

**MATERIAL REVISION TO CHARTER OF  
PREPA TEC, LOS ANGELES**

This Material Revision to the Charter of Prepa Tec, Los Angeles (“Material Revision”) is made between Los Angeles Unified School District (“District”), a California public school district, and Alta Public Schools (“APS”), a California non-profit corporation, (“Parties”) operating a California public charter school known as Prepa Tec, Los Angeles (“Charter School” and/or “Prepa Tec”).

This Material Revision is to be read in conjunction with and shall expressly revise the Charter of Prepa Tec, Los Angeles approved by the Los Angeles Unified School District Board of Education on **January 15, 2013** (“Charter”). The effective date of this Material Revision is the date of approval by the Board of Education.

A. WHEREAS, Parties agree to materially revise the Charter, and where required, its Bylaws, to reflect changes to the Charter as noted below;

B. WHEREAS, District and Charter School jointly agree to revise certain provisions of the Charter to reflect District policy and applicable state and federal laws, statutes, and regulations;

C. WHEREAS, as a Charter Management Organization (“CMO”), Alta Public Schools provides management services, to their LAUSD authorized charter schools, Academia Moderna, and Prepa Tec, Los Angeles; and

D. WHEREAS, in response to LAUSD’s Notice to Cure letter dated May 20, 2015, Alta Public Schools’ Board of Directors resolved, on October 20, 2015 to materially revise the Charter of Prepa Tec to reflect the current management and organizational structures, and to reiterate the reduction of the CMO fee from 10% to 8% for management services provided to to Prepa Tec, Los Angeles and Academia Moderna.

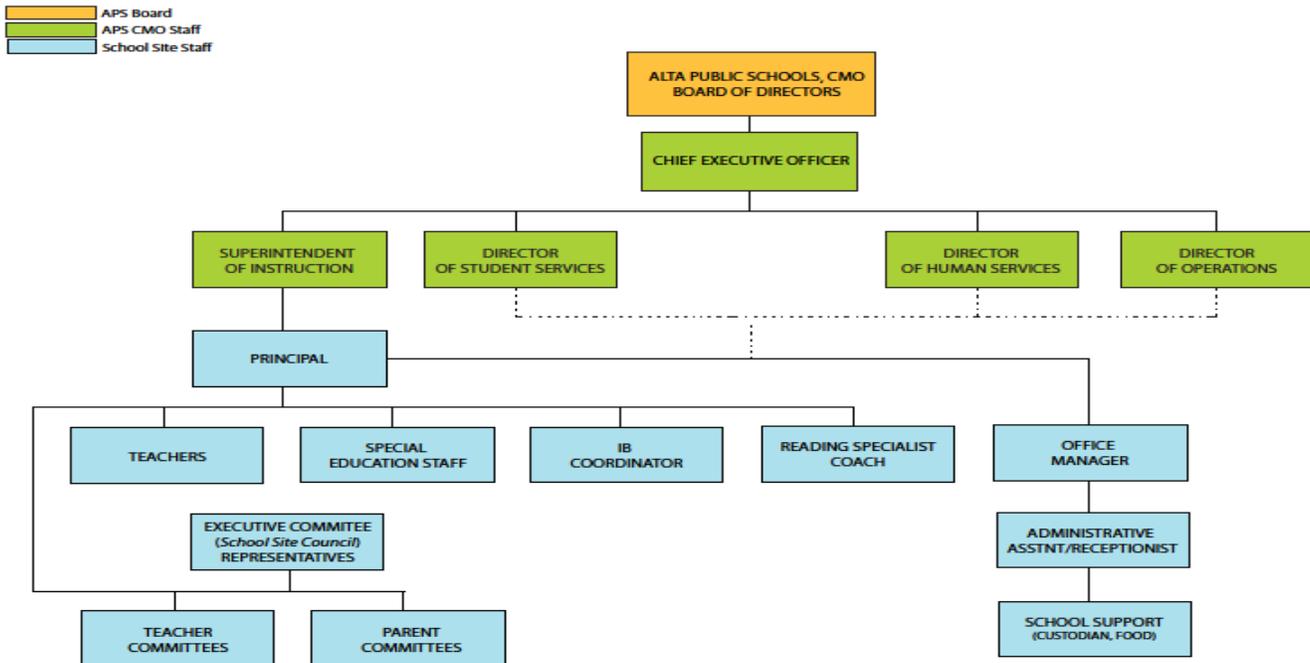
NOW, THEREFORE, the parties hereby acknowledge the adequacy of the consideration given for this Material Revision and, notwithstanding any provision to the contrary set forth in the Charter, the parties hereto expressly agree as follows:

1. **Charter Management Fees**: The Charter shall be revised to include the following provision:

“Alta Public Schools acknowledges and reiterates the approval on June 9, 2015 of the reduction of the Management Fee from 10% to 8% for management services to Prepa Tec, Los Angeles.”

2. **Element 4: Governance**. The “decision-making line of command or organizational chart for Prepa Tec” outlined in Element 4 of the Charter shall be deleted and replaced with the following chart. All provisions that are inconsistent with the depicted structure in the chart below shall be deleted:

## The Decision-making Process



3. **Element 5: Employee Qualification.** All provisions in Element 5 of the Charter that relate to the hiring, job descriptions and evaluation of the Charter School employees, classes/positions, including administrators, certificated staff, instructional support staff, and classified staff shall be revised and replaced with the following job descriptions for all school employee classes/positions, including administrators; certificated staff, instructional support staff, and classified staff:

### “Process for Staff Recruitment and Selection

Alta Public Schools will recruit personnel who believe in the Vision and Mission of the school and are sensitive to the needs of diverse communities. Moreover, all staff hired at Alta Public Schools will possess the personal characteristics that will model the IB tenets of inclusiveness and global-mindedness. All staff will be selected based on a qualifications and interview basis. Candidates that wish to apply for a position will be required to submit a resume and an employment application.

### Hiring the Chief Executive Officer

The governing Board of Alta Public Schools (APS) will hire the Chief Executive Officer. The Chief Executive Officer will hire the Superintendent and the Alta Public Schools Charter Management Organization (CMO) business staff. The Superintendent will hire all Principals and teaching and instructional program staff. All staff will potentially be recruited from the annual California Charter Schools Job Fairs or from a candidate pool that has been created by teachers, the Principal, Superintendent or the CEO. To hire the CEO, a recruiting company will be hired to assist the Board in the outreach and selection process and/or an announcement

will be placed in multiple locations and a pool of potential candidates will be interviewed by an Ad Hoc committee created by the APS Board to make a recommendation to the full Board for approval.

### **Hiring the Superintendent of Instruction**

To hire the Superintendent of Instruction, an announcement will be placed in multiple locations and a pool of potential candidates will be interviewed by an Ad Hoc Hiring Committee composed of APS CMO staff, school personnel and parent representatives, which will make a recommendation to the CEO for approval with final oversight and ratification by the Alta Public Schools Board of Directors.

