



LOS ANGELES UNIFIED SCHOOL DISTRICT

Paul Revere Charter Middle School

March 30, 2015

1450 Allenford Ave., Los Angeles, 90049

TERM OF CHARTER

JULY 1, 2015 TO JUNE 30, 2020

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ASSURANCES AND AFFIRMATIONS

Paul Revere Charter Middle School (also referred to herein as “Revere”, “Revere Middle School”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(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 Ed. 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 the school. Ed. Code § 47605(d)(2)(A).
- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the 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 the charter school without graduating or completing the school year for any reason, the 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 Ed. 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 the 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 ¹

GENERAL INFORMATION

- The contact person for Charter School is Christopher Perdigao.
- The address of Charter School is 1450 Allenford Ave., Los Angeles, 90049.
- The phone number of Charter School is 310 917-4800.
- Charter School is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 4 and West District.
- The grade configuration of Charter School is 6-8.
- The number of students in the first year of this charter will be 2116.
- The grade level(s) of the students in the first year will be 6-8.
- The scheduled 2015-2016 opening date of Charter School is August 18, 2015.
- The current operational enrollment capacity of Charter School is 2116; for all District affiliated charter schools, the District determines each school’s capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors).
- The type of instructional calendar will be: Traditional Calendar
- The term of this charter shall be from July 1, 2015 to June 30, 2020.

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Since the inception of its charter, Revere has established itself as a pillar of strength within its local community and all of LAUSD. As part of LAUSD, Revere’s vision is to provide students with a school environment that allows them to become successful life-long learners that are college and career ready. Revere’s goals are: Culmination rates of 100%, academic proficiency for all students, 100% attendance, increased parent and community engagement, and total student safety. Revere has become a role model for the successful implementation of the intent of the charter and for affiliated charter schools generally, as well as for providing its community with an academically high-achieving school that meets the needs of all members of its student population. ² Revere’s success is due to:

- Exceptionally high academic achievement, as reflected by its test scores;
- 6th grade Personalized Learning Environments (PLE);
- Professional development workshops focused on continuous improvement in academic teaching strategies and the social-emotional development of the middle school student;
- Collaborative and distributive leadership among all stakeholders;

¹ Provisions pertaining in this element related to decision making and implementation of professional development, budget authority, committees, technology, curriculum, etc., must comply with all applicable collective bargaining agreements or approved waivers.

² Additional information and data reflecting the school’s performance, are described in greater detail below in the “Instructional Design” section.

- Long standing parent involvement in all areas of Revere’s governance, curriculum, professional development, programs, fundraising, and community outreach;
- Successful integration of students from racially, ethnically, and socio-economically diverse backgrounds;
- Award winning Music and Physical Education Departments. Awards received by such Departments include Heritage Music Festival awards and LeBron James Athletic Awards;
- Innovative programming with an emphasis on character development; and
- Unique elective course offerings, clubs and the Personal Enrichment Programs (PEP) after school program.

Our success in the above-stated areas has served to attract students from over 100 zip codes throughout Los Angeles County. Students are drawn to Revere and many are willing to travel long distances, including across town, to benefit from its exceptional programs. Additionally, Revere’s status as a District-Affiliated charter school affords its stakeholders the opportunity to participate in Revere’s governance, including assisting in determining how the school manages/budgets the block grant and other fund allocations as well as community donations, in accordance with District policy (including BUL-5439.0, Affiliated Charter Schools), coordinates professional development, supports curriculum, interviews staff prior to their being selected and recommended to be hired by the District to work at Revere, enrolls students from throughout Los Angeles, as well as implements new, innovative programs designed to improve student achievement.

Revere, which is celebrating its 60th anniversary this year, is the only public middle school within the communities of Pacific Palisades and Brentwood. To provide a better understanding of Revere’s surrounding elementary and middle schools’ demographics and performance, we are including LAUSD data from the 2013 Growth API Report about the three Middle Schools within LAUSD that are closest geographically to Revere, as well as the five District-Affiliated feeder elementary schools, which provide Revere with one-third of the school’s population. ³

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA (Data from LAUSD School Report Cards 2013-2014)														
LAUSD Elementary Schools	# of Students 2013-14	% Students Eligible For Free / Reduced	% of Special Ed. Students	% of English Learners	% Major Ethnicity White	% Major Ethnicity Asian	% Major Ethnicity Latino	2013 Growth API	Met School Wide Growth Target	Met Subgroup Growth Targets?	2011-13 API 3 Year Average	2013 API Statewide Rank	2013 API Similar Schools Rank	2014 School Performance Framework Classification (SPF)

³ Additional information regarding Revere’s performance, including comprehensive data and analysis about how the school is meeting the needs of its students and community, is included below in Element 2 – Measurable Pupil Outcomes, and Element 3 – Method by Which Pupil Progress Toward Outcomes Will be Measured.

		Lunch												
Canyon Charter Elementary	393	2	9	2	79	10	4	978	Yes	Yes	968	10	10	Excellent
Kenter Canyon Elementary Charter	541	4	7	2	81	10	5	960	Yes	Yes	953	10	6	Excellent
Marquez Charter Elementary	585	9	12	2	80	7	7	934	Yes	Yes	933	10	3	Achieving
Palisades Elementary Charter	518	7	9	3	78	10	8	953	Yes	Yes	946	10	8	Achieving
Topanga Elementary Charter	309	4	9	3	86	6	5	951	Yes	Yes	942	10	10	Achieving
LAUSD Middle Schools	# of Students 2013-14	% Students Eligible For Free / Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity White	% Major Ethnicity Asian	% Major Ethnicity Latino	2013 Growth API	Met School Wide Growth Target	Met Subgroup Growth Targets?	2011-13 API 3 Year Average	2013 API Statewide Rank	2013 API Similar Schools Rank	2014 School Performance Framework Classification (SPF)
Emerson Middle	661	56	11	12	55	18	20	765	No	No	741	2	2	Focus
Webster Middle	643	81	25	15	63	24	9	726	No	No	703	2	8	Service and Support
Twain Middle	693	73	13	14	73	16	7	718	No	No	711	2	3	Focus
(PRCMS) Revere Middle	2082	27	10	3	23	15	50.6	903	Yes	No	892	9	9	Achieving

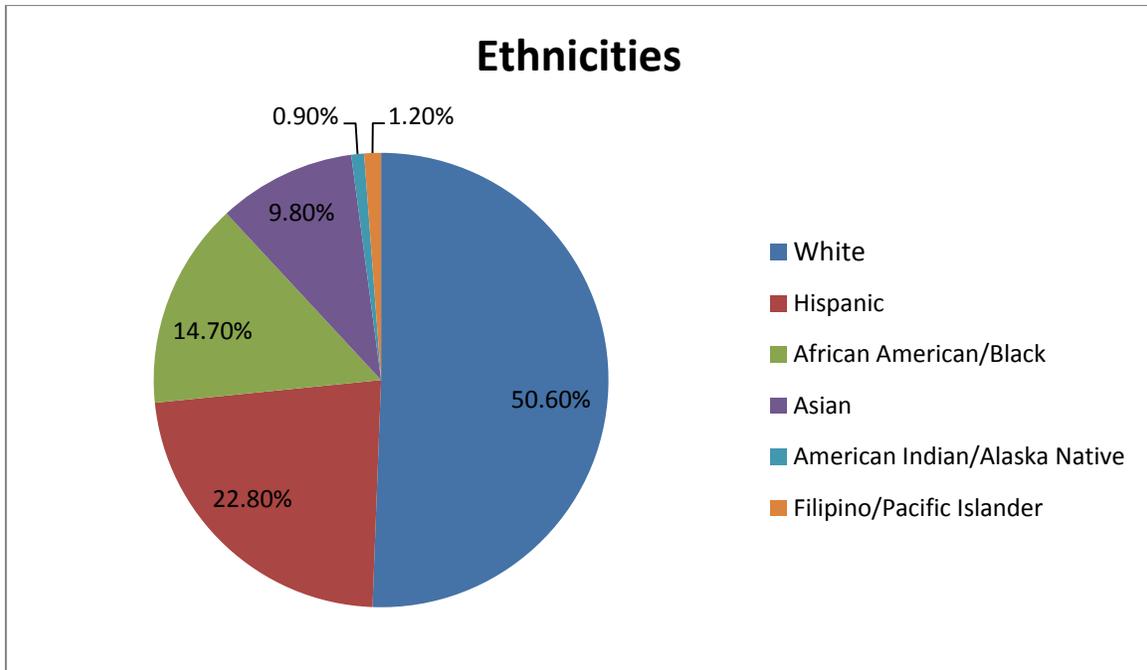
Brentwood, Pacific Palisades and the surrounding Westside areas have benefitted greatly due to Revere's commitment to serving the community and to our regular and on-going contributions to the overall well-being of the surrounding neighborhoods, as well as of Revere's student population groups. Examples of such community outreach include:

- Serving as a cultural center for community events
- Encouraging and welcoming parent involvement
- Providing a venue for local athletic events and competitions
- Presenting educational opportunities, such as parenting workshops and environmentally conscious programs
- Hosting meetings of the schools comprising the Palisades Complex of Charter Schools, as well as other community events, such as “Town Hall” meetings with District representatives and Board Of Education members
- Enhancing the aesthetic value of the area through our physical plant improvements
- Organizing community service projects, such as Teens for Jeans, Thanksgiving Food Drive, Library Book Exchange, Toys for Tots and support for the Red Cross.

STUDENT POPULATION TO BE SERVED

The Revere Middle School student population includes approximately 2100 students in grades 6-8. Revere’s population closely mirrors the population of the city at large. Areas of residence include: Pacific Palisades, Brentwood and the greater Los Angeles area, including East Los Angeles, Mid City, South Central Los Angeles, Westchester and West Los Angeles.

The demographic information for Revere illustrates the varied ethnic and racial diversity found on the campus. Approximately 50.6% of our students are Caucasian, 22.8% are Hispanic, 14.7% are African American, 9.8% are Asian, 0.9% are Filipino, 0.9% are American Indian, and 0.3% are Pacific Islander. Our school population currently includes approximately 26.6% socio-economically disadvantaged students, which includes foster children and homeless students. 10% of our students are designated Special Education. Approximately 3.4% are English learners requiring ESL and/or Sheltered instruction. 39.1% of students at Revere are designated Gifted and Talented, and benefit from Revere’s differentiated classroom instruction, which enhances the curriculum through the dimensions of depth and complexity.



2014-15 School / MiSiS data

As the only local area middle school, Revere plans and sustains comprehensive educational goals and articulation with the other schools within the Palisades Complex of schools (including Canyon Charter Elementary School, Kenter Canyon Elementary Charter School, Palisades Elementary Charter School, Marquez Charter Elementary School, Topanga Elementary Charter School and Palisades Charter High School).

Large numbers of Revere's students enter our school in 6th grade from the five local elementary schools within the Complex and, thereafter, culminate in 8th grade and move on to the local area high school for 9th grade. Looking at the numbers, it seems clear that Revere has been effective in serving the needs of our students by maintaining an association with the other schools in our local Complex, and ensuring that our educational approaches and articulation efforts benefit not just our students, but also the District as a whole. Revere articulates with the 5 District-affiliated local elementary schools and serves students in the over 100 zip codes from which we draw, including larger numbers of socio-economically disadvantaged students than live in the surrounding neighborhoods. We promote Revere to all students by sending flyers to elementary schools to attract applicants, by posting announcements and video clips describing and depicting Revere on the school's website, by providing information about the open lottery process, and by conducting monthly tours of Revere from September through April (the dates of which are listed on the school website and mentioned in Revere representative presentations). We also recruit students, including socio-economically disadvantaged students, by sending representatives to attend articulation events at outlying elementary schools.

Coordination and articulation amongst the local area schools takes place through the Palisades Coordinating Council, which includes District representation from the Charter Office staff, ESC-West representatives, as well as our Board of Education Member (or

representative). The Coordinating Council is comprised of stakeholder representatives from the various local schools, who assist in the coordination of such areas as:

- Scheduling, including specific events such as Back to School Night, Open House, performance-based programs, and professional development.
- Coordinating professional development to maintain an aligned standards-based curriculum and instructional program from Kindergarten through twelfth grade. (In this regard, having an aligned K through 12th program has become even more critical with the adoption of the Common Core State Standards (“CCSS”).)
- Securing future resources by reaching out to community service groups and potential sponsors, and establishing other partnerships, including to provide support for socio-economically challenged students in all the Complex schools.
- Continuing to identify and implement grants for the mutual benefit of all schools.
- Communicating with the District on issues of joint interest to District-affiliated schools, such as regarding funding, services, and instructional support.

As demonstrated since the inception of our charter, the more involved our school community has become with Revere, the more we have been able to develop successful programs that reflect the leadership, skill and talent of our stakeholders and meet the unique needs of our diverse student body. Because we are a District-affiliated Charter School, community and parent involvement at the school site ensures that Revere is accountable and responsive to the local school community.

We seek opportunities to collaborate with the District or, when appropriate, to innovate independently to educate our students in a CCSS-aligned curriculum, based upon their demonstrated needs. As a District-Affiliated charter, Revere is able to provide the resources necessary to prepare our students for the demands of the 21st century. Revere receives our available state and local funds through the District (as a block grant or CPP allocation) and makes decisions regarding the allocation and use of such funds, in accordance with BUL-5439.0, *Affiliated Charter Schools*, according to the needs of our students and under the oversight of our Charter Council, which represents the interests of all our stakeholders.

Revere will continue to serve the communities and families identified during the initial years of our charter and enrollment at the Charter School (as distinguished from the Magnet Center) shall continue to come from our traditional attendance boundary areas and, as space permits, students selected through the established lottery enrollment process.

The historic and continuing success of Revere’s educational programs over the past twenty years has been based upon the Revere community’s ability to work together to create an environment in which all students can learn. Revere will continue to challenge itself to further improve and enhance the educational opportunity for all our children.

GOALS AND PHILOSOPHY

Mission and Vision

School Mission Statement: *Paul Revere Charter Middle School and Mathematics, Science and Technology Magnet is dedicated to the development of critical thinkers and problem solvers for a world that honors the richness of human diversity. Students matriculating from Revere will leave with the academic and social-emotional intelligence that will prepare them for their post-secondary experience. Revere provides a challenging curriculum that emphasizes exploratory and interest-based learning. Above all, Revere strives to foster the development of positive self-esteem, while recognizing student achievement in and out of the classroom. Revere offers a diverse student and teacher population, as well as a caring faculty and administration dedicated to ensuring that each child receives the best possible education in a social and intellectual environment conducive to learning.*

Vision Statement: Revere is committed to promoting and establishing a learning environment that is dedicated to the values of equity, responsibility, compassion and justice.

What It Means to be an “Educated Person” in the 21st Century

As it relates to the Revere Middle School student, an “educated person” in the 21st century is someone who understands the core academic knowledge outlined in the Common Core State Standards. Using this core academic knowledge, students must learn how to think critically, problem solve, communicate and collaborate with their peers and others. As discussed in greater detail below in the section entitled Instructional Technology, because 21st century learners need to be innovative and creative, Revere’s students must acquire and maintain the knowledge and skill sets necessary to continue to grow, manage and succeed in this technology-oriented society. They must also be global citizens dedicated to the values of equity, responsibility, compassion and justice.

How Learning Best Occurs

Revere believes that learning best occurs when students are actively engaged and held to high standards in a safe, nurturing environment. Students are provided with standards-based curriculum, and research-based strategies that promote personalizing recognition, criterion-referenced feedback and authentic literacy as identified by researchers Robert Marzano, Debra Pickering, Jane Pollock and Mike Schmoker. Educational decisions are supported by data analysis, and students are provided with the intervention and enrichment needed to ensure learning. Teacher instruction establishes real-life connections in what is taught, while providing authentic and rigorous educational experiences.

Revere students are active participants in the educational process. Through the use of presentation, evaluation and formulization, students demonstrate their mastery of content

material. Teachers encourage students to delve deeper into subject matter in order for them to better understand *and* utilize the information in the real world. Teachers, parents, and the administrative staff take pride in their on-going and focused efforts to improve their instructional skills and techniques and to increase grade level advancement and school-wide articulation.

How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Life-Long Learners

Life-long learners maintain their interest in and curiosity about learning. This is perpetuated and promoted by affording students the opportunities to be active participants in learning through innovative, challenging curriculum, presented through interactive, interdisciplinary-based instructional strategies. Revere undertakes various means to achieve this goal including, but are not limited to:

- Providing students with differentiated instruction, within educational activities and assessments.
- Allowing students opportunities to inter-relate subject matter taught in each class.
- Providing supplemental materials that expand on resources provided by the basic curriculum.
- Encouraging self-awareness and control through the Council Program.
- Experiencing real-life events through field trips, guest speakers, coaches, performances, and viewing presentations via streaming video on approved educational websites, and assuring that students have learning experiences beyond classroom instruction.
- Participating in interest-based electives and clubs such as: journalism, Leadership, yearbook, music, choir, horticulture, theater, debate, sports, world languages, and computer science.
- Teaching basic skills that open up the possibilities for students to conduct research in areas of interest, as well as to experiment with concepts and utilize competent approaches to problem solving.

Local Control Funding Formula (LCFF)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), in accordance with District policies and procedures, as they may be amended from time to time.

TEACHER ASSIGNMENTS AND CREDENTIALING STATE PRIORITY #1: BASIC SERVICES					
ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES			
		Method for Measuring: Annual Survey & CDE Website			
		Baseline	2015	2016-2017	2017-2018
			- 2016		

The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.	All students need to receive instruction from fully credentialed and qualified teachers, as required by law and charter.	100%	100%	100%	100%
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**ACCESS TO INSTRUCTIONAL MATERIALS
STATE PRIORITY #1: BASIC SERVICES**

ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES			
		Method for Measuring: Annual Survey & Teacher Survey			
		Baseline	2015-2016	2016-2017	2017-2018
The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter. The Budget Committee will maintain a budget inventory each school year, providing lists of instructional materials purchased within the school year.	All students need appropriate access to the instructional materials necessary to participate in the school's programs and services in order to master the state content standards and meet academic performance standards appropriate to their respective grade levels, EL, and Special Education designations .	Schoolwide 100% ELs: 100% Students with IEPs: 100%			

**FACILITIES MAINTENANCE
STATE PRIORITY #1: BASIC SERVICES**

ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES			
		Method for Measuring: Annual Survey			
		Baseline	2015-2016	2016-2017	2017-2018
The school will achieve and maintain an overall "good" rating or equivalent on annual review(s) of school facilities. Flushing logs will be maintained monthly, the plant manager will meet weekly with administration to	All students need a clean and safe school campus in good repair as a basic condition of learning, as reflected in law and charter.	"Good" rating on annual review	"Good" rating on annual review	"Good" rating on annual review	"Good" rating on annual review

discuss facility needs, and additional building & grounds personnel will be purchased to maintain the facilities.					
IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS STATE PRIORITY #2					
ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CAASSP & CELDT and/or ELPAC			
		Baseline	2015-2016	2016-2017	2017-2018
<p>Consistent with the charter, the school will increase the number of students achieving proficiency level and above on the CAASPP SBAC English Language Arts tests by 1% annually over the benchmark scores established in the 2014-2015 CAASPP SBAC test administration school wide and, beginning in 2016-17, by 2% for foster youth, low income students, and all numerically significant subgroups.</p> <p>For English learners, the school will increase by 1% annually the number of EL students achieving Basic (or equivalent measure determining threshold for EL reclassification) and above on the CAASPP SBAC English Language Arts tests in 2014-2015. Maintain the</p>	<p><u>English Language Arts:</u> Revere faculty, administration, staff and parents are committed specifically to planning and implementing a non-sectarian educational and instructional program that will lead to meaningful, productive, flexible and adaptable learners. The students at Revere develop skills that enable them to access and process information in science, social studies, physical education, mathematics, humanities, language arts, and technology. Through multi-cultural, multi-ethnic exposure, our students have countless opportunities to acknowledge the achievement and contributions of racial/ethnic groups and cultures while practicing the art of</p>	All	>=1% Above benchmark proficiency levels	>=2% Above benchmark proficiency levels	>=3% Above benchmark proficiency levels

