



A Five-Star California Association for the Gifted School

2012 – 2018

Letter of Intent



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

LETTER OF INTENT TO APPLY FOR AN AFFILIATED CHARTER SCHOOL

Name of proposed charter school	Germain Academy for Academic Achievement		
General location of proposed charter	Chatsworth		
Projected Grade Levels-Year 1	K-5	Projected Grade Levels-Year 5	K-5
Projected Enrollment-Year 1	580	Projected Enrollment-Year 5	650

Lead Petitioner Information:

Name	Sonia Ugarte smu1365@lausd.net		
Address	20730 Germain St. , Chatsworth, 91311		
Phone number(s)	(818) 341-5821	Fax	(818) 882-3599
E-mail address			

Other members of the Charter Development team

Jaque Kampschroer

Michelle Long

Ann Marie Kent

Ronit Fischbach

Dale Hart

Jeff Fischbach

Certification:

I/we certify that we are interested in applying for a charter school within LAUSD boundaries.

I/we have participated in the Orientation Meeting given by the LAUSD Charter Schools Division.

I/we did not participate in the Orientation Meeting given by the LAUSD Charter Schools Division.

Sonia Ugarte

PRINT NAME



SIGNATURE

Feb. 27, 2012

DATE

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DESIGN SCHOOLS DIVISION
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C - LEAD PETITIONERS	
D - OPEN ENROLLMENT APPLICATION.....	
E - PRINCIPAL'S RESUME.....	
F - APPROVAL SIGNATURE PAGE.....	

**All appendices (non-Elements 1-16) are included on CD in .doc and .pdf format*

***State and Common Core Content Standards page numbers correlate to their original documents*

LETTER OF INTENT

**Previous projected enrollment numbers do not reflect proposed class size increases. New Projected Enrollment Year 1: 825, Projected Enrollment Year 5: 825*

GERMAIN CHARTER ACADEMY FOR ACADEMIC **ACHIEVEMENT** **BRIEFING PAGE**

- Name of Organization Applying for Charter:
 - Germain Charter Academy for Academic Achievement
(herein, referred to as “Germain” or the “Germain Academy,” Germain Charter,)”)
- Grades Served: TK-5
- Current Number of Students: 635
- Year 1 Projected Enrollment: 580, Year 5 Projected Enrollment: 650
- Location Address: 20730 Germain St., Chatsworth, CA 91311
- Facility Status/Location: Germain is a LAUSD facility
- Does the location meet Board Policy? (Low API, Overcrowded) – No
- Description of Philosophy: Our vision and mission statement were created during discussions with stakeholders of the school who have an interest in the learning and ultimate success of our students. These standards and expectations apply equally to each student. Our vision is for students to be able to work toward and achieve their fullest potential according to their unique gifts and optimum learning style. We believe that our students need to be resourceful, responsible learners to meet the challenges of our rapidly changing world.
- Source/Core of Money: ADA and Block Grant Monies
- Charter Development Team:
 - Sonia Ugarte, Principal
 - Jaque’ Kampschroer, Categorical Program Advisor
 - Teachers – Dale Hart, Pat Backes,
- Parents – Jeff Fischbach, Ronit Fischbach, Michelle Gunther
- Has your charter applied to any other jurisdiction for approval? No
- Are there any sister charters? No
- What innovative elements of your charter school could be considered “best practices” and replicated by other schools?
 - incorporation of Common Core and State Standards for ELA and Math
 - instruction in Dr, Sandra Kaplan’s Depth and Complexity pedagogy
 - differentiated instruction
 - authentic assessments
 - arts appreciation and expression
 - professional development

Los Angeles Unified School District
Innovation and Charter Schools Division

CHARTER SCHOOLS GUIDELINES CHECKLIST
INITIAL SCREENING

Charter
School
Name:

Germain Charter Academy for Academic
Achievement

Date: March 15, 2012

Contact Person: Sonia Ugarte

Phone No.: (818)341-5821

Fax No.: (818) 882-3599

SUMMARY CONTENTS

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
Appx. A	1. Approval Documentation <ul style="list-style-type: none"> • Supporting signatures of: conversion charter: 50% of permanent status teachers at the school site • start-up charter: 50% of parents who intend to enroll children or • 50% of teachers who intend to be employed at the school during first year of operation • petition includes prominent statement of meaningful interest to start a charter (board resolution) • resume and questionnaire for all board members 						47605 (1) (2) 47605(3)
Appx. A							
Appx. C							
Appx. B							

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
<u>21</u>	2. Assurances that school will:						47605 (d) (1) 47612 (a) (1) 47605 (e) (f)
<u>21</u>	<ul style="list-style-type: none"> be non-sectarian in programs, admission policies, employment practices and other operations 						
<u>21</u>	<ul style="list-style-type: none"> not charge tuition 						
<u>21</u>	<ul style="list-style-type: none"> not discriminate against any student on the basis of ethnicity, national origin, gender or physical or mental disability (religion, race, color, medical condition, sexual condition, sexual orientation) 						
<u>21</u>	<ul style="list-style-type: none"> not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements 						
<u>21</u>	<ul style="list-style-type: none"> not require any child to attend a charter school nor any employee to work at a charter school 						
<u>21</u>	<ul style="list-style-type: none"> if 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. 						
<u>21</u>	<ul style="list-style-type: none"> admit all students who wish to attend. 						
<u>24</u>	3. Description of which students will attend the school						47605 (d) (1) 47605 (d) (2) (A) (B)
<u>21</u>	4. Duration of initial charter petition: 5 years						47607 (a) (1)

<u>21</u>	5. Renewal process/timeline						47607 (a) (1) (2)
<u>51</u>	6. How the Board of Education and the charter school can monitor the progress in meeting student outcomes						47607 (a) (1) 47607 (b)
<u>96</u>	7. Accepts and understands the grounds on which a charter may be revoked						47607 (b) (1-4) (c)
<u>21</u>	8. Accepts and understands obligations to comply with specific sections of the Education Code: § 47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance						47610
<u>99</u>	9. How district/county facilities will be maintained, insured and used by the charter school, if applicable						47605 (g) 47614
<u>99</u>	10. How changes, additions or alterations to the facility will be accomplished and the district/county role in the process						47607 (a) (1)
<u>75</u>	11. How school personnel, district/county will be insured against liability claims resulting from school operations <ul style="list-style-type: none"> • description of type/scope of legal services to be used • plans for insurance liability and legal issues to be dealt with collectively and individually 						47605 (g)
<u>58</u>	12. Agreement between the charter school and the sponsoring agency detailing process and responsibility for operations, i.e., accounting, budgeting, payroll, liability insurance, and the like and contracted services and supervisorial oversight						47605 (g) 47613.7
<u>46</u>	13. Agreement between the charter school and sponsoring agency detailing funding and services for special education students						47612 (a) (2)
<u>58</u>	14. Agreement between the charter school and sponsoring agency detailing operational funding levels						47613.5 (a)
<u>94</u>	15. Agreement between the charter school and sponsoring agency detailing processes for responding to inquiries						47604.3