### **Hiring the Principal, Teachers and Instructional Staff**

The Superintendent has the ultimate responsibility for hiring the teachers and instructional staff, including instructional support staff. To hire the Principal and teachers, the Superintendent will:

- Create a Job Announcement
- Create marketing campaign using advertising and promotions
- Screen submitted resumes to ensure minimum qualifications are met (e.g. candidate holds appropriate credential)
- Convene a Personnel Committee comprised of teachers and parents
- Lead the Personnel Committee in conducting panel interviews of candidates
- Select “best-fit” candidates based on qualifications, experience, knowledge of the IB Program, related curriculum, and demonstrated ability to perform required job duties
- Ensure criminal background and appropriate reference checks are conducted
- Receive Board approval on all hiring recommendations

### **Hiring Classified Staff**

Classified and or business office employees will be hired either on a full-time or part-time basis depending on the job function and individual contract by the Principal.

- The Board will have final approval over all hiring.

### **Record Keeping and Teacher Credentials**

Appropriate records of credentials held by Alta Public Schools teachers and supporting documentation will be monitored and maintained by the school administration.

- Credentials and background checks will be monitored on an on-going basis by Director of Human Resources in conjunction with the Superintendent of Instruction, Principal and Office Manager and in compliance with state and federal law. The school will maintain current copies of all teacher credentials and they will be readily available for inspection. Board-approved candidates will be provided with a written offer letter. Candidates will be required to provide written confirmation of acceptance or declination.
  - All Alta Public Schools candidates for employment will not be officially hired until a criminal background check, fingerprinting and immunization and health screening requirements is fulfilled as described in Element 6.

## **Employee Compensation**

Teachers will be compensated based on the LAUSD salary pay scale for starting teachers. All full-time staff of Alta Public Schools will be eligible for all health benefits provided, including a \$1 Million professional liability insurance coverage. Additional and specific personnel policies, including calendar, work day/year, sick days, personal days, and procedures for disputes will be further developed, from time to time, by the Executive Committee. Recommendations will be presented to the APS Board for review and approval on an annual basis and codified in an Employee Handbook.

## **Assessment and Performance**

All faculty and staff will be assessed through a three-part process that includes an evaluation performance tool with rubrics, survey, and self-evaluation twice per year. Additionally, teacher evaluations will include multiple formal observations, the Principal and teacher completion of a job-specific rubric, and an end-of-year interview.

## **Evaluation of Key Staff**

The Alta Public Schools Board of Directors will evaluate the Chief Executive Officer based on the following:

- Achievement of the Mission and Vision of the school
- Achievement of mutually agreed upon annual goals in relation to school operations, facility acquisition, and fundraising
- Maintenance and oversight of fiscal activities and sound budget
- Board of Directors' analysis of the CEO's reports
- Board of Directors' observations
- CEO's self-evaluation
- Summary data from the surveys of faculty, staff, and school community
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- The CEO will evaluate the Superintendent and report to the Board on the following:
  - Development and guidance of the academic program to high academic success
  - Development and maintenance of Principal and teacher involvement
  - Development and maintenance of a positive school culture
  - Development and maintenance of parent involvement
  - Evaluations of Instructional and schools' Business Office staff
  - Superintendent of Instruction will evaluate the instructional staff, i.e., Principals.

Evaluations will be conducted bi-annually and findings will be presented to the CEO for the Board of Directors. Teachers will be evaluated by the Principal on their ability to:

- Deliver a quality, enriched, and powerful curriculum that is aligned to state content standards and the mission and vision that leads to improvement of student learning.
- Follow effective teaching practices and performance of job duties as assigned.
- Provide continual assessment of student progress and use that information to evaluate classroom performance towards meeting the needs of every student.
- Strive for continuous and open communication with school staff, parents, and community members.

## Job Descriptions for APS Employees

### **CHIEF EXECUTIVE OFFICER**

The primary objective of business management and that of the CEO at Alta Public Schools is to utilize resources effectively by aligning all financial, funding, physical plant, and data collection practices with the educational improvement strategies of the school. S/he provides leadership by (1) advocating and supporting the philosophy, mission, and direction of the school in the school and greater community; (2) garnering support and commitment for the Alta Public Schools mission and vision and IB educational program from staff, students, parents, and the community; (3) implementing program initiatives through appropriate professional staff development; and (4) promoting a team environment by implementing a shared decision making process agreed upon by all stakeholders. The Chief Executive Officer is qualified to prioritize and fulfill the following job responsibilities:

#### **Stakeholder Relations**

##### General Relations

- Ensures proactive clear communication with Superintendent, Staff, and Board.
- Updates the schools community on pertinent information in a timely fashion.
- Demonstrates effective, diplomatic communication based on the communication policy and/or values of the school.
- Resolves conflicts and disputes based on school policy and/or school values.

##### Board Relations

- Works with Superintendent, Board and attends all Board meetings.
- Provides the Board “The CEO’s Report,” a complete written status report to be presented at all regularly scheduled Board Meetings

##### District and Community Relations

- Works with District to secure needed resources.
- Networks with community for funding resources

##### Parent Relations

- Works with Principals and Superintendent to promote school wide efforts including outreach and fundraising.
- Communicates effectively with parent body.
- Works with Principals and Superintendent to encourage and motivate parent participation
- Works with Principals and Superintendent to conduct surveys for parent feedback to be published in school newsletters

##### Staff Relations

- Maintains positive environment.
- Acts as liaison/mediator between all members of the APS community.
- Clarifies and resolves personnel issues.

## **General Supervision**

### Staff Supervision

The CEO oversees the Superintendent and other APS CMO Directors. The school Principal oversees the Office Manager and other administrative positions to ensure completion of all job responsibilities at school site. The CEO:

- Provides guidance and opportunities for leaders.
- Articulates an active supervision model which encourages high staff performance.
- Oversees APS administration staffing responsibilities.
- Guides the creation and updates of the Employee Handbook which includes personnel policies.
- Ensures adequate staffing and training for day and after school programs

### School Supervision

- Causes to ensure campus safety and orderliness.
- Guides the creation and implementation of a school wide emergency plan.
- Ensures compliance with school safety needs

### Staff Development

- Determines and facilitates administration staff development needs and opportunities.
- Determines and facilitates individual staff development and learning opportunities.
- Develops and maintains a professional resource library.
- Aids staff in selecting assessments and conducts assessment training.
- Ensures staff compliance with national and state educational regulations

### Special Education Supervision

- Supports Superintendent, which holds Principal and Special Ed personnel accountable for how IEP goals and objectives are communicated to teachers, aides, and parents.

## **Parent Education**

- Ensures that parent education and parent involvement is a large part of school culture
- Support the facilitation educational workshops based on need for parents and volunteers

### School Committees and Parent Groups

- Attends meetings of parent groups and business committees.
- Provides support and timely information to facilitate the achievement of committee goals.

## **Strategic Planning Oversight**

- Conducts an Annual Needs Assessment based upon the previous year's Annual Performance Audit, which measures student and staff performance.
- Leads the school in assessing long- and short-term needs based on staff, committee, and community input.
- Articulates the means by which the school's programs can be developed to realize the school's vision.

- Communicates and collaborates with school community to meet planning needs.

### **Compliance Management of All Programs**

- Provides support to Superintendent in Authorizer and other third party accreditations, such as IB and WASC.
- Oversees school-wide Self-Study and Report Generation.
- Ensures that the school is led in a comprehensive Compliance Management of all programs cycle (or equivalent) in subsequent years.

### **Business Management Responsibilities**

#### **Development**

- Identifies grant sources, cultivates and oversees execution process.
- Implements school-wide fundraising opportunities.
- Motivates school community to develop fundraising opportunities.
- Oversees State, County and District funding requests.
- Integrates fundraising/development efforts into the long term goals of the school.
- Finds resources within parent community to support development efforts.