<p>growth during 2012-2013 in AMAO1 at 62.4% AMAO2 at 48% and AMAO3 at 55.9% ELA</p> <p>Consistent with the charter, the school will increase the number of students achieving proficiency level and above on the CAASPP SBAC mathematics tests by 1% annually over the benchmark scores established in the 2014-2015 CAASPP SBAC test administration schoolwide and, beginning in 2016-17, by 2% for English learners, foster youth, low income students, and all numerically significant subgroups. Increase EL students' decrease in proficient or advanced from the -8.3% in 2012-2013. Maintain 2012-2013 growths in AMAO3 at 53.7% or 1% higher in Math.</p> <p>.</p>	<p>peaceful co-existence. Based on the Comprehensive Needs Assessment conducted for the SPSA, AMAO 1, 2, and 3 2012-2013 results, and further analysis of recent school data, both school wide and disaggregated by subgroups, the school has identified the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to yield improved academic performance outcomes for all students, including English learners who took a 5.6% decrease in 2012-2013 results.</p> <p>The school needs to improve/increase student proficiency outcomes in English Language Arts on state standardized assessments in accordance with state targets and the charter.</p> <p>The school will use the results of the CAASPP SBAC test administration each year to measure progress towards and achievement of this goal.</p> <p><u>Mathematics:</u> Based on the</p>				
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	<p>Comprehensive Needs Assessment conducted for the SPSA, AMAO 1, 2, and 3 results, and further analysis of recent school data, both school wide and disaggregated by subgroups, the school has identified the need to improve and monitor the design and delivery of a high quality Common Core State Standards-driven educational program in order to yield improved academic performance outcomes for all students, including English learners.</p> <p>The school needs to improve/increase student proficiency outcomes in mathematics on state standardized assessments in accordance with state targets and the charter.</p>				
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**PARENT INVOLVEMENT
STATE PRIORITY #3**

ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Annual Survey			
		Baseline	2015-2016	2016-2017	2017-2018
<p>The school will use the results of the District's School Report Card in order to measure progress towards and achievement of this goal. The school site governing body of Paul Revere</p>	<p>The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four</p>	14%	15%	16%	17%

<p>Charter Middle School and Mathematics, Science and Technology Magnet Center is known as "Charter Council" which serves as a representative democracy. The mandate of Charter Council, consisting of stakeholders of Revere, is to oversee the implementation of the guiding mission, vision, strategic plan and school-wide goals. In order to do so, Charter Council shall be empowered to operate as the principal school site decision-making body in regard to school-wide policies, programs and procedures within the authority of the Local District Superintendent and LAUSD Board of Education. The administration is empowered to enforce the day-to-day operational issues at the school site. The administration initiates, through the school-wide committees, and carries out the policies and procedures approved by the Charter Council. The governance structure is designed to foster participation by all stakeholders and to ensure the effectiveness of</p>	<p>workshops annually.</p> <p>The school will increase the average percentage of parents who respond "Strongly Agree" on the following questions (or equivalent questions) on the District's School Report Card.</p> <p>(1) My child's teachers inform me about my child's academic progress: 58%</p> <p>(2) This school encourages me to participate in organized parent groups: 80%</p>				
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local school control and accountability.					
STATEWIDE ASSESSMENTS STATE PRIORITY #4: STUDENT ACHIEVEMENT					
ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CAASSP & SBAC			
		Baseline	2015-2016	2016-2017	2017-2018
<p>Based on the Comprehensive Needs Assessment and further analysis of data summary information and in accordance with the terms of the charter, charter school law governing renewal, and other applicable law, the school needs to increase the levels of academic performance in English Language Arts and mathematics school wide, for English learners, low income students, foster youth, and for all numerically significant subgroups in order to meet or exceed API growth targets or equivalent.</p> <p>During the period that state standardized test data is unavailable, and consistent with the charter, the school will use the grade-level appropriate internal benchmark assessments (e.g., curriculum-based assessments, grade reports,</p>	<p>The school will meet or exceed its annual API growth targets (or locally determined equivalent targets while state is developing the new API) schoolwide, for English learners, low-income students, foster youth, and for all numerically significant subgroups, as required by law and the charter.</p>	<p>Increase of 3 points in Growth API or <u>equivalent for all subgroups</u></p>	<p>Increase of 5 points in Growth API or <u>Equivalent for all subgroups</u></p>	<p>Increase of 5 points in Growth API or <u>Equivalent for all subgroups</u></p>	<p>Increase of 5 points in Growth API or <u>Equivalent for all subgroups</u></p>

projects, presentations, and subject-aligned periodic assessments) described in the charter, together with historical data, to estimate/calculate growth API-equivalents school wide and for all numerically significant subgroups in order to measure progress towards and achievement of this goal.					
ACADEMIC PERFORMANCE INDEX (API) STATE PRIORITY #4: STUDENT ACHIEVEMENT					
ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: SBAC			
		Baseline	2015-2016	2016-2017	2017-2018
The school will demonstrate growth and improvement as measured by API or its equivalent by 1 point per year.	Interventions programs, teacher professional development, implementation of technology skills throughout the curriculum, addressing CCSS, building higher-level thinking and reasoning skills for all students.	2013 903	+1	+1	+1
ENGLISH LEARNER ADEQUATE PROGRESS RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT					
ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CELT & SBAC			
		Baseline	2015-2016	2016-2017	2017-2018
The school will increase the number of English learners who make adequate annual progress by 3% each year.	Based on analysis of current and historical 2012-2013 AMAO 1 (CELDT) results, the school has determined that it needs to improve the number of	Increase of >= 3%	Increase of >= 3%	Increase of >= 3%	Increase of >= 3%

	English learners who make adequate yearly progress toward language proficiency. CELDT Proficiency: 2011: 32% 2012: 34.2% 2013: 45.6%				
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**ENGLISH LEARNER RECLASSIFICATION RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring:			
		Baseline	2015-2016	2016-2017	2017-2018
Based on the Comprehensive Needs Assessment and further analysis of CELDT data (AMAOs 1 at 62.4% and 2 at 48%) the school needs to continually increase the number of its English learners who achieve English language proficiency each year. The school will use reported reclassification data to measure progress towards and achievement of this goal.	The school will annually increase the number of English learners who reclassify as Reclassified Fluent English Proficient (RFEP) by at least 1%.	42%	43%	44%	45%

**SCHOOL ATTENDANCE RATE
STATE PRIORITY #5: STUDENT ENGAGEMENT**

ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: MiSiS & MyData			
		Baseline	2015-2016	2016-2017	2017-2018
In accordance with the charter document in order to ensure that every child receives the instructional hours necessary to meet	The school will increase the number of students that attend 173-180 days each school year (i.e. achieve individual	All 70%	71%	72%	73%

<p>the grade-level culmination requirements, it is imperative that he/she arrive to school on-time and prepared to learn. The school needs to achieve and maintain the highest levels of student attendance possible in order to support student learning. The school will use student attendance rates to measure progress towards and achievement of this goal.</p>	<p>attendance rate of 96% or higher) by 1% annually school wide by 2% and for English learners and low income students, and by 3% annually for students in Foster Homes, African American students, and students with disabilities.</p>				
CHRONIC ABSENTEEISM RATE STATE PRIORITY #5: STUDENT ENGAGEMENT					
ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: MiSiS			
		Baseline	2015-2016	2016-2017	2017-2018
<p>In accordance with the charter document and District Attendance Policies, the school needs to achieve and maintain the highest levels of student attendance possible in order to support student learning. The school will use student attendance rates to measure progress towards and achievement of this goal.</p>	<p>The school will decrease by 1% annually the number of students missing 16 days or more each school year or an attendance rate of 91% or lower school wide and for low-income students. The school will decrease by 2% annually the number of students missing 16 days or more each school year or an attendance rate of 91% or lower for African American students, foster youth, English learners, and students with disabilities.</p>	11%	10%	9%	8%
DROPOUT RATE					

STATE PRIORITY #5: STUDENT ENGAGEMENT					
ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES: MyData, MISIS Method for Measuring: My Data – At risk summary			
		Baseline	2015-2016	2016-2017	2017-2018
The school will maintain a 1% or less dropout rate for all students in middle school.	Counselors will develop an ICP for every student and maintain throughout 3 years in middle school. Counselors will keep updated At-Risk summaries on students performing below and far below grade level.	2015	-1%	-1%	-1%
STUDENT SUSPENSION RATE STATE PRIORITY #6: SCHOOL CLIMATE					
ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: MiSiS, iStar & My Data			
		Baseline	2015-2016	2016-2017	2017-2018
The school will maintain the number of suspension incidents by 0% school wide 0% for English learners, foster youth, low income students, African American students, and students with disabilities.	Through the use of alternative practices such as Parent Shadows, Council groups, counseling sessions, and Anti-bullying clubs (Stand for the Silent) suspensions rates will be kept lower than <=1% for all students. Based on District goals and data analysis as well as school-level data analysis, the school needs to maintain the 0% of student out-of-school suspensions and maintain that same rate of suspensions for African American students, foster youth, and students with disabilities. The school will use school suspension	0 suspensions	<=1% suspensions	<=1% suspensions	<=1% suspensions

	data to measure progress towards and achievement of this goal.				
STUDENT EXPULSION RATE STATE PRIORITY #6: SCHOOL CLIMATE					
ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: MISIS, ISTAR Reports			
		Baseline	2015-2016	2016-2017	2017-2018
The school will maintain a >1% expulsion rate for all students.	Addressing the District wide Progressive discipline policy, counseling and prevention through Student Services and the Counseling Office. Implementation of Council groups and club on the school-site.	>.5%	>1%	>1%	>1%
BROAD COURSE OF STUDY STATE PRIORITY #7					
ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: SBAC & ICP			
		Baseline	2015-2016	2016-2017	2017-2018
The school needs to provide a sufficiently broad course of study to all students in order to prepare them for college and career in the 21 st Century, as reflected in applicable law and the charter. This includes the following courses: <ul style="list-style-type: none"> English/Language Arts History – Social Studies Science Math (Algebra 1) Electives Physical Education The school will conduct an annual review of its master schedule, student schedules, and other information to measure progress towards and achievement of this goal.	The school will offer a broad course of study to at least 100% of its students every year.	>= 93% of students have access to the courses and programs described in the charter	>= 94% of students have access to the courses and programs described in the charter	>= 95% of students have access to the courses and programs described in the charter	>= 96% of students have access to the courses and programs described in the charter
OTHER STUDENT OUTCOMES STATE PRIORITY #8					
ANNUAL GOALS (identify schoolwide and	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: SBAC, CAASSP &			

subgroup goals as applicable)		CELDT			
		Baseline	2015-2016	2016-2017	2017-2018
The school needs to meet the language development needs of the Reclassified English learners by 2 points, which has shown a decrease in scores on the API 2012-2013 target growth by -77. EL classes for LTEL population, and students within the two-year timeframe of reclassification must receive additional interventions in ELA, as described in the charter.	The school will improve EL students' progress with before and afterschool intervention and closer monitoring of individual progress through CELDT and overall grade reporting. The school will provide means and opportunities for teachers to actively communicate with parents/guardians of students in this subgroup as described in the charter.	5 points Measure: SBAC (if available) or Periodic Assessment	7 points	9 points	11 points

INSTRUCTIONAL DESIGN

Revere’s framework for instructional design is based on the Common Core State Standards (CCSS). As stated above, we prepare students to be high school, college and career ready, with rigorous content instruction and the application of knowledge through high level thinking. The instructional framework is also aligned with the needs of our students, as recognized by various means including, but not limited to, data analysis, teacher recommendations, academic performance, counselor assessments, parent referral and student self-referrals. All of our teachers are credentialed and highly qualified in the subjects they are teaching.

Instruction by teachers allows for differentiation of lessons (Kaplan, Benjamin), as well as remediation appropriate to grade levels. The other main methodologies include, but are not limited to: Close Reading (Paul and Elder), Text dependent questioning (Fisher and Fry), cooperative learning (Kagen), interdisciplinary teaching (humanitas), inquiry-based learning (Brooks), experimentation, intervention (Dufour), performance activities, technology-based instruction and projects. Data-driven professional development and continuous improvement sessions support teaching strategies and methodologies.

Many of our teachers use Backward lesson Design (Wiggins and McTighe). By establishing essential questions as student learning objectives and connecting the CCSS to real world issues, teachers develop common assessments that evaluate student learning of the standards and the essential questions. They also develop and structure units/lessons in ways that best prepare the students for these assessments.

In addition to the general approaches noted above, Revere utilizes many more instructional strategies including, but not limited to, the following:

- The use of technology in the classroom - for both information delivery and independent student mastery of concepts and project completion;
- Project-based instruction;
- Common grade-level assignments, assessments and rubrics for assignments;
- Intervention techniques for low-achieving students, such as teacher tutoring and intervention math class;
- Differentiated instruction for gifted learners;
- Differentiated instruction for English learners;
- Differentiated instruction for all special populations and sub-groups;
- Interdisciplinary projects across core disciplines;
- Integrated instruction between classroom teaching and experiential learning, such as field-trips and assemblies;
- Independent research projects, independent study units and extension activities;
- Curricular steps and unit plans created by vertical teams;
- Strategies for multiple modalities, including for visual, kinesthetic, and auditory learners;
- Analysis of student achievement data with students, and discussion of implications for student learning and goals;
- Modeling/emulating study skills and habits of highly effective students;
- Reading groups and literature circles;
- Peer feedback and partner/small group work in the classroom;
- Reciprocal teaching in partner teams and whole class discussions; and
- Socratic seminar.

The gains in student achievement, including an API increase of 121 points over a ten-year period, as reflected in the chart below, are a direct result of the commitment of our unified staff.

2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Change in API (Academic Performance Index)
782	797	807	817	833	846	852	875	897	903	121

Instructional Technology

As an acknowledgment of how vitally important technology is for the present and future

academic and professional growth and success of our students, Revere plans to continue to use innovative technologies to make instruction more effective and to facilitate the exchange of knowledge across a myriad of contexts, discussion arenas, and learning communities. Our vision of instructional technology use, coupled with Revere's one-to-one tablet ratio, provides students with skills that will facilitate their transition into higher education and careers actively using a variety of advancing up-to-date technologies, such as Notability, Edmodo and Google Docs. Currently, Revere provides students with rich opportunities for mastery of software programs, apps and information technology skills that will prepare them for high school and that will also translate into college and career-ready skills.

With the distribution of iPads for all of our students, the continual updating of our computer labs, and the purchase of computers for all classrooms, including Apple hardware and software, Revere has been able to provide its students with everyday access to the use of technology. Students regularly create online and PowerPoint projects that can be emailed and shared with local and global student communities and that can be translated into cumulative digital portfolios. Teachers continue to expand the use of technology to create opportunities for students to better process standards-based curriculum. In this regard, Revere's librarian has assembled extensive web-based resources that students can access electronically to do more in depth work.

Revere's staff is encouraged and empowered to go beyond the traditional methods of communication and collaboration to create more effective uses for technology to enhance instruction and student achievement at the Charter School. Revere's faculty will continue to collaborate in order to create ways for students to master, and to train other students in, multiple technologies and related skills. Technology will be used to provide greater opportunities for students to engage in cross-curricular, career and college preparatory activities and projects through daily, one-to-one use of tablets, as well as regular accessibility to desktop computers, the use of which (including for class assignments and tests) help students prepare to take computer-based standardized assessments.

Curriculum and Instruction

Charter School shall transition to and implement the Common Core State Standards and CAASPP in accordance with District policy and timelines.

Common Core State Standards:

Revere students experience a rigorous Common Core State Standards (CCSS)-based curriculum using current best practices, as supported by current educational research and informed by careful analysis of data from state and local testing, including the California Assessment of Student Performance and Progress (CAASPP). The Revere curriculum is aligned with state frameworks, guidelines, and District standards. The faculty follows District and Board of Education standards and policies when developing class syllabi, course outlines, and lesson plans. Additionally, all textbooks are State-approved and,

therefore, aligned to State Board of Education (SBE) standards. Revere has also been 100% compliant with the Williams Consent Decree.

Teachers at Revere Middle School have been trained in, and follow the philosophies of Culturally Relevant and Responsive Education (CRRE). Teachers use students' cultural knowledge, prior experience, frames of reference, and performance styles in order to make learning experiences and curriculum more relevant and effective for students. Additionally, all of our teachers use SDAIE teaching strategies to effectively address the needs of our English learners.

The scope of skills taught along grade levels and content areas include, but are not limited to: reading comprehension, inferences, critical thinking, problem solving, communication, social development, emotional well-being, deductive reasoning, skill application, inductive reasoning, cooperative learning, quantitative and qualitative analysis, and the use of appropriate technology.

The master schedule includes challenging college/career prep courses, defined by high expectations and quality academic standards. The school offers a wide range of classes to meet the diverse needs of our students. Revere also has 6th grade and Magnet Personal Learning Environments (PLEs). All students who meet prerequisites have access to Honors courses. At Revere, 17 academic classes and 16 elective classes have been established, meeting District and State requirements, as described in the "Revere Middle School Program" section, below.

English Language Arts

Revere's English Language Arts Department has designed its educational program to guide students on their journey to become perceptive readers, effective writers and insightful critical thinkers. With a focus on Informational/Expository, Narrative, and Argumentative texts, the faculty guides students through a CCSS-based curriculum, with an emphasis on studying a writer's craft. Through close reading and annotation of text, students learn to generate text-dependent questions and assertions and to share these ideas with peers in structured discussion formats, such as Socratic Seminar. Technology is used to enhance the understanding and presentation of information. The goal of having students find and develop their voice as writers is supported in class, as well as through additional activities, such as Revere's prestigious Literary Anthology, its award-winning student newspaper *The Town Crier*, and lunch clubs focused on poetry, short story and novel writing.

English Language Development

The English Language Development/English as a Second Language arm of the English Language Arts Department of Revere Middle School has developed its educational program to lead students, as they progress towards being advanced English speakers, readers, writers and listeners, with creative critical thinking skills. As with the English Language Arts program, students are involved in working with Informational/Expository, Narrative, and Argumentative texts following the guidelines of the California English

Language Development Standards that correlate with the California CCSS. The students use engaging text, 3D text or Reader's Handbook, coupled with Write Source, to increase their ability to participate in structured discussions, read complex text and generate questions and assertions in academic language. Technology is used to enhance understanding and give students alternate means of presenting their knowledge. Students present findings and their research in content areas through programs such as Today's Meet and Jupiter Forums (which give students in the same class the opportunity to engage in interactive online discussions). Enabling students to be competently bilingual is the ultimate goal of this program.

Mathematics

Revere Middle School has had an exceptional mathematics program for many years, and it intends to maintain its high level of achievement in instruction by embracing the CCSS through the adoption of standards-aligned instructional materials, which provide accessibility of the curriculum to all learners. The school's Algebra and Geometry students continue to score above the 90% proficient or above mark on the California Standards Test, and the faculty members have devised innovative strategies to scaffold instruction to meet the needs of English learners and students with disabilities. Using Kagen Cooperative and learning strategies, the Revere faculty continues to expand student participation and use of academic language to improve learning. In addition, they are adapting the MARS Mathematics Assessment Project that concentrates on the practice standards, focusing on important concepts, problem solving and mathematical reasoning. Over the last five years, Revere scores on the California Standards Test have continued to rise, and the faculty intends to provide rigorous mathematics instruction to prepare students for high school, college and the future.

Science

The mission of Revere Middle School's Science Department is to engage students in a meaningful understanding of the concepts and principles of science and engineering. The core ideas of middle school science progress from simple ideas to more complex forms of understanding. Through investigations, inquiries, and conceptual modeling, students discover the technological and scientific importance of interconnected scientific principles as they apply to culture and society. These interconnected and crosscutting science concepts will deepen the students' understanding of real world science applications. The scientific knowledge and process skills they acquire will translate to critical thinking skills that students will use to analyze scientific issues, past and present. Performance expectations, based on students' demonstrations of what they can do with their acquired knowledge, will be emphasized. Developing science literacy in middle school students is key to preparing students for high school, college, career and citizenship. Revere's science teachers and supporting staff are dedicated to promoting science literacy to all students. Both science literacy and a solid understanding of core scientific principles prepare students to become responsible, productive citizens in a society that is increasingly technologically focused.

Social Studies

In the Social Studies Department, Revere students are instructed to think, read and write like a historian (Stanford History Education Group). Students use primary and secondary sources to answer document-based questions, to research and prove a thesis statement, or to establish a claim. Students work in cooperative groups (as teams of two or more) to “close read” (i.e., annotate and analyze) primary and secondary sources. Students also use available technology to research and enhance presentations, both on an individual basis and in cooperative groups, using iPads and applications such as Keynote, Pages, Notability and iMovie. All instructional content will be based on the California Common Core State Standards and the English Language Arts & Literacy for History/Social Studies standards.

Physical Education

Revere’s Physical Education (PE) curriculum is based on the premise that the quality and productivity of each student’s life can be enhanced through participation in a comprehensive, sequential physical education system that promotes physical, mental, emotional and social well-being. The Revere PE program puts a strong focus on the whole person, as opposed to a narrow range of skills or abilities, and teaches students to apply new knowledge, in implementing their lifelong learner skills.