INSTRUCTIONAL AND OPERATIONAL CONTENTS

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
		<u>24</u>	1. Description of the educational program of the school (<i>Element 1</i>)				
<u>48</u>	<ul style="list-style-type: none"> an identification of those whom the school is attempting to educate 						
<u>34</u>	<ul style="list-style-type: none"> description of what it means to be an educated person in the 21st century 						
<u>49</u>	<ul style="list-style-type: none"> how learning best occurs 						
<u>49</u>	<ul style="list-style-type: none"> goals of the program 						
<u>29</u>	<ul style="list-style-type: none"> how the objective of enabling pupils to become self-motivated, competent, life-long learners will be met by the school 						
<u>29</u>	<ul style="list-style-type: none"> instructional framework which includes instructional approaches, scope and sequence, addressing state standards, and evidence (research-based) that instructional program has been successful with similar student population. 						
<u>39</u>	<ul style="list-style-type: none"> specific goals for providing and ensuring equal access to academically low achieving students, gifted, low SES, ELLs, special education, and a goal for reclassification of ELLs. 						
<u>29/53</u>	<ul style="list-style-type: none"> attendance requirements including length of school day and year 						
<u>35</u>	<ul style="list-style-type: none"> instructional materials and the process by which curriculum, materials and instructional activities are to be selected 						
<u>33</u>	<ul style="list-style-type: none"> reference to NCLB as it relates to student achievement and credentialing 						
<u>29</u>	<ul style="list-style-type: none"> instructional strategies 						
<u>46</u>	<ul style="list-style-type: none"> teacher recruitment 						
<u>38</u>	<ul style="list-style-type: none"> professional development 						
<u>29</u>	<ul style="list-style-type: none"> school calendar 						
<u>24/23</u>	<ul style="list-style-type: none"> daily schedule 						
<u>26</u>	<ul style="list-style-type: none"> mission/vision 						
<u>48</u>	<ul style="list-style-type: none"> demographics/academic achievement of surrounding schools 						
	<ul style="list-style-type: none"> implementation plan 						
	<ul style="list-style-type: none"> High School only 						
	<ul style="list-style-type: none"> meet A-G requirements 						
	<ul style="list-style-type: none"> transferability 						
	<ul style="list-style-type: none"> o WASC 						

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
		<u>15/49</u>	2. Measurable student outcomes to be achieved by students (<i>Element 2</i>)				
<u>52</u>	<ul style="list-style-type: none"> extent to which all pupils demonstrate that they have attained skills, knowledge and attitudes specified as goals 						
<u>52/55</u>	<ul style="list-style-type: none"> when and how often pupil outcomes will be assessed including any assessments of innovative components 						
<u>52</u>	<ul style="list-style-type: none"> specific quantitative outcomes which students must demonstrate proficiency in and/or progress toward and time frame for progress 						
<u>52</u>	<ul style="list-style-type: none"> identification of who will be accountable for student progress as it relates to student achievement 						
<u>52</u>	<ul style="list-style-type: none"> reference to NCLB 						
<u>52</u>	<ul style="list-style-type: none"> CAHSEE (HS only) 						
<u>51</u>	<ul style="list-style-type: none"> CELDT 						
<u>51</u>	<ul style="list-style-type: none"> API 						
<u>52</u>	<ul style="list-style-type: none"> AYP CST graduation rate (HS only) 						
<u>55</u>	3. Method by which pupil progress in meeting pupil outcomes is measured (<i>Element 3</i>)					47605 (b) (5) (C) 47605 (c)(1)	
<u>55</u>	<ul style="list-style-type: none"> assessment plan, internal and external assessments 						
<u>55</u>	<ul style="list-style-type: none"> use of standardized test scores in measuring pupil progress 						
<u>56</u>	<ul style="list-style-type: none"> use of variety of assessment tools 						
<u>56</u>	<ul style="list-style-type: none"> use of longitudinal, survey and other data in measuring pupil progress (in-house assessments) 						
<u>55</u>	<ul style="list-style-type: none"> methods to ensure that all statewide standards are met and pupil assessments conducted 						
<u>55</u>	<ul style="list-style-type: none"> process school will use to ensure that students meet the statewide performance standards and evidence of improved pupil learning 						
<u>56</u>	<ul style="list-style-type: none"> process for conducting pupil assessments pursuant to EC § 60602.5 						
<u>55</u>	<ul style="list-style-type: none"> description of all assessment tools including in house assessments 						
<u>55</u>	<ul style="list-style-type: none"> identification of the grading policy district required language for testing 						

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
		58	4. Governance structure of the school including the process which is to be followed to ensure parent involvement (<i>Element 4</i>)				
59	<ul style="list-style-type: none"> process which ensures staff, students and other stakeholder involvement 						
66	<ul style="list-style-type: none"> methods by which schools consult with parents and teachers regarding school's educational programs 						
58/59	<ul style="list-style-type: none"> decision-making process, organizational chart, and relevant site committees 						
59	<ul style="list-style-type: none"> assurances that school will comply with all laws relating to public agencies in general, all federal laws and regulations and state codes, such as the Ralph M. Brown Act 						
58	<ul style="list-style-type: none"> a clear awareness reflected in the petition and bylaws of the Brown Act requirements and how to comply 						
64	<ul style="list-style-type: none"> what, if any, relationships district/county will maintain with the charter school and how it will be accomplished 						
59	<ul style="list-style-type: none"> process for amendments to charter articles of incorporations and bylaws of nonprofit corporation 						
59	<ul style="list-style-type: none"> selection process of board members and governance committees 						
60	<ul style="list-style-type: none"> audit and inspection of records district required language for governance 						
58							
74	5. Qualifications to be met by individuals to be employed by the school (<i>Element 5</i>)					47605 (b) (5) (E) 47605 (1)	
70	<ul style="list-style-type: none"> process for staff selection 						
69	<ul style="list-style-type: none"> job descriptions for positions credentials, requirements and qualifications of staff 						
69	<ul style="list-style-type: none"> employee compensation-general description 						
71	<ul style="list-style-type: none"> identification of the roles and functions of staff members 						
74	<ul style="list-style-type: none"> measures of assessment of performance 						
69	<ul style="list-style-type: none"> procedure to be used for adequate background checks 						
72	<ul style="list-style-type: none"> process for recruiting teachers 						
72	<ul style="list-style-type: none"> procedure for monitoring credentials 						

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
<u>76</u>	6. Procedures that the school will follow to ensure the health and safety of pupils and staff (<i>Element 6</i>)						47605 (b) (5) (F) 47605(g)
<u>75</u>	<ul style="list-style-type: none"> school will meet the requirement that each employee of the school furnish a criminal record summary as required in EC §44237 						
<u>76</u>	<ul style="list-style-type: none"> how the school will ensure that its facilities are safe 						
<u>76</u>	<ul style="list-style-type: none"> how the school will ensure that its auxiliary services are safe (food services, transportation, custodial services, hazardous materials) 						
<u>76</u>	<ul style="list-style-type: none"> role of staff as mandated or non-mandated child abuse reporters 						
<u>75</u>	<ul style="list-style-type: none"> TB requirements 						
<u>76</u>	<ul style="list-style-type: none"> employee fingerprints 						
<u>77</u>	<ul style="list-style-type: none"> student immunization requirement 						
<u>75</u>	<ul style="list-style-type: none"> address of the facilities to be used by the charter school 						
<u>75</u>	<ul style="list-style-type: none"> compliance with state building code, federal ADA requirements 						
<u>75</u>	<ul style="list-style-type: none"> assurance of Certificate of Occupancy prior to school opening 						
<u>75</u>	<ul style="list-style-type: none"> contains District required language regarding health and safety procedures 						
<u>78</u>	7. Means by which school will achieve racial and ethnic balance among its pupils that reflects the general population residing within the district/county jurisdiction (<i>Element 7</i>)						47605 (b) (5) (G)
<u>78</u>	<ul style="list-style-type: none"> geographic areas that will be targeted in the outreach effort 						
<u>78</u>	<ul style="list-style-type: none"> state languages to be utilized in the outreach 						
<u>78</u>	<ul style="list-style-type: none"> district required language for this element 						