#### Finance and Accounting.

- Creates and manages budget with direction from Board, Budget and Executive Committees
- Leads the creation of detailed reports on financial status and submits at regularly scheduled Board Meetings
- Manages payroll and benefits
- Manages vendor contracts

#### Physical Plant

- Interfaces with building management and owners
- Oversees maintenance and janitorial services
- Maintains code compliance
- Implements computer technology maintenance and support
- Manages purchasing and inventory

#### Data Management

- Oversees maintenance of website and school network
- Oversees the acquisition and training of Student Information System
- Oversees the gathering, analysis, interpretation and reporting of data
- Oversees records management including parent surveys, student records, extended day program, staff credentials, parent volunteer hours
- Oversees attendance reporting process in order to maximize funding

#### Overall Qualifications:

- Master's Degree in Education or MBA or
- Demonstrated experience in the leadership and management
- At least 5 years' experience in the field of charter school education

- Demonstrated organizational development leadership
- Experience in school finance and nonprofit management
- Demonstrated expertise in partnership development and fundraising
- Knowledge of and experience in school governance
- Experience in and knowledge of IB education
- Demonstrated commitment to continuous improvement process and utilization of data in school improvement
- Background Clearance from FBI/DOJ
- TB Clearance *EC that* requires the initial TB test to have been given within 60 days of employment (prior to) and every four (4) years thereafter.

## SUPERINTENDENT OF INSTRUCTION

The Superintendent of Instruction (Superintendent) will be responsible for the achievement of the mission and vision of Alta Public Schools through successful implementation of the educational program. S/he provides leadership by (1) advocating and supporting the philosophy, mission within the Alta Public Schools staff, students, and families; (2) being committed to the implementation of the school's innovative programs including the IB program and a robust EL, ELA and math programs; (3) providing support for program initiatives through appropriate professional staff development; (4) working effectively within a team environment; (5) demonstrating the use of appropriate communication tools and current technology; (6) promoting and modeling multicultural awareness, gender sensitivity, and racial and ethnic appreciation; (7) implementing a shared decision-making process agreed upon by all stakeholders; (8) demonstrating the ability to make informed and objective decisions; and (9) modeling life-long learning by engaging in continuing education. The Superintendent contributes to a culture of excelling by fulfilling the following responsibilities:

### **Instructional Leadership**

#### Curriculum Development

- Develops and oversees the English Language Learner education, approach, and CCSS
- Develops and oversees Special Education curriculum development in conjunction with CCSS
- Oversee and implements District and national assessment tools
- Develops alternative assessment models, and Methods and Practices
- Assists and guides Principals in assisting teachers in individualizing the curriculum and/or creating units
- Develops and oversees development of classroom experience in a holistic approach to education setting
- Facilitates democratically created curriculum
- Continues to develop own expertise and knowledge of educational and administrative practices

#### Staff Development

- Determines and facilitates instructional staff development needs and opportunities

- Determines and facilitates individual staff development
- Develops new teacher mentoring program
- Develops and maintains a professional resource library
- Aids staff in selecting assessments and conducts assessment training
- Ensures staff compliance with national and state educational regulations

#### Behavior Support

- Develops and supports models for teachers in student behavior management
- Develops individual behavior plans when necessary
- Involves parents in development of individual behavior plans, as needed
- Oversees development of school wide behavior policies, as needed

#### Parent Education

- Facilitates parent education on educational program and/or IB program
- Facilitates educational workshops based on need for parents and volunteers

### **Communication Responsibilities**

#### General Relations

- Ensures proactive clear communication with Chief Executive Officer, Directors, Staff, and Board
- Updates the Alta Public Schools community on pertinent information in a timely fashion
- Demonstrates effective, diplomatic communication based on the communication policy and/or school values
- Resolves conflicts and disputes based on school policy and/or values of the school

#### Board Relations

- Works with Chief Executive Officer, Board and attends Board meetings
- Provides to the Board “The Superintendent’s Report,” a complete written status report on the health of the educational community

#### District and Community Relations

- Supports the Chief Executive Officer working with District to secure needed resources
- Supports the Chief Executive Officer working in networking with community funding resources

#### Parent Relations

- Supports and promotes school wide efforts including outreach and fundraising
- Communicates effectively with parent body
- Possesses knowledge of individual parent and student needs
- Encourages and motivates parent participation to volunteer

#### Staff Relations

- Maintains positive environment

- Acts as liaison/mediator between all members of the APS community
- Clarifies and resolves personnel issues

## **Supervision**

### **Staff Supervision**

- The Superintendent hires and oversees the instructional staff, educational consultants and yard positions to ensure completion of all job responsibilities
- Evaluates Principal and assists in the evaluation of teachers and provides feedback
- Provides opportunities for Principal and teacher leadership
- Articulates an active supervision model which encourages high staff performance and supports individual management and teaching styles
- Oversees instructional staffing responsibilities
- Assists in the creation and updates an Employee Handbook which includes personnel policies
- Ensures adequate staffing and training for extended day or after school program

### **School Supervision**

- Provides support and ensures campus safety and orderliness
- Provides support to create and implement a school wide emergency plan
- Ensures compliance with school safety needs

### **Special Education Supervision**

- Meets regularly with on-site special education personnel
- Requests monthly report from Principal and special education personnel outlining the amount of time each has spent with special education students and parents as correlated with IEP mandates
- Holds special education personnel accountable for how IEP goals and objectives are communicated to teachers, aides, and parents

### **School Committees and Parent Groups**

- Attends meetings of parent groups, instruction and executive committees
- Provides support and timely information to facilitate the achievement of committee goals

### **Strategic Planning Responsibilities**

- Provides support for an Annual Needs Assessment based upon the previous year's Annual Performance Audit, which measures student and staff performance
- Leads the school in assessing instructional long- and short-term needs based on staff, committee, and community input
- Articulates the means by which the school's instructional programs can be developed to realize vision
- Communicates and collaborates with school community to meet instructional planning needs

### Compliance Management

- Applies for IB and WASC Accreditation
- Conducts Instructional Self-Study and Report Generation
- Ensures that the schools are led in a comprehensive Compliance Management and Review cycle (or equivalent) in subsequent years

## **Business Management Responsibilities**

### Development

- Identifies grant sources and provides support for the execution process
- Provides support for school-wide fundraising opportunities
- Provides support in motivating school community to develop fundraising opportunities
- Provides support in creating database of contributors and contacts
- Provides support in integrating fundraising/development efforts into the long term goals of the school
- Provides support in finding resources within parent community to support development efforts

### Finance and Accounting

- Provides support in creating instructional budget with direction from Board, Chief Executive Officer, Budget and Executive Committees
- Manages instructional vendor contracts

### Physical Plant

- Provides support and interfaces with building management or owners
- Provides support in maintaining code compliance
- Provides support in implementing computer technology maintenance and support
- Provides support in purchasing and inventory

### Data Management

- Provides support in maintenance of websites and school network
- Provides support in the acquisition and training of school Student Information System
- Provides support in the gathering, analysis, interpretation and reporting of data
- Provides support in records management including parent surveys, student records, extended day program, staff credentials, parent volunteer hours
- Provides support in attendance reporting process in order to maximize funding

### Overall Qualifications:

- Professional Administrative Credential, Master's and/or Doctorate Degree in Education desired
- At least 5 years' experience in the education field, IB related experience preferred
- Management, administrative, curriculum implementation and instructional expertise
- Experience with school budgets
- Willingness to learn about the IB program and school leadership

- Background Clearance from FBI/DOJ
- TB Clearance- *EC that* requires the initial TB test to have been given within 60 days of employment (prior to) and every four (4) years thereafter.