Electives

Revere Middle School offers a number of elective programs as part of its curriculum - aligned with District and state requirements, which include classroom instruction, project-based learning, and leadership experience. Some of these electives include classes in:

- Music;
- Art and digital media;
- Orchestra, band, and choir directors (on site);
- Digital imaging, in which students learn and use the Photoshop and Illustrator programs;
- “Coding,” as well as iPad application and game-creation; and
- Agriculture and horticulture.

The Music Program at Revere has enjoyed a strong tradition of successful performances from the opening of the school in 1955. We have three full time music teachers (one choral, two instrumental), and many part time music coaches. Our music programs regularly participate in District music festivals as well as outside events, in which we traditionally distinguish ourselves as one of the top middle school music programs in Los Angeles.

Revere Middle School Program

THE REQUIRED 6TH GRADE PROGRAM CONSISTS OF:

◆ CC English

2 semesters

◆CC World History: Ancient Civilizations	2 semesters
◆CC Math 6	2 semesters
◆CC Science/Health	2 semesters
◆Physical Education	2 semesters
◆Elective*	2 semesters

* The 6th Grade elective is either a full year of Music OR 3 separate classes to which students are randomly assigned on the “Exploratory Wheel” (from amongst classes such as Agriculture, Shakespeare, Banking, Geography, Drafting/Advertising).

THE REQUIRED 7TH AND 8TH GRADE PROGRAMS CONSIST OF:

7TH		8TH	
◆CC English 7AB	2 Semesters	◆CC English 8AB	2 Semesters
◆CC Math 7AB or CC Algebra 1	2 Semesters	◆CC Math 8AB or CC Algebra 1 or CC Geometry AB	2 Semesters
◆CC World History: Medieval & Modern World	2 Semesters	◆US History AB	2 Semesters
◆CC Science /Health	1 Semester	◆Physical Science AB	2 Semesters
◆Physical Education	2 Semesters	◆Physical Education	2 Semesters
◆Elective**	2 Semesters	◆Elective	2 Semesters

**Tentative 7th and 8th Grade Elective Offerings:

General Art	Intro to Spanish
Chorus	Photography
Glee	Career Readiness Worker (8 th grade only)
Choir	Computer Programming
Band	Journalism
Orchestra	Yearbook
Horticulture	Leadership
Environmental Studies	Media

MATRICULATION REQUIREMENTS FOR GRADES 6-8

GRADE 6		GRADE 7		GRADE 8	
FALL	SPRING	FALL	SPRING	FALL	SPRING

CC English 6A	CC English 6B	CC English 7A	CC English 7B	CC English 8A	CC English 8A
CC World History and Geography: Ancient Civilizations A	CC World History and Geography: Ancient Civilizations B	CC World History and Geography: Medieval and Early Modern Times A	CC World History and Geography: Medieval and Early Modern Times A	CC U.S. History and Geography: Growth and Conflict A	CC U.S. History and Geography: Growth and Conflict B
CC Math 6A	CC Math 6B	CC Math 7A OR CC Algebra 1***	CC Math 7B OR CC Algebra 1***	CC Math 8A OR CC Algebra 1 OR CC Geometry A	CC Math 8B OR CC Algebra 1 OR CC Geometry B
CC Science and Health 6A	CC Science and Health 6B	****CC Science 7	****Health 7	CC Science 8A	CC Science 8B
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
Elective	Elective	Elective	Elective	Elective	Elective

Textbooks

Revere will continue its longstanding high level of achievement and exceptional instructional program by selecting the appropriate state-adopted textbooks for our targeted population, to support the delivery of instruction.

TEXTBOOK LIST****

Grade 6

Subject	Title	Publisher
English	Timeless Voices, Timeless Themes (copper)	Prentice Hall
	Supplemental Literature Books	McDougal Littell
Math	Common Core Math 6	Holt McDougal
Science	Focus on Earth Science	Glencoe / McGraw Hill
History	History Alive! The Ancient World	Teacher's Curriculum Institute
Math	***Mathematics Grade 6	Holt McDougal

Grade 7

Subject	Title	Publisher
English	Timeless Voices, Timeless Themes (bronze)	Prentice Hall
	Supplemental Literature Books	
Math	Common Core Math 7	Holt McDougal
Algebra	Common Core Algebra 1	McDougal Littell
Science	Focus on Life Science	Glencoe / McGraw Hill
History	History Alive! The Medieval World & Beyond	Teacher's Curriculum Institute
Math	***Mathematics Grade 7	Holt McDougal

Grade 8

Subject	Title	Publisher
English	Timeless Voices, Timeless Themes (silver)	Prentice Hall
	Supplemental Literature Books	
Math	Common Core Math 8	Holt McDougal
Algebra	Common Core Algebra 1	Holt McDougal
Geometry	Common Core Geometry	Pearson/Prentice Hall
Science	Focus on Physical Science	Glencoe/McGraw Hill
History	Creating America	McDougal Littell

***Common Core Holt McDougal Math textbooks are used in grades 6-8.

****Content teachers review State-adopted textbooks with vendors, discuss and evaluate their options, then make their selection in Department meetings. (State-adopted textbooks are available for parental perusal prior to selection by academic departments.)

Learning Environments

Revere supports the concept of smaller schools within a larger campus through the personalized learning environments, by grade level. On the campus, the 6th grade cores (and 6th grade lockers) are located in contiguous space. All 6th grade classes are cored with English/Social Studies and Math/Science. Charter School students are placed in the same homeroom for 7th thru 8th grades. In our Mathematics, Science, and Technology Magnet Center, students are cored in 6th grade, and then teamed in 7th and 8th grades.

The small learning environments, continuity of counseling, class structure, and teacher collaborative designs promote personalization. In addition, to ensure continuity and greater ease with transitions, counselors follow grade levels until the students' matriculation to high school.

Math/Science/Technology Magnet

Paul Revere Middle School's Math, Science and Technology Magnet Center's program offers students a rigorous, yet holistic, education. Students are challenged to exceed their highest expectations, while being supported to grow into their fullest self. It is our aim to

create a community of learners, in which all stakeholders (teachers, students, parents and support staff) work cohesively to nurture great students and outstanding individuals.

As students matriculate through Revere's Magnet Center program, they are engaged in our STEM Curriculum - a platform whereby students are engaged in project-based, Common Core-aligned learning opportunities infused by our Magnet Center's **Science, Technology, Engineering and Math** theme.

The **STEM Curriculum** has four major components:

1. **Field Trips** – each grade level is taken on two theme-related trips per year. Students then engage in project-based activities derived from their field trip experiences.
2. **Workshops/Lectures/Discussions/Group Activities/Presentations** – students participate in STEM-based workshops and attend lectures by STEM professionals and educators.
3. **STEM Lab** – led by Revere's Technology Instruction Coordinator, students participate in Common-Core, project-based STEM lab lessons and activities which infuse technology into both the outcome and process of our students' educational experience.
4. **Digital Portfolio** – To participate in culmination, Revere's Magnet Center students must complete a Digital Portfolio detailing their participation in the STEM curriculum. The digital portfolio features the projects, papers, activities and documentation of the student's participation in the Revere Magnet Center's STEM Curriculum.

Intervention

Revere has developed a framework for students achieving below grade level expectations that involves pre-emptive intervention. In order to facilitate student achievement, Revere offers interventions to address each student's specific learning needs, so that they are integrated into a proactive network system of intervention. This intervention system is data-driven: Each student's data is reviewed prior to the beginning of the school year, with particular attention to the student's grades and District and state assessments. Additionally, counselors meet with failing students every five weeks, either in small groups and/or individually, to assess academic problems and possible interventions. Thereafter, intervention for individual students requiring assistance is, as follows:

- Teacher/Parent/Student Conference
- Counselor meets with student
- Conference with Counselor and Parents

- Weekly Progress Reports
- Counselor focus groups
- Tutoring and other Academic Interventions
- COST Team
- Student Success Team
- Doctor Verification
- 504 Plan
- Assessment
- Special Education Placement

Revere launched the Road to Culmination pilot program, which offers teacher/counselor mentors to 8th grade students with the most academic and social needs. The students are assigned to pods, which are groups of 3-5 students that meet on a regular basis with their assigned pod leader. The pods meet during homeroom to review study skills and the importance of getting good grades. The pods are also monitored closely for weekly progress, and provided with progressive interventions based on their academic and behavioral success. Parents are contacted monthly to discuss student progress, successes and challenges. Revere will expand this program to include more students each year, in order to lower the number of students with Ds or fails in core academic classes. In the Magnet Center, Revere has the Coordinator's Crew, which is open to 6th - 8th grade students. While similar to the Road to Culmination, the Coordinator's Crew specifically targets our magnet students. Both of these programs involve regular parent communication and off-campus events to increase parent engagement.

Revere currently offers an after school intervention program twice a week called the Homework Help Club, in which students are provided with tutoring by teachers in all subjects. Revere also offers tutoring in math before school and at lunch. Lastly, Revere will be piloting a peer tutoring program, which will include students from throughout the school who will receive individual support in math and/or science from Revere honor students (drawn from 8th graders) during the nutrition and lunch periods.

Students with social/emotional issues are dealt with on an individual basis by counselors and support staff. They take advantage of District mental health resources, and an outside agency, when necessary. We currently also have MOU partnerships with Help Group for students who require school-based mental health counseling. In addition, we have the "Our House" Grief Support group for students who have lost loved ones. This group meets for 10 weeks and is facilitated by a representative from Our House and a Revere counselor.

The Ojai Foundation Council Program, facilitated by Council-trained teachers and counselors, provides a forum for students to express their feelings in a trusting and respectful environment. Students respond to prompts and share personal stories with their classmates. This program helps students to build self-esteem, improve communication

skills, clarify their personal values and develop cultural tolerance.

Council is not counseling. It is open to all students, and provides them with the opportunity to sit together in a circle to celebrate important events, make significant decisions, explore conflict resolution, find answers to questions, and connect with one another.

The Council Program is a communication tool, deep listening practice, and a way for students to share their stories with their classmates. As part of its commitment to honor and respect all voices on campus, Revere has incorporated the use of the Council Program in classrooms, staff meetings, student activities, and in a variety of other meaningful and interactive ways.

Council can easily be tied into the curriculum for any class. Council offers the school an “open feedback system” for processing changes, crises, conflicts, and for celebrating achievements. Council provides all the stakeholders in the school community a way for their voices to be heard.



We also believe that Positive Reinforcement is the best way to motivate our students. In order to ensure that students have opportunities for achieving success, students benefit from the following incentive programs:

- **Student of the Month:** Each month, teachers nominate students for “Most Improved” and “Outstanding Student” awards. Awardees are given a small prize and their names are read aloud over Revere’s PA system.
- **Attendance Incentive Program:** This program is designed to reward classrooms and individual students for outstanding attendance. On a monthly basis, the top homerooms in each grade win a reward and get a trophy. Students with perfect attendance each month get a certificate, and their names are listed in *The Town Crier*. Students with perfect attendance for three years get a medal during 8th grade Awards Night.
- **Superstar Program:** The Superstar program encourages students to take responsibility for their academics, to be more socially-conscious citizens, and to show great character. Teachers and Staff members are given “Revere Superstar” cards to issue to students each month. Student names are drawn in a raffle 3 times a week, announced over the school PA system, and the students are given a prize.

Transitional Kindergarten (for elementary schools only)

Charter School shall comply with all applicable legal requirements and District policy 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.

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

Instructional Days and Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	Yes	88	378	76	318	8	251	8	287	180	54000	61736	7736
7	Yes	88	378	76	318	8	251	8	287	180	54000	61736	7736
8	Yes	88	378	76	318	8	251	8	287	180	54000	61736	7736
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

Tentative Calendar 2015 – 2016

August

Monday 17
 Tuesday 18
 Tuesday 25

Pupil Free Day
 First Day of Fall Semester
 Professional Development Day - 1:32 p.m. Dismissal

September

Wednesday 2
 Thursday 3
 Friday 4
 Monday 7
 Tuesday 15
 Dismissal
 Thursday 23

Back To School Night
 Minimum Day - 12:26 p.m. Dismissal
Admissions Day – No School
Labor Day – No School
 Professional Development Day - 1:32 p.m.

Unassigned Day – No School

October

Tuesday 27

Professional Development Day - 1:32 p.m. Dismissal

November

Tuesday 10

Veterans Day – No School

Tuesday 17

Monday 23 – Wednesday 25
 Thursday 26
 Friday 27

December
 Friday 18

Monday, December 21 - Friday, January 8

January
 Monday 11
 Monday 18
 Tuesday 28

February
 Monday 15
 Friday 19
 Tuesday 23

March
 Tuesday 15

Thursday 17
 Friday 18
Monday, March 21 – Friday, March 25
 Monday 28

April
 Tuesday 12

Wednesday 27

May
 Friday 6
 Friday 20
 Monday 30

June
 Thursday 10

Professional Development Day - 1:32 p.m.
 Dismissal

Unassigned Days – No School
Thanksgiving – No School
School Holiday

Minimum Day - 12:26 p.m. Dismissal, End of Fall Semester
Winter Vacation

First Day of Spring Semester
M. L. King’s Birthday Observed – No School
 Professional Development Day - 1:32 p.m.
 Dismissal

Presidents’ Day – No School
 Minimum Day - 12:26 p.m. Dismissal
 Professional Development Day - 1:32 p.m.
 Dismissal

Professional Development Day - 1:32 p.m.
 Dismissal
 Open House
 Minimum Day - 12:26 p.m. Dismissal
Spring Break – No School
Cesar Chavez Day Observed – No School

Professional Development Day - 1:32 p.m.
 Dismissal
 Minimum Day - 12:26 p.m. Dismissal

Minimum Day - 12:26 p.m. Dismissal
 Minimum Day - 12:26 p.m. Dismissal
Memorial Day – No School

Minimum Day - 12:26 p.m. Dismissal
 Culmination and Last Day of Instruction

DRAFT BELL SCHEDULE 2015-2016

<p>SILENT SUSTAINED READING (SSR) Mondays, Wednesdays, & Fridays</p>	<p>TEACHER TEAM PLANNING TIME SCHEDULE Tuesdays & Thursdays</p>
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PROFESSIONAL DEVELOPMENT

Teaching Positions at Revere

Full-time classroom teaching positions at Revere will be filled by highly qualified certificated employees, as identified by the No Child Left Behind legislation (NCLB), holding California teaching credentials. Teachers thus qualified and employed at Revere will be considered qualified to teach all grade levels (grades 6 through 8) in their subject fields, including multiple subject classes and single subject departmentalized classes, core classes and teamed classes.

Revere seeks the most qualified candidates, who embrace the school's vision and practice for all job classifications. Revere has created many innovations in teaching over the last 10 years, and it has also made changes in assessment and intervention strategies that have helped Revere maintain consistency in school practices. Revere expects each

employee to understand and support the Mission and Vision of Revere, as articulated in this Charter.

Revere implements employee selection in accordance with District policy. When one or more full-time certificated staff openings become available, Revere convenes its Personnel Selection team (the membership of and more detailed procedures for which are specified in Element Four, below) to participate in selecting the candidate(s) that the Personnel Selection team will recommend to be hired by the District.

Revere complies with all applicable laws, District policies, including BUL-5439.0, *Affiliated Charter Schools*, as well as the provisions of LAUSD collective bargaining agreements.

Professional Development

Revere believes that professional development for its teachers is an integral part of providing its students with standards-aligned curriculum and learner-centered instruction. Within the framework of the Charter School, professional learning takes place in many forms and settings, with staff collaboration an important and ongoing element of the structure. In-service meetings, off-site professional conferences, workshops, hands-on technology demonstrations, and guest speakers in all disciplines are utilized to stimulate and inspire personnel, and are a necessary component of professional collaboration and development to improve best practices at Revere.

Professional development for faculty growth and to achieve higher level core expertise will be delivered by all members of the professional community at Revere. Teaching faculty and administrators will primarily lead professional development sessions for administrative and teaching faculty, while classified personnel will conduct professional development that best meets *their* specific needs.

On Tuesdays and Thursdays outside of the District-mandated professional development days, teachers meet in specific committees: Special Education Collaboratives, Charter Council committees, Department meetings, and content teams. The committees work together to develop curriculum maps, common assessments, SBAC test preparation questions, writing prompts and rubrics, lesson plans, projects and units. The committees also examine student work, analyze the effectiveness of instruction, and redesign activities and curriculum in response to assessment data.

The Revere teaching faculty's professional development sessions will include topics such as:

- Best practices;
- Creating common assignments and rubrics for assignments;
- Creating common quarterly and semester assignments;
- Aligning grading scales;
- Designing intervention techniques for low-achieving students;
- Differentiating instruction for gifted learners;
- Differentiating instruction for English learners, SDAIE strategies;

- Using technology in the classroom;
- Creating interdisciplinary projects;
- Creating pacing plans in horizontal teams;
- Creating curricular steps and unit plans in vertical teams;
- Innovating in the classroom;
- Teaching strategies for multiple modalities;
- Analyzing student achievement data and analyzing implications of achievement data for instructional methods;
- Creating mentoring programs for at-risk students;
- Community-building;
- Sharing opportunities for growth in specific disciplines, including details about upcoming conferences, research opportunities, lecture/seminar series, etc.;
- Establishing professional literature/reading groups;
- Developing a structure for peer observation and feedback;
- Learning how to effectively design and execute field trips;
- Developing assemblies and performances for students;
- Improving the instructional program;
- Involving parents and community members in student achievement; and
- Improving parent-teacher communication.

In the interest of improving accountability and professionalism, Revere will continue to utilize the current District evaluation process in accordance with collective bargaining agreements.

Teachers, administrators, parents and staff participate in various research-based professional development sessions, conferences, and training opportunities including, but not limited to:

- Brain-based research – How students learn.
- Using Data Effectively and Creating/Maintaining a Culture of Continuous Improvement – Facilitated by Dr. Jim Cox.
- Technology training – “Ignite”, Apple Education, United Streaming, Smart Board, and Carolyn White PEP Grant.
- UCLA Writing Across the Curriculum, USC Gifted Summer Institute, California Association for the Gifted (CAG) Conference, California Mathematics Council Conference, Los Angeles County Teachers of Mathematics Association Conference, and National Science Teachers Association Conference.
- Council Training through the Ojai Foundation and IMPACT training.
- Character Counts Training - Josephson Institute.
- CSUN Science instructional Technology use workshop.
- MARS mathematics project.
- Stanford History Education Group; Reading Like a Historian.
- Greybill: Socratic Practices (Seminar).
- ESC West Training, Close Reading, Text-dependent questions, Writers’ Workshop.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, the Charter School shall implement the provisions of the District's *English Learner Master Plan* and comply with all applicable federal and state laws, and District policies and procedures related to the implementation of the *English Learner Master Plan*.

English learners comprise 2.4% of Revere's student population, and 57% of the school's EL populations are Long Term English learners (LTELs). As discussed previously, Revere's English Language Development Department has developed its educational program to lead students, as they progress towards being advanced English speakers, readers, writers and listeners, with creative critical thinking skills. Our goal is to provide interventions for students in ELA to accelerate English Language Development and Access to the grade level Common Core-aligned content instruction.

The overall achievement of our EL students has improved for the past two years, as measured by an 11% increase in AMAO 1 and a 16.9% increase in AMAO 2. These positive results are the result of our EL coordinator providing extra intervention for EL students, the provision of new LTEL English courses, and our regular monitoring of EL students' academic progress.

To continue the improvement in the percentage of English learners achieving English proficiency, English learners will be tested on the CELDT during the course of the school year and supported through teacher tutoring before and after school. Professional development will be provided to teachers of English learners - both during and outside the instructional day, on the following: English Language Development Standards, Using Sentence Starters, Small Group Instruction, Socratic Seminar/Literacy Circles, Cooperative Learning and Utilizing Technology to utilize realia visuals and media, as well as increased use and effectiveness of Thinking Maps/Graphic Organizers and Mind Maps. In addition, Revere will provide our LTEL teachers with professional development on how to utilize the LTEL Framework - specifically, Scribe, Readers' Handbook, Write Source and English 3D, as well as on the use of novels to support language development. The progress of English learners will be monitored through state CELDT and SRI testing, as well as class grades, and reclassified students through grade reporting and bilingual coordinator recommendations.