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
<u>79</u> <u>79</u> <u>79</u> <u>79</u> <u>79</u>	8. Admission requirements, if any (<i>Element 8</i>) <ul style="list-style-type: none"> admission assurances preferences lottery assurance and procedures waiting list preference (if applicable) states the charter school will admit all pupils who wish to attend efforts the school will employ to recruit academically low-achieving, students with disabilities, and economically disadvantaged students 						47605 (b) (5) (H)
<u>81</u>	9. Manner in which an annual independent financial audit will be conducted and exceptions/deficiencies resolved (<i>Element 9</i>)						47605 (b) (5) (I)
<u>84</u> <u>87</u> <u>87</u> <u>87</u> <u>85</u> <u>88</u> <u>83</u> <u>89</u> <u>90</u>	10. Procedures by which students can be suspended or expelled (<i>Element 10</i>) <ul style="list-style-type: none"> procedure for involving parents, students and staff in designing and implementing a discipline policy due process for students appeals of disciplinary action procedures for ensuring rights of students list of suspension and expulsion offenses suspension and expulsion procedure general discipline approach procedures for rehabilitation readmission and interim placement district required language regarding special education students 						47605 (b) (5) (J)

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
<u>91</u> <u>91</u> <u>91</u> <u>91</u> <u>91</u> <u>91</u> <u>91</u> <u>91</u>	<p>11. Procedures for dealing with staff issues (<i>Element 11</i>)</p> <ul style="list-style-type: none"> relationship between the teachers and the district/county bargaining unit process by which salaries, benefits working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined labor procedures which will be applied to employees process for resolving complaints/grievances process for ensuring due process manner by which staff members will be covered by STRS, PERS, Social Security or Medicare process for staff recruitment, selection, evaluation and termination Procedure for processing and monitoring credentials Reporting PERS/STRS contributions 						47605 (b) (5) (K) 47605 (1)
<u>92</u> <u>92</u> <u>92</u>	<p>12. Public school attendance alternatives for pupils residing within the district/county who choose not to attend the charter school (<i>Element 12</i>)</p> <ul style="list-style-type: none"> inform parents or guardians of each pupil enrolled in the charter that pupil has no right to admission in a non-charter District school as a consequence of charter school enrollment not require any child to attend a charter school nor any employee to work at a charter school District required language regarding attendance alternatives 						47605 (b) (5) (L)
<u>93</u>	<p>13. Description of the rights of any employee of the district/county upon leaving the district/county to work in a charter and rights of return to the district/county after employment in a charter school (<i>Element 13</i>)</p> <ul style="list-style-type: none"> what the employment status relative to the district/county of charter school employees is and what it will be in the event the charter school ceases or in the event employees seek employment in the district/county 						47605 (b) (5) (M)

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
		<u>94</u>	14. Procedures to resolve disputes relating to provisions of the charter (<i>Element 14</i>) See LAUSD "District Required" Language <ul style="list-style-type: none"> District required language regarding the dispute resolution procedures 				
<u>95</u>	15. Declaration of Exclusive Public School Employer (<i>Element 15</i>)						47605 (b)(5) (O)
<u>96</u>	16. Description of charter school closure procedures. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records (<i>Element 16</i>) <ul style="list-style-type: none"> District required language regarding charter school renewal, revocation, and closing procedures 						47605(6) A (ii) O
<u>69</u> <u>69</u> <u>68</u>	Other Items: 17. Description of the manner in which administrative services of the school are to be provided <ul style="list-style-type: none"> responsibility for evaluating employees criteria and procedures used in evaluation how hiring decisions are made 						47605 (g)
<u>60</u> <u>60</u> <u>60</u>	18. Budget for the financial operation which is consistent with the requirements of any school district budget <ul style="list-style-type: none"> proposed first year operational budget (including start-up costs) financial projections for first three years process for investment procedures and deposit of funds procedure for ensuring adequate cash flow 						47605(g)

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
<u>96</u>	19. Liability of district/county to handle payments if charter school defaults <ul style="list-style-type: none"> • for schools organized pursuant to Non-Profit Benefit Corporation Law • for schools not covered by Non-Profit Benefit Corporation Law • AB 1994 • general assurances "District Required" language 						47604
<u>22</u>	20. Court-ordered Integration Language <ul style="list-style-type: none"> • action Plan for 70:30 or 30:70 						

* PAGE: Petitioner to identify page(s) in petition in which items are located

INTRODUCTION

Germain Charter Academy for Academic Achievement – Reflections and a Look Forward

School Overview –A Snapshot of Germain’s Character

As the principal walked to the yard for the Monday morning assembly, students, staff, and parents giggled with anticipation. She was wearing a blue shower cap and her upper torso was draped in a stylish black garbage bag. She proceeded to stand on a bench so that everyone would be able to see her. The coordinator randomly picked a student name from the CST Perfect 600 Club and Madhan, a mild-mannered 5th grade student, proceeded forward amidst cheers and applause. As he too stood on the bench, the principal handed him the pie, smiled, and told him it would be okay. The entire student body began to count 10, 9, 8...and splat! With the pie sticking to her face amid a rush of parent paparazzi, she was elated that the professional learning community met her challenge – they had an increase of 13 points, bringing our API for our Title I school to 850! Such is the character of our school. We work hard but always remember to celebrate our successes, recognize the achievements of our students, staff, and parents, and provide activities that give students and families a feeling of greater connection to our school.

Understanding that children learn in different ways and we believe in the idea that learners possess multiple intelligences, we recognize all of our students for a variety of achievements. At our Mighty Mustang (our mascot) Awards assemblies, students receive honors in academics as well as in fine arts, citizenship, and sports. We acknowledge our CST Advanced students and our CST Perfect 600 students at the “Principal’s Academic All Stars Awards”. At our weekly morning assemblies, names of students that are “caught being safe, respectful, and responsible” are picked from a raffle to win an opportunity to play Ping Pong with friends at their lunch break. Additionally, as a District sponsored Arts Prototype Program School, we also showcase our students through music, 4th/5th grade chorus, dance, drama, and at our Winter and Spring Concerts.

The fine work of our teachers and staff is acknowledged in our Mighty Mustang Round-up newsletter where our Title I/Bilingual Coordinator snaps photographs of classrooms in action, writes a brief narrative of the highlights, and shares it with all stakeholders via our school website. It is also featured on our Community Bulletin Board in the office. Parents are encouraged to become classroom volunteers, are invited to our on-going workshops in the Parent Center, and are proactive members on our governing councils and committees. These parents are recognized at our end-of-year Volunteer Tea. Our hardworking, supportive PTA sponsors bully and multicultural assemblies and field trips for our students. They provided \$20,000 for technology to assure that our computer lab became a state-of-the art resource for students and staff. They provide “family fun

nights” throughout the year, and they organize our Spring Carnival to enhance partnerships within our school community.

As part of our school’s character, we continually ask ourselves, “How do we meet the needs of all of our students?” If we were TV sets, some of us would get only five channels, others would be wired for cable, and still others would be hooked up to a satellite dish making all kinds of connections! Are we on the right channel for our gifted students? Walking through a third grade School for Advanced Studies (SAS) classroom, students were reading an expository text relating to the disappearance of the rainforest and how it needs to be protected. Using the tenets of the Kaplan “icons of depth and complexity” such as “multiple perspectives”, students were asked to answer the following question: What do you think the author means when he said, “Butterflies spoke to me?” Hannah wrote, “I think he means that he is so fond of the butterflies that he could imagine them talking to him because the butterflies know that he is a lepidopterist (scientist that studies moths and butterflies) so he could really help them survive.” Iona added, “ I think the author means they showed him that something was wrong like the butterflies were losing their habitat and they could see in his eyes that he felt sad and wanted to help them.”

