strong predictors of dropping out of high school. The compilation study identified non-promotional school changes (student mobility) during middle school and high school as a key predictor of a child dropping out of school. (Rumberger & Lim, Why Students Drop Out: A Review of 25 Years of Research, California Dropout Research Project (October 2008).)

27. In 1998, a seminal study on the educational consequences of student mobility found a high causal connection between student mobility and an increased risk of high school drop-out. The staggering results of this study indicate that controlling for other predictors, students who made even one non-promotional school change between the eighth and twelfth grades were twice as likely to not complete high school as students who did not change schools. (Rumberger & Larson, Student Mobility and the Increased Risk of High School Dropout, American Journal of Education 107 (November 1998).)

28. The safety and welfare of all students is this District’s paramount concern and principal charge. The data is indisputable that children who drop out of school are at far greater risk of a vast array of physical, social, and economic harm than those who stay in school and complete their secondary education. This paramount concern of the District remains a material consideration when weighing whether to forcibly displace hundreds of children from a neighborhood school in order to make way for
far fewer students who would attend that school from distant neighborhoods, especially when other solutions for sharing space fairly are feasible.

29. An additional impact of such displacement would be the difficulty of sustaining the same level of parental involvement in the absorbing schools that are located miles away from their neighborhoods. California State Board of Education Policy #89-01 acknowledges that a critical dimension of effective schooling is parental involvement. This policy initiative states that research studies demonstrate parental involvement at school propels a child’s educational career. Forcibly displacing students attending their local neighborhood school would make it more challenging for those children to reap the benefits of parental involvement in their new non-neighborhood schools.

30. An alternative to displacing students attending their neighborhood school would be to overcrowd a District campus by adding Charter School’s students. However, this would cause severe safety and operational ramifications due to the design capacity of the site making this course of action infeasible. Adding Charter School’s students to a District campus with insufficient space to feasibly accommodate Charter School’s total in-district classroom ADA would raise both schools’ classroom loading ratios, thereby disadvantaging both of these schools’ children. Likewise, having hundreds of children over a school’s capacity sharing space would pose a great risk to student safety and well-being.

31. In making decisions regarding allocations of space, District staff placed the safety of charter school students at the forefront of the decision-making process. District staff made substantial efforts to locate charter schools at or near their desired geographic location and further made material efforts to minimize the number of sites on which the charter school was located. As charter school parents/guardians have made a decision to place their child in a school outside of their neighborhood school, they have had the opportunity to weigh the safety implications of this decision for their child. On the contrary, the families of forcibly displaced students have no place in a decision-making process that sends their children to schools outside of their resident neighborhoods. Thus, forcibly displacing children attending their local neighborhood school would not afford their parents/guardians the same opportunity. In addition, the decision to forcibly displace students to make way for charter school students necessarily will have safety impacts upon the displaced children, whereas, given the fact that
many charter students already voluntarily travel outside of their neighborhood to attend the charter school, these children may not face any increased safety risk by being required to, for example, travel five miles east instead of five miles south.

32. Based on the foregoing safety and instructional considerations, District staff recommends providing Charter School with a multi-site offer of contiguous facilities at the Recommended Co-Locations.

PROCESS AND MATCHING GUIDELINES DISTRICT STAFF FOLLOWED TO LOCATE SPACE FOR CHARTER SCHOOLS PURSUANT TO PROPOSITION 39

33. The District’s Charter Schools Division (“CSD”) determined that in the 2019-2020 school year, more than 155,275 students enrolled in charter schools authorized by the District. This figure reflected a 655 student increase over the number of students enrolled during the previous school year. In the 2018-2019 school year, the District had the most charter students attending schools authorized by the District of any school district in the nation. It had approximately 1.5 times as many charter school students as the New York City Department of Education, the largest school district in the country. The District ensured that every eligible in-District charter student was offered a seat.

34. For the 2020-2021 Proposition 39 cycle, the District continues to apply a comprehensive process – a process that results in every eligible in-District charter school student being offered a seat at a District campus for the 2019-20 school year. The District follows a critical path schedule of steps, from the initial request by a charter school for facilities to making facilities ready for occupancy, in order to timely meet the Proposition 39 timeline. As it did last year, the District is utilizing a capacity assessment determination called Electronic Capacity Assessment Review (“E-CAR”). E-CAR is a tool used to assess capacity at school sites throughout the District and was implemented at the beginning of the Proposition 39 process. The District has personnel experienced in school utilization assessing all of the space within the District at the right time. Specifically, over the course of nine weeks, principals at over 700 District campuses utilized a comprehensive web-based application to specifically identify and validate classroom space utilized as teaching stations and set-asides, along with classroom numbers, locations, and sizes. Additionally, they identified classrooms occupied by special education programs, charter schools,
preschools, adult education programs, and other third-party users, swing space needed for construction projects, options programs, and other classrooms out of service or mandated for removal due to legal and/or safety requirements.

35. The general process District staff followed in administrating Charter School’s facilities request was the same that it used to process each of the other facilities requests the District received from charter schools for the Next Fiscal Year. That process is as follows:

36. Since the beginning of August 2019, SMS staff has conducted a comprehensive analysis of the use of District school facilities, that is, E-CAR. The purpose of E-CAR is to assess with precision the capacity of each school site in several respects: the number of classrooms, the manner in which those classrooms are used, and the school’s operating capacity. E-CAR entails a detailed review of the present use of District school sites and an analysis of the projected future uses of those facilities. The analysis includes reporting of data by individual schools, which is analyzed by SMS staff to confirm its accuracy and to ensure that available space is used efficiently and uniformly throughout the District.

37. E-CAR commenced with a period of in-office preparation during which SMS staff examined materials submitted by all District schools in the previous year for accuracy, as well as for consistency with previous assessments’ classroom usage and availability. The SMS staff applied standard formulae for the usage of classrooms in order to generate an objective and uniform assessment of the amount of classroom space at District school sites. The purpose of this calculus is to assess the number of classrooms required to accommodate instructional program enrollment, based on grade level and specific course subject matters at secondary schools.
38. The E-CAR process involves school principals logging into a web-based application to record their school’s enrollment and review and confirm details regarding the school site’s classrooms and their respective utilization. Within this application, classroom data is associated with a spatial database that is displayed as building floor plans.

39. To ensure that the principals provide the data necessary for a complete and accurate assessment of school capacity, they are instructed to reference the following resource materials for their school site:

- a current school map,
- the school’s current or most recent Norm Day classification report (which details the number of students enrolled at that school on September 20, 2019),
- the Norm Day classification report for any magnet center and/or dual language program located on the school’s campus,
- the Classroom Inventory and Allocation Worksheet pages from the prior school year’s Capacity Assessment Review report on which is the information for classroom counts and allocation into precisely-define categories, and
- the number of additional purchased teachers, if any, from Title 1 and/or parent or grant funded.