The needs of English learner students will be monitored by teachers, counselors and administrators, and will continue to be addressed and met in various ways, including through one or more of the following:

- Before school, after school and lunch tutoring two days a week;
- Intervention elective classes in English/Language Arts and math;
- Meetings with counselors to create and implement an Individual Culmination Plan;

- Language Assessment Team (LAT) Conferences: A team of teachers, administrators and counselors meet and review to monitor the progress of English learners and discuss strategies to promote academic improvement.
- Revere Daily Homework Planner: Every student is provided with a homework planner (agenda book). Students are encouraged to record homework in every class every day and our online grading system, which is open to parental perusal, enables parents to ensure that homework is done.
- English learner teachers meet at grade level to discuss curriculum and strategies to assist such students with their academic challenges.
- Student Success Team (SST) meetings: The California Department of Education recommends the SST as an intervention for students who are experiencing serious academic problems at school. If English learners continue to be unsuccessful after teachers have implemented interventions, a team meeting is held with the student, parents/guardians, teachers, school counselor and an administrator. The team discusses the student's strengths and weaknesses, reviews the interventions that are currently in place, and identifies additional interventions to be implemented at school and by the family. A second meeting is held approximately five weeks later to review the student's progress. Additional possible outcomes of the SST meeting are a referral for assessments for special education services or a Section 504 Plan. This can determine whether limited academic success is due to language assimilation or other disabilities. This determination will assist teachers to approach students with a more individualized program.
- The interventions discussed below in the section entitled "Students Achieving Below Grade Level" are also available to English learners.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School will continue to use LAUSD's GATE identification process, adhere to District policy regarding GATE, and reimburse the District for testing and processing on a fee-for-service basis.

Gifted and Talented – Honors Program

Revere will continue federal, state and District-mandated educational services and support for gifted, talented and high-achieving students. In order to discover and nurture talent across the diverse student population, the challenges for Revere are to find ways to ensure that all students are able to receive a differentiated curriculum, where applicable.

- For Revere's gifted and high-achieving population, the core curriculum is modified and differentiated through changes in pacing, levels of complexity, depth and expectations for student production that are appropriate to individual learning interests, needs and abilities. Teachers are required to plan and participate in training in order to work with these students.
- State-identified gifted students, as well as high-achieving students are both included in the Honors program classes.

- Each year, based on availability of space, Honors classes may also be open to students who have all 4's in core subjects, with advanced in reading and math on the SBAC in 5th grade.
- Testing for the gifted program will be supplied by Revere, per Gifted and Talented Education ("GATE") funding allocations. The GATE Coordinator in the Counseling Office monitors the progress of GATE students to ensure their needs are being met.

Revere believes that all students are entitled to receive a content-rich, academically rigorous educational experience that prepares them for a multitude of post-secondary school possibilities. With almost one-third of Revere's current student body identified as Gifted and Talented, we are committed to meeting the needs of this special group within the overall student population, so Honors classes are available to students beginning in grade 6. This student population will be identified by many methods, such as SBAC scores, grades, the District's Gifted and Talented Programs Office, and recommendations from counselors and/or teachers.

Because successful college and university applicants often cite having been influenced by exposure to experiences resembling university life and education while in middle school, Revere's outreach to colleges and universities will provide greater possibilities for all students, including our high achieving students. Enrichment opportunities, such as field trips and visits to community and real-world locations to apply learning, will also be available for gifted students.

Students Achieving Below Grade Level

The needs of students achieving substantially below grade level expectations will be monitored by teachers, counselors and administrators, and will continue to be addressed and met in various ways, including through one or more of the following:

- Before school, after school and lunch tutoring two days a week;
- Roads to Culmination and Coordinators' Crew programs;
- Intervention elective classes in English/Language Arts and math;
- Meetings with counselors to create and implement an Individual Culmination Plan;
- Read 180 Developmental Readers and Writers classes. Revere provides instruction for struggling readers and writers. Specifically, Revere uses Scholastic Corporation's Read 180 computerized curriculum for readers currently functioning at the second through fourth grade levels. Read 180 is an intensive two-year, double period program that individualizes instruction from the initial standardized test. Read 180 is also supplemented with initial phonetic activities from the Sopris West LANGUAGE program. 80% of the students reach their goals within one year and are promoted to regular English classes.
- Teacher Teaming Conferences: A team of teachers with the same student meet and conference with the student and their parents/guardians to discuss strategies to promote academic improvement.
- Revere Daily Homework Planner: Every student is provided with a homework planner (agenda book). Students are encouraged to record homework in every

class every day and parents are encouraged to check the planner to ensure that the homework is done.

- Notice of Unsatisfactory Progress: Teachers are encouraged to either call the parents or mail a Notice of Unsatisfactory Progress to the homes of parents of students who are not doing well in class.
- Teachers have grade level meetings to discuss curriculum and strategies to assist students with their academic challenges.
- Student Success Team (SST) meetings: The California Department of Education recommends the SST as an intervention for students who are experiencing serious academic and/or behavior problems at school. If a student continues to be unsuccessful after teachers have implemented interventions, a team meeting is held with the student, parents/guardians, teachers, school counselor and an administrator. The team discusses the student's strengths and weaknesses, reviews the interventions that are currently in place, and identifies additional interventions to be implemented at school and by the family. A second meeting is held approximately five weeks later to review the student's progress. Additional possible outcomes of the SST meeting are a referral for assessments for special education services or a Section 504 Plan.

Socio-Economically Disadvantaged Students

Revere aims to enhance the education of our students with low socio-economic status. To ensure that these students come to school well-prepared to learn and able to succeed in their academic goals, Revere makes every effort to provide them (and their families) with access to academic, social, psychological and other community resources. Family surveys will be conducted to determine their areas of greatest need. By partnering with local agencies and community resources, adult schools, occupational centers and community colleges, Revere offers channels for these students, their parents and family members to gain access to resources that can assist them with their areas of greatest need, including food and shelter, access to higher education, technical and job skills training, parenting classes, counseling and family support services.

The needs of students of low socio-economic status will continue to be met by the following programs:

- Parent donations provide support for Revere's after school enrichment program - PEP (Personal Enrichment Programs), which works in tandem with the Tutoring and Intervention Programs. Students participate two times a week in activities that range from sports, computer, drama, study hall, cultural immersion, cooking, mural painting and other classes. All students are encouraged to participate in these after-school activities and late transportation is provided on Mondays and Wednesdays for Revere's traveling students.
- The Intervention program provides tutoring and academic services to all students.
- Parent education sessions are offered on a monthly basis. Topics include research-based studies on child behavior, including helping parents to improve

their communication and relationships (and successfully interact) with their middle school-aged child.

- Parents participate in campus volunteer work, assisting staff in lunchtime or other supervision, as well as in the Attendance and Nurse's offices, and offering general support to the Revere faculty and staff on an as needed basis. Parents on campus not only assist Revere's staff but also increase adult connections for students.
- Parents started the Revere Cares program, which provides resources that Revere can offer to families that its staff knows and/or identifies as being in need.
- The Council Program offers students the opportunity to discuss and review their personal decision-making skills within groups, led by specially-trained staff members and parents.
- Incentive awards are offered for improved attendance, citizenship, participation, academics and character. Awards are given for individual and group successes (such as 100% on time attendance by an entire homeroom class). Students, faculty and staff share in the awards through official presentations, awards nights, announcements and special activities.
- College Bound activities, trips and events are available for all students on the campus. College Recognition Mondays support the college theme and encourage students to research different colleges across the nation.

Students with Disabilities

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status.

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

The District Affiliated Charter School will adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District's request.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review ("DVR").

The District Affiliated Charter School is responsible for the management of its, personnel, programs and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students' IEPs immediately upon the students' enrollment regardless of the types of service provider (i.e. school-based, NPA or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with federal and state law and District policies and procedures.

c. Assessments

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further

interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent's request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

Under limited circumstances when a District Affiliated Charter School student's needs may not be provided at the District Affiliated Charter School, the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

e. Least Restrictive Environment

The District Affiliated Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The District Affiliated Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the District Affiliated Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. Staffing Requirements

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

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

g. Student Discipline/Inclusion

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance. The District Affiliated Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

5. District Responsibilities Relating to District Affiliated Charter School Special Education Program

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

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

***Modified Consent Decree Requirements**

All District affiliated charter schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board 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 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 statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District affiliated

charter schools are required to use the current version of the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online 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 Modified Consent Decree, data requests from any schools that are not connected to the District's current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

- # The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

Schools that are currently on MiSiS can disregard the above data requests.

The MCD requires all District authorized schools, including District affiliated 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 District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

Students in Other Subgroups

With its diverse student population, Revere's other significant subgroups include a high number of Standard English Learners, with many different ethnicities including Hispanic, African-American, Asian and several others. These subgroups benefit from access to all the different programs and the interventions listed previously. In addition, all of Revere's teachers have been trained in Culturally Responsive and Responsive education, using the 9 domains to create a school and classroom learning environment that is multi-cultural and that builds on the student population's prior knowledge, diverse backgrounds and experience. In addition, many enrichment activities are offered to affirm the value and experiences of all of the students' different backgrounds.

Revere also has small subgroups that include our homeless youth and foster students. Although it is currently a group of less than 10, our administration, counselors and

teachers monitor the academic and social progress of these students and, as previously mentioned, are able to provide them with access to resources in addition to ensuring that they benefit from the intervention programs Revere uses to ensure their overall wellbeing.

“A TYPICAL DAY”

Revere’s rigorous academic program thrives, largely due to the emphasis the faculty places on challenging students to analyze, critique, integrate and synthesize instructional information. Teachers implement numerous strategies to engage students in higher-level thinking. In each academic discipline, students are involved in differentiated activities designed to achieve this goal. Classroom visitors can see evidence of students being engaged and challenged to think.

A typical day at Revere starts out the same as at elementary school, with students arriving at school in the morning, either on foot or by carpool, public bus or school bus. Students who arrive early can spend time inside Revere’s climate-controlled Library on hot or cold mornings, where they can borrow a book to read, print a report or conduct research on the Library computers for an upcoming project.

The day ends in the afternoon with students either leaving campus right after school in the same way as they arrived, or participating in a variety of after school enrichment activities and learning on Revere’s campus until 4:30 pm (or until 6:00 pm for students attending the District’s Beyond the Bell program).

All students have individual lockers to house their lunch, books and supplies. After drop off, some students go to their lockers before the first class, which is typically homeroom. Others go straight to their homeroom and visit their lockers at nutrition or lunch. Phone usage is not allowed from the time the students come onto campus until school ends. If students need to call a parent, they can use the Main Office phone during non-instructional time.

Over 2000 Revere students begin their day at 7:55 am in Homeroom. On Mondays, Wednesdays and Fridays, for a majority of students, 25 of the 35 minutes are spent reading for pleasure during SSR – Silent Sustained Reading. Each student reads a novel, magazine, newspaper or other reading material of his/her choosing. Students can also use their technology devices to read, research or practice a skill (i.e., typing). Tuesdays and Thursdays are common planning days, with an 11 minute Homeroom. Other than on scheduled Professional Development or Minimum Days, Revere’s school day ends at 2:02 pm on Tuesdays and Thursdays, and at 3:02 pm on Mondays, Wednesdays and Fridays. Some 7th and 8th grade students choose a Homeroom with a special interest. Emphasis on honing skills in specialized music classes like Jazz Band, Chamber Orchestra or Madrigals Choir are some examples. The Go-Green Homeroom focuses on campus beautification and responsible recycling and environmental issues. The Community Service Club Homeroom focuses on expanding community awareness, whether on or off campus, through project participations. Such projects can consist of collecting basic everyday items for the homeless or passing out Peace grams or participating in larger

scale fundraising projects to help fund clean water in Third World countries. The Leadership Club is the essence of student involvement on Revere's Campus. These students focus on peer involvement and the spirit of pride associated with Revere. Their projects include publicizing upcoming special events that are open for all students to attend on campus - usually during lunch. As the most vocal student group on campus, Leadership Club students wear their Leadership shirts or sweatshirts proudly while leading parent groups on campus tours, and are often the ones who are most likely to be engaged in public speaking.

After a student-led Pledge of Allegiance, PA announcements are made during Homeroom. Members of Student Council, as well as of various clubs and sports teams, then make reports and provide reminders and information about school events. "Super Star" announcements are made at the end of Homeroom on Mondays, Wednesdays and Fridays. This school-wide program recognizes students exhibiting good character, doing a good deed or demonstrating academic achievement.

During most of the school day, students participate in learning activities designed to develop the skills they will use to be successful in high school and beyond. Their core classes – English Language Arts, Math, Science and Social Studies – are Common Core and California State standards-based. In an 8th grade science class, one might see students building bridges so that they can better understand the laws of physics. Nearby, a 7th grade lesson may involve a discussion of microscopic life using a video microscope, with the students able to actively participate and make their own observations and analyses with newly-acquired high functioning microscopes. A 6th grade history class may be working on innovative projects such as creating an Egyptian sarcophagus, obelisk or pyramid, or using their iPads to learn about Ancient Civilizations and the beginning of man.

In the Fall and Spring, 6th graders participate in Spirit Series programs to showcase their theatrical and vocal abilities, as another way of learning history, such as in the "Buddha Walks" play. 7th grade history students may delve even deeper into the Middle Ages, by simulating daily life in medieval Asian civilizations, possibly creating a road map during this time period in China. In English Language Arts, 7th grade students may be working on a composition showing how Herman Hesse effectively uses a literary device in Siddhartha. An 8th grade English class may be reviewing a collection of classic American short stories for archaic language passages, and an 8th grade geometry class might be summoned to learn about proofs with the teacher moon dancing and chanting "raise the proof," a take on a popular song, which serves as a device to grab students' attention.

With the new IXL software program being utilized in 8th Grade English, students can use their District-issued iPads at home and in class, with direct, recordable results and lightning fast reporting to the teacher. The software tracks student progress and displays proficiency scores in the state standards reports, so that the teacher can immediately note and track trouble spots. Rewards are given automatically, through online certificates and points. IXL's language arts skills are aligned to the California Common Core content standards, providing comprehensive coverage of English Language Arts concepts and applications.

All students participate in a daily Physical Education program that develops their physical body and skills, and that also involves a Community Service component. During PE, all students dress in Revere PE clothes. Students are encouraged to participate in and strive for goal-driven special shirts named after Super Heroes, such as Superman, Ironman and Wonder Woman, which are presented by the PE coaches to reward students who achieve certain levels or accomplishments as part of the PE program, such as the “under 6 minute mile” or 5 miles in less than 40 minutes. Students who achieve these levels are proud to wear the shirts denoting their accomplishments.

“Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.” – Margaret Mead.

Along with wanting to ensure that its students develop healthy bodies and positive attitudes towards physical fitness, Revere seeks to inspire students to participate in meaningful ways to accomplish positive changes in the world at large. To demonstrate that they are prepared to assume a share of responsibility for improving their community, Revere students are asked to volunteer at least 5 hours of personal time during the school year on community service projects of their choosing, such as participating in Heal the Bay’s annual Beach Clean-up Day, helping out at monthly “Garden Days” on Revere’s campus, volunteering at a non-profit animal shelter, or helping charitable organizations, like OneVoice or the Westside Food Bank, put together packages for families in need during the holidays. Students submit verification forms attesting to their hours, which can be accomplished on projects undertaken with friends or other family members. Seeing Revere students fulfill this goal – often while wearing their Revere T-shirts - confirms the power of community.

Revere students participate in various enrichment classes as part of their daily schedule. Some of the available electives include instrumental band or Orchestra and choral music. For those who do not want to participate in Music, at either a beginning or a more advanced level, there are plenty of other electives, including visual arts, Adobe Creative Suite digital imaging and digital high tech photography, journalism, yearbook, agriculture, film, robotics, banking and Spanish culture.

During an “Elective” period, the Jazz Band might be grooving to the tune of Van Morrison’s “Moon Dance,” while the Orchestra works through Beethoven’s “Ode to Joy.” In the auditorium, the Show Choir may be choreographing a routine to go with the words to a song. Down the hall, the journalism class is discussing graphic design and layout for the next edition of *The Town Crier*, a completely student-run newspaper that won grant funding through parent support for new iMacs for their media center. (Samples of the paper, showing various student activities and demonstrating the sophistication of the reporting, can be accessed on Revere’s website at <http://www.paulreverems.com/Page/1633>.)

A little further away from the center of campus, Revere students at the Outdoor Learning Environment might be recording observations and drawing conclusions about their recently-planted seedlings. This outdoor area is utilized for Council Club and has amphitheater style seating and staging that allows for open forum discussions. It is situated on one of the last few garden areas left in the District, which includes over 2 acres

of farm and agricultural areas that are worked on and studied by students as part of the popular Agriculture elective. The Agriculture area has a vineyard, orchard, native garden, pond, greenhouse, composting center and hiking trail, and now also houses the beginning of a Monarch Butterfly Waystation and Garden, thanks to parent support.

Throughout the day, student service workers may be seen providing extra help for their particular class or in an office, and showing responsibility and resourcefulness for their class and teachers. Students might also be seen taking pictures for the yearbook or newspaper, or honing their professional photography skills and techniques for Photography class. Student reporters can be seen at events or during breaks- either interviewing students, teachers and staff members or doing surveys prior to writing up a story for the student newspaper. Volunteer parents serving on committees can also be seen on campus helping out in the library, or conducting or participating in meetings.

Recycling containers are in use throughout the campus, including in classrooms and in offices. Members of Go Green, the environment and ecology club, regularly maintain and promote Revere's recycling program, the importance of which is reflected in a large hand painted mural in the cafeteria area. Other school-wide programs and clubs involve students and staff in the creation of an environment of tolerance, acceptance and inclusion. During nutrition and lunch, there are numerous opportunities for students to participate in lunch clubs, many of which were first started by students, and to engage socially with other students of similar interests. Each club has a teacher as a sponsor, and students run the club with their support. Clubs include, Go Green, Community Service, AcaDeca, Hebrew, Ping Pong, Circle of Friends, Council, Horticulture, Stand for Silence, and many more.

Visitors to Revere will see students involved in a variety of hands-on, minds-on learning activities. Their access to, and the inclusion of, technology in the educational framework broadens and enriches students' learning experience, particularly now that they all get to use an iPad and/or other technological tools that support and enhance specific aspects of the standards-based curriculum, and reinforce their areas of interest.

Faculty and staff are committed to providing students with a varied and rich learning environment that promotes and supports the acquisition of knowledge, the development of understanding, and the skills to communicate that understanding to others effectively. Teachers provide students with the opportunity to learn how to use relevant technology devices in effective and appropriate ways.

Learning opportunities continue after school with the Homework Help Club (HHC). Students who self-enroll in HHC have the opportunity to complete work and to get assistance from a grade level teacher or a peer. Students can also participate in the Personal Enrichment Programs (PEP), which include various afterschool sports and enrichment classes. Some are Delphic League sports programs, where students compete against other public and private middle schools in Los Angeles. Others are on campus programs, including tennis, lacrosse, track and field, volleyball, basketball, flag football, wrestling, surf and golf. Other PEP classes include paper art, Minecraft movie making, dance team, theater, fashion camp, creative writing, yoga and PEP Symphony.

This snapshot of Revere's instructional program demonstrates the commitment, passion and ingenuity of the faculty, staff, administrators, students and parents. Many programs at Revere have been made possible, and continue to improve and, even, expand in depth and number each year. This has occurred due to support from Revere parents and the community, in addition to the work and support of Revere's faculty, staff and administration. Their dedication truly provides for the highest quality intellectual experience. Charter Council, a group of elected and volunteer faculty and parent members (many of whom also serve on standing subcommittees) make it a priority to seek out opportunities for educators and parents to continuously improve upon Revere's already high level of instruction. They are committed to fulfill their mission to provide an environment that enriches and supports student learning and personal development. The faculty participates in regular activities, such as Professional Development workshops, educational conferences and Department meetings, during which teachers collaborate, evaluate and share their best differentiated teaching practices.

Revere's goal to actualize high level critical thinking skills over the past years has been demonstrably successful. Revere's commitment to continuous improvement remains strong. As exemplified by its typical day, the Revere community nurtures the development of agile and technologically-savvy minds and caring, responsible individuals who will be capable of understanding and solving the problems facing our world in 2015 and the coming years.

**ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND
ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD
OUTCOMES WILL BE MEASURED ⁴**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. Cal. Ed. Code §§47605(c)(1), 60605.

Charter School will work toward meeting the student outcome goals set forth in the LAUSD's Performance Meter, as it may be amended, updated, and/or replaced by the District, during the term of the charter.