The origin of these creative independent thinkers lies deep within every student; however, our teachers foster the process. We have become leaders in the area of gifted and differentiated education through a unique partnership with Dr. Sandra Kaplan of



USC’s Rossier School of Education. Students in the SAS classes are taught to think like disciplinarians, looking for parallels between the core curriculum and their own lives. They have opportunities to “think like a chemist” while immersed in a hands-on science experiment, or tell a story by developing their creative talents through drama. Germain was among the first School for Advanced Studies in the Los Angeles Unified School District, having established the high-level educational program in 1998.

Teachers come from all across the District to observe the rigorous instruction, as Germain is designated a demonstration school for the instruction of Kaplan’s tenets of “depth and complexity”.

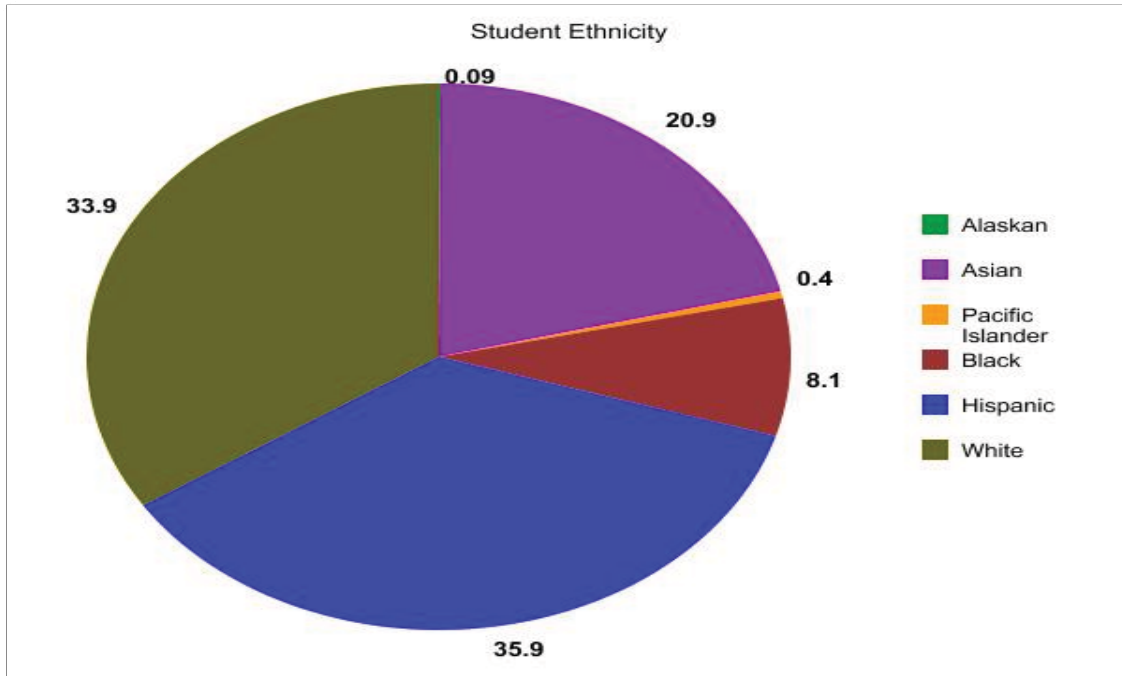
As part of our school’s character, again we ask ourselves, “How do we meet the needs of students who are not meeting grade level standards?” Seth, a second grade boy below the grade level benchmark for reading, attends the RtI² (Response to Instruction/Intervention) Primary Learning Center where he is receiving targeted intervention for thirty minutes every day. When asked what he likes most about reading he answers, “I like reading because this way when you are at home you can read to your grandma ‘cause she doesn’t speak so much English.” Therefore, even though Seth comes from a home where Standard English is not spoken, our monitored, systematic intervention and Seth’s enthusiasm steadily increased his learning, approaching benchmark. The only issue is that Seth doesn’t want to be dismissed from the Learning Center!

Our belief that quality instruction makes a difference in the lives of children is confirmed by educational researcher Robert Marzano. After 35 years of research, Marzano concluded that schools not only have a significant impact upon student achievement, but “schools that are highly effective produce results that almost entirely overcome the effects of student background”. We have good reason to be confident Seth’s future shines brightly.

Dr. Martin Luther King Jr. said, “Even if I knew that tomorrow the world would go to pieces, I would still plant my apple tree.” Dr. King’s words exemplify the concurrent feelings of turmoil and enduring commitment that our professional learning community has experienced over the last several years. Although we’ve seen a continued reduction in our budgets and personnel, Germain’s teachers continue to “plant our apple trees”. Instead of looking out the window waiting for superman to swoop in and save us, we looked in the mirror and collectively recognized our moral imperative to teach all students to their fullest potential. That is our character.

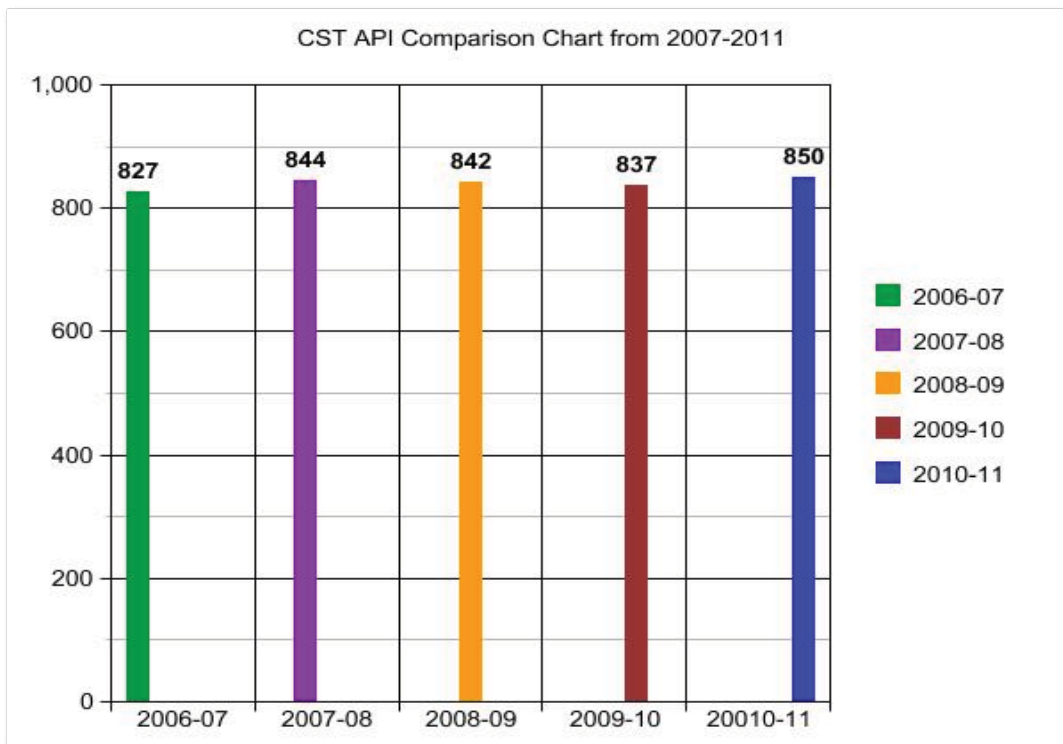
General School Description

Germain is located in the Northwest San Fernando area of Los Angeles County. As one of six elementary schools, along with a middle school, make up what is currently referred to as the Chatsworth High School complex. A finalist for California Distinguished School and a Five Star California Association for the Gifted School, Germain continues to maintain its status as a high-performing elementary school, receiving an Academic Performance Index (API) of 850 in 2010-2011 school year. Germain is comprised of 635 students. The student population is comprised of .09% Alaskan, Native American; 20.9% Asian; .4% Pacific Islander; 8.1% Black; 35.9%, 35.9% Hispanic, and 33.9% White.