40. Categorizing classrooms in this way is important because a school’s capacity involves more than its raw seats and room numbers. The District must determine whether a school has facilities available to sufficiently serve the particular requirements of a school site, such as grade levels, classes, special education programs, magnet centers, SLCs, PLEs, legal mandates, and other student needs.

41. As a result of the foregoing, District staff reviewed data from SMS regarding specific capacity information at District school sites for the Next Fiscal Year.

42. Utilizing this data, SMS provided CSD with the number of estimated available seats as well as classrooms at each campus given specific operating capacities per programmatic and mandated qualifiers. When planning for maximal use of available school facilities, and in interpreting data generated during the course of facilities planning, it is absolutely critical to understand the difference between “empty classrooms” and “available seats”. To illustrate, a hypothetical District school may not have any empty classrooms, but may have individual available seats. As a result, the school may be able to absorb
100 students into its existing classrooms by identifying two free seats spread out among 50 of its classrooms that are used for instruction appropriate to the grade level and subject matter requirements for the students being absorbed. Thus, it is an entirely different proposition to provide and integrate 150 seats across a campus than to provide six or seven empty classrooms with the same total number of contiguous available seats. In many instances, there may be many available seats in a school, but no empty classrooms. This is especially the case for District high schools where the students do not sit in one classroom all day, like an elementary school, but instead attend at least five or more different classes per day, each in different classrooms and with different teachers and groups of students, in order to receive the mandated curriculum.

43. SMS generated each instructional program’s operating capacity using a complex mathematical formula which took into account aspects of schools’ operations that would reduce operating capacity. The operating capacity also accounted for classrooms designated as “set-asides.” As discussed above, set-asides are classrooms used for purposes other than general education. Public school districts are required to provide one special education room per school. They are separately required to provide parent centers at each school, and charter school, pre-kindergarten and adult education students are also served in school classrooms across the District.

44. District staff analyzed each District school’s estimated available seats and classrooms for the Next Fiscal Year based on the data provided by SMS.

45. Historically, the District had prepared to reserve 75 seats at every secondary school and 50 seats at every elementary school for additional unanticipated enrollment. As a public institution, the District is required to provide an education to every student who chooses to enroll. The District previously planned its programming and staffing based on estimated enrollment projections, but in the event projections were short, the District was still obligated to provide an education to students who were not originally anticipated. As a result, the District proactively planned to address any potential discrepancies in their projections by reserving seats as an “unanticipated growth cushion” rather than overcrowd classrooms to the detriment of that educational environment, as a result of failing to address this common occurrence up front. Importantly, however, beginning in 2013 and continuing this year, the analysis did not stop there. Rather, District staff added rigor to this process by examining the actual historical data
over the last several years of enrollment at each school site to determine if a trend could be empirically established demonstrating unanticipated growth. Based upon this further analysis, CSD determined that no seats at any District school sites offered to a charter school should be reserved for an unanticipated growth cushion. Therefore, this historical reservation of seats was not applied in this cycle.

46. The District uses the definition contained in California Code of Regulations, title 5, section 11969.3, subdivision (a)(2), to determine comparison group schools.

47. No two schools are identical; however, on a grade-alike basis, a significant majority of the District’s schools share reasonably equivalent conditions, especially when taking into account age, quality of materials and state of maintenance, school site size, conditions of surfaces as well as mechanical, plumbing, electrical and fire-life systems, including conformity to applicable codes, availability and condition of technology infrastructure, the condition of the facility as a safe learning environment, including but not limited to, the suitability of lighting, noise mitigation, and size for intended use, the conditions of the facility’s furnishings and equipment, and the condition of athletic fields and play area space. As part of this process, District staff determined whether the conditions of school facilities offered to a charter school were reasonably equivalent to the comparison group schools.

**Matching Guidelines Utilized by the District**

48. In accordance with *California School Bds. Assn. v. State Bd. of Ed. (2010) 191 Cal.App.4th 530*, CSD staff supported and facilitated Proposition 39 Local District Advisory Meetings to engage in the following process in order to make contiguous offers of space to charter schools in facilities with reasonably equivalent conditions to those which would accommodate the charter students if they otherwise attended District schools. District staff makes every reasonable effort to locate space on a single site, or only if necessary on multiple sites, in the charter applicant’s geographic area of interest. Consequently, District staff first attempts to accommodate charter schools at a single school site and looks for available facilities sufficient to accommodate the entirety of a charter school’s projected in-District classroom ADA within its desired area of geographic interest. Only when no single school site can be feasibly identified based upon school site design and occupancy limitations as well as after taking into account the paramount considerations of both District and charter school student safety and welfare, does the District make offers that contemplate the use of multiple school sites.
49. District staff first identifies District classroom inventory by grade level configuration in each geographic region. Grade-alike matches typically provide reasonably equivalent space to charter schools; therefore, wherever possible, District staff allocates space to charter applicants on grade-alike school facilities.

50. District staff next identifies which charter applicants are already located in District facilities and, when feasible, matches those charter schools to their existing site. District staff then examines and identifies the geographic areas of interest of the charter school applicants. As described above, often many charter schools request the exact same space so District staff must assess conflicting geographic as well as particular site interests. In doing so, District staff examines whether the potential match would utilize all available classrooms and whether the match represents a full, single site offer. Priority is given to those charters where these two goals can be achieved.

51. Based on an examination of these criteria, District staff makes a preliminary match of available classrooms at a particular site to the projected in-District classroom ADA of each charter school. District staff attempts to find the most geographically relevant grade-alike matches. For multi-site offers, District staff eliminates set-asides wherever reasonably possible to reduce the number of sites assigned to a charter school, which often results in being able to transform multi-site offers to single site offers. District staff engaged in the materially disruptive measure of eliminating set-asides in order to achieve sharing space fairly amongst charter and non-charter students in the District.
52. For the Next Fiscal Year, District staff had to grapple with the conflicting needs of all 68 charter school applicants and cycled through the above process as conscientiously as possible, shifting space and potential matches to fulfill the District’s obligation to share space fairly among all District students. In doing so, as expressed above, District staff kept in the forefront considerations of student safety and welfare.
TAB (b)

Board of Education Finding that the Charter School Could Not Be Accommodated at a Single Site and Written Statement of Reasons Explaining the Finding
(Cal. Code Regs., tit. 5, § 11969.2, subd. (2))