DIRECTOR OF OPERATIONS
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The Alta Public Schools' Director of Operations is responsible for assisting in the planning, coordinating, and supervising the day-to-day business operations of a school site, and serves as co-administrator to the school Principal, relieving him/her of operations details.

Performance Responsibilities:

- Assists in the 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 and arranges bus transportation logistics.
- Maintains schools' informational technology.
- Coordinates the development of, and prepares, special projects budgets; monitors charter school budget.
- Assists in the preparation and maintains purchase orders and other expense records; approves, logs, and monitors expenditures; reconciles site records with monthly budget reports; resolves discrepancies; and ensures expenditures are within budget allowances for the month and year.
- Assists in secures child-care coverage for special events.
- Assists in the preparation of necessary forms to hire, upgrade, terminate or authorize special payments to staff.
- Prepares maintenance/custodial supervision schedule.
- Prepares and communicates bi-weekly memo to staff.
- Assists in the processing, assignment, training, and assists in directing work of volunteers.
- 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.
- Serves as the custodian of APS school office records.
- Develops, implements, and monitors work practices, systems, and methods that are effective, efficient, and consistent with APS standards, policies, and procedures.
- Coordinates schools' master calendar of meetings and events.
- Assists in the "In-services" for 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 school Principal, Superintendent and

CEO.

- 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 site principal or CEO; promotes and assists with constructive resolutions.
- Establishes and maintains professional and cooperative working relationships with all stakeholders: vendors, parents, students, staff, neighbors, and partners.
- Monitors Special Projects accountability timelines and coordinates timely completion of administrative/clerical tasks.
- Prepares annual performance audit in collaboration with school Principal and CEO.
- Prepares summer school programs in conjunction with the summer school administrator.
- Prepares and processes facility use agreement forms using established procedures.
- Perform other duties as assigned by Chief Executive Officer.

Overall Qualifications:

- Bachelor of Arts degree in Business, Masters in Public Administration or equivalent
- Possession of a valid First Aid Certificate
  
- Background Clearance from FBI/DOJ
- TB Clearance *EC that* requires the initial TB test to have been given within 60 days of employment (prior to) and every four (4) years thereafter.

<b>DIRECTOR OF STUDENT SERVICES</b>
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The Director of Student Services' primary objective is to provide direct services to all students. He/she coordinates the development and implementation of school based food services program in compliance with federal and state mandates. He/she is accountable for all attendance reporting to the local, county and state agencies.

**Essential Duties and Responsibilities:**

- Works cooperatively with District business, accounting, and personnel offices to coordinate program budgets and operations
- Assigns pupil to special programs and makes all necessary arrangements for placement transportation; transfers of records; notification of parents, sending and receiving schools.
- Maintains numerous types of pupil records; average daily attendance; inventory of books, materials, equipment, and supplies.
- Provides supplies, materials, and equipment for all special classes.

- Administer all aspects of the Student Services Department for Alta Public Schools
- Administer the total enrollment process for all in-coming students.
- Distributes pertinent information and materials to be used by administrator, teachers, parents, and guidance personnel.
- Evaluates each site's food service operations for compliance with federal and state regulations, health department regulations, APS, District and Department Policy and procedures.
- Evaluates staffing and work assignments against established standards and makes adjustments as necessary.
- Prepares and presents monthly recap statistics for each school site. Will collect data from Student Services clerk designees.
- Works with Administrators to establish a Student Nutrition Program that meets the needs of each school site.
- Meets with parents regarding questions, concerns and complaints involving food service operations.
- Monitors school equipment for appropriateness, proper repair and inventory control.
- Performs routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data, and operating office machines and equipment
- Prepares and maintains students attendance records as required
- Acts as receptionist on the telephone and in person; maintain good public relations with students, parents, staff, and community
- Attends to student health and welfare as needed.
- Receives and distributes mail; prepares outgoing mail.
- Purchasing, maintains inventory, and distributes supplies and equipment as required

#### Other Functions

Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the student services staff. Provides excellent customer service to parents and all persons at all times. Cordially communicates with students, teachers, parents, district employees, etc. (e.g. courtesy calls to parents, attendance history, parent letters, passes to students, etc.) for the purpose of resolving problems and coordinating activities and processes.

#### **Job Requirements:**

Skills, Knowledge and abilities are required to perform multiple, non-technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: operating standard office equipment including pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percent's, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions.

Specific knowledge required to satisfactorily perform the functions of the job includes: business telephone etiquette; and concepts of grammar and punctuation.

Overall Qualifications:

- High School diploma or equivalent and 3 years of experience.
- Possession of a valid First Aid Certificate
- Background Clearance from FBI/DOJ
- TB Clearance *EC that* requires the initial TB test to have been given within 60 days of employment (prior to) and every four (4) years thereafter.

<b>DIRECTOR OF HUMAN RESOURCES</b>
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Directly responsible for overall administration, coordination, and evaluation of the Human Resource function.

**Essential Duties and Responsibilities:**

- Annually review and make recommendations to Executive Management for improvement of APS' policies, procedures, and practices on personnel matters
- Responsible for compliance with Federal and State legislation pertaining to all personnel matters
- Communicate changes in APS personnel policies and procedures and insure proper compliance is followed
- Assist executive management in the annual review, preparation and administration of APS wage and salary program
- Coordinate and/or conducts exit interview to determine reason behind separation
- Consult with legal counsel as appropriate, and/or as directed by the CEO on personnel matters
- Work directly with department managers to assist them in carrying out their responsibilities on personnel matters
- Recommend, evaluate, and participate in Staff Development for APS
- Develop and maintain a human resource system that meets APS personnel information needs
- Staff supervision
- Participate on committees, special projects and additional responsibilities

**Human Resource Generalist**

- Maintain Alta Public Schools personnel files in compliance with applicable legal requirements
- Keep employee records up-to-date by processing status changes in timely fashion
- Maintain listing of approved foundation positions along with assigned salary grade levels
- Process personnel action forms and assure proper approvals; disseminate approved forms
- Maintain budget spreadsheet that includes salaries; payroll
- Prepare paperwork required to place employee on payroll and establish personnel file
- Assist in hiring process by coordinating job postings, review resumes and perform reference checks

- Maintain Employee Handbook with updated resolutions and other pertinent information, as needed

### **Other Functions**

Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit. Provides excellent customer service to parents and all persons at all times. Cordially communicates with students, teachers, parents, district employees, etc. for the purpose of resolving problems and following the processes and procedure.

### **Job Requirements**

Skills, Knowledge and abilities are required to perform multiple, non-technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: operating standard office equipment including pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percent's, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions.

Specific knowledge required to satisfactorily perform the functions of the job includes: business telephone etiquette; and concepts of grammar and punctuation.

Responsibilities include: working under limited supervision following standardized practices and/or methods. Utilization of some resources from other work units is often required to perform the job's functions.