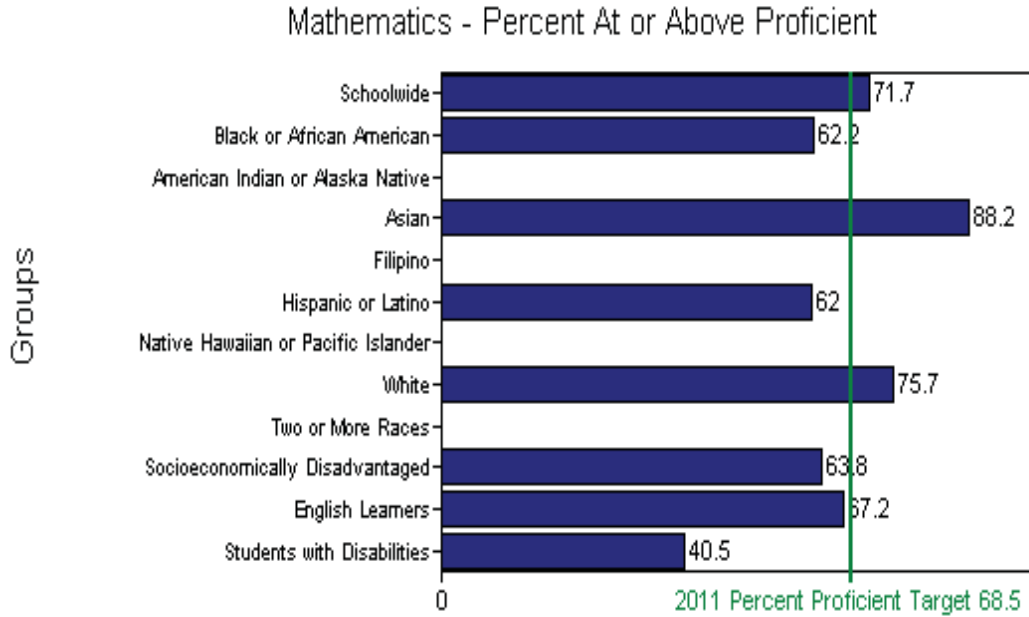


Germain has consistently exceeded the State target of 800. Each year, Germain will set a target of maintaining API scores above the state target and strive to increase the previous year's score by at least one point.

CST API Comparison Chart from 2007-2011



**Mathematics – Percent At or Above Proficient
2011 California State Percent Proficient Target: 68.5%**

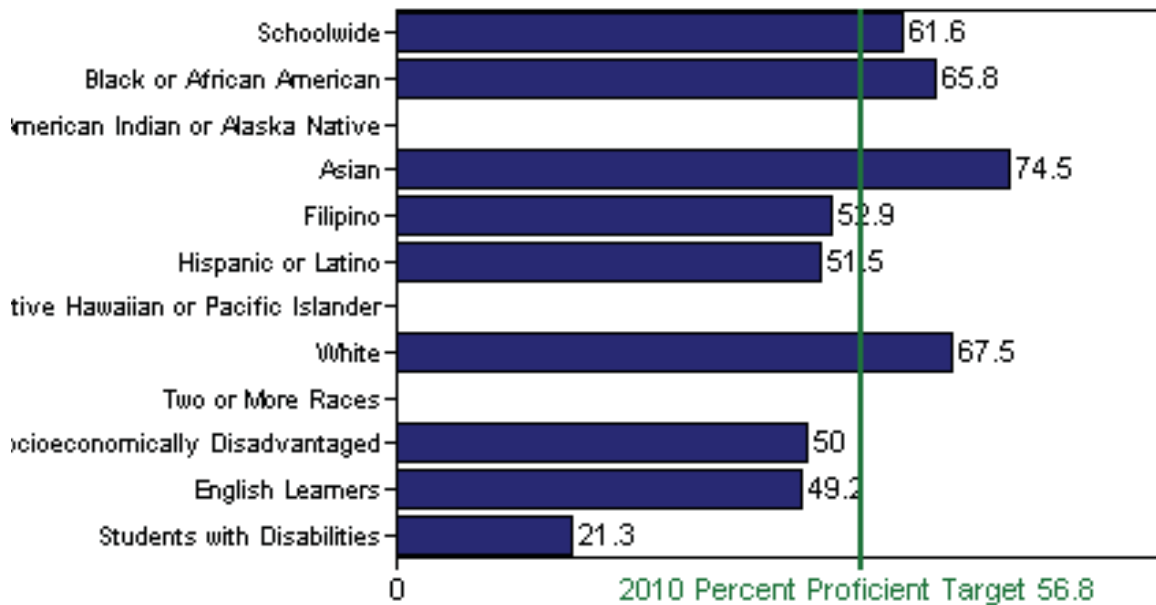


Germain Percent Proficient					
Subgroups	2006-07	2007-08	2008-09	2009-10	2010-11
Schoolwide	66.9%	74.8%	73.3%	62.8%	71.6%
African Am.	42.0%	61.1%	60.0%	59.0%	62.5%
Asian	88.0%	88.9%	86.7%	80.6%	88.7%
Latino	57.3%	71.2%	65.7%	49.7%	61.1%
White	72.4%	73.6%	75.3%	72.6%	75.7%
English Learner	45.2%	52.6%	51.9%	37.7%	63.4%
SWD	35.2%	39.0%	39.5%	22.0%	36.4%
Socio-Eco Disadv	54.1%	65.1%	64.1%	51.7%	64.4%

Germain has maintained a strength in mathematics for all subgroups except for English Learners and Students With Disabilities. The average school wide proficiency rate was 71.6%.

**English/Language Arts – Percent At or Above Proficient
2011 California State Percent Proficient Target 67.6%**

English-Language Arts - Percent At or Above Proficient



Germain Percent Proficient					
Subgroups	2006-07	2007-08	2008-09	2009-10	2010-11
Schoolwide	55.8%	57.8%	60.4%	59.2%	63.3%
African Am.	35.3%	48.6%	51.2%	60.0%	62.5%
Asian	73.3%	69.4%	69.3%	69.4%	83.1%
Latino	45.3%	48.1%	52.0%	50.3%	50.0%
White	60.2%	59.8%	65.3%	66.1%	66.4%
English Learner	25.8%	28.1%	21.2%	34.5%	29.3%
SWD	22.2%	24.4%	27.0%	14.6%	24.2%
Socio-Eco Disadv	39.9%	38.2%	48.2%	47.8%	55.7%

In English/Language Arts, school wide), 63.3% of Germain students averaged proficient and advanced in 2010-11.

Germain has earned an exemplary reputation in gifted education, having been one of the first Schools for Advanced Studies in LAUSD. The California Association for the Gifted has deemed Germain a Five-Star School in 2012, and it is also a finalist for California Distinguished School, affirming Germain as a school of excellence and evoking pride among the staff and community.