Whereas, Under Proposition 39, the Los Angeles Unified School District (“District”) is required to fairly share space between public school pupils, charter and non-charter students alike;

Whereas, In making an allocation of space, the District attempts to place a charter school applicant on one school site or, when that is not feasible, alternatively attempts to minimize the number of school sites on which the charter school applicant is placed;

Whereas, In making an allocation of space, the District materially considers the safety implications to charter school students of making a multi-site offer and balances the safety, instructional, and social consequences of displacing children from their neighborhood District schools, as well as the burdens associated with such an action on their parents and the community;

Whereas, For the Next Fiscal Year, 68 charter schools requested facilities under the Proposition 39 process, asking for approximately 19,636 seats from the District;

Whereas, Charter School submitted an application for Proposition 39 facilities for the Next Fiscal Year;


Whereas, District staff engaged in an effort to create a single site offer to accommodate Charter School’s total in-district classroom ADA;

Whereas, The District cannot accommodate Charter School’s request for a single site at any of the District school site(s) and/or the geographic area in which Charter School wishes to locate;

Whereas, Several other charter schools also requested space in the same Local District that Charter School requested;

Whereas, District staff determined that data from School Management Services (“SMS”) indicated no single District school at which Charter School wishes to be located will have sufficient classroom space to accommodate Charter School’s total in-district classroom ADA in the Next Fiscal Year;

Whereas, District staff then expanded its search to other schools near the geographic area where Charter School wishes to be located, but determined that it is not possible to accommodate Charter School’s entire student population on a single site in the Next Fiscal Year;
Whereas, the District cannot accommodate Charter School’s entire in-District classroom ADA at a single school site;
Whereas, To accommodate Charter School’s entire in-District classroom ADA at a single school site would present substantial, disproportionate safety concerns for both Charter School’s students and students attending their local District neighborhood school;

Whereas, District staff determined that to house all of Charter School’s students at a single District school site in the geographic area in which Charter School wishes to locate would require the displacement of a significant number of children attending their local neighborhood school, whereas, far fewer of Charter School’s students would otherwise attend those schools;

Whereas, Displacing children out of their neighborhood schools has far-reaching safety, instructional and social implications including: prohibiting children from safely walking to school; subjecting children displaced from their neighborhood school to possible gang violence; increasing high-school drop-out rates of displaced children; and impairing parental involvement in local neighborhood schools;

Whereas, Based on these safety and instructional considerations, District staff recommends keeping the student populations of the District schools intact;

Whereas, Alternatively, over-crowding a school’s campus in order to provide a single-site offer to Charter School would have equally severe safety and operational ramifications, making this course of action infeasible;

Whereas, the District can provide Charter School with a multi-site contiguous offer of reasonably equivalent facilities at the “Recommended Co-locations”:

Whereas, Providing Charter School space at the Recommended Co-locations minimizes the number of sites assigned to Charter School;

Whereas, Because of the short distance between the Recommended Co-locations, they are contiguous facilities in a school district spanning 710 square miles and serving over 27 cities;

Whereas, By providing space to Charter School at the Recommended Co-locations, the District has made reasonable efforts to provide Charter School with facilities near to where Charter School wishes to locate;

Whereas, the Board incorporates into these findings the Staff Report on Process for Determining Charter School Cannot be Accommodated at a Single Site; and

Whereas, The District can make a complete and contiguous, multi-site offer to accommodate Charter School’s entire in-District classroom ADA; therefore be it

Resolved, That pursuant to California Code of Regulations, title 5, section 11969.2, subdivision (d), for the reasons set forth herein and as further expressed by District staff, the Governing Board of the Los Angeles Unified School District finds that the District cannot accommodate Charter School at a single school site; and therefore be it finally
Resolved, That pursuant to Education Code sections 35160-35160.1, 47614 and California Code of Regulations, title 5, section 11969.1, et seq., for the reasons set forth herein and as further expressed by District staff, the Governing Board of the Los Angeles Unified School District authorizes a preliminary proposal and/or offer of facilities to Charter School for the Next Fiscal Year at multiple District school sites.
**ATTACHMENT 11**  
**TAB (a)**  
**WISH COMMUNITY**  
**BOARD OF EDUCATION REPORT 219-19/20**  
January 21, 2020  
**Staff Report on Deliberative Process for Determining WISH Community School Cannot Be Accommodated at a Single Site**

**Statement of Facts Regarding Charter School’s Facilities Request and Availability of Space to Meet Charter School’s Facilities Needs**

<table>
<thead>
<tr>
<th><strong>Charter School:</strong></th>
<th>WISH Community School (&quot;Charter School&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Request year:</strong></td>
<td>2020-21 (&quot;Next Fiscal Year&quot;)</td>
</tr>
<tr>
<td><strong>In-district classroom average daily attendance (“ADA”) projection:</strong></td>
<td>677.97 (&quot;ADA Projection&quot;)</td>
</tr>
<tr>
<td><strong>Number of teaching stations to which Charter School is legally entitled:</strong></td>
<td>31</td>
</tr>
<tr>
<td><strong>Number of District schools from which Charter School draws its attendance:</strong></td>
<td>65</td>
</tr>
<tr>
<td><strong>Geographic Area in which Charter School wishes to locate:</strong></td>
<td>Orville Wright Engineering and Design Magnet, Westchester Enriched Sciences Magnets-Health/Sports Med Magnet</td>
</tr>
<tr>
<td><strong>Local District (&quot;LD&quot;) in which Charter School wishes to locate:</strong></td>
<td>West</td>
</tr>
<tr>
<td><strong>Number of charter schools wishing to locate in the same LD as Charter School:</strong></td>
<td>18</td>
</tr>
<tr>
<td><strong>Availability of teaching stations at District school sites Charter School requested:</strong></td>
<td>Orville Wright Engineering and Design Magnet (23), Westchester Enriched Sciences Magnets-Health/Sports Med Magnet (41)</td>
</tr>
<tr>
<td><strong>Recommended Co-Locations:</strong></td>
<td>Orville Wright Engineering And Design Magnet, Westchester Enriched Sciences Magnets-Health/Sports Med Magnet</td>
</tr>
<tr>
<td><strong>Recommended allocation of teaching stations and administrative office space at each co-location:</strong></td>
<td>Orville Wright Engineering And Design Magnet: nineteen (19) teaching stations, two (2) special education stations, one (1) administrative office; Westchester Enriched Sciences Magnets-Health/Sports Med Magnet: twelve (12) teaching stations, two (2) special education stations, one (1) administrative office</td>
</tr>
<tr>
<td><strong>Distance between Recommended Co-Locations:</strong></td>
<td>less than 2 miles</td>
</tr>
<tr>
<td><strong>Distance between Recommended Co-Locations and desired geographic location:</strong></td>
<td>0 miles</td>
</tr>
</tbody>
</table>
1. Pursuant to Proposition 39, District staff first engaged in an effort to create a single site offer to accommodate Charter School’s total in-district classroom ADA. District staff evaluated space at the District school site(s) and/or in the geographic area in which Charter School wishes to locate.