Charter School shall comply with all applicable laws, regulations, and District policies related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

It is Revere's goal to have its students meet the District's Performance Meters including, but not limited to: 100 percent graduation, academic proficiency for all students, 100 percent attendance, improved and increased parent and community engagement, and school safety. Revere also has as a goal, its students' mastery of the Common Core State Standards, as measured by the California Assessment of Student Performance and Progress (CASPP). CASPP includes the Smarter Balanced Assessments of English/Language Arts (ELA) and Math, the CST 8th grade Science Assessment, the Alternate Assessments, District Interim Assessments, and additional formative assessments.

Mastery of the standards is a goal of the No Child Left Behind (NCLB) legislation and is evidenced by the percentage required through the state's Adequate Yearly Progress (AYP) report. The target proficiency rate for 2013 was 89.2% proficient and advanced in English/Language Arts, and 89.5% proficient and advanced in Mathematics. The goal under the new testing system is to exceed these numbers and, eventually, to reach 100% proficient and advanced, as delineated by the California Department of Education (CDE). The following charts demonstrate the overall growth in percentages of Revere students who are proficient and above in English/Language Arts and Mathematics, including Algebra 1 and Geometry.

In addition to our school-wide goals, Revere also has goals for improvement amongst members of our student subgroups listed in the 8 state priorities of the Local Control and Accountability Plan (LCAP) goals in Element 1. Specifically, Revere would like to focus on improvements that exceed school-wide academic progress (as measured by CASPP) for our Foster youth, Low income students, Latino students, African American students, Reclassified Fluent English Proficient (RFEP) students, Students with Disability, and

⁴ Provisions pertaining in this element related to decision making and implementation of professional development, budget authority, committees, technology, curriculum, etc., must comply with all applicable collective bargaining agreements or approved waivers.

English learner populations. Revere would also like to see improvement in other areas, such as increased parental involvement and increased student attendance, and to maintain its current 0% suspension rates.

**MEASURING PUPIL OUTCOMES:
SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

At the beginning of each year, Revere’s staff collects all of our academic achievement performance outcomes, as measured by the CASPP, from the CDE, My Data and other District-provided resources, to analyze our yearly progress. This Data is disaggregated and used to establish Revere’s yearly progress on a school-wide basis and for our focused subgroups, as well as to develop yearly goals and plans for achievement. As we make the transition into CCSS, we will use local measures and District interim assessments as our data source.

Overall School-wide Growth and Improvement

Over the past five years, students at Revere have demonstrated increased scores in English/Language Arts, Mathematics, Social Studies, and Science. As shown below, the Academic Performance Index (API) increased steadily after Revere’s status as a District-affiliated Charter School was renewed five years ago. Revere’s LCAP goal is to increase by 25 points over a five year period.

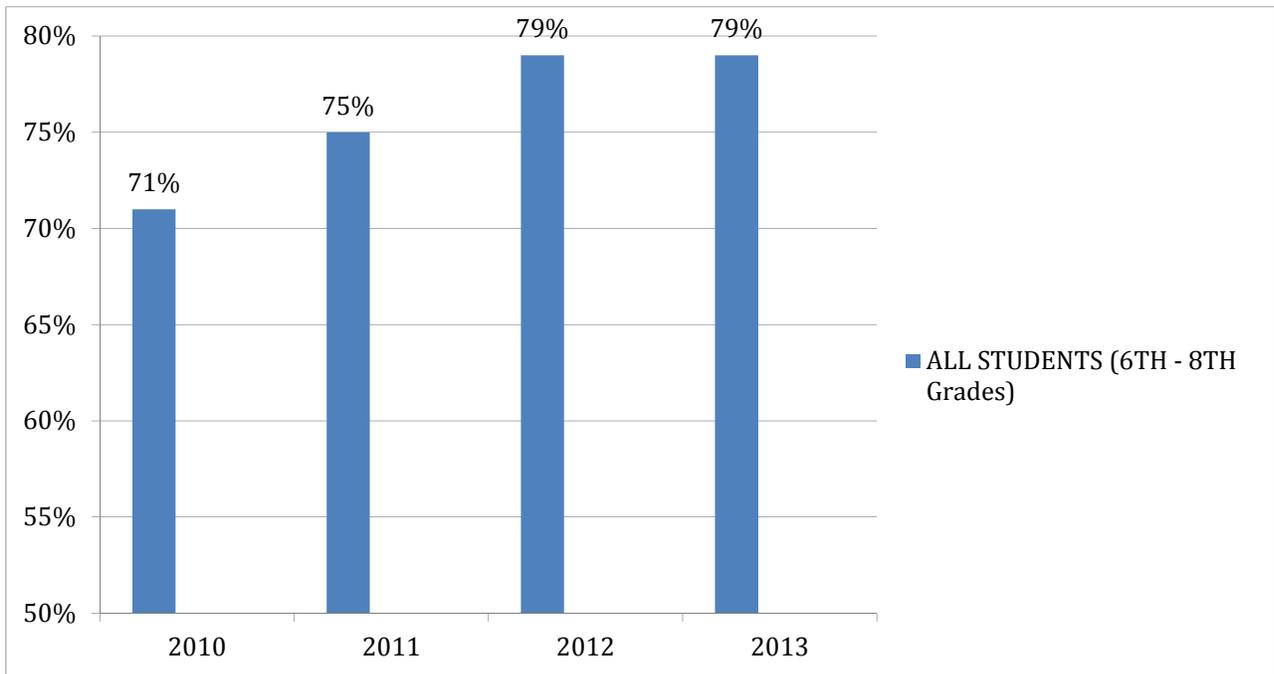
2010	2011	2012	2013	2014	Change in API
852	875 +23	897 +22	903 +6	N/A	+51

English/Language Arts

The following graphs demonstrate the overall percentage growth in Revere’s English/Language Arts scores by proficient and above students, and demonstrate that Revere maintained a steady high level of academic achievement in ELA across all grade levels between 2010 and 2013 5. Many of our LCAP priorities revolve around improvement of our proficiency rate in ELA. Revere’s goal is to increase by 1%, on a school-wide basis, as a measurement of Standards implementation and Academic achievement.

5 Because California adopted the Smarter Balanced testing of the Common Core State Standards in 2014, we do not have scores for that year due to the transitional trial period.

**ELA PROFICIENT & ADVANCED 2010-2013
ALL STUDENTS (PERCENTAGES)**



(Data Summary Sheet & California Department of Education)

**ELA PROFICIENT & ADVANCED 2012 & 2013
BY GRADE (PERCENTAGES)**

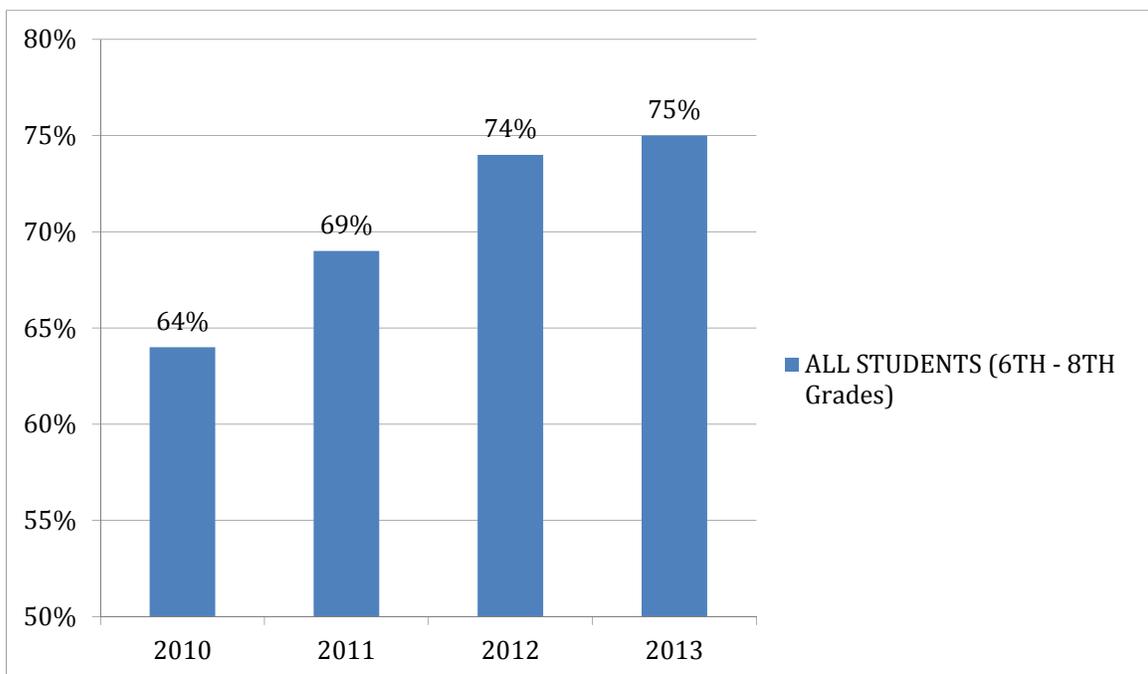


(California Department of Education)

Math

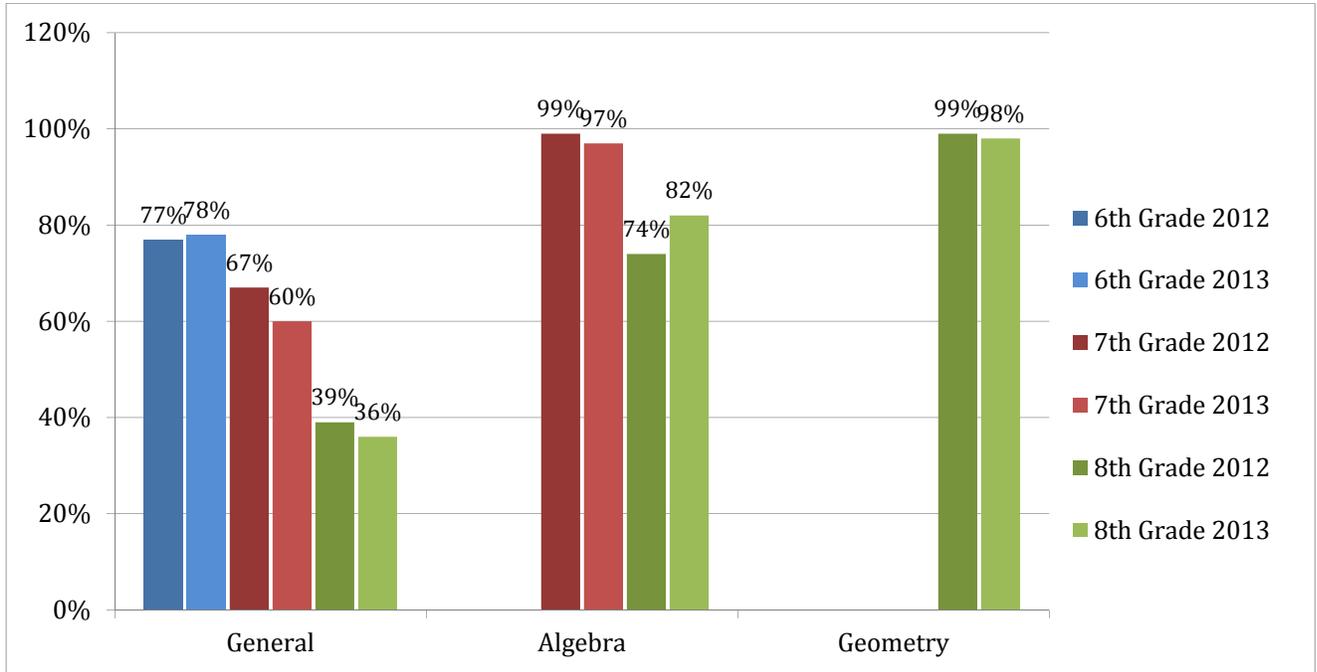
The following graphs demonstrate the overall percentage growth in Revere's Math scores by proficient and above students. Our school-wide proficiency rate in 2013 was 75%. As shown in the graphs below, Revere maintained a steady high level of academic achievement in Math across all grade levels between 2010 and 2013. Although General Math scores show a decrease, it should be noted that the number of students taking General Math decreases significantly from 6th to 8th grade. By contrast, Revere's 7th grade Algebra scores and 8th grade Geometry scores continue to be near 100% and we had a significant increase in the proficiency rate, as shown by our 8th grade Algebra scores. Many of our LCAP priorities revolve around improvement of our proficiency rate in Math. Revere's goal is to increase by 1%, on a school-wide basis, as a measurement of Standards implementation and Academic achievement.

MATH PROFICIENT & ADVANCED 2010-2013 ALL STUDENTS (PERCENTAGES)



(Data Summary Sheet & California Department of Education)

MATH PROFICIENT & ADVANCED 2012 & 2013 GRADE/SUBJECT

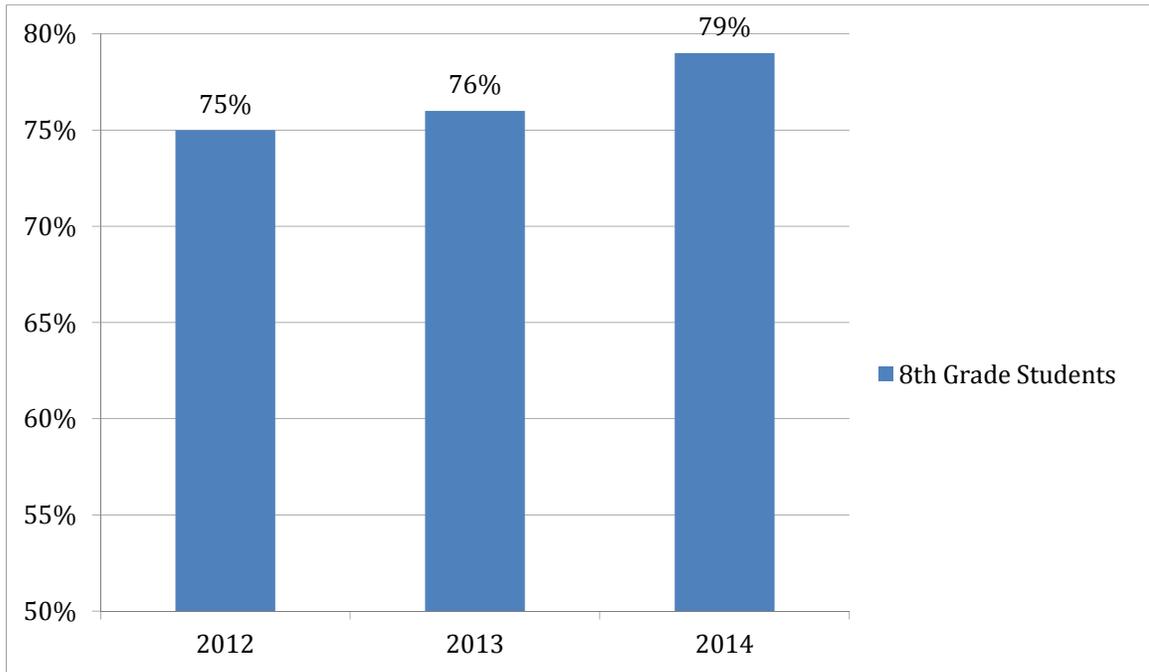


(California Department of Education)

Science and Social Studies

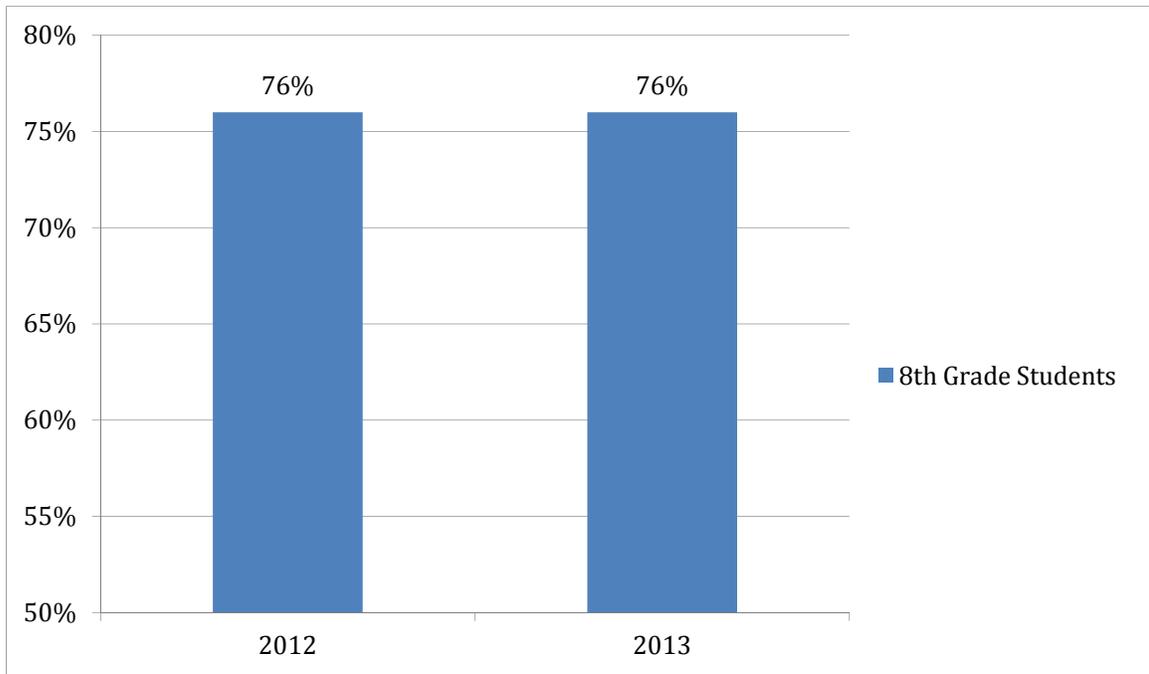
Revere's students continue to excel in Science and Social Studies, with a steady increase in the Proficiency rate from 75% to a 77% on the 8th grade Science CST score, and Social Studies CST test scores maintaining at 76%.

8TH GRADE SCIENCE PROFICIENT & ADVANCED 2012-2014



(Data Summary Sheet & California Department of Education)

8TH GRADE SOCIAL STUDIES PROFICIENT & ADVANCED 2012-2013



(California Department of Education)

Data about Revere's Subgroups

Revere's API of 903 in 2013 and its consistent, continuous growth after its status as a District-Affiliated Charter School was renewed five years ago support the conclusion that the instructional program at Revere is rigorous and Standards-based. As demonstrated in the chart below, almost all subgroups met or exceeded their targeted growth, and those that didn't remained above the 800 API benchmark. Revere has set LCAP target growth for subgroups that have not reached 800 at 5 points each year. In addition, our LCAP target growth for most of Revere's subgroups in proficiency rate for Math and ELA is 2% each year.

2013 SUBGROUPS

Subgroups	# Students Included 2013	% Proficient or above Math	% Proficient or above ELA	2013 Growth	2013 Base	2012 – 2013 Growth Target	2012-2013 Growth	Met Subgroup Growth Target
African American	292	47%	60%	797	783	5	14	Yes
Asian	199	92%	90%	975	976	A	-1	Yes
Hispanic or Latino	495	59%	61%	831	834	A	-3	Yes
White	1018	87%	91%	955	957	A	-2	Yes
Socio/econ Disadvantaged	591	54%	59%	811	805	A	6	Yes
English Learners	108	28%	28%	684	761	5	-55	No
Students with Disabilities	221	42%	51%	702	685	6	17	Yes

(Data Summary Sheet & California Department of Education)

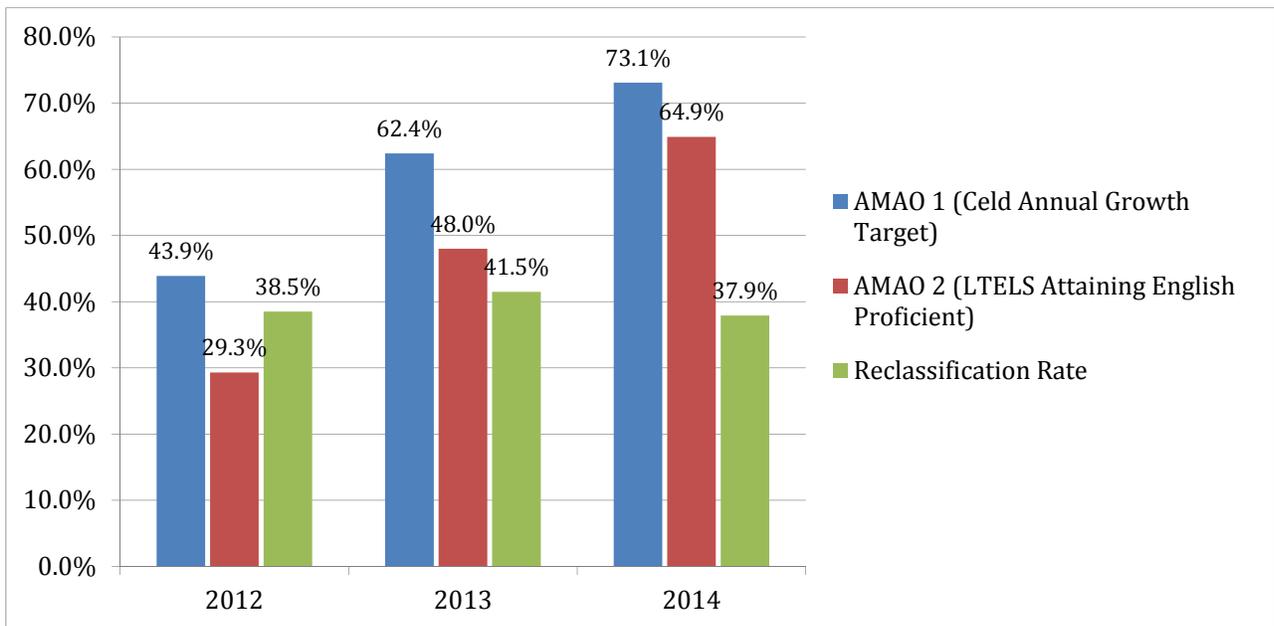
In 2013, the English learners comprised the one subgroup in which Revere did not meet its growth target and in which proficiency rates were low and the RFEP reclassification rate decreased by 3.6%. Our LCAP goals for English learners are to:

- Increase by 1% yearly the students achieving Basic on the SBAC (or the equivalent measure for determining reclassification);
- Increase by 1% yearly in all three AMAOs;
- Increase by 3% yearly on the EL API;
- Increase the reclassification rate by 1% yearly; and

- Maintain a suspension rate of 0.