“Shoot for the moon. Even if you miss, you will land amongst the stars.” --Les Brown

Germain holds high expectations for all students in a rigorous, meaningful program. Not only do Germain teachers have high expectations for students, but have high expectations for themselves. Teachers participate in extensive professional development related to differentiated instruction, best practices, and innovative teaching. We currently have one National Board Certified Teacher, and five teachers who serve as demonstration teachers for the district’s SAS program. Several teachers lead professional development sessions for colleagues at other school sites in addition to our own.

Teachers at Germain continually strive to improve academic achievement in meaningful, authentic ways that reach the individual child. Using diagnostic and summative data, as well as data from periodic assessments, teachers identify students who are potentially at risk. Through collaboration and planning, strategies are developed to provide meaningful learning opportunities for students, while addressing the state and national standards. By reinforcing classroom learning, parents empower their children with the potential to succeed. Most importantly, Germain expects and encourages students to take responsibility and accountability as active participants in their own learning.

Germain will implement a schedule that supports flexible planning and training time in order to make the best use of teacher, staff, and community involvement. Currently, Tuesdays are set aside for professional development, as per LAUSD requirements. Germain will seek to provide additional creative options for teachers to participate in meaningful, authentic professional development to most effectively reach each individual student, regardless of ability (subject to District policy). When feasible, Germain will incorporate psychomotor activities for students that will provide additional grade-level collaboration time for students.

Germain’s administrative staff and teachers have a strong, collaborative relationship with the school’s PTA. Together, all stakeholders work to ensure that the common vision of Germain is nurtured and maintained.

For the next five years, Germain will continue to be a part of the Los Angeles Unified School District as an affiliated charter school, serving students in transitional kindergarten through fifth grade. Additionally, Germain will serve as a model for reform

for other LAUSD schools as we use our site based sovereignty to continue to advance our educational program in order to meet the exceptional needs of our 21st century learners.

Endorsements

“What the best and wisest parent wants for his own child, that must the community want for all its children.” –John Dewey

The Germain School Leadership Council/Site Council has asked teachers, parents, staff, administrators and interested community members to be co-petitioners for the school’s charter petition for conversion to affiliated charter. These stakeholders have requested that the Board of Education for the Los Angeles Unified School District grant Germain Charter Academy for Academic Achievement status as an affiliated charter school for the years 2012-2017 pursuant to the Charter Schools Act. The Germain Leadership Council and its co-petitioners have authorized the lead petitioners listed below to negotiate any amendments to the charter renewal document necessary to secure the approval of the Board of Education of the Los Angeles Unified School District. The lead petitioners are:

- Sonia Ugarte, Principal
- Jaque’ Kampschroer, Categorical Program Advisor
- Dale Hart, Chapter Chair/Teacher
- Pat Backes, Teacher
- Michelle Gunther, PTA President/Parent
- Jeff Fischbach, Parent
- Ronit Fischbach, Parent

The Charter Agreement/Contract

Germain shall become an affiliated charter with the Los Angeles Unified School District under the terms of this charter. If, at any point, during the term of this charter, Germain elects to operate as a nonprofit public benefit corporation, or to become an independent charter school, then Germain shall prepare and submit a new charter proposal to the Los Angeles Unified School District. While operating as an affiliated charter with the Los Angeles Unified School District, Germain shall continue to be covered under the self-insurance and property coverage program of the LAUSD as provided to all other schools in the Los Angeles Unified School District.

Germain shall incorporate all revisions to the Charter Schools Act that may be enacted by the California State Legislature during the life of this charter.

Germain will continue to be affiliated with the Los Angeles Unified School District and receive funding through the Categorical Block Grant Model, which will be administered by LAUSD. As an affiliated charter, Germain will refer to the ICSD business unit for purchasing specific services. While choosing not to separate from the District and to continue the use of LAUSD teachers, Germain will participate in District level professional development and school site level professional development as per Board recommendation and the LAUSD Policy on Charter School authorizing of the reciprocal sharing of professional development and best practices.

Aligned with the culture of being an affiliated charter school within LAUSD, Germain will continue to look towards adopting LAUSD curriculum materials and LAUSD will continue to allocate to Germain all the necessary financial resources for adopting curriculum materials only to the extent that similar allocation is to regular schools. Germain shall have site control of the categorical block grant in order to address the spirit and the mission of the charter.

The responsibility of categorical block grant shall fall upon the Germain Governance Council and the control of the categorical block grant funds must address class size reduction, technology, professional development, enrichment opportunities, character education, intervention opportunities, supervision and safety in order to meet our goals and the needs of our students.

It is understood that Germain will undergo at least a yearly Charter Oversight Review from the Los Angeles Unified School District as part of the charter contract with the District. Oversight also includes monitoring of the Charter School's progress and attainment of measurable pupil outcomes, as well as adherence with all applicable laws and regulations, court orders, and the terms of the charter, and financial reporting requirements. Germain will also expect that oversight shall include a review of the school's performance in the areas of academic achievement, governance, organizational management, finance, and the attainment of applicable benchmarks as well as a review of adherence with applicable law, regulations, and the terms of the charter. It is also understood that the District will identify the school's strengths, underdeveloped areas, develop specific goals to facilitate year-to-year oversight, and review the school's self-study process to facilitate school improvement. It is also understood that the Los Angeles Unified School District's Policy on Charter School Authorizing is subject to change upon Board approval and with input from Charter School leaders. At any time, the LAUSD Innovation and Charter School's Division can visit or call the school inquiry on matters, policies or situations that may arise.

If granted, the term of this initial five-year charter begins on July 1, 2012 and expires on June 30, 2018. To request a renewal of this charter petition beyond June 2018, Germain Charter Academy for Academic Achievement will submit a new petition to the District for approval by January 31, 2018.

Affirmations and Assurances

Germain accepts and understands obligations to comply with specific sections of the Education Code Sections 47611(STRS) and all laws establishing minimum age for public school attendance.

Germain shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A) –
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend Germain and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend Germain nor any employee to work at the Charter School.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves Germain without graduation or completing the school year for any reason, Germain 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.
- 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 Student Integration Services (collectively the Court-ordered Integration Program). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan to achieve and maintain the LAUSD's ethnic balance goal, which is within a 70:30 or 30:70 ratio.
- Because Germain utilizes the textbooks required by LAUSD, LAUSD will continue to supply and fund monies for student consumable materials, additional teacher materials in the event a new class opens, and all materials associated with a new adoption of teacher and student materials in all the core subjects: English Language Arts, Mathematics, Science, Social Studies, Health, Second

Step, Character Counts, and any other additional curricular area the District adopts.

- Because instruction is crucial to student achievement, and because Germain remains in the LAUSD, the District shall maintain all facilities and utilities and its expense. This includes technology, routine maintenance and upkeep, emergency repairs, as well as any capital expenditures for the entire Germain school site facility.

ELEMENT 1: THE EDUCATIONAL PROGRAM

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

School Information

School name	Germain Charter Academy for Academic Achievement
Address	20730 Germain St., Chatsworth, CA 91311
Telephone number	(818) 341-5821
Fax number	(818) 882-3599
Contact person	Sonia Ugarte, Principal
Grade configuration	Transitional Kindergarten – Grade 5
Current enrollment	635
Operational capacity	689
Number of classrooms	29
Opening date for term	Aug. 14, 2012
Instructional calendar	Aug. 14 2012 to June 5, 2012
Projected enrollment	580 for the first year; 650 after five years

** The number of students in the first year will be determined by the District.*

*** The admission requirements include: neighborhood children in the designated LAUSD attendance area and the guidelines of district-approved limited open enrollment for available spaces per grade level only.*

Special Education

The District shall continue to serve the needs of special education students enrolled in the 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.