2. Several other charter schools also requested space in the same Local District that Charter School requested.

3. School Management Services (“SMS”) provided data that indicated, and District staff determined, no single District school site that Charter School requested will have sufficient classroom space to accommodate Charter School’s total in-district classroom ADA in the Next Fiscal Year.

4. District staff then expanded its search to other schools near to the geographic area where Charter School wishes to be located. The District determined, however, that it is not possible to accommodate Charter School’s entire student population on a single site in the Next Fiscal Year.

5. Therefore, District staff recommends providing space to Charter School to accommodate its total in-district classroom ADA at the Recommended Co-Locations.

6. By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to minimize the number of sites assigned to Charter School.

7. Because of the short distance between the Recommended Co-Locations, they are contiguous facilities in a school district spanning 710 square miles and serving over 27 cities.

8. By providing space to Charter School at the Recommended Co-Locations, the District has made reasonable efforts to provide Charter School with facilities near to where Charter School wishes to locate.
**Efforts to Minimize the Number of Sites on Which Charter School is Located**

9. In order to minimize the number of sites on which a charter school is located for the Next Fiscal Year, District staff eliminated set-asides at many school sites to make room for charter school co-locations. Set-asides are divided into two categories: District set-asides and School set-asides.

10. School set-asides allocate space for instructional, safety, and health programs that are specific to a particular school. For example, Title I funding coordinator offices are considered a School set-aside. Title I funding provides financial assistance to schools with high numbers or high percentages of low-income children to help ensure that all children meet challenging state academic standards. The District uses Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. Such funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum. Additionally, school set-asides are used to allocate space for small learning community (“SLC”) offices. An SLC, also referred to as a School-Within-A-School, is a form of school structure in secondary schools to subdivide large school populations into smaller, autonomous groups of students and teachers. SLCs include structures such as freshman academies, multi-grade academies organized around career interests or other themes, “houses” in which small groups of students remain together throughout high school, and autonomous schools-within-a-school, as well as personalization strategies, such as student advisories, family advocate systems, and mentoring programs. Research continues to show that small schools and SLCs have the necessary elements to counteract the inherent negative effects of poverty and poor academic achievement for low-income and/or students of color. (Cotton, *New Small Learning Communities: Findings from Recent Literature*, Portland, Ore: Northwest Regional Educational Laboratory (2001); Jimerson, *The Hobbit Effect: Why Small Works in Public Schools*, The Rural School and Community Trust (August 2006).)
11. At the middle school level, School set-asides are used, for example, for Personal Learning Environment (“PLE”) offices, the middle school equivalent to an SLC. Likewise, School set-asides may be used for the District’s Response to Intervention (“RTI”) program. RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities. In order to provide space to requesting charter schools, District staff has eliminated or reduced the number of School set-asides on certain campuses. This instructional disruption unfortunately disproportionally affects low-income, low-performing or disabled District neighborhood children, those who need assistance the most. However, District staff has taken these disruptive measures in order to share facilities fairly with charter schools.

12. District set-asides use school space to implement key District-wide instructional, health, and safety programs. For example, these set-asides include space for District police, regional special educational testing centers, health center clinics, food service, and Beyond the Bell programs, among others. Eliminating these set-asides would deny or interfere with students’ ability to receive the special education and related services to which they are entitled, or force students to travel as much as 50 miles to the next closest center. In the 2019-2020 fiscal year, the District’s school-based health clinics are projected to provide approximately 172,000 visits to children who would otherwise have been challenged to access health care. This number is projected to increase steadily over the next two upcoming school years. To eliminate these clinics would deprive the neediest children of vital health services. Additionally, Beyond the Bell programs ensure that all children and youth in the District have access to high-quality, safe, and supervised academic, enrichment, and recreation programs that inspire learning and achievement beyond the regular school day (before and after school and Saturdays). The three components of Beyond the Bell include academic tutorial, recreational, and enrichment programs. Over 100,000 students in more than 600 schools participate in Beyond the Bell programs on a daily basis. (See http://btb.lausd.net/about.) Students who participate in after-school programs have improved attendance.
Indeed, Beyond the Bell’s after-school programs resulted in improved test scores in English/Language Arts and the Mathematics. (Ibid.) Such programs are vital to the safety of school children. More than 28 million school-age children have parents who work outside of the home during after-school hours. Of these 28 million school-age children, 14.3 million are left to look after themselves when the school day ends. (Ibid.) Research shows that juvenile crime, sexual activity, and experimentation with drugs, alcohol, and cigarettes peak between the hours of 3:00 p.m. to 6:00 p.m. (Ibid.) Teens who participate in after-school programs are three times less likely to skip classes than teens who do not participate. (Ibid.) They are also three times less likely to do drugs, consume alcohol, and engage in sexual activity. (Ibid.) To eliminate Beyond the Bell programs would expose the thousands of children who utilize these programs on a daily basis to danger, harming their academic performance and their overall wellbeing.

13. Although District and School set-asides provide space for programs that are vital to the curriculum of a particular school or to District-wide goals, in order to share space fairly, District staff has cut into these set-asides where doing so would minimize the number of sites offered to a charter school in order to make a complete offer of space.

**Safety, Instructional and Social Implications of a Single Site Offer**

14. To accommodate Charter School’s entire in-district classroom ADA at a single school site would present substantial safety concerns for both charter and non-charter District students. By way of example, District staff estimated that to house all of Charter School’s students at a single campus near to where Charter School wishes to locate would require the forcible displacement of a significant number of students attending their local neighborhood school. Displacing children out of their neighborhood school has far-reaching safety, instructional, and social implications.

15. Community-centered schools provide a wealth of benefits for student learning, health, and safety, as well as benefits for the community at large. Many District children walk to and from their neighborhood school. Recent District budgetary cutbacks and the harsh economic climate have made the ability to walk to school a necessity for many families with in-District children. The District school bus program has realized service cuts and route eliminations which have affected many students. As a result of past budget deficits, transportation funding was reduced as part of stabilization efforts. The latest
impact came in July 2012, when the District was forced to implement a change to the eligible busing
distance for secondary schools from three miles to five miles. These cuts disproportionately affect poorer
students and make the ability to walk to school even more crucial.