### **Overall Qualifications:**

- Bachelor of Arts degree in Business, Masters in Public Administration or 3 years of experience
- Possession of a valid First Aid Certificate
- Background Clearance from FBI/DOJ
- TB Clearance *EC that* requires the initial TB test to have been given within 60 days of employment (prior to) and every four (4) years thereafter.

School Site personnel

<b>PRINCIPAL</b>
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The Principal will be responsible for the achievement of the Mission and Vision of Alta Public Schools through successful implementation of the educational program and excellent operations management. The Principal will have knowledge of:

### **Curriculum Development**

- Develop, implement and monitor English Learner education, approach, and curriculum

- Develop and oversee Special Education program
- Develop and oversee curriculum development in conjunction with Common Core State Standards
- Implement and monitor District and national assessment tools
- Develop, implement and monitor alternative assessment models, and Methods and Practices
- Guides teachers in individualizing the curriculum and/or creating units
- Provides classroom experience in a holistic approach to education setting
- Facilitates democratically created curriculum
- Continues to develop own expertise and knowledge of educational and administrative practices

#### Staff Development

- Determines and facilitates instructional staff development needs and opportunities
- Determines and facilitates individual staff development
- Assists in the development, implements and monitors the new teacher mentoring program
- Develops and maintains a professional resource library
- Aids staff in selecting assessments and conducts assessment training
- Ensures staff compliance with national and state educational regulations
- Provides behavior support
- Supports teachers in student behavior management
- Develops individual behavior plans when necessary
- Involves parents in development of individual behavior plans, as needed
- Oversees development of school wide behavior policies, as needed

#### Parent Education

- Facilitates parent education on educational program and/or IB program
- Facilitates educational workshops based on need for parents and volunteers

### **Communication Responsibilities**

#### General Relations

- Ensures proactive clear communication with Superintendent of Instruction, Staff, and CMO
- Updates the school community on pertinent information in a timely fashion
- Demonstrates effective, diplomatic communication based on the communication policy and/or school values
- Resolves conflicts and disputes based on school policy and/or values of the school

#### Board Relations

- Works with Superintendent of Instruction, Board and attends Board meetings from time to time

- Provides the Superintendent of Instruction “The Principal’s Report,” a complete written status report of the school to be presented at all regularly scheduled Board Meetings

#### District and Community Relations

- Supports the Superintendent of Instruction working with District to secure needed resources
- Supports the Superintendent of Instruction networking with community funding resources

#### Parent Relations

- Supports and promotes school wide efforts including outreach and fundraising
- Communicates effectively with parent body
- Possesses knowledge of individual parent and student needs
- Encourages and motivates parent participation for volunteerism, which encourages teambuilding

#### Staff Relations

- Maintains positive school environment
- Acts as liaison/mediator between all members of the school community
- Clarifies and resolves personnel issues

#### Staff Supervision

- The Principal oversees the instructional staff, educational consultants, office staff and yard supervisors to ensure completion of all job responsibilities
- Conducts evaluations of teachers and all personnel at the school site and provides feedback
- Provides opportunities for teacher leadership and grade level committees
- Articulates an active supervision model which encourages high staff performance and supports individual teaching styles
- Monitors that all teachers are properly credentialed
- Assists in the creation and updates an Employee Handbook which includes personnel policies
- Trains, monitors, and evaluates recess staff in behavioral expectations and student safety
- Ensures adequate staffing and training for extended day or after school program

#### School Supervision

- Provides support and ensures campus safety and orderliness
- Provides support to create and implement a school wide emergency plan
- Meets regularly with on-site special education personnel

- Requests monthly report from special education personnel outlining the amount of time each has spent with Special Ed students and parents as correlated with IEP mandates
- Holds Special Ed personnel accountable for how IEP goals and objectives are communicated to teachers, aides, and parents

#### School Committees and Parent Groups

- Attends meetings of parent groups, instruction and executive committees
- Provides support and timely information to facilitate the achievement of committee goals

#### Strategic Planning Responsibilities

- Provides support for an Annual Needs Assessment based upon the previous year's Annual Performance Audit, which measures student and staff performance
- Leads the school in assessing instructional long-and short-term needs based on staff, committee, and community input
- Articulates the means by which the school's instructional programs can be developed to realize the charter's vision
- Communicates and collaborates with school community to meet instructional planning needs

#### Program Quality Review

- Along with Superintendent, Applies for WASC Accreditation
- Conducts Instructional Self-Study and Report Generation
- Ensures that the school is led in a comprehensive Compliance Review (or equivalent) in subsequent years

#### Business Management Responsibilities

- Identifies grant sources and provides support for the execution process
- Provides support for school-wide fundraising opportunities
- Provides support in motivating school community to develop fundraising opportunities
- Provides support in networking possible funding sources
- Provides support in creating database of contributors and contacts
- Provides support in integrating fundraising/development efforts into the long term goals of the school
- Provides support in finding resources within parent community to support development efforts
- Provides support in creating building fund and promotes publicity regarding future site plans to generate fundraising specific to such plans

#### Finance and Accounting

- Provides support in creating instructional budget with direction from Board, CEO, Superintendent of Instruction, Budget and Executive Committees

- Manages instructional contracts, such as with independent contractors that provide reading intervention

#### Physical Plant

- Provides support and interfaces with building management and owners
- Provides support in maintaining code compliance
- Provides support in implementing computer technology maintenance and support
- Provides support in purchasing and inventory

#### Data Management

- Provides support in maintenance of website and school network
- Provides support in the acquisition and training of school Student Information System
- Initiates the gathering, analysis, interpretation, feedback and reporting of data
- Provides support in records management including parent surveys, student records, extended day program, staff credentials, parent volunteer hours
- Provides support in attendance reporting process in order to maximize funding

#### Provides leadership by:

- Advocating and supporting the philosophy, mission within the Alta Public Schools staff, students, and families
- Being committed to the implementation of the school's innovative programs including the IB program and a robust EL, ELA and math programs
- Providing support for program initiatives through appropriate professional staff development
- Working effectively within a team environment
- Demonstrating the use of appropriate communication tools and current technology
- Promoting and modeling multicultural awareness, gender sensitivity, and racial and ethnic appreciation
- Implementing a shared decision making process agreed upon by all stakeholders
- Demonstrating the ability to make informed and objective decisions
- Modeling life-long learning by engaging in continuing education

#### Overall Qualifications:

- Professional Administrative Credential, Master and/or Doctorate Degree in Education or equivalent
- At least 5-year experience in the education field, IB related experience preferred
- Management, administrative, curriculum implementation and instructional expertise
- Experience with school budgets
- Willingness to learn about IB program and school leadership
- Background Clearance from FBI/DOJ
- TB Clearance *EC that* requires the initial TB test to have been given within 60 days of employment (prior to) and every four (4) years thereafter.

## INTERNATIONAL BACCALAUREATE (IB) COORDINATOR

### **Overall Function**

- The IB Coordinators fulfill important management roles.
- Each is responsible for the effective organization of a curriculum programmed and contributes to policy formation.
- Each is responsible to the relevant Principals.