Conversion Affiliated Charter

1. Germain Charter Academy for Academic Achievement Special Education Responsibilities

a. General Requirements

Germain will adhere to the provisions of the IDEA and California special education laws and regulations to assure that all students with disabilities are accorded a free appropriate public education (“FAPE”). We will also ensure that no student otherwise eligible to enroll will be denied enrollment on the basis of their special education status.

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

We will adhere to the requirements of the 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 Germain Charter 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. We will maintain copies of assessments and IEP materials for District review. The Germain Charter 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.

Germain shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

We 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 Germain Charter School will participate in internal validation review (“DVR”).

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

Germain will implement the programs and services, including providing related services, required by the IEPs of the students enrolled.

b. Transferring Students

For students transferring to the Germain Charter School from District schools or District affiliated charter schools, Germain will provide those related services required by the students' IEPs immediately upon the students' enrollment.

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

c. Assessments

The first step of the referral process is for teachers is to complete a Student Success Team (SST) referral form and then submit it to the Resource Coordinating Team (RCT) that reviews and prioritizes SST meetings based on student data and specific academic and or/social emotional needs.

At the SST meetings there is a review of prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (Rtl) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the 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 Germain 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 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 Germain Charter School concludes that there are suspected disabilities, the school must develop an assessment plan for each student with suspected disabilities within the 15 day timeline. The assessment plan will describe 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 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. Germain 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

In the event that the Germain Charter Academy is unable to provide an appropriate placement or services for a student with special needs, the Charter School will contact the District to discuss placement and service alternatives. Charter schools are expected to provide services to all enrolled students with disabilities (mild to severe). If an Individualized Education Program (IEP) team that includes Charter School personnel places a student in a special education program provided by another entity, the Charter School will be fully responsible for the quality of the program and for any costs incurred for such a placement.

e. Least Restrictive Environment

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

f. Staffing Requirements

The Germain 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 Charter School will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. The 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

Germain Charter Academy for Academic Achievement 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 Charter School will convene a manifestation determination IEP that includes District representation as set forth in the District's Policies and Procedures Manual. The 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 current District-wide average percentage of students with disabilities is 10-13%. The Charter School's outreach efforts should be geared toward aligning with the District-wide average. The 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 provide the Charter with MCD reports indicating range of services and number of students served at individual 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 Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

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

3. Complaints

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

4. Funding of Special Education

The Germain 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 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. The Charter School will contribute their fair share of SELPA-wide unfunded special education costs from their general purpose block grant monies.

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

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

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

***Modified Consent Decree Requirements -**

All 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 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 eighteen statically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online 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 charter 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 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.

The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most charter schools are not currently utilizing the District’s current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.

*“If your plan is for one year, plant rice;
If your plan is for 10 years, plant trees;
If your plan is for 100 years, educate children.”
--Confucius*

Vision

All scholars at Germain Charter Academy for Academic Achievement, regardless of their learning category--English Learners, Students with Disabilities, Socio-Economic Disadvantaged, and Gifted Students--have the right to equal access to a high quality program that is aligned to the California State Standards and National Common Core in all academic areas and is supported by a clean and safe school environment. The collaboration of all stakeholders, within the school and the school community, will support our students’ need to become productive life-long learners. Through collaboration, our students will learn to foster a positive self-image by increasing self-esteem and empowering all students to be able to meet these standards of skills, and enrich their quality of life through learning. Our scholars will be able to function as responsible, respectful, caring citizens who understand the challenges of an evolving global community.

Mission

Scholars from Germain Charter Academy for Academic Achievement will develop respect for the diversity of the community and be active participants in a collaborative learning process. They will be creative problem solvers who have the ability and confidence to make good choices by attending school daily. Our students will be positive and productive. Parents, teachers and administrators will support students as they work toward success. Rich and varied curricular activities will emphasize critical thinking.



Identification of Those We Are Educating

Our administration, teachers, staff and parents share a common goal: to give our students the most enriched and challenging elementary school experience we can provide. Our students come from varied and diverse backgrounds, as evidenced in the chart for ethnicities listed in the chart below.

Germain currently serves 635 students in transitional kindergarten through fifth grade, having been among the first schools in LAUSD to adopt a transitional kindergarten program. Germain students live within the boundaries defined by Los Angeles Unified School District, and also attend with SAS, work, and child-care permits. The student population we serve is as diverse as the make-up of the city of Los Angeles: 33.9% of the students are classified as White; 20.9% Asian; 35.9% Hispanic; 8.1% African American; 0.9% American Indian, and 0.4% Pacific Islander Our school's educational program serves students of all abilities. Approximately 11% of our students are identified as Gifted and Talented, 14% as English Language learners, 8% Special Education students, and 44% Socio-Economically Disadvantaged.

At Germain, we believe that every student has the potential to meet or exceed the state and national academic standards. High API scores - exceeding 830 for the last five years - have become an expectation at Germain.

Germain shall not discriminate against any student on the basis of race, ethnicity, national origin, religion, sex, gender, actual or perceived sexual orientation, or disability. The school's rigorous standards-based educational program based on California Standards (and Common Core standards when adopted by the LAUSD) shall serve students of all abilities ranging from those who require remedial attention to those identified as gifted and talented.

Demographic/Academic Achievement of Surrounding Schools

School	Alaskan	Asian	Pac. Is.	Black	Hispanic	White
Germain	.9	20.9	0.4	8.1	35.9	33.9
Chats. Pk	0	17.7	.5	11.1	35.2	35.5
Superior	.2	18.5	0	7.9	43.9	29.6

Student Achievement

English Language Arts Comparison: Proficient and Advanced 2010-11

School	All Stu.	Af. Amer.	Asian	Latino	White	English Learners	SWD	Soc-Ec. Dis
Germain	63.3	62.5	83.1	50.0	66.4	29.3	24.2	55.7
Superior	76.4	86.2	91.9	69.1	76.5	28.6	34.1	69.7
Chatsworth Park	68.6	71.0	81.5	52.3	77.7	34.8	28.0	58.0

Mathematics Comparison: Proficient and Advanced 2010-11

School	All Stu.	Af. Amer.	Asian	Latino	White	English Learners	SWD	Soc-Ec. Dis
Germain	71.6	62.5	88.7	61.1	75.7	63.4	36.4	64.4
Superior	85.1	89.7	94.6	77.6	88.6	54.3	65.9	77.6
Chatsworth Park	69.4	61.3	88.9	51.2	81.9	47.8	24.0	58.0

What It Means to Be an Educated Person in the 21st Century

*"It is today we must create the world of the future."
---Eleanor Roosevelt*

An educated person of the 21st century is flexible, creative, and complex with a continuous thirst for knowledge, and prepared to participate in a global community. An educated person is one who thinks critically and makes informed decisions, and is able to work collaboratively with others to achieve a common goal. These individuals are self-confident and self-motivated lifelong learners that are active participants in their



community. An educated person of the 21st century is prepared for a multicultural world that is globally interconnected. Being a part of the ever-changing and fast-paced information age, an educated person is technologically savvy, curious, and productive. An educated student at Germain will take responsibility for his or her own learning and will be able to gain valuable information and insights from concrete experiences in order to develop

positive problem solving and critical thinking skills. Germain students can apply the scientific method of investigation. They will be intellectually flexible and able to think about complex systems whether abstractly or creatively. Germain students will make more efficient and meaningful choices to expand inter- and intra-personal relationships. They will question, reason, and be able to apply the scientific method. They will have knowledge of cultural differences, learn about different cultures as well as celebrate them. Students from Germain will understand the various disabilities others may face.