16. Not only is the ability to walk to school a necessity for some students, but walking to school
also provides key health benefits. According to the California Department of Public Health (“DPH”),
close to one-third of California’s children are overweight or obese. The DPH’s California Active
Communities (“CAC”), in collaboration with CA4Health (a project of the Public Health Institute, with
funding from the Centers for Disease Control and Prevention) has determined that a child’s overall health
is affected by levels of physical inactivity which can be directly linked to time spent in automobiles versus
in active transportation such as walking. Walking or biking to school provides an opportunity for
purposeful physical activity toward the accumulation of the recommended 60 minutes or more of daily
physical activity for children and youth. (Martin, Moeti and Pullen-Seufert, Implementing Safe Routes to
School: Application for the Socioecological Model and Issues to Consider (2008).) Active transportation
– walking, biking, or rolling – to school can help increase physical activity levels of students and their
families. (CA4Health, Incorporating Safe Routes to School into Local School Wellness Policies (June
2014).) Physical activity reduces the risk of obesity and related chronic diseases, and improves mental
health, attendance, and academic performance. (Ibid.) Active transportation can also have broad
community benefits, including reducing traffic congestion and air pollution, creating safer streets,
encouraging cost savings, and building a stronger sense of community. (Ibid.) Increasing physical activity
through walking and biking to school can help address high obesity rates. (Ibid.)

17. Empirical studies have determined that distance is a key impediment to children walking to
school safely. (Martin, Moeti and Pullen-Seufert, Implementing Safe Routes to School: Application for
the Socioecological Model and Issues to Consider (2008).) A study published in the Journal of Public
Health Policy examines the multi-level correlates of walking to and from school. Of the physical
environmental factors examined, the strongest negative correlates to walking to school were distance and
safety concerns. (Zhu & Lee, Correlates of Walking to School and Implications for Public Policies,
Journal of Public Health Policy (2009).) Recognizing distance as a barrier to the ability for a child to walk
to school, CA4Health, the CAC and the DPH support school siting as well as joint use policies and practices that encourage kids to walk or bike to school.

18. Displacing children out of their neighborhood school prevents children from walking to school or impedes children from taking advantage of safety measures the District has instituted to allow children to safely walk or bicycle to their local neighborhood school. At the state level, in 1999, legislation passed to develop a State Safe Routes to School (“SR2S”) program. The SR2S program focuses on traffic calming to create walk-able communities, strengthening the link between injury prevention and physical activity. At the national level, in 2005, the Transportation Reauthorization Bill created the federally-assisted Safe Routes to School Program (“SRTS”) which provided funding over five fiscal years for states to create SRTS programs. The Office of Environmental Health and Safety (“OEHS”) has implemented an SRTS program and identified safe pedestrian routes to the vast majority of District schools requested by charters. The Pedestrian Routes to School maps provide safe routes and recommended crossings for the attendance area of a District school. Below is an example of a pedestrian route map:
CITY OF LOS ANGELES - DEPARTMENT OF TRANSPORTATION

PEDESTRIAN ROUTES FOR COLISEUM STREET ELEMENTARY SCHOOL

Legend
- Recommended Crossing
- Stop Sign
- Traffic Signal
- Guardrail
- Flashing Warning Light
- Stairs or Walkway
- Pedestrian Bridge
- Pedestrian Tunnel

Parents:
This map shows the recommended crossings to be used from each block in your school attendance area. Following the arrows, select the best route from your home to the school and mark it with a colored pencil or crayon. This is the route your child should take. Instruct your child to use this route and to cross streets only at locations shown. You and your child should become familiar with the route by walking it together. Obey marked crosswalks, stop signs, traffic signals and other traffic controls. Crossing points have been located at these controls whenever possible, even though a longer walk may be necessary. Instruct your child to always look both ways before crossing the street. If no sidewalk exists, your child should walk facing traffic.

Estimados Padres:
Este mapa muestra los cruces recomendados para los peatones de cada cuadra en la zona de su escuela. Siguiendo las flechas en el mapa, seleccione la ruta más segura de su casa a la Escuela y marquenla con un lapicero o tiza de color. Esto es la ruta que su hijo(a) debe de usar. Déjele a su hijo(a) que use esta ruta y que cruce las calles solamente en los lugares indicados. Usted y su hijo(a) deberán familiarizarse con esta ruta. Obeyan los rostros de peatones, de alto, semáforos y todos los señales de tráfico. Puntos para cruzar están localizados en áreas controladas, aunque sea necesario de alargar el tiempo para cruzar. Instruya a su hijo(a) que siempre su hijo de los dos lados antes de cruzar la calle. El estudiante debe de siempre caminar en la dirección opuesta del tráfico si no existe una banqueta.
19. Displacing a significant number of students from their neighborhood school to make room for Charter School’s children would prevent a significant number of children who currently have the ability to safely walk to school from being able to utilize the safe routes to school program. Conversely, Charter School draws its attendance from many different District schools. Therefore, providing a single-site offer to Charter School would endanger a significant number of children currently attending their neighborhood school, so that far fewer of Charter School’s students who reside in a particular attendance area would have the ability to walk to school. Moreover, the forcible displacements would not just be limited to the neighborhood children attending a single District school. Instead, those students would need to be absorbed into neighboring schools which have insufficient space to house the influx of this number of students, and thereby, would cause the additional forcible displacement of children from these absorbing schools. This would create a ripple effect of forcible displacements necessitating hundreds of neighborhood children to relocate for the benefit of a far lesser number of Charter School’s children. Such a decision would pose disproportionate harm to a significant number of children currently attending their local neighborhood school, and to those District students displaced by the influx of these students, and thus produce inequity in the sharing of facilities.

20. Not only does distance play a factor in children safely walking to school due to traffic dangers, but several Los Angeles neighborhoods are plagued by gang violence. In order to create safe passages to and from school in neighborhoods suffering from gang-related violence, meaningful programs and efforts to mitigate these risks have been launched, such as Kid Watch LA which instituted the Walking School Bus for District students. The Walking School Bus enlists parent and community volunteers to accompany groups of small children as they walk to and from their neighborhood school.

21. According to the Los Angeles Police Department, the District is located within the territory known as the “gang capital” of the nation, with more than 450 competing gangs. Gang violence is unfortunately prevalent on some campuses and within the neighborhoods of several District schools. As shown by the map depicting former gang injunctions in Los Angeles below, Los Angeles gangs claim particular territories:
22. On March 15, 2018, a District Court enjoined the City of Los Angeles from enforcing these gang injunctions. (See, **Youth Justice Coalition, et al., v. City of Los Angeles, et al., CV 16-07932 VAP.**) The inability to enforce these injunctions may result in an increase in gang-related activity and crime.
23. Forcibly displacing students who themselves or whose parents are tied to a particular gang and placing them in a school located in the territory of another gang would potentially breed gang warfare and violence affecting all children, teachers, staff, and parents at a particular school.