### **Essential Duties**

- To coordinate all IB activities of his/her section of the school.
- To maintain IB publications and school records in regard to the IB programs.
- To ensure that the school meets all IBO regulations and deadlines.
- To keep complete records of IB publications on file.
- To notify the Business Office of any payment due.
- To keep copies of all correspondence with IB offices.
- To contribute to marketing the IB program, within and outside the school.
- To maintain communication with the Superintendent, Principal, administration, staff and parents regarding information about the program.
- To attend all relevant meetings.
- To ensure regular monitoring of students' progress in their IB subjects, and keep accurate records of student progress.
- To keep parents informed about their children's progress.
- To work with and support the Principal to make sure that he/she understands the requirements of the program.
- To maintain accurate records of all aspects of the IB program.
- To accommodate transfer students by liaising with their previous school and/or providing information to the receiving school.
- To provide comprehensive information on the IB to parents.
- To hold a parents' meeting at least once per year.
- To advise and assist in formulating school policy.
- To communicate with the IBO regional office regarding program evaluation visits.
- To oversee curriculum review and facilitate curriculum development.
- To develop an understanding of the other IB program in order to aid articulation of the curriculum.
- To support teachers in the development of assessment tools in line with the school's policy on assessment.
- To identify, facilitate and encourage professional development opportunities in relation to the program.
- To attend workshops and conferences as appropriate.
- To be involved in the selection of new members of staff, and then to work with the Principal to introduce and orientate them to the program.
- To advise the Principal on program-related expenses and keep track of these.
- To submit materials required for the Superintendent's annual report.
- To prepare effectively for any evaluation visits.

## **Duties**

- To be responsible for informing and consulting with, teachers, Coordinators and the administration.
- To establish a calendar of deadlines so that staff and student workloads are spread across years.
- To inform teachers of all deadlines for information and/or work to be passed on in good time for them to be able to do so, and to encourage them to submit such work before these deadlines.
- To support the teaching of externally taught and self-taught subjects.
- To counsel students when they are making their choices of subjects.
- To maintain accurate records of all aspects of the IB program - student program, examination registrations.
- To communicate IB examination results, diplomas, and certificates to students.
- To liaise with the teachers responsible for TOK to ensure that the program is well administered.
- Work with coordinators and teachers to ensure that that moderation of assessment tasks takes place where necessary.
- To put diploma student choice information into the school's database and to make sure that this information is kept up to date.

## **READING SPECIALIST COACH**

The following Job Description includes, but is not limited to, the following obligations and duties of the Reading Specialist Coach in the areas of curriculum development, instruction, and staff development:

### **Duties and Responsibilities**

In support of the overall structure of the school, the Reading Specialist Coach shall:

- Assists in evaluation and making recommendations for improving the educational program of the school.
- Assists the Principal in evaluating assigned teachers and/or staff members.
- Provides leadership to stimulate and encourage personal growth and professional development of the staff.
- Coordinates with Principal on staff in-service programs.
- Provides the Principal with information concerning the morale and issues of the staff.
- Assists in the supervision of the English Learner program and manages student files.
- Administers student counseling and assists with student attendance issues.
- Assists in developing master schedule.
- Share in supervision at school functions and activities.

In support of the school culture the Reading Specialist Coach shall:

- Carry out Alta Public Schools' mission and vision;
- Work collaboratively with teachers, students, parents, and community;
- Show enthusiasm for collaboration with all staff at the school;

- Participate in professional development opportunities and engage in continuous reflection on the goals and methodology at Alta Public Schools;
- Demonstrate mastering of project-based, structured cooperative learning strategies, integrated thematic units, conflict resolution, and affective teaching methods;
- Demonstrate knowledge of positive discipline and classroom management strategies that emphasize intrinsic rather than extrinsic rewards; and
- Demonstrate knowledge about global and environmental studies, and how to integrate them into the curriculum and IB approach.

In support of curriculum, instruction and assessment the Reading Specialist Coach shall:

- Lead in the development and maintenance of a positive coordinated reading program designed to meet the needs of all children;
- Guide the faculty through the implementation, and evaluation of curriculum and instruction;
- Visit classrooms frequently for collaborative approach to instructional support; be familiar with each teacher's curriculum plan or current unit of study;
- Provide technical support to teachers;
- Review and evaluate instructional programs at all levels;
- Guide development, implementation, and evaluation of orientation and meaningful professional development opportunities for faculty and staff;
- Maintain current knowledge of Common Core State Standards relevant to all grade levels, including but not limited to, all testing required at particular grade level;
- Assist Principal in the creation and implementation of benchmark assessments for all grades;
- Examine classroom data reports and collaborate with teachers to create Alta Public Schools appropriate instructional plans and strategies for student growth;
- Facilitate the development, implementation, and updating of consistent methods for and documentation of assessment of student academic progress for all grades;
- Coordinate all state and local testing;
- Analyze results of test data; communicate results to Principal, Superintendent, CEO, Board, faculty and parents;
- Support and assist in the entirety of the accreditation (WASC) process, including the WASC Self-Study and WASC report.
- Maintain assessment schedules for State testing, IB, and other local / district assessments.
- Stay current on relevant strategies and methodologies in Project Based Learning and the IB program;
- Work with faculty to develop appropriate interventions/accommodations/approaches for students who are not meeting the core curriculum goals.

Required:

- Background Clearance from FBI/DOJ
- TB Clearance *EC that* requires the initial TB test to have been given within 60 days of employment (prior to) and every four (4) years thereafter.

## TEACHER

The following Job Description includes, but is not limited to, the following obligations and duties of all teaching staff. Teachers will be responsible for high quality instruction as well as achievement of Alta Public Schools educational goals and objectives. Teachers will:

### **Duties and Responsibilities**

- Support the development and incorporation of the International Baccalaureate and Diploma Program
- Prepare and implements lesson plans that lead to student understanding of the school curriculum content
- Assess student progress and maintaining accurate records
- Utilize assessment data to improve student achievement and individualize instruction
- Identify students academically at-risk and initiate an intervention program with the Principal to ensure that students succeed
- Maintain regular, punctual attendance

Teachers provide leadership by:

- Demonstrating a commitment to the school vision and mission, and its programs including the IB program and the robust EL, ELA and math programs
- Communicates effectively with other staff members, students, and parents
- Participating on at least one committee or council
- Participating and/or leading parent meetings and academic events
- Attending conferences and staff development related to program improvement
- Work collaboratively with parents in the classroom and community;
- Show enthusiasm for collaboration with other all staff at the school;
- Participate in professional development opportunities and engage in continuous reflection on the goals and methodology at Alta Public Schools;
- Demonstrate skillful use of project-based, structured cooperative learning strategies, integrated thematic units, conflict resolution, and an affective teaching and IB approach;
- Demonstrate knowledge of positive discipline and classroom management strategies that emphasize intrinsic rather than extrinsic rewards; and
- Demonstrate knowledge about global and environmental studies, and an ability to integrate them into the curriculum.

In order to accomplish Alta Public Schools' goals, all teachers shall:

### **Engage in Meaningful Professional Development**

- Attend, at a minimum, weekly meetings with the Principal and/or teacher-led meetings and staff development meetings at the discretion of the Principal;
- Participate in professional development opportunities, and engage in continuous reflection on the goals and methods of education; and
- Maintain current knowledge of all Common Core State Standards relevant to teaching grade level, including but not limited to, all testing required at particular grade level.