The graph below shows that Revere has achieved some progress in improving our students' California English Language Development Test (CELDT) scores. Specifically, increasing the percentage of CELDT growth (via the annual measurable achievement objectives (AMAOs)) and the percentage of Long Term English Learners (LTELs) attaining English proficiency for students in the school system for more than the 5 year CELDT proficiency rate (AMAO 2).

ELA ACCOUNTABILITIES

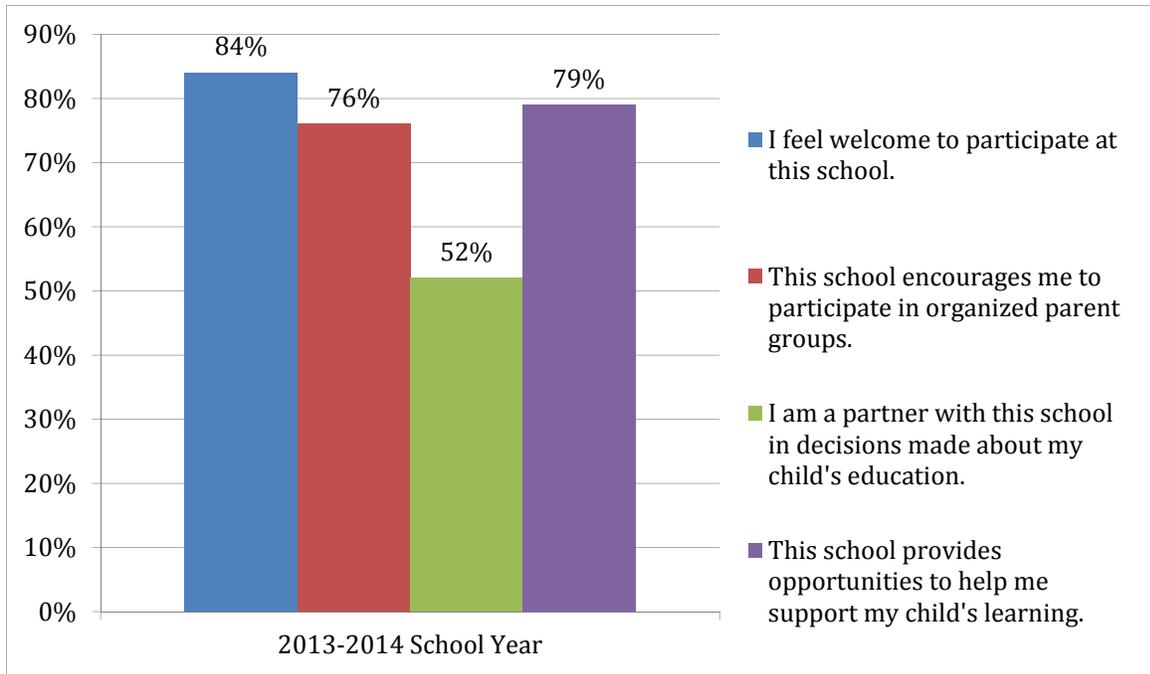


(My Data, Data Summary Sheet)

Parent Engagement and School Safety

Revere's parent community is very involved in our school. Parents are active members of our governance (via their participation in Charter Council and attendance at meetings). Parents also volunteer frequently and at a high rate, as needed, to support Revere, and they also help support our students' education through their donations. Although parent involvement at Revere is one of its strengths, this is an area that can be further improved. One of Revere's LCAP goals is to improve in this area, as this is a District Performance Meter. Last year, Revere had 19% of parents participate in the District's yearly School Experience Survey. Our goal is to increase this participation percentage by 5% yearly. In addition we would like to increase the amount of parents that "strongly agree" to the responses below.

PARENT ENGAGEMENT



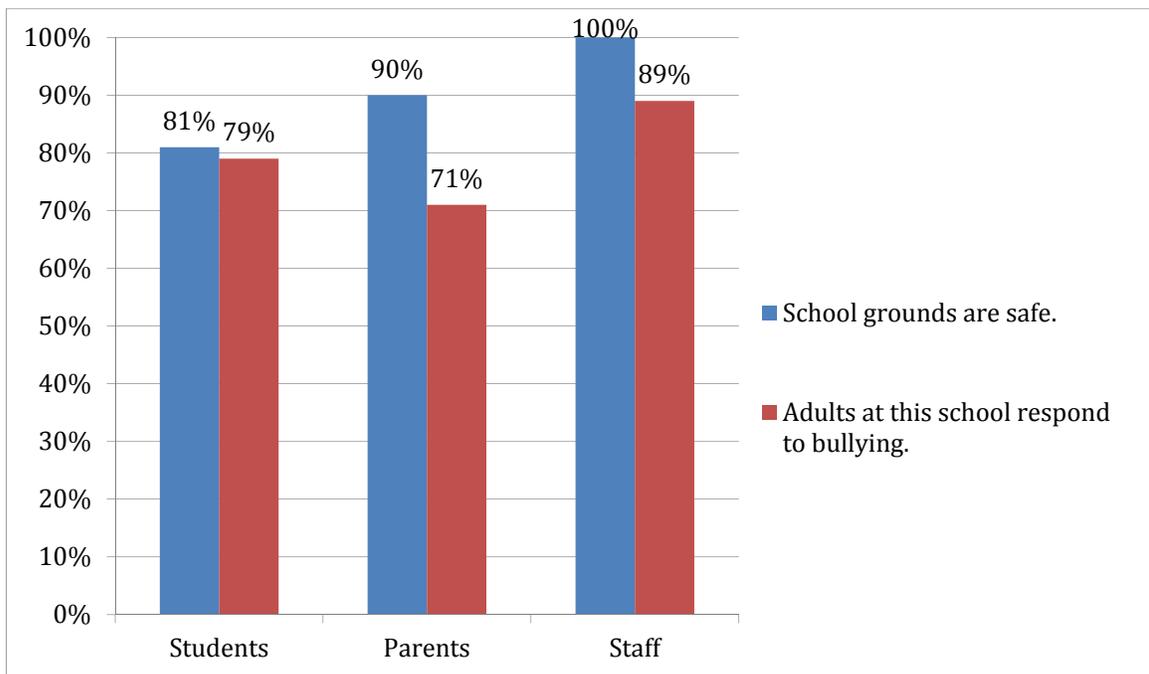
(School

Report Card 2013-2014)

School Safety

Another District Performance Meter and area in which Revere would like to continue to improve is School Safety. The first priority of every school is to create a safe learning environment. Our school-wide focus is to decrease incidents of bullying and to improve our overall response to bullying.

SCHOOL SAFETY

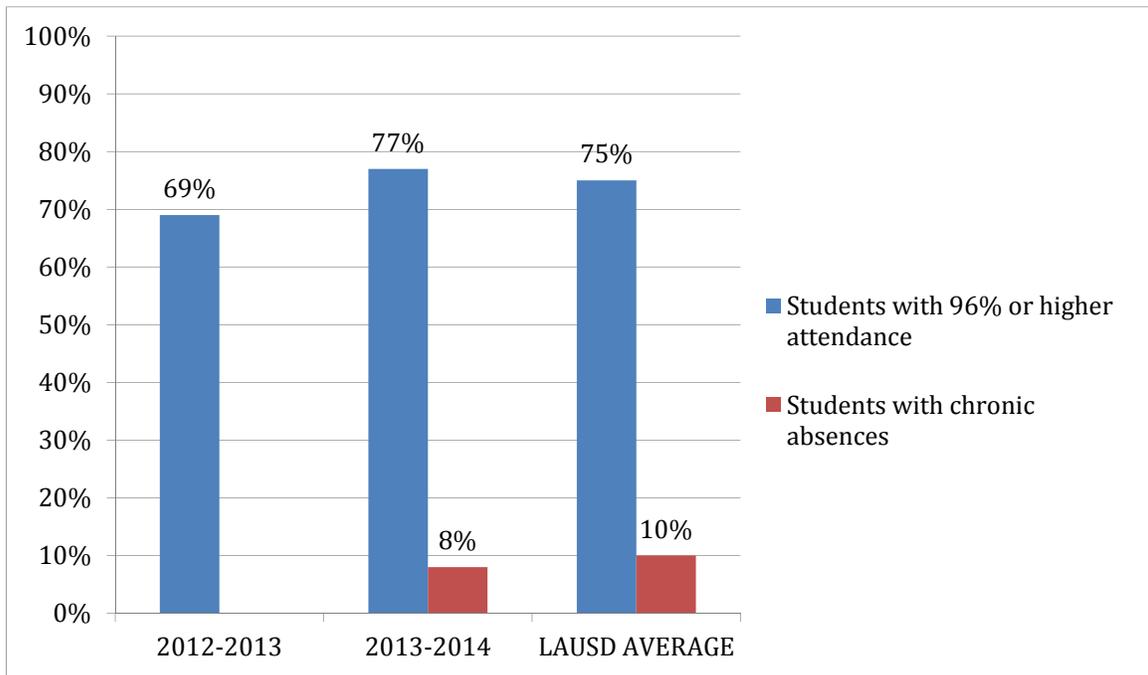


(School Report Card 2013-2014)

Attendance

Improved student engagement, through improved attendance is a District Performance Meter and LCAP school goal. One of Revere's LCAP goals is to increase the percentage of students with 96% attendance rate or higher by 1 % yearly. Our other LCAP attendance goal is to decrease the number of students who are chronic absentees (16 days or more) by 1% yearly.

GOAL: 100% ATTENDANCE



96% attendance is defined as no more than 7 days absent.
Chronic absence is 16 or more days absent

(School Report Card 2013-2014)

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

Assessment of student progress is a valuable tool for the measurement of teacher and student growth for school-wide improvement. To ensure that all students meet statewide performance standards, and to validate continued evidence of student learning, Revere shall conduct testing pursuant to the State of California's Education Code, as well as through the ongoing development of its own assessment and evaluation processes. Teachers will use a variety of assessments to measure student achievement and progress, and will also individualize programs of instruction, and validate and improve teaching methodology to foster student learning.

Revere's individual academic departments will have the option to use, modify or alter District Interim Assessments or to design their own that will match the rigor of the CCSS. The District's Interim Assessments (currently provided by the District twice a year) will be implemented and used as formative assessments to improve Revere's instruction and academic achievement until such time as Revere completes the altered/new assessments. Overall student performance will be evaluated every five weeks, and teaching methods/staff development informed, based on the following measures:

1. Comparison of disaggregated median data with the established baseline;
2. Evaluation of State, District and Revere Department-designed assessments, to track trends and guide future professional development to improve student learning;
3. Comparison of the graduation rate of students eligible for culmination, on an annual basis;
4. Performance by the various student groups and sub-groups on the District Interim Assessments and any alternate Revere Department-designed interim assessment that matches the rigor of the CCSS; and
5. Classroom observation by administrators and/or teachers.

Additional, non-academic progress will be measured in different ways. Revere's progress towards achieving its Attendance and Safety goals will be assessed using monthly MiSiS data. Parent and student engagement will be measured using the School Experience Survey. This data will also help set goals for improvement in Revere's Safe Schools Plan, Discipline Foundation School-Wide Positive Behavioral Plan, and the School Attendance and Dropout Prevention Plan.

DATA ANALYSIS AND REPORTING

Data will be collected by Revere's Professional Development teams for analysis, and reviewed on a monthly basis. These teams will organize, plan or create meaningful professional development sessions for the entire faculty and staff. CAASPP, CELDT and CAPA scores will be presented in a timely manner at the beginning of each school year. Information from the CDE and the District's *My Data* online systems will assist with disaggregation of data and interpretation of the scores. Progress reports, report cards and intervention statistics will provide data on student academic achievement.

The Professional Development teams will review the data and examine the areas that suggest the need for instructional improvements. Departments will study student work and examine individual lessons, by subject area and grade levels on a weekly basis. The teams will present "best practices," analyze the characteristics of successful content area programs, and establish criteria for the evaluation of assessments, units, lessons and

projects. Stakeholder groups will be provided with the data on a regular basis and will also have the opportunity to participate in Revere's development of plans for improvement.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. As a District affiliated charter school, Charter School will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

ELEMENT 4 – GOVERNANCE

GENERAL PROVISIONS

As a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this petition and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, including but not limited to provisions related to Local School Leadership Council composition and responsibilities and provisions regarding existing councils and committees that have an independent statutory basis (e.g., Title I School Site Councils).⁶

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 local governing council, members of school committees, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD's charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Local School Leadership Council are and remain consistent with applicable laws, District policy, any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School's local governing council.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and regulations, and District policies, including BUL-5439.0, *Affiliated Charter Schools*, as they may be changed from time to time.⁷

⁶ The composition of the governance council and election process are subject to an approved waiver from the UTLA collective bargaining agreement. Absent a waiver, the governance council's composition and election process must abide by Article XXVII of the LAUSD-UTLA CBA.

⁷ Provisions pertaining in this element related to decision making and implementation of professional development, budget authority, committees, technology, curriculum, etc., must comply with all applicable collective bargaining agreements or approved waivers.

LOCAL GOVERNANCE STRUCTURE, PROCEDURES, AND OPERATIONS

Charter School operates as a District-affiliated charter school within the District. Its local school site governance structure, depicted in the Organizational Chart in Section C, below, includes both the School Site Council and the Charter Council, which serves as the on-site governance council for both divisions of the school - namely, Paul Revere Charter Middle School and Paul Revere Mathematics, Science and Technology Magnet Center (referred to jointly herein as “Revere”). These two divisions relate to each other as a single unit, for purposes of leadership, management and governance, consistent with Charter School’s prior charters as a District-affiliated charter school.

A. Charter Council

Revere’s principal local school site governing body is known as “Charter Council.” As a representative democracy, Charter Council serves as the local school site decision-making body regarding school-wide policies, programs and procedures for both Paul Revere Charter Middle School and Paul Revere Mathematics, Science and Technology Magnet Center, in compliance with all applicable federal and state laws and regulations, and District policies. Policies and programs adopted by Charter Council must be in accordance with charter law and District policy, including BUL-5439.0, *Affiliated Charter Schools*.

The mandate of Charter Council, which is comprised of representatives of all of its different stakeholder constituencies, is to oversee the implementation of Revere’s guiding mission, vision, strategic plan and school-wide goals. Its objectives are to enhance the learning experience for each student, promote overall student achievement, and ensure that each Revere student obtains the best education possible. All school-wide policies will be developed and implemented by Charter Council in accordance with charter law and District policy, including BUL-5439.0, *Affiliated Charter Schools*, and Revere’s governance procedures, as described in this charter and the Bylaws establishing Charter Council are in accordance with (and shall remain consistent with) applicable laws, District policy, the provisions of this Charter), and the requirements of Article XXVII of the LAUSD-UTLA CBA.

Revere’s governance structure is designed to foster participation by all stakeholder groups and to ensure the effectiveness of local school site control and accountability, by encouraging and seeking out participation by all such constituencies in Charter Council and its standing committees (described with greater particularity below), as part of Revere’s consensus-oriented decision-making process.

Charter Council’s roles and responsibilities include facilitating the implementation and/or approval of all major educational and operational policies (such as professional development and new technology initiatives), approving annual Charter School budgets and overseeing fiscal management of such funds, in addition to recommending that selected, eligible administrators, certificated or classified employees be hired by the District for open positions at Revere, pursuant to District policies and procedures.

Revere's administration, through the Principal, is empowered to enforce day-to-day operational issues at the local school site.

B. School Site Council ("SSC")

Revere's School Site Council is charged with oversight of certain federal, state and local district program plans, including the Single Plan for Student Achievement. The 12 School Site Council members are elected from Revere's various constituent stakeholders and in accordance with provisions of the Education Code Sections 52012, 52852 and 54724, and District policies, including BUL-5439.0, *Affiliated Charter Schools*. Half of Revere's School Site Council members consist of the principal, certificated employees (teachers), and a classified employee (staff member), with teachers being in the majority. The other half of the SSC members consist of equal numbers of students and parents/community members. The current 12-member School Site Council composition includes the Principal, 4 teachers and a staff member, along with 3 students and 3 parents/guardians. Revere shall abide by all applicable laws and District's current policy(ies) regarding the composition, functions, elections and deliberations of the SSC.

C. Revere Organizational Chart

D. Composition of Charter Council; Election of Constituent Representatives

The Charter Council shall consist of sixteen regular and ten alternate representatives. The sixteen members shall be distributed amongst the various Charter Council constituent stakeholders, as follows: Eight certificated employee (teacher) representatives, including the UTLA Chapter Chair, one classified employee representative, the Principal, five parent/community members and one student member, plus two alternates for each constituent group (certificated employees, classified employees, parent/community members, and students), and one each for the Principal and UTLA Chapter Chair. If a Charter Council position is vacated before the representative's term expires, the alternate from the same constituency who was elected at the same time as the representative will fill that position for the remainder of the vacated member's term.

Except for the Principal and UTLA Chapter Chair, each category of representative will be elected by its respective stakeholder constituency, as detailed in the Charter Council Bylaws (i.e., teachers will elect the certificated representatives; classified staff will elect the classified representative; parents/guardians will elect the parent representatives; students will elect the student representatives). The only exceptions to this are the Principal and UTLA Chapter Chair, each of whom serves on Charter Council as a member by position, rather than as an elected representative. Revere will seek to have the parent/community member representatives include one parent representative with a child in each of Revere's 3 grade levels, plus two members at large, in addition to the alternates, with such members drawn from parents/guardians of students in Paul Revere Charter Middle School and Paul Revere Mathematics, Science and Technology Magnet Center.

The Principal and the UTLA Chapter Chair shall serve as the Co-Chairs of Charter Council and alternate the Chair duties each month. Each category of representative will have two alternates, with the exception of the Principal and the UTLA representative, who will have one designated alternate each (i.e., Assistant Principal for the Principal (or an alternate identified designee) and another UTLA Chapter officer (or an alternate identified designee) for the UTLA Chapter Chair).

All Charter Council representatives and alternates from each constituency are expected to attend each Charter Council meeting to ensure that all appropriate viewpoints are reflected and that Charter Council decisions are made in a timely and efficient manner. Representatives and alternates are also expected to demonstrate and maintain their commitment to the necessary responsibilities of stakeholder representation, which includes all Charter Council members volunteering to serve on at least one Committee. Representatives may run for re-election at the end of their term as long as they are still eligible to serve the relevant constituency.

Parent representatives also attend the monthly Charter Council meetings (and participate in Charter Council Committees).