24. Pulling children out of their neighborhood school and placing non-neighborhood charter students in those schools prevents the displaced children from taking advantage of safety measures such as the Walking School Bus and therefore unfairly endangers the safety of those displaced children. These harms disproportionately affect students attending local District schools. As parents of charter school students have elected to send their child to a school out of his or her local attendance area, the parents have secured a means of transporting their child to this school. However, parents of children who attend local District schools may not have the means to find alternate transportation and rely on children walking to their neighborhood school. With the aforementioned reduction of several school bus routes and potential further elimination of transportation funding, many forcibly displaced children will be forced to walk long, unsafe distances or take unsafe public transit routes outside of their neighborhood attendance area.

25. Displacing children attending their District neighborhood school solely for the purpose of making single-site offers to charter schools would have additional instructional and social ramifications. Displaced children would attend a school that has no relation to their high school attendance area, resulting in further disruption of the typical matriculation process. California has a new accountability system reported through the California School Dashboard. The state’s new accountability system includes a three-level identification and support system for Local Educational Agencies, and categorizes district performance levels using a system of five colors, stated in order from lowest to highest performing: red, orange, yellow, green, and blue. The first release of the California School Dashboard was in fall of 2017, and identified the District for “Level 2” assistance from the Los Angeles County Office of Education (LACOE), because two of the District’s student groups, Foster Youth and Students with Disabilities, had a Red performance level in the Graduation Rate Indicator and in the Academic Indicators (English Language Arts (“ELA”) and math grades 3-8). As a result, the District and LACOE are working collaboratively to address identified performance issues with these student groups and develop strategies
for accelerating progress. The following year, the fall 2018 Dashboard results indicated that the District had been assigned Yellow performance levels for three of the six state indicators for all students: College/Career, ELA, and Mathematics Academic Performance. A Green performance level had been assigned for the Graduation Rate indicator and a Blue performance level for Suspension Rate. The only indicator that was assigned an Orange performance level was the Chronic Absenteeism indicator. The District did not receive any Red performance levels. The Dashboard also reports student groups results. The outcome for student groups showed that of the thirteen total student groups identified in the District, ten student groups were assigned at least one Red/Orange performance level.

26. As these accountability measures indicate, the District is making strides in increasing graduation rates and academic success. Displacing District children attending their District school would thwart these efforts. Studies have empirically established that disrupting a child’s trajectory to their local District high school effectively increases drop-out rates. A review of 25 years of research conducted by the California Dropout Research Project identified strong predictors of dropping out of high school. The compilation study identified non-promotional school changes (student mobility) during middle school and high school as a key predictor of a child dropping out of school. (Rumberger & Lim, Why Students Drop Out: A Review of 25 Years of Research, California Dropout Research Project (October 2008).)

27. In 1998, a seminal study on the educational consequences of student mobility found a high causal connection between student mobility and an increased risk of high school drop-out. The staggering results of this study indicate that controlling for other predictors, students who made even one non-promotional school change between the eighth and twelfth grades were twice as likely to not complete high school as students who did not change schools. (Rumberger & Larson, Student Mobility and the Increased Risk of High School Dropout, American Journal of Education 107 (November 1998).)

28. The safety and welfare of all students is this District’s paramount concern and principal charge. The data is indisputable that children who drop out of school are at far greater risk of a vast array of physical, social, and economic harm than those who stay in school and complete their secondary education. This paramount concern of the District remains a material consideration when weighing whether to forcibly displace hundreds of children from a neighborhood school in order to make way for
far fewer students who would attend that school from distant neighborhoods, especially when other solutions for sharing space fairly are feasible.

29. An additional impact of such displacement would be the difficulty of sustaining the same level of parental involvement in the absorbing schools that are located miles away from their neighborhoods. California State Board of Education Policy #89-01 acknowledges that a critical dimension of effective schooling is parental involvement. This policy initiative states that research studies demonstrate parental involvement at school propels a child’s educational career. Forcibly displacing students attending their local neighborhood school would make it more challenging for those children to reap the benefits of parental involvement in their new non-neighborhood schools.

30. An alternative to displacing students attending their neighborhood school would be to overcrowd a District campus by adding Charter School’s students. However, this would cause severe safety and operational ramifications due to the design capacity of the site making this course of action infeasible. Adding Charter School’s students to a District campus with insufficient space to feasibly accommodate Charter School’s total in-district classroom ADA would raise both schools’ classroom loading ratios, thereby disadvantaging both of these schools’ children. Likewise, having hundreds of children over a school’s capacity sharing space would pose a great risk to student safety and well-being.

31. In making decisions regarding allocations of space, District staff placed the safety of charter school students at the forefront of the decision-making process. District staff made substantial efforts to locate charter schools at or near their desired geographic location and further made material efforts to minimize the number of sites on which the charter school was located. As charter school parents/guardians have made a decision to place their child in a school outside of their neighborhood school, they have had the opportunity to weigh the safety implications of this decision for their child. On the contrary, the families of forcibly displaced students have no place in a decision-making process that sends their children to schools outside of their resident neighborhoods. Thus, forcibly displacing children attending their local neighborhood school would not afford their parents/guardians the same opportunity. In addition, the decision to forcibly displace students to make way for charter school students necessarily will have safety impacts upon the displaced children, whereas, given the fact that
many charter students already voluntarily travel outside of their neighborhood to attend the charter school, these children may not face any increased safety risk by being required to, for example, travel five miles east instead of five miles south.

32. Based on the foregoing safety and instructional considerations, District staff recommends providing Charter School with a multi-site offer of contiguous facilities at the Recommended Co-Locations.

PROCESS AND MATCHING GUIDELINES DISTRICT STAFF FOLLOWED TO LOCATE SPACE FOR CHARTER SCHOOLS PURSUANT TO PROPOSITION 39

33. The District’s Charter Schools Division (“CSD”) determined that in the 2019-2020 school year, more than 155,275 students enrolled in charter schools authorized by the District. This figure reflected a 655 student increase over the number of students enrolled during the previous school year. In the 2018-2019 school year, the District had the most charter students attending schools authorized by the District of any school district in the nation. It had approximately 1.5 times as many charter school students as the New York City Department of Education, the largest school district in the country. The District ensured that every eligible in-District charter student was offered a seat.