Ensure that all Alta Public Schools students achieve the goals as set forth in the respective school's Charter

- Be knowledgeable about, and philosophically aligned with, constructivist learning strategies – particularly the work of Piaget, Glassner, Vygotsky and Gardner's Multiple Intelligence Theory;
- Stay current on relevant strategies and methodologies in Project Based Learning;
- Work collaboratively with parents, find creative, authentic and meaningful roles for parents and other volunteers in the classroom and community;
- Be open to the concept of community as classroom;
- Develop appropriate accommodations for students who require alternative approaches to core curriculum;
- Develop appropriate interventions/accommodations/approaches for students who are not meeting the core curriculum goals in one or more of the following ways:
  - Devote additional time to working with such students;
  - Devote time in creating and assisting in implementing at-home plans for parents where students require additional help;
- Show enthusiasm for and demonstrated ability to work collaboratively with other teachers at classroom and school levels;
- Work beyond the parameters of a regular school day to assure the success of the program;
- Demonstrate a disposition for energy, compassion, and joy for teaching and learning;
- Nurture respectful relationships with parents and children and be sensitive to the individual needs of each Alta Public Schools family;
- Lead or participate in Committees for the benefit of Parents, Students or Alta Public Schools Community as a whole;
- Attend Alta Public Schools Community functions including but not limited to:
  - Alta Public Schools events held during the school year including all after school or evening events;
  - Evening or week-end off-site events held for the benefit of Alta Public Schools Community;
- Develop creative approaches in enhancing Alta Public Schools community overall.

Alta Public Schools teachers at all levels shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (“NCLB”). Accordingly, a teacher must have:

- A bachelor's degree
- A California multiple subject credential or an University Intern Permit (for no more than three years while actively working toward completion of their state credential)
- CLAD or BCLAD certificates
- Demonstrated subject competency through appropriate examination or coursework
- A background clearance from FBI/DOJ
- Background in teaching in urban or similar communities
- TB Clearance *EC that* requires the initial TB test to have been given within 60 days of employment (prior to) and every four (4) years thereafter.

SPECIAL EDUCATION RESOURCE SPECIALIST
---------------------------------------

Under general direction of the Principal, provides instruction and services for those pupils whose needs have been identified in an individualized educational program (IEP) developed by the individualized education program team.

The Resource Specialist trains and assigns the work of instructional aides; provides input into the employee evaluation process.

**Duties and Responsibilities:**

Direct Instruction:

- Provides direct instruction in the academic areas to pupils in the resource program on a one-to-one or small group basis, either in the resource room or the regular classroom;
- Provides information and assistance to individuals with exceptional needs and their parents;
- Monitors pupil progress on a regular basis, participating in the review and revision of the instructional education programs, as appropriate; refers pupils who do not demonstrate appropriate progress to the individualized education program team;
- Evaluates student growth in academic achievement, self-concept, and social skills;
- Assists in the selection, training, and evaluation of resource specialist instructional aides.

Consulting Services:

- Identification and assessment of behavior patterns in pupils;
- Utilization of evaluation data for the modification of instruction and curriculum;
- Application of effective classroom management techniques;
- Identification of resources appropriate to individuals with exceptional needs to regular staff members, parents, and guardians;
- Acceptance by regular classroom teachers and students of individuals with exceptional needs.

Coordination:

- Coordinates referral and assessment procedures;
- Assists in the coordination of the individualized education program team meetings;
- Coordinates instructional planning (i.e., the development and implementation of individualized educational programs for individuals with exceptional needs);
- Coordinates the implementation of special education services provided to individuals with exceptional needs;
- Assists in the coordination of designated instruction and services;
- Coordinates the collection of relevant information for those students referred to the individualized education program team;
- Coordinates the organization and distribution of special education media and materials for resources in regular classrooms;
- Coordinates individualized instruction and activities of the resource specialist program with regular classroom curriculum;
- Coordinates special education in-service workshops and workshops for staff and/or parents;

- Coordinates follow-up activities to insure service delivery to all individuals with exceptional needs.

#### Interpretation and Implementation of Laws, Regulations, and Other Compliance

##### Requirements:

- Schedules and monitors referral procedures in accordance with legal requirements;
- Monitors the development of individualized educational programs and conducts review meetings in accordance with legal requirements;
- Processes information leading to approval of services by child, parent, or guardian;
- Provides leadership for assuring full compliance with legal requirements.

##### Parent Education:

- Provides parents with basic knowledge of assessment procedures in evaluation and how to utilize the information;
- Provides parents with basic understanding of remedial methods and techniques as they relate to their own child's program;
- Provides parents with basic home enrichment in home management techniques designed to meet the needs of their child;
- Counsels parents in areas related to their child's abilities, including strengths and weaknesses, as well as the child's needs and goals-including career and vocational planning alternatives;
- Provides parents with information about effective utilization of community resources.

##### Staff Development:

- Assists in planning parent education workshops;
- Attends special education in-service training as required and participates in providing in-service education for regular school staff;
- Attends SELPA meetings as required.

##### Minimum Qualifications:

- Possession of a clear resource specialist certificate and a special education credential, or verification of three or more years of teaching experience and a special education credential.
- Knowledge and skills in education assessment, consulting, coordination, interpretation and implementation of laws and regulations, staff development, and parent education to perform the competencies listed in the duties and responsibilities; effective interpersonal skills and flexibility in meeting new and/or changing conditions.
- Possession of a valid California driver's license; willingness to provide own transportation in conduct of work assignments.
- Background Clearance from FBI/DOJ
- TB Clearance *EC that* requires the initial TB test to have been given within 60 days of employment (prior to) and every four (4) years thereafter.

<b>OFFICE MANAGER</b>
-----------------------

Under the general supervision of the Principal, serves as administrative assistant to him/her;

relieves the Principal of clerical and other day-to-day detailed work; establishes and maintains a professional working environment; maintains good relations with parents and others, and performs other duties directly related to this job description.

### **Duties and Responsibilities**

- Plans and establishes clerical procedures in the school office to insure timely preparation and submission of reports, records, letters, etc.
- Directs the activities of clerical personnel assigned to the school.
- Performs work related to enrollment, attendance, curriculum, personnel, and budgeting, special program.
- Processes requisitions for supplies, equipment, and reimbursements.
- Processes employment applications, personnel forms and payroll.
- Secures substitutes as needed.
- Greets students, visitors and others, and provides information and assistance as necessary.
- Processes telephone calls.
- Performs a variety of clerical duties in support of an assigned program and office; types, files, initiates and answers telephone calls, relays messages as appropriate and maintains records as assigned.
- Types a wide variety of materials from general instructions or rough drafts.
- Provides information to school personnel, parents and students.
- Exercises initiative and judgment in answering inquiries; contacts other administrative offices and agencies.
- Distributes and posts Board agenda and packet.
- May provide training and direction to assigned clerical personnel.
- Provides first aid and arranges for the care of ill or injured students as well as dispensing prescribed (physician approved) oral medication as needed.

### **Knowledge, Skills and Abilities Required**

- Ability to prioritize multiple tasks to meet deadlines.
- Ability to see and read, with or without vision aids; ability to hear and understand speech at normal levels; ability to communicate so others will clearly understand normal conversation.
- Knowledge of correct English usage, grammar, spelling, punctuation and vocabulary.
- Ability to operate a variety of office machines and equipment including copier, and computer terminal and printer as required.
- Skill in demonstrating sound and independent judgment in the interpretation, application or modification of existing methods, rules, regulations, policies and procedures, including handling confidential information with discretion.
- Ability to compile and maintain accurate, complete records and reports.
- Ability to establish and maintain effective working relationships with others.