Elections. Elections to select the certificated and classified representatives to serve on the Charter Council shall be held at the end of the academic year by the certificated

employees and the classified employees, respectively; their term of office shall begin on the first day of the following academic year. The Student leadership class shall select the student representative to the Charter Council. The one-year term of office of such student representative shall begin on the day the Student leadership class is selected. The election of the parent community representatives to serve on the Charter Council shall comply with the following guidelines:

- (i) Elections to select the parent community representatives shall be held at Back to School Night at the beginning of the academic year, in time to enable newly-elected representatives to assume appropriate Charter Council responsibilities by the first Charter Council meeting after said date.
- (ii) Notification of the upcoming election and nomination/candidate forms will be sent home to the parent community, if possible, prior to the commencement of the academic school year and will also be disseminated and listed in school-wide communications, such as in the e-blast and on the Revere website, no less than two (2) weeks prior to the election. A deadline for the return of nomination/candidate forms and Candidate Statements will be specified.
- (iii) The names of those whose nomination forms and Candidate Statements are received by Revere's Main Office by the specified deadline will be listed on the ballot as candidates.
- (iv) Information about the candidates, including any Candidate Statements submitted by such candidates, shall be disseminated and/or sent home prior to Back To School Night to enable the parent constituency to be informed about the individual candidates before being asked to complete ballots at Back to School Night. Candidate Statements will also be available for review in the students' respective homerooms at Back to School Night, as well as in Revere's Main Office. Since only *one* ballot may be cast by each student's parents/guardians (regardless of the number of parent/guardian households an individual student may have), parents/guardians will be encouraged to communicate before Back To School Night to ensure that they all agree as to which of them will be casting the ballot and which parent representative candidates they will jointly vote for via that one ballot.
- (v) Ballots will be handed out to parents/guardians during the sessions in the students' individual homerooms at Back to School Night. Ballots are to be completed by one of each student's parents/guardians in attendance and returned to the students' respective homeroom teachers at Back to School Night. Teachers will hand out only *one* ballot to each student's parent/parent group (regardless of the number of parents/guardians in attendance on behalf of an individual student), and parents/guardians will be asked to sign an attendance register in the homeroom, by student name, when turning in the ballot on behalf of said student's parents/guardians.
- (vi) To enable each student's family to have an opportunity to vote for parent representatives, parents/guardians unable to attend Back to School Night may

obtain ballots and vote in Revere's Main Office *after* Back to School Night through 4 pm on the Tuesday following Back to School Night.

- (vii) To ensure that only one ballot is cast per student, Revere's Main Office will ask those submitting ballots in the Main Office to list the student's name and homeroom teacher on the reverse side of the ballot when completed in the office. Before the ballots are counted, Revere's Main Office staff will cross-reference the student's names/homerooms on the back of such ballots against the list of parents/guardians who signed in and submitted ballots in on behalf of students in homerooms at Back to School Night. Any Office-submitted ballots filled out by parents/guardians on behalf of students whose homeroom class was visited by a parent/guardian on Back to School Night (as reflected by the register listing from the student's homeroom showing ballots submitted by a representative of said student's parents/guardians) shall be discarded as null and void.
- (viii) A committee comprised of representatives from at least two (2) of the Charter Council constituencies will count the ballots as soon as practicable after the Tuesday 4 pm ballot deadline. The candidates with the most votes shall be the elected parent representatives, with the remaining candidates being named as alternates, and eligible to become regular representatives if any of the elected representatives vacate their position before their term expires.
- (ix) Election results listing each elected representative and their alternate will be posted in Revere's Main Office and on the Revere website, as well as included in an e-blast and/or Connect Ed message.
- (x) The term of office of such elected parent representatives and their alternates will start on the day the election results are determined and continue until election results for their replacements are announced in subsequent academic years.

E. Charter Council Meetings and Procedures

Meetings; Quorum. Charter Council shall meet monthly during the academic year on the first Thursday of the month, unless an emergency arises and an alternate date or additional meeting is required. Additional meetings may also be scheduled, as needed. All meetings are open to the public and the school community. The Co-Chairs shall be the Principal and UTLA Chapter Chair, who shall share authority and responsibility for running the meetings. (The Co-Chairs will also automatically be *ad hoc* members of all standing Charter Council Committees.) Each Charter Council decision requires a quorum to be present and, specifically, for there to be at least five teacher members, the UTLA Chapter Chair (or their designee), one classified employee member, three parent members, and the Principal (or their designee) at the meeting.

Agenda; Meeting announcements. Any member of a constituency represented on Charter Council may submit agenda items to any Charter Council member. The Principal shall be the Charter Council member having the authority and responsibility to gather agenda items and post the agenda for public review. Announcements about the date and

time of meetings are included in e-blasts to the Revere community, on Revere's website and online calendar, on the marquee, on flyers and on announcement boards outside Revere's Main Office, as well as in school-site audio announcements within Brown Act guidelines.

Voting. Charter Council governs by consensus. In the event consensus cannot be reached on a particular issue (which determination shall be made by majority vote), then decisions shall be made by a majority vote of the regular elected representatives serving on the Charter Council, or as may be otherwise required by District policy, the charter or Bylaws. Any stakeholder group can defer a decision by one meeting to confer with their stakeholders prior to voting.

Minutes. The Principal shall be the Charter Council member having the authority and responsibility for ensuring that the Secretary transcribes and posts the minutes of Charter Council meetings for public review. A copy of the minutes will also be available for inspection and copying in Revere's Main Office during regular school office hours.

Decision-Making. Revere's Charter Council seeks to ensure consensus in all areas of discussion, planning and decision-making among its various member constituencies. Faculty, staff, parents/guardians, pupils and administrators are encouraged to bring ideas and concerns to the monthly meetings, or to one of the Charter Council Committees, by submitting written proposals and/or by attending and participating in open committee meetings. All Charter Council decisions will be made in a consensus-oriented model. In the event Charter Council members cannot reach consensus, a majority vote on the issue will be taken. All Charter Council decisions require at least a majority vote.

Revere's stakeholders believe that building consensus within each constituency group first, then at the Charter Council Committee level, facilitates Charter Council's approval of new ideas and its implementation of programs and policies. Charter Council will request individual standing committees to review matters before it takes positions on issues, and it will consider recommendations from Charter Council Committees prior to making a decision regarding subject matter within the purview of said Committee(s). To ensure efficiency in implementing decisions without delaying for follow-up ratifications, Charter Council may also task and empower a particular standing committee to act within very limited and specified parameters without the need for a further vote, subject to that Committee reporting on the same at the following month's Charter Council meeting.

Authority. Charter Council sets policies and procedures for Revere and approves the allocation of funds it receives, consistent with District policy and all applicable federal and state laws and regulations. Charter Council's authority includes, without limitation:

- (i) The establishment, supervision and approval of recommendations, activities and expenditures of all Charter Council Committees. Charter Council may also ask individual standing committees to review, research and/or make recommendations on specific matters under consideration.

- (ii) The approval of Revere’s overall calendar and of the schedules and events at Revere, such as Back to School Night and grade-level activities.
- (iii) The implementation of the State Curriculum, CCSS and/or District Technology and Professional Development programs, policies and procedures, as recommended by Charter Council Committees. While all Committee recommendations and actions are subject to ratification by Charter Council vote, it may vote to task and empower an individual committee to take specific actions *within limited and designated parameters*, on Charter Council’s behalf, without the need for further ratification.
- (iv) The approval of Revere’s annual Charter School budget, as well as approval of the use of monies received from third party grants or other funds.
- (v) The determination of the use(s) of donated property, as well as the implementation of Revere programs that will be funded by private donations.

F. Charter Council Committees; Committee Guidelines

Charter Council oversees the separate committees listed below, which are commonly referred to as standing committees. These committees meet monthly (or more frequently, if necessary), preferably no more than one week before the monthly Charter Council meeting.

The Charter Council Committees currently include **Instructional Leadership, Technology, Budget, Discipline, Calendar/Culmination, Health and Safety** and **Personnel Selection** (convened when and if needed). Some Charter Council Committees only meet on an as needed basis, such as the **Charter** Committee, which is only convened during charter renewal years or, as needed, when the District wishes to amend the Charter.

The following guidelines apply to all committees and committee constituencies, unless otherwise noted:

- (i) Membership on the school-wide standing committees is open to any and all administrators, certificated employees, classified employees, parents/guardians, and students; however, each Charter Council Committee should have majority faculty membership.
- (ii) Committee sign-up by interested participants occurs at the start of each academic year, so that all Committee positions can be filled and confirmed prior to the first Charter Council meeting of the academic year. Committee meetings are open, unless otherwise specified, for any Revere community member to attend.

- (iii) Each Committee will select its own Chair(s) at the start of the academic year. The Chair (or at least one Co-Chair) must be an elected member of Charter Council.
- (iv) The Chair of each Committee prepares agendas for each meeting and ensures that Committee Meeting minutes are kept and made available for public review by the Revere community. The Chair of each Committee (or their designee) will attend the monthly Charter Council meetings and report on their Committee's work.
- (v) All Committee decisions (which are advisory to the Charter Council) will be made in a consensus-oriented model, in the same manner as Charter Council decisions. In the event Committee members cannot reach consensus, a majority vote on the issue will be communicated to Charter Council.
- (vi) All Committee members are expected to attend meetings regularly and share the workload and responsibilities of the committee. Members will also be expected to maintain their commitment to the Committee and the responsibilities of Committee membership. Some Committee members may request that their members volunteer to serve for a two year term, if possible, to allow for continuity in Committee work from one academic calendar year to the next, with every effort being made to encourage members with overlapping Committee terms.

G. Charter Council Committees

Each Charter Council Committee addresses issues in areas it has been tasked to review by Charter Council and/or makes recommendations to Charter Council on issues within its purview, based on input received from stakeholders. Since all stakeholders should have representatives on each Committee, the various constituencies can be assured that their concerns and new ideas will be focused on and addressed in Committee and, as needed, raised with and addressed in Charter Council.

Charter Council's standing committee descriptions and the Committees' respective responsibilities are, as follows:

- **Instructional Leadership:** primarily comprised of certificated staff representing different grade levels, core subjects and levels of technological proficiency and special education, if possible. This Committee plans, organizes and arranges professional development sessions for certificated employees. It fosters professional growth and innovative teaching strategies through professional development initiatives, including seminars, workshops and off-site training, as needed, to support the implementation of new curriculum and educational initiatives. The Committee also surveys staff members as to their professional development needs and goals, in addition to facilitating and scheduling programs and workshops.

- **Technology Committee:** primarily comprised of certificated staff, parents/guardians and school site-dedicated informational systems professionals, if any. In addition to overseeing the roll-out of school-wide technology programs and initiatives, including the iPad adoption, this Committee works with the Curriculum and Professional Development Committees to plan and implement technology-focused professional development sessions. The Technology Committee may be called upon to make recommendations with regard to staff-submitted technology requests (covering hardware and software) and/or to evaluate the viability of specific technology on behalf of the Budget Committee and/or Charter Council as a whole. The Technology Committee may also be asked to assist with the development of budgets for new technology and software adoptions and/or school-wide technology plans, given that the sustainability of current programs and any new technology curriculum plans that may ultimately be approved by Charter Council will need to anticipate and budget for on-going system maintenance expenses, subsidized by current funding sources, as well as by PRIDE, earmarked fundraisers, third party grants or donations.
- **Budget Committee:** comprised of the Principal (who serves as Chair) or alternate administrative designee, teachers, a UTLA Chapter representative, parent volunteers, and an SAA person. The Committee is responsible for developing and overseeing the annual Charter School budget and listing Revere's various sources of funds, including its District allocation, as well as any federal or state funds, grants, donations, campus generated income, and any other third party funds, such as from local community members and neighborhood businesses. The Committee will develop the Charter School budget with input from stakeholders, taking into account previously-identified funding priorities. The Budget Committee is responsible for presenting the annual Charter School budget to Charter Council for approval, keeping Charter Council informed of any changes, obtaining input from any other Committees with regard to budget requests in their areas, and securing ratification by Charter Council as a whole of any budget cycle changes. The Committee will also be responsible for ensuring that the annual Charter School budget remains balanced.
- **Discipline Committee:** primarily comprised of administrative and Counseling Department staff members, as well as teachers. The Committee is responsible for overall discipline at Revere, including implementing strategies for positive behavioral modification, and enforcement of District policies and procedures. The Discipline Committee assists individual teachers and the administrative staff, including Student Services, as needed, in reinforcing District policies and articulating behavioral expectations.
- **Calendar/Culmination Committee:** primarily comprised of administrative staff, certificated and classified employees as well as interested parent volunteers. This Committee oversees Revere's annual academic year calendar of events and programs, and is responsible for publishing and distributing the monthly calendar of events (including maintaining Revere's website calendar), and planning, monitoring and organizing 8th grade Culmination activities.

➤ **Health and Safety Committee:** primarily comprised of administrative staff, certificated and classified employees, school site plant or maintenance staff, as well as interested parent volunteers. This Committee oversees the School Safety Plan, the education of school site and community members as to emergency procedures, and keeps the District updated on campus health issues, physical site conditions and facility safety measures, including student drop-off and pick-up procedures. The Committee helps the administration maintain a safe and orderly school environment conducive to learning. This Committee assists the administration in updating the Safe School Plan; it also organizes and coordinates emergency drills and emergency supplies, and trains staff members, as needed. Members may also be called upon to assist the Principal and Plant Manager as well as work with community representatives to conduct periodic site inspections to ensure that conditions and operations are in compliance with District and other health and safety requirements. They may also discuss incidents involving safety around the school, any accidents, regulatory notices and potential safety hazards, as well as community member notices, and make recommendations for any potential needed corrective actions.

➤ **Charter Committee:** This Committee, comprised of administrative staff, certificated employees (including the UTLA Chapter Chair), classified employees, and interested parent volunteers is convened in charter renewal cycle years for the purpose of working on the charter documents to be submitted to the District in connection with renewal of the charter so that Paul Revere Charter Middle School retains its status as a District-affiliated charter school within the District.

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Personnel Selection Team: This Committee is convened to interview individuals interested in filling specific full-time staff openings at Revere (such as administrators, certificated or classified employees) consistent with BUL-5439.0, *Affiliated Charter Schools*, if applicable. Pursuant to the Affiliated Charter Schools Bulletin, Revere will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. At the end of its deliberations, the Personnel Selection Team will have the authority to recommend that the District hire specified individuals selected by the Personnel Selection team. If the District does not hire such individuals, the Personnel Selection team will be entitled to interview additional candidates and/or recommend that an alternate selected candidate from the District-approved lists be hired by the District. All new hires must meet District employment requirements. While every effort will be made to avoid assigning any certificated employee to Revere, the District retains the right to assign employees as required by state and federal laws in cases where no other alternative is available (i.e. reasonable accommodations) or in cases of extraordinary situation or budget crisis consistent with BUL-5439.0, *Affiliated Charter Schools*.

Subject to Revere's compliance with return rights or other placement rights created by legal mandates or the District-UTLA Agreement, when one or more full-time certificated staff openings become available, Revere will convene the Personnel Selection team to participate in selecting the candidate(s) that the Personnel Selection team will recommend to be hired by the District. The Personnel Selection team will review resumes and decide which qualified candidates will be interviewed, including the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. 8.

The Personnel Selection team will attempt to reach consensus on the candidate to be selected; however, if consensus is not possible, affirmative approval of at least a majority of members is required. Decisions made by the Personnel Selection team regarding full-time certificated positions to be filled are subject to the independent concurrence of the Principal.

In the case of a Principal vacancy, the Superintendent (or a Designee) will have the right to independently choose qualified candidates to be interviewed. Notwithstanding the fact that selection of the Principal shall remain the purview of the LAUSD Superintendent, the Personnel Selection team shall have the right to interview for and recommend the hiring by the Superintendent of a principal to fill a vacant Principal position at Revere. (The selection of a new principal is not subject to the concurrence of the current, in place, Principal.) If the individual recommended to the Superintendent is not hired by the District, the Personnel Selection team will be entitled to interview additional Principal candidates and/or recommend that an alternate selected candidate be hired by the Superintendent. District-required language in Element 5 prevails.

If any member of the Personnel Selection team is not available to fulfill their duties for any reason, the Principal and UTLA Chapter Chair may jointly agree to a replacement on a temporary basis – either until a replacement for the unavailable Personnel Selection team member can be elected or the person is able to resume his or her duties.

The 9-member Personnel Selection Team will consist of:

1. **One teacher, chosen by members of the appropriate Charter or Magnet program with the full-time certificated staff opening**, elected in a fair and democratic manner by secret ballot by members of the appropriate Charter or Magnet program (which is subject to the rules for similar elections in the LAUSD/UTLA collective bargaining agreement).
 - a. If the full-time certificated staff opening is in the Charter School, then the teacher member of the Personnel Selection team shall be a Charter School teacher chosen by their Charter School

8 In the case of full-time classified staff openings at Revere, the Personnel Selection Team shall interview and select a candidate from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission.

- colleagues and elected to the 9-member Personnel Selection team by secret ballot, as specified above.
- b. If the full-time certificated staff opening is in the Magnet Center, then the teacher member of the Personnel Selection team shall be a Magnet Center teacher chosen by their Magnet Center colleagues and elected to the 9-member Personnel Selection team by secret ballot, as specified above.
2. **One member of the Department in which there is a full-time certificated staff opening**, elected in a fair and democratic manner by secret ballot by members of the appropriate Department with the full-time certificated staff opening (which is subject to the rules for similar elections in the LAUSD/UTLA collective bargaining agreement).
 3. **One Department chair from the appropriate Department** with the full-time certificated staff opening to be filled.
 4. The **UTLA Chapter Chair or a designated alternate** for Revere's UTLA Chapter Chair.
 5. The **Principal or a designated alternate** Revere Administrator.
 6. **A classified employee**, selected by Revere's classified staff.
 7. **Two parents of current students**, selected by parents on the School Site Council.
 8. The **Student leadership council** representative **(or a designated alternate)**.

Revere currently exercises District and UTLA-sanctioned local control consistent with BUL-5439.0, *Affiliated Charter Schools* as to the candidates to be recruited, interviewed and ultimately recommended for hiring by the District.

Administrative Advisory Panels

In addition to the above mentioned Committees, Revere has also established advisory panels comprised of teachers and school staff (reporting directly to Revere's Administration) to provide guidance and assistance to their fellow teachers, as well as to lunchtime student clubs, extracurricular activities, the Student leadership council, *The Town Crier* student newspaper, the yearbook and others.

One of these advisory panels is the **Curriculum Council**, which includes certificated staff representing different grade levels, core subjects and special education, if possible, plus interested parent volunteers and others. The Curriculum Council is responsible for

selecting and/or implementing curriculum, instructional materials, assessments and instructional methodology aligned with Charter School's educational program and California's state academic content standards, including Common Core. The Curriculum Council also researches and reviews District-recommended programs and curriculum materials, in addition to programs and curricular activities suggested by Revere stakeholders. It also is charged with recommending the selection of textbooks, instructional methods and curriculum in accordance with Charter School's mission and vision. Upon completion of due diligence, the Curriculum Council presents its findings and recommendations to the staff to build consensus prior to submitting the curriculum or program to the Administration and/or, as needed, to the Instructional Leadership Committee and then to Charter Council for approval.

STAKEHOLDER INVOLVEMENT

Broad-based involvement by different stakeholder constituencies at Revere has been and continues to be crucial to its leadership, management and governance. The enhancement of Revere students' learning experiences, campus amenities and environment as well as the improvement in overall student achievement are due, in large part, to its stakeholders' continuing commitment to the school.

On-going and consistent stakeholder involvement in policies and activities supporting the school-wide community will enable Revere to continue to implement its educational mission, vision, strategic plan and school-wide goals in accordance with its governance structure. Revere will continue to encourage parents/guardians and members of its extended community to participate in Revere's governance as well as to be involved in a myriad of school site activities that meaningfully impact the school-wide community encompassing Paul Revere Charter Middle School and Paul Revere Mathematics, Science and Technology Magnet Center, including, to name a few: participating in such activities or organizations as Charter Council and its Charter Council Committees, as well as writing grants to secure funds for the creation or maintenance of specific student-centered programs and activities.

Day-to-day participation by Revere stakeholders in its governance help maintain the school-wide community's attention to and focus on educational initiatives, core programs and the successful implementation of new Common Core educational standards, including facilitating the training and professional development of Revere's certificated employees and ensuring the budgeting of additional funds for such training. Such stakeholder involvement will also ensure that new ideas, programs and initiatives are thoroughly evaluated, investigated and considered by Charter Council Committees and Charter Council itself. Furthermore, the accountability of Revere's Charter Council, Committee members, Administration, certificated and classified staff to the school-wide community encourages all stakeholders, including Revere students and their families, to keep informed about, if not also become actively involved in, Revere's governance.