34. For the 2020-2021 Proposition 39 cycle, the District continues to apply a comprehensive process – a process that results in every eligible in-District charter school student being offered a seat at a District campus for the 2019-20 school year. The District follows a critical path schedule of steps, from the initial request by a charter school for facilities to making facilities ready for occupancy, in order to timely meet the Proposition 39 timeline. As it did last year, the District is utilizing a capacity assessment determination called Electronic Capacity Assessment Review (“E-CAR”). E-CAR is a tool used to assess capacity at school sites throughout the District and was implemented at the beginning of the Proposition 39 process. The District has personnel experienced in school utilization assessing all of the space within the District at the right time. Specifically, over the course of nine weeks, principals at over 700 District campuses utilized a comprehensive web-based application to specifically identify and validate classroom space utilized as teaching stations and set-asides, along with classroom numbers, locations, and sizes. Additionally, they identified classrooms occupied by special education programs, charter schools,
preschools, adult education programs, and other third-party users, swing space needed for construction projects, options programs, and other classrooms out of service or mandated for removal due to legal and/or safety requirements.

35. The general process District staff followed in administrating Charter School’s facilities request was the same that it used to process each of the other facilities requests the District received from charter schools for the Next Fiscal Year. That process is as follows:

36. Since the beginning of August 2019, SMS staff has conducted a comprehensive analysis of the use of District school facilities, that is, E-CAR. The purpose of E-CAR is to assess with precision the capacity of each school site in several respects: the number of classrooms, the manner in which those classrooms are used, and the school’s operating capacity. E-CAR entails a detailed review of the present use of District school sites and an analysis of the projected future uses of those facilities. The analysis includes reporting of data by individual schools, which is analyzed by SMS staff to confirm its accuracy and to ensure that available space is used efficiently and uniformly throughout the District.

37. E-CAR commenced with a period of in-office preparation during which SMS staff examined materials submitted by all District schools in the previous year for accuracy, as well as for consistency with previous assessments’ classroom usage and availability. The SMS staff applied standard formulae for the usage of classrooms in order to generate an objective and uniform assessment of the amount of classroom space at District school sites. The purpose of this calculus is to assess the number of classrooms required to accommodate instructional program enrollment, based on grade level and specific course subject matters at secondary schools.
38. The E-CAR process involves school principals logging into a web-based application to record their school’s enrollment and review and confirm details regarding the school site’s classrooms and their respective utilization. Within this application, classroom data is associated with a spatial database that is displayed as building floor plans.

39. To ensure that the principals provide the data necessary for a complete and accurate assessment of school capacity, they are instructed to reference the following resource materials for their school site:

- a current school map,
- the school’s current or most recent Norm Day classification report (which details the number of students enrolled at that school on September 20, 2019),
- the Norm Day classification report for any magnet center and/or dual language program located on the school’s campus,
- the Classroom Inventory and Allocation Worksheet pages from the prior school year’s Capacity Assessment Review report on which is the information for classroom counts and allocation into precisely-define categories, and
- the number of additional purchased teachers, if any, from Title 1 and/or parent or grant funded.

40. Categorizing classrooms in this way is important because a school’s capacity involves more than its raw seats and room numbers. The District must determine whether a school has facilities available to sufficiently serve the particular requirements of a school site, such as grade levels, classes, special education programs, magnet centers, SLCs, PLEs, legal mandates, and other student needs.

41. As a result of the foregoing, District staff reviewed data from SMS regarding specific capacity information at District school sites for the Next Fiscal Year.

42. Utilizing this data, SMS provided CSD with the number of estimated available seats as well as classrooms at each campus given specific operating capacities per programmatic and mandated qualifiers. When planning for maximal use of available school facilities, and in interpreting data generated during the course of facilities planning, it is absolutely critical to understand the difference between “empty classrooms” and “available seats”. To illustrate, a hypothetical District school may not have any empty classrooms, but may have individual available seats. As a result, the school may be able to absorb
100 students into its existing classrooms by identifying two free seats spread out among 50 of its classrooms that are used for instruction appropriate to the grade level and subject matter requirements for the students being absorbed. Thus, it is an entirely different proposition to provide and integrate 150 seats across a campus than to provide six or seven empty classrooms with the same total number of contiguous available seats. In many instances, there may be many available seats in a school, but no empty classrooms. This is especially the case for District high schools where the students do not sit in one classroom all day, like an elementary school, but instead attend at least five or more different classes per day, each in different classrooms and with different teachers and groups of students, in order to receive the mandated curriculum.

43. SMS generated each instructional program’s operating capacity using a complex mathematical formula which took into account aspects of schools’ operations that would reduce operating capacity. The operating capacity also accounted for classrooms designated as “set-asides.” As discussed above, set-asides are classrooms used for purposes other than general education. Public school districts are required to provide one special education room per school. They are separately required to provide parent centers at each school, and charter school, pre-kindergarten and adult education students are also served in school classrooms across the District.

44. District staff analyzed each District school’s estimated available seats and classrooms for the Next Fiscal Year based on the data provided by SMS.

45. Historically, the District had prepared to reserve 75 seats at every secondary school and 50 seats at every elementary school for additional unanticipated enrollment. As a public institution, the District is required to provide an education to every student who chooses to enroll. The District previously planned its programming and staffing based on estimated enrollment projections, but in the event projections were short, the District was still obligated to provide an education to students who were not originally anticipated. As a result, the District proactively planned to address any potential discrepancies in their projections by reserving seats as an “unanticipated growth cushion” rather than overcrowd classrooms to the detriment of that educational environment, as a result of failing to address this common occurrence up front. Importantly, however, beginning in 2013 and continuing this year, the analysis did not stop there. Rather, District staff added rigor to this process by examining the actual historical data.
over the last several years of enrollment at each school site to determine if a trend could be empirically established demonstrating unanticipated growth. Based upon this further analysis, CSD determined that no seats at any District school sites offered to a charter school should be reserved for an unanticipated growth cushion. Therefore, this historical reservation of seats was not applied in this cycle.

46. The District uses the definition contained in California Code of Regulations, title 5, section 11969.3, subdivision (a)(2), to determine comparison group schools.

47. No two schools are identical; however, on a grade-alike basis, a significant majority of the District’s schools share reasonably equivalent conditions, especially when taking into account age, quality of materials and state of maintenance, school site size, conditions of surfaces as well as mechanical, plumbing, electrical and fire-life systems, including conformity to applicable codes, availability and condition of technology infrastructure, the condition of the facility as a safe learning environment, including but not limited to, the suitability of lighting, noise mitigation, and size for intended use, the conditions of the facility’s furnishings and equipment, and the condition of athletic fields and play area space. As part of this process, District staff determined whether the conditions of school facilities offered to a charter school were reasonably equivalent to the comparison group schools.