### **Working Conditions**

Dexterity of hands and fingers to operate standard office equipment including a computer

terminal to type letters, reports and other materials; bending, reaching to maintain files; hearing to answer telephones; speaking to exchange information, and sitting and operating a keyboard to enter data into a computer terminal for extended periods of time.

#### Job Particulars

- Tools/Equipment/Work Aids when administering first aid - All body fluids shall be handled as if infectious. Disposable waterproof gloves are to be worn. After each use, gloves are disposed of in a lined waste container.
- Daily contact with students, parents, staff, vendors, APS administration and LAUSD personnel.
- Occasional contacts with community members and outside agency personnel.

#### Overall Qualifications:

- A minimum of an AA degree or 48 college units in Business Administration or a related field
- A minimum of 2 years' experience in a similar position
- Background Clearance from FBI/DOJ
- Possession of a valid First Aid Certificate
- Knowledge of communication skills; general office procedures and correct use of English and Spanish punctuation, spelling, and grammar
- Experience and proficiency in:
  - Letter and report writing
  - Accurate mathematical calculations
  - Computer software programs and related word processing
  - Record keeping, reference, and data collection systems
  - Background Clearance from FBI/DOJ
  - TB Clearance *EC that* requires the initial TB test to have been given within 60 days of employment (prior to) and every four (4) years thereafter.

ADMINISTRATIVE ASSISTANT/RECEPTIONIST
---------------------------------------

The Administrative Assistant will:

- Perform routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data, and operating office machines and equipment
- Prepare and maintains employee and/or student attendance records as required
- Acts as receptionist on the telephone and in person; maintain good public relations with students, parents, staff, and community
- Attend to student health and welfare as needed
- Receive and distribute mail; prepares outgoing mail
- Order and maintain inventory, and distribute supplies and equipment as required
- Knowledge of communication skills; general office procedures and correct use of English and Spanish punctuation, spelling, and grammar

#### Overall Qualifications:

- High School Diploma or equivalent

- Possession of a valid First Aid Certificate
- Background Clearance from FBI/DOJ
- TB Clearance *EC that* requires the initial TB test to have been given within 60 days of employment (prior to) and every four (4) years thereafter.

CUSTODIAN, KITCHEN AND YARD PERSONNEL
---------------------------------------

Custodian, kitchen staff and yard assistants will perform basic responsibilities given by their supervisors to provide superior service to students and keep the campus grounds and buildings safe and clean.

Overall Qualifications:

- High School Diploma or equivalent
- Possession of a valid First Aid Certificate
- Background Clearance from FBI/DOJ
- TB Clearance *EC that* requires the initial TB test to have been given within 60 days of employment (prior to) and every four (4) years thereafter.”

4. **Element 10: Suspension and Expulsion Procedures.** Element 10 shall be revised to delete the provision “[d]isrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties” as ground for student suspension or expulsion, for consistency with current District’s School Climate Bill of Rights.

5. **Updated District Required Language.** The Charter shall be updated to incorporate the current District’s Required Language, attached herewith as part of this Material Revision.

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

7. 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: December\_\_\_\_, 2015

PREPA TEC, LOS ANGELES  
("Charter School")

By: \_\_\_\_\_

Title: \_\_\_\_\_

Authorized Representative of Prepa Tec, Los Angeles

DATED: January\_\_\_\_, 2016

LOS ANGELES UNIFIED SCHOOL DISTRICT  
("District")

By: \_\_\_\_\_

Title: \_\_\_\_\_

Authorized Representative of Los Angeles Unified School  
District

Attachment:

- District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions 2015-2016. Updated October 5, 2015.

## Assurances and Affirmations

Prepa Tec Los Angeles (also referred to herein as “[Prepa Tec]” 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).)
- 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 students 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).)

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations 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.

## **Element 1 – The Educational Program**

*“A description of the educational program of the school, designed, among other things, to identify those whom the 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).)*

*“A description, for the charter school, of annual goals, 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 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 (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 annual update.” (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.

### **TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

## **WASC ACCREDITATION**

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

## **ENGLISH LEARNERS**

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

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

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How 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 EL program assessment. 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 ensure that it will 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 schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

### **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) and intends to continue operating as a single-District SELPA as in the current structure but has created two 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 but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will 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 measurable 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 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, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data (**Including Charter Schools**)

The usual file including District ID.

- Norm day

District ID, CSIS 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 (**Including Charter Schools**)

- All Students enrolled as of December 1 of each school year

District ID, CSIS 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 (**Including Charter Schools**)

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data (**Including Charter Schools**)

- Graduation roster from all LAUSD schools (**Including Charter Schools**) with 12th grade SWD

The MCD requires charter schools to implement the District's integrated student information system which is 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 in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

**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 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

**STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate 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.

**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).)*

**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 policy as it relates to charter schools, as they may be amended from time to time.

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.

All employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees or councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD's charter school policies, regarding ethics and conflicts of interest.

### **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 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 inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it 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 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 charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

### **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 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 receiving a 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 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., 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.

## **Element 5 – Employee Qualifications**

*“The qualifications to be met by individuals to be employed by the 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 recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

### **ESEA/NCLB AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable

state requirements for certificated employment, including the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

## **Element 6 – Health and Safety Procedures**

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

### **HEALTH, SAFETY AND EMERGENCY PLAN**

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. 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 SB 1266 (2014). 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 Plan, and keep it readily available for use and review upon CSD request.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees and officers, 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.

### **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, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, 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.

## **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 chartered through LAUSD.

- i. 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 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. Instead, the District now receives 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.

### **FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant 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 NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students

- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

## **Element 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 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 provisions of Education Code sections 48850 – 48859.

### **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, 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.

### **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).)*

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April

- i. Instructional Calendar – annually five weeks prior to first day of instruction
- j. Other reports as requested by the District

## **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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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 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 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 504 Plan?

Notwithstanding 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.

## **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, notwithstanding any provision in Element 16 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, per applicable legal and retirement plan requirements.

## **Element 12 – Public School Attendance Alternatives**

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

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

## **Element 13 – Rights of District Employees**

*“A description of 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).)*

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).)*

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School 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.

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, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Director/Principal  
Charter School  
[See Element 14]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 4) 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. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

### **Element 15 – Exclusive Public School Employer**

*“A declaration whether or not the charter school shall be deemed the exclusive public school 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(b)(5)(O).)*

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“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.

### **Element 16 – Charter School Closure Procedures**

*“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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)(P).)*

## **REVOCATION OF THE CHARTER**

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. 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 clause 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, either by the governing board of Charter School or by the LAUSD Board of Education, 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; 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 the person(s) designated to be responsible for conducting and overseeing all closure activities and 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 this notification 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 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, which will include 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 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such 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 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 student records to receiving schools shall be in accordance with 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, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. 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.
- ii.
8. 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.

iii.

#### **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.

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. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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 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. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 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 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

## **Additional Provisions**

### **FACILITIES**

#### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submittal 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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. 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.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. 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 1<sup>st</sup> 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 30<sup>th</sup> of said school year.

Charter School 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. 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 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. The District shall have 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 school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 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] 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 ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus 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 \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella 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. *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, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*“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.

### **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.

### **Internal Fiscal Controls**

Charter School will develop and maintain sound internal fiscal control policies governing all financial 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).)