Communication to stakeholders about Revere and their representatives' involvement in governance and the work undertaken by Charter Council, its standing committees and

School Site Council will keep the various constituencies' members motivated and interested. Stakeholder representatives to Charter Council and School Site Council will communicate with their constituents in several ways to ensure Revere's compliance with the Brown Act, Public Records Act and various other applicable laws, regulations and District policies. Communications methods will include one or more of the following: specific information disseminated via U.S. mail, email, Revere website, or in-house mail to various constituents, e-blasts of general meeting announcements or information, meeting minutes, announcements through Connect Ed, marquee listings, letters or flyers sent home with students, audio announcements at the school site, announcement boards outside Revere's Main Office, announcements in the school newspaper, flyers on campus and/or in the main office, regular reporting at Town Hall meetings, as well as via constituent-specific mailings and meetings. This will include having certificated and classified representatives communicate to their fellow employees through their membership leaders, having members of the Student Leadership Class present regular reports to members of the student body or listing Professional Development days/topics on Revere's website and calendar.

Having Revere's consensus-based decision-making process at the heart of its governance structure will continue to increase participation by all stakeholder constituency groups in the local school-site governance process and solidify its effectiveness, particularly when coupled with the positive impressions within the school-wide community of Charter Council's major role in facilitating the implementation and/or approval of successful educational and operational policy initiatives. Revere's constituencies remain involved in and dedicated to a school-wide community which strives to continue to improve, by all measurable criteria, while maintaining compliance with the District's overall policies, regulations, legal commitments and applicable laws.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 (Section 504), and the District's Uniform Complaint Procedures.

RESPONDING TO INQUIRIES

Charter School shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

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 investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall provide the appropriate Educational Service Center and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Educational Service Center and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Educational Service Center in writing of any internal investigations within one week of commencing investigation.

STUDENT RECORDS

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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.

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to an applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent.

Certificated Personnel

Selection of certificated staff shall comply with current California Education Code, District policy, and applicable collective bargaining agreements. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates as determined by Human Resources, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases where no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

Classified Personnel

Selection of classified staff shall be in compliance with the current merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining

agreements. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

Professional Development

Charter School shall comply with and implement any District-mandated professional development. Otherwise, Charter School shall have full autonomy in the selection and implementation of professional development programs for its employees to meet its site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by Charter School will be funded by the District consistent with its practice for other District schools.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergencies, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and employee-to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergencies, including but not limited to the creation, maintenance, and implementation of a Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and 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 administrators, other employees, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to fingerprinting and criminal background checks.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to tuberculosis examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the

immunization of pupils as a condition of attendance and screening for vision, hearing, and scoliosis.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain District affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and/or other reasons.

NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS

As a District affiliated charter school, Charter School shall continue to support the District's commitment to provide all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement.

FEDERAL PROGRAM COMPLIANCE

As part of the District, which is a recipient of federal funds, Charter School shall meet all programmatic, fiscal, and other regulatory requirements of the Elementary and Secondary Education Act.

ELEMENT 8 – ADMISSION REQUIREMENTS

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Education Code § 47605(d)(2)(A)). As an existing District school that has converted to a District-affiliated charter school, Charter School's first priority is to admit students who reside in the former attendance boundary of the school. (See Education Code § 47605(d)(1)). If the number of students who wish to attend Charter School exceeds its capacity, as determined annually by the District, the school will conduct a public random drawing/lottery. (Education Code § 47605(d)(2)(B)). Currently enrolled students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School shall have first admission preference and are thus deemed exempt from the lottery as well. (See Education Code § 47605(d)). The school will provide an admission preference for prospective students residing within LAUSD boundaries, but not residing within the attendance area of Charter School. (Education Code § 47605(d)(2)(B)).

Students who participate in the lottery but are not selected will be placed on a waitlist. As seats become available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

In the event that Charter School reaches capacity and appears unable to enroll new students who reside within the former attendance boundary of the school, Charter School shall consult and coordinate with its Education Service Center administration as well as the District's School Management Services and Student Integration Services, to manage its enrollment so that the school remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, the school is able to enroll every student who resides within the school's former attendance boundaries who wishes to attend.

If Charter School determines that any student/parent used fraudulent address information to establish resident status in the attendance area to gain enrollment prior to the school's conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School's lottery, the student may be withdrawn and the student will be referred back to his/her school of residence in accordance with District policy.

- A. Admittance to Charter School: Revere is non-sectarian in its educational programs, employment practices, admissions policies and other aspects of school operations. Revere does not charge tuition. All students currently residing in the State of California are eligible to enroll. Admission through the lottery will not be based on the residence of the student or of his or her parent or guardian, as long as they reside in the State of California.
- B. The application process at Revere is monitored at all times by the school's administration, in consultation with the District's School Management Services and Student Integration Services, to ensure that mandated racial/ethnic balance ratios at

Revere are maintained and to manage enrollment so that the school remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD).

C. Admission to the Charter School will be granted to students according to the following priorities:

1. Currently enrolled students. Continuing students are exempt from a lottery. Regarding lottery preferences, the Charter School's first priority is to admit those who reside in the former attendance boundary of the school, including students whose home school is Revere based on the Permits With Transportation (PWT) Program.
2. Students who reside within the boundaries of LAUSD.
3. Students who reside within the State of California.

D. General Lottery Information; Public Random Drawing for Lottery:

1. The website at www.paulreverems.com, which is linked to the LAUSD website contains information about the Charter School lottery application process, as well as guidelines, procedures, and general information, including about the lottery deadlines and the lottery drawing.
2. Informational flyers, brochures, phone messages, emails, District-distributed information sheets and District-organized middle school fairs are methods used by Revere to communicate the rules of the lottery process to all interested parties and potential applicants. Revere also communicates the information via visits to local feeder schools to meet with current 5th grade students and their parents/guardians, as well as during the Parent Tours that are conducted at Revere on a monthly basis from the start of the academic school year through April.
3. The submission of an application form for the Charter Lottery begins in November for the following school year. Announcements, advertisements and website information pages instruct the public on the timeline of events. The lottery application form is due on the second Friday in January, and the lottery drawing occurs in a well-advertised open meeting 30 school days later. The completed application form is to be turned into the Main Office or submitted electronically through the school's website. A receipt will be given when the completed application form has been received, either electronically or in person. All late submissions are time-stamped and each goes on the end of the waitlist after the lottery, in the order received.

4. The actual Charter School Lottery is held on an evening in February in the auditorium at Revere, to allow all interested parties to attend the event. Applicants are not required to attend the lottery drawing. At the February open public meeting, lottery applicants' lottery application numbers are selected at random and the applicants' lottery application numbers are then input electronically into a database in the order that they are drawn.
5. The lottery application numbers of selected students are typed, by computer, and displayed as they are drawn on a wide screen. Immediately after the lottery, an electronic email will be sent or a phone call will be placed by the Attendance Office to the parent or guardian of students selected through the lottery informing them of their placement on the waitlist.
6. Students on the wait list will be contacted by email and/or telephone through the Attendance Office, in order, until Revere reaches its charter capacity. Completed District-required enrollment packets must be brought to the Attendance Office within seven business days of being notified of an opening.
7. All Charter Lists and the Wait List will be kept on record in the Attendance Office until the end of the relevant school year.
8. Lottery policies and procedures will be on file with the Main Office, Principal's office, the Attendance Office, and on the website.

SCHOOL FOR ADVANCED STUDIES (SAS) PROGRAM

If Charter School offers a SAS Program, it shall not consider any student's interest in the program in determining admission to the school. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program admission guidelines.

MAGNET PROGRAM

Indicate below whether Charter School offers a Magnet Program.
Yes, Charter School offers a Magnet Program.

If Charter School offers a Magnet Program, Charter School shall continue to provide admission preference to pupils from LAUSD as determined by the Magnet Program and consistent with Crawford v. Board of Education court order.

McKINNEY-VENTO HOMELESS ASSISTANCE ACT

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.

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, if any, 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

GENERAL PROVISIONS

The fiscal operations of an Affiliated Charter School will be supervised by LAUSD. The Affiliated Charter School will not have a separate audit but will be a part of the annual audit for LAUSD. The Affiliated Charter School will follow all financial procedures and financial policies of LAUSD. This shall include, but not be limited to, purchasing, student body funds, student store, payroll, imprest funds, payment approval for goods and services, and follow guidance from the Educational Service Center.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

GENERAL PROVISIONS

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior.

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 comply with and implement the District's Discipline Foundation Policy and/or current equivalent policy.

Charter School shall implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Charter School knows and acknowledges that the District's Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

Charter School shall implement operational and procedural guidelines ensuring 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 determined in coordination with the appropriate LAUSD Special Education Service Center and/or other District office.

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, and District policies and procedures. An IEP team, including a District representative, 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 STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, 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 sections 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, in the District's Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

READMISSION

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from the school.

GUN FREE SCHOOLS ACT

Charter School shall comply with the federal Gun Free Schools Act.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

Employees of Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits, retirement benefits, including organizations such as STRS/PERS, health insurance, life insurance, and all other assigned compensation and benefits.

As LAUSD employees, Charter School's administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

A student residing within the territorial boundaries of the District who opts not to attend Charter School may contact the appropriate District Educational Service Center to seek assistance in enrolling in another District school. Alternatively, the student may pursue an inter-district transfer in accordance with current enrollment and transfer policies of the District, or seek enrollment at another charter public school.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

As a District affiliated charter school, all administrators, faculty and staff of Charter School are LAUSD employees. All Charter School employees will be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

Charter School agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the Educational Service Center and the Charter Schools Division in accordance with the procedures set forth below:

- 1) Notification of any Dispute shall be made 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 District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School:

Paul Revere Charter Middle School
c/o School Principal
1450 Allenford Avenue
Los Angeles, CA 90049

To District:

LAUSD
Attn: Director, Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place 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 Charter School. 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 the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m.; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

The Los Angeles Unified School District is the exclusive public school employer of the employees of Charter School for the purposes of the Educational Employee Relations Act (EERA).

ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Superintendent or his/her designee approves Charter School’s request to revert to a District traditional school.

In the event of a Closure Action, unless express LAUSD Board action directs otherwise, Charter School shall revert to a District traditional school.

REVOCAION 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 provision of 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.

Pursuant to AB 97, Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Cal. Educ. 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.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request authorization to revert voluntarily to a District traditional school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for processing a request to revert to a District traditional school.

CLOSURE PROCEDURES

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education. To the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a District traditional school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding how to enroll or transfer the student to an appropriate school. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the CSD.

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.

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School will adhere to all applicable district, state, and federal laws, policies and regulations regarding facilities.

ADDENDUM

ASSURANCES AND AFFIRMATIONS

Paul Revere Charter Middle School (also referred to herein as “Revere”, “Revere Middle School”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(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 Ed. 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 the school. Ed. Code § 47605(d)(2)(A).
- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the 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 the charter school without graduating or completing the school year for any reason, the 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 Ed. 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 the 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

GENERAL INFORMATION

- The contact person for Charter School is Christopher Perdigao.
- The address of Charter School is 1450 Allenford Ave., Los Angeles, 90049.
- The phone number of Charter School is 310 917-4800.
- Charter School is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 4 and West District.
- The grade configuration of Charter School is 6-8.
- The number of students in the first year of this charter will be 2116.
- The grade level(s) of the students in the first year will be 6-8.
- The scheduled 2015-2016 opening date of Charter School is August 18, 2015.
- The current operational enrollment capacity of Charter School is 2116; for all District affiliated charter schools, the District determines each school’s capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors).
- The type of instructional calendar will be: Traditional Calendar
- The term of this charter shall be from July 1, 2015 to June 30, 2020.

Local Control Funding Formula (LCFF)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), in accordance with District policies and procedures, as they may be amended from time to time.

INSTRUCTIONAL DESIGN

Curriculum and Instruction

Charter School shall transition to and implement the Common Core State Standards and CAASPP in accordance with District policy and timelines.

Transitional Kindergarten (for elementary schools only)

Charter School shall comply with all applicable legal requirements and District policy 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.

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, the Charter School shall implement the provisions of the District’s *English Learner Master Plan* and comply with all applicable federal and state laws, and District policies and procedures related to the implementation of the *English Learner Master Plan*.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School will continue to use LAUSD’s GATE identification process, adhere to District policy regarding GATE, and reimburse the District for testing and processing on a fee-for-service basis.

Students with Disabilities

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

Conversion Affiliated Charter

1. District Affiliated Charter School’s Special Education Responsibilities

a. General Requirements

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status.

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

The District Affiliated Charter School will adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District’s request.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review (“DVR”).

The District Affiliated Charter School is responsible for the management of its, personnel, programs and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students’ IEPs immediately upon the students’ enrollment regardless of the types of service provider (i.e. school-based, NPA or private). District

Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with federal and state law and District policies and procedures.

c. Assessments

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent's request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

Under limited circumstances when a District Affiliated Charter School student's needs may not be provided at the District Affiliated Charter School, the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

f. Least Restrictive Environment

The District Affiliated Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The District Affiliated Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the District Affiliated Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

h. Staffing Requirements

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

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

i. Student Discipline/Inclusion

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance. The District Affiliated Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

5. District Responsibilities Relating to District Affiliated Charter School Special Education Program

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

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

***Modified Consent Decree Requirements**

All District affiliated charter schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board 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 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 statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District affiliated charter schools are required to use the current version of the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online 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 Modified Consent Decree, data requests from any schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- # The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

Schools that are currently on MiSiS can disregard the above data requests.

The MCD requires all District authorized schools, including District affiliated 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 District affiliated charter schools are required to utilize MiSiS. Upon 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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. Cal. Ed. Code §§47605(c)(1), 60605.

Charter School will work toward meeting the student outcome goals set forth in the LAUSD's Performance Meter, as it may be amended, updated, and/or replaced by the District, during the term of the charter.

Charter School shall comply with all applicable laws, regulations, and District policies related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. As a District affiliated charter school, Charter School will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

ELEMENT 4 – GOVERNANCE

GENERAL PROVISIONS

As a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this petition and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, including but not limited to provisions related to Local School Leadership Council composition and responsibilities and provisions regarding existing councils and committees that have an independent statutory basis (e.g., Title I School Site Councils).

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 local governing council, members of school committees, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD's charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Local School Leadership Council are and remain consistent with applicable laws, District policy, any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School's local governing council.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and regulations, and District policies, including BUL-5439.0, *Affiliated Charter Schools*, as they may be changed from time to time.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 (Section 504), and the District's Uniform Complaint Procedures.

RESPONDING TO INQUIRIES

Charter School shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. Charter

School acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

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 investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall provide the appropriate Educational Service Center and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Educational Service Center and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Educational Service Center in writing of any internal investigations within one week of commencing investigation.

STUDENT RECORDS

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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.

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to an applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent.

Certificated Personnel

Selection of certificated staff shall comply with current California Education Code, District policy, and applicable collective bargaining agreements. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates as determined by Human Resources, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases where no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

Classified Personnel

Selection of classified staff shall be in compliance with the current merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

Professional Development

Charter School shall comply with and implement any District-mandated professional development. Otherwise, Charter School shall have full autonomy in the selection and implementation of professional development programs for its employees to meet its site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by Charter School will be funded by the District consistent with its practice for other District schools.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergencies, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and employee-to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergencies, including but not limited to the creation, maintenance, and implementation of a Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and 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 administrators, other employees, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to fingerprinting and criminal background checks.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to tuberculosis examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of pupils as a condition of attendance and screening for vision, hearing, and scoliosis.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain District affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and/or other reasons.

NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS

As a District affiliated charter school, Charter School shall continue to support the District's commitment to provide all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement.

FEDERAL PROGRAM COMPLIANCE

As part of the District, which is a recipient of federal funds, Charter School shall meet all programmatic, fiscal, and other regulatory requirements of the Elementary and Secondary Education Act.

ELEMENT 8 – ADMISSION REQUIREMENTS

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Education Code § 47605(d)(2)(A)). As an existing District school that has converted to a District-affiliated charter school, Charter School's first priority is to admit students who reside in the former attendance

boundary of the school. (See Education Code § 47605(d)(1)). If the number of students who wish to attend Charter School exceeds its capacity, as determined annually by the District, the school will conduct a public random drawing/lottery. (Education Code § 47605(d)(2)(B)). Currently enrolled students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School shall have first admission preference and are thus deemed exempt from the lottery as well. (See Education Code § 47605(d)). The school will provide an admission preference for prospective students residing within LAUSD boundaries, but not residing within the attendance area of Charter School. (Education Code § 47605(d)(2)(B)).

Students who participate in the lottery but are not selected will be placed on a waitlist. As seats become available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

In the event that Charter School reaches capacity and appears unable to enroll new students who reside within the former attendance boundary of the school, Charter School shall consult and coordinate with its Education Service Center administration as well as the District's School Management Services and Student Integration Services, to manage its enrollment so that the school remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, the school is able to enroll every student who resides within the school's former attendance boundaries who wishes to attend.

If Charter School determines that any student/parent used fraudulent address information to establish resident status in the attendance area to gain enrollment prior to the school's conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School's lottery, the student may be withdrawn and the student will be referred back to his/her school of residence in accordance with District policy.

SCHOOL FOR ADVANCED STUDIES (SAS) PROGRAM

If Charter School offers a SAS Program, it shall not consider any student's interest in the program in determining admission to the school. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program admission guidelines.

MAGNET PROGRAM

If Charter School offers a Magnet Program, Charter School shall continue to provide admission preference to pupils from LAUSD as determined by the Magnet Program and consistent with Crawford v. Board of Education court order.

McKINNEY-VENTO HOMELESS ASSISTANCE ACT

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.

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, if any, 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

GENERAL PROVISIONS

The fiscal operations of an Affiliated Charter School will be supervised by LAUSD. The Affiliated Charter School will not have a separate audit but will be a part of the annual audit for LAUSD. The Affiliated Charter School will follow all financial procedures and financial policies of LAUSD. This shall include, but not be limited to, purchasing, student body funds, student store, payroll, imprest funds, payment approval for goods and services, and follow guidance from the Educational Service Center.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

GENERAL PROVISIONS

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior.

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 comply with and implement the District's Discipline Foundation Policy and/or current equivalent policy.

Charter School shall implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Charter School knows and acknowledges that the District's Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

Charter School shall implement operational and procedural guidelines ensuring 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 determined in coordination with the appropriate LAUSD Special Education Service Center and/or other District office.

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, and District policies and procedures. An IEP team, including a District representative, 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:

- C. Was the misconduct caused by, or directly and substantially related to the student's disability?
- D. Was the misconduct a direct result of the Charter School's failure to implement 504?

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, 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 sections 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, in the District's Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

READMISSION

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from the school.

GUN FREE SCHOOLS ACT

Charter School shall comply with the federal Gun Free Schools Act.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

Employees of Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits, retirement benefits, including organizations such as STRS/PERS, health insurance, life insurance, and all other assigned compensation and benefits.

As LAUSD employees, Charter School's administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

A student residing within the territorial boundaries of the District who opts not to attend Charter School may contact the appropriate District Educational Service Center to seek assistance in enrolling in another District school. Alternatively, the student may pursue an inter-district transfer in accordance with current enrollment and transfer policies of the District, or seek enrollment at another charter public school.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

As a District affiliated charter school, all administrators, faculty and staff of Charter School are LAUSD employees. All Charter School employees will be hired by the District and maintain the

same relationships with and through all respective bargaining units as other District employees at non-charter schools.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

Charter School agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the Educational Service Center and the Charter Schools Division in accordance with the procedures set forth below:

- 4) Notification of any Dispute shall be made 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 District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School:	Paul Revere Charter Middle School c/o School Principal 1450 Allenford Avenue Los Angeles, CA 90049
To District:	LAUSD Attn: Director, Charter Schools Division Los Angeles Unified School District 333 South Beaudry Avenue, 20th Floor Los Angeles, California 90017

- 5) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place 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 Charter School. 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 the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m.; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon

electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 6) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

The Los Angeles Unified School District is the exclusive public school employer of the employees of Charter School for the purposes of the Educational Employee Relations Act (EERA).

ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Superintendent or his/her designee approves Charter School’s request to revert to a District traditional school.

In the event of a Closure Action, unless express LAUSD Board action directs otherwise, Charter School shall revert to a District traditional school.

REVOCAION 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 provision of 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.

Pursuant to AB 97, Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Cal. Educ. 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.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request authorization to revert voluntarily to a District traditional school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for processing a request to revert to a District traditional school.

CLOSURE PROCEDURES

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education. To the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a District traditional school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding how to enroll or transfer the student to an appropriate school. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the CSD.

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.

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School will adhere to all applicable district, state, and federal laws, policies and regulations regarding facilities.