Matching Guidelines Utilized by the District

48. In accordance with California School Bds. Assn. v. State Bd. of Ed. (2010) 191 Cal.App.4th 530, CSD staff supported and facilitated Proposition 39 Local District Advisory Meetings to engage in the following process in order to make contiguous offers of space to charter schools in facilities with reasonably equivalent conditions to those which would accommodate the charter students if they otherwise attended District schools. District staff makes every reasonable effort to locate space on a single site, or only if necessary on multiple sites, in the charter applicant’s geographic area of interest. Consequently, District staff first attempts to accommodate charter schools at a single school site and looks for available facilities sufficient to accommodate the entirety of a charter school’s projected in-District classroom ADA within its desired area of geographic interest. Only when no single school site can be feasibly identified based upon school site design and occupancy limitations as well as after taking into account the paramount considerations of both District and charter school student safety and welfare, does the District make offers that contemplate the use of multiple school sites.
49. District staff first identifies District classroom inventory by grade level configuration in each geographic region. Grade-alike matches typically provide reasonably equivalent space to charter schools; therefore, wherever possible, District staff allocates space to charter applicants on grade-alike school facilities.

50. District staff next identifies which charter applicants are already located in District facilities and, when feasible, matches those charter schools to their existing site. District staff then examines and identifies the geographic areas of interest of the charter school applicants. As described above, often many charter schools request the exact same space so District staff must assess conflicting geographic as well as particular site interests. In doing so, District staff examines whether the potential match would utilize all available classrooms and whether the match represents a full, single site offer. Priority is given to those charters where these two goals can be achieved.

51. Based on an examination of these criteria, District staff makes a preliminary match of available classrooms at a particular site to the projected in-District classroom ADA of each charter school. District staff attempts to find the most geographically relevant grade-alike matches. For multi-site offers, District staff eliminates set-asides wherever reasonably possible to reduce the number of sites assigned to a charter school, which often results in being able to transform multi-site offers to single site offers. District staff engaged in the materially disruptive measure of eliminating set-asides in order to achieve sharing space fairly amongst charter and non-charter students in the District.
52. For the Next Fiscal Year, District staff had to grapple with the conflicting needs of all 68 charter school applicants and cycled through the above process as conscientiously as possible, shifting space and potential matches to fulfill the District’s obligation to share space fairly among all District students. In doing so, as expressed above, District staff kept in the forefront considerations of student safety and welfare.
TAB (b)

Board of Education Finding that the Charter School Could Not Be Accommodated at a Single Site and Written Statement of Reasons Explaining the Finding (Cal. Code Regs., tit. 5, § 11969.2, subd. (2))

Whereas, Under Proposition 39, the Los Angeles Unified School District (“District”) is required to fairly share space between public school pupils, charter and non-charter students alike;

Whereas, In making an allocation of space, the District attempts to place a charter school applicant on one school site or, when that is not feasible, alternatively attempts to minimize the number of school sites on which the charter school applicant is placed;

Whereas, In making an allocation of space, the District materially considers the safety implications to charter school students of making a multi-site offer and balances the safety, instructional, and social consequences of displacing children from their neighborhood District schools, as well as the burdens associated with such an action on their parents and the community;

Whereas, For the Next Fiscal Year, 68 charter schools requested facilities under the Proposition 39 process, asking for approximately 19,636 seats from the District;

Whereas, Charter School submitted an application for Proposition 39 facilities for the Next Fiscal Year;


Whereas, District staff engaged in an effort to create a single site offer to accommodate Charter School’s total in-district classroom ADA;

Whereas, The District cannot accommodate Charter School’s request for a single site at any of the District school site(s) and/or the geographic area in which Charter School wishes to locate;

Whereas, Several other charter schools also requested space in the same Local District that Charter School requested;

Whereas, District staff determined that data from School Management Services (“SMS”) indicated no single District school at which Charter School wishes to be located will have sufficient classroom space to accommodate Charter School’s total in-district classroom ADA in the Next Fiscal Year;

Whereas, District staff then expanded its search to other schools near the geographic area where Charter School wishes to be located, but determined that it is not possible to accommodate Charter School’s entire student population on a single site in the Next Fiscal Year;
Whereas, the District cannot accommodate Charter School’s entire in-District classroom ADA at a single school site;
Whereas, To accommodate Charter School’s entire in-District classroom ADA at a single school site would present substantial, disproportionate safety concerns for both Charter School’s students and students attending their local District neighborhood school;

Whereas, District staff determined that to house all of Charter School’s students at a single District school site in the geographic area in which Charter School wishes to locate would require the displacement of a significant number of children attending their local neighborhood school, whereas, far fewer of Charter School’s students would otherwise attend those schools;

Whereas, Displacing children out of their neighborhood schools has far-reaching safety, instructional and social implications including: prohibiting children from safely walking to school; subjecting children displaced from their neighborhood school to possible gang violence; increasing high-school drop-out rates of displaced children; and impairing parental involvement in local neighborhood schools;

Whereas, Based on these safety and instructional considerations, District staff recommends keeping the student populations of the District schools intact;

Whereas, Alternatively, over-crowding a school’s campus in order to provide a single-site offer to Charter School would have equally severe safety and operational ramifications, making this course of action infeasible;

Whereas, the District can provide Charter School with a multi-site contiguous offer of reasonably equivalent facilities at the “Recommended Co-Locations”;

Whereas, Providing Charter School space at the Recommended Co-locations minimizes the number of sites assigned to Charter School;

Whereas, Because of the short distance between the Recommended Co-locations, they are contiguous facilities in a school district spanning 710 square miles and serving over 27 cities;

Whereas, By providing space to Charter School at the Recommended Co-locations, the District has made reasonable efforts to provide Charter School with facilities near to where Charter School wishes to locate;

Whereas, the Board incorporates into these findings the Staff Report on Process for Determining Charter School Cannot be Accommodated at a Single Site; and

Whereas, The District can make a complete and contiguous, multi-site offer to accommodate Charter School’s entire in-District classroom ADA; therefore be it

Resolved, That pursuant to California Code of Regulations, title 5, section 11969.2, subdivision (d), for the reasons set forth herein and as further expressed by District staff, the Governing Board of the Los Angeles Unified School District finds that the District cannot accommodate Charter School at a single school site; and therefore be it finally
Resolved, That pursuant to Education Code sections 35160-35160.1, 47614 and California Code of Regulations, title 5, section 11969.1, et seq., for the reasons set forth herein and as further expressed by District staff, the Governing Board of the Los Angeles Unified School District authorizes a preliminary proposal and/or offer of facilities to Charter School for the Next Fiscal Year at multiple District school sites.