How Learning Best Occurs

Educational researcher Robert Marzano concluded that schools not only have a significant impact upon student achievement, but “schools that are highly effective produce results that almost entirely overcome the effects of student background.” In other words, schools that are most effective in helping students achieve, provide a safe, caring environment and explicit, systematic instruction with opportunities for pre-teaching and re-teaching. We, at Germain, believe that the whole child is educated, and it is the responsibility of the school community, parents or guardians, and student to play an equal role in this process to foster learning in a safe, mutually respectful classroom environment.

Teachers, parents, and community members need to create an environment and culture that is inherently reflective of our school, home, and community. Learning best occurs when all stakeholders fulfill their joint, collaborative responsibility to provide this culture of education for every child. Working together creates an atmosphere focused upon the importance of education, which in turn inspires shared learning. Well-qualified teachers, support personnel, and diverse classrooms will provide optimal opportunities for every child to be reached and supported in his/her educational development. Classroom

instruction will take into account the multiple modalities of learning and the differences of abilities among students.

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

Goals at Germain Charter Academy for Academic Achievement are that students inherently will have:

- skills to help them succeed in Middle School
- an awareness of the importance of physical fitness and healthy choices
- knowledge of positive character traits
- an appreciation for their own unique skills and talents
- an awareness of and proper etiquette for dealing with persons with disabilities
- an appreciation of the school's multiple cultures and a basic knowledge of greetings and customs of various cultures, especially those represented at the school
- an understanding that bullying is not acceptable behavior and skills to deal with bullying situations
- a knowledge of critical thinking skills, especially in the areas of depth and complexity
- an ability to use technology in their learning
- basic study skills
- knowledge of the scientific method and understanding of basic science concepts
- understanding of how to solve mathematical equations
- actively participate in their learning
- have strengths broadened, extended, and developed
- have areas of needs identified, addressed, and strengthened (ongoing progress monitoring)
- engage in experimentation, exploration and discovery
- see the connections between what they learn and the world around them
- work both individually and cooperatively as members of a group
- are encouraged to excel beyond the standard's curriculum and delve more deeply in the various subject areas
- are provided with direct instruction as well as time to practice independently
- are presented with challenges in problem solving and critical thinking
- develop skills and attitudes to become lifelong learners
- have high expectations from teachers and for themselves
- have teachers that work collaboratively to identify student strengths and areas for improvement in mastering the California Standards, transitioning to the Common Core Standards for each subject area
- have teachers that use differentiated instruction to address each child's needs and potential to succeed academically and socially
- have teachers that believe that learning is the focus of the lesson
- have teachers and administrators that continue to grow through professional development and remain lifelong learners

- have a principal that has high expectations concerning student behavior, and academic achievement
- have a principal that supports the efforts of the students and teachers to cultivate academic excellence and scholarly behavior
- have a principal that empowers school community members to identify, articulate, and address a shared vision for the school’s educational program
- have a principal that ensures that quality learning is taking place in addressing the State Standards and National Standards through a rigorous program using formative data, teacher input, current best practices and sound educational research
- have involved parents that are informed about the school’s educational program
- have parents that understand how to assist their child’s learning and are active participants in that learning
- have parents that support the school’s efforts to continually improve to meet the changing needs of their children

The goals listed above are delineated to encourage our student population to become self-motivated scholars who will pursue their educational pursuits in a variety of areas, whether occupational or academic throughout their lives. These goals will be met by communicating them to all stakeholders during Back to School Night, Parent-Teacher conferences, Staff Training Days, and Professional Development.



A Typical Day at Germain Charter Academy for Academic Achievement

Having opened its door roughly 50 years ago, Germain Charter Academy for Academic Achievement became the first School for Advanced Studies (SAS) in the Chatsworth complex and northwestern portion of the Los Angeles Unified School District in 1998.

Germain’s stature in gifted education has grown, having recently received the Five-Star Designation for Excellence in Gifted Education by the California Association for the Gifted in March 2012. Germain is one of only four schools in the state of California to receive this designation, and the only school in the Los Angeles Unified School District to be so honored.

A visit to Germain on any given day may begin in the main office, where the friendly staff is eager and willing to assist. Monday mornings begin with a morning assembly in which the entire school meets on the playground to hear important announcements from the principal and PTA, and learn which classroom or student “caught being good” is awarded a classroom mascot for the week or reward for good behavior of playing Ping-

Pong near the main office. Volunteers might continue onto the Parent Center or classroom to donate their time working on PTA projects or reading with students in the classroom. Germain's campus has two playground structures, which were the result of a grant from the Ann and Kirk Douglas Foundation, where students can play before school, during recess and lunch, and also after school.



During the day, students not only spend time in their classrooms, which are equipped with computers, but also the computer lab and Wonder of Reading Library, where there is a Literacy Garden, adorned with a colorful mural. The school librarian shares stories with each class during their library time and also assists in planning the annual Read Across America activities and book fair. Teachers have been provided laptop computers and LCD projectors to project their math and literacy lessons on the board for students. Most classrooms have

document readers, and teachers of the gifted have a special Mobi that turns their whiteboards into interactive learning centers, much like Smart Boards. On Monday afternoons, second through fifth graders can be members of the Mighty Mustang Reading Club, where they meet to share their love of reading together. Buddy reading activities are encouraged throughout the week, and upper grade students are often seen entering primary classrooms to read with the younger students.

Classroom visitors see students eagerly engaged in learning. In every classroom students learn in a variety of learning groups. Teacher assistants, under the direction of the classroom teacher, can be seen assisting with instruction and promoting student learning on a daily basis. Students are engaged in rigorous, standards-based instruction with teachers who explicitly define and articulate the state new Common Core standards that students are expected to meet and exceed. Descriptive criteria, rubrics, and models of work that illustrate these standards are displayed in every classroom. Students participate in evaluating their own work and in setting learning goals for themselves. The curriculum encourages students to gain a deep conceptual understanding of topics or concepts and maintain a high level of engagement through the learning process.

The Categorical Program Advisor/Coach and RSP teacher offer further support to students with special needs. There are two Learning Centers, a Primary and Upper Grade, in which intervention activities are provided using the core curriculum to assist students in meeting grade-level standards. Following RtI², Tier III instruction is also provided for third and fourth grade students.

Germain has a "state-of-the-art" computer lab, complete with 35 computers, and a printer, provided by the generosity of the PTA, where students are able to learn computer skills and complete research projects with their classroom teacher. One of the first LAUSD schools to have an Arts Program, students also enjoy instruction in music, visual arts, dance, and drama on a rotating basis. Teachers have observed the lessons

for nearly 10 years, trained to replicate the lessons if the District-funded Arts Program were to end. Germain also has a chorus for its upper grade students. Students, grades 2-5, have the opportunity to be leaders in the school's Student Council.

Germain also strives to hold workshops to train parents in areas in which they can participate fully in their child's education, assist them in homework, reading activities, and preparing for standardized testing, to name a few.

One of the most popular activities at Germain is the well-attended *Family Math Night*, where students and their parents come alongside our staff and together take part in hands-on math activities. The PTA sponsored *Science Night* involves experiments in which students use their critical thinking skills to form hypothesis. At the annual Cultural Celebration in May, students learn traditional dances from other countries and perform for the school community.



Germain's Typical Daily Schedule

	Description/Class Structure	Opportunities for Enrichment	Expected Outcomes
Morning Routine 8:00-8:10		Flag Salute Patriotic Song Morning Business Calendar Routine Second Step	Engage school community members in one setting, consistently Venue to dispense timely, critical initiatives (such as CST test prep, student code of conduct, and upcoming events)
Language Arts Block 8:10-10:00	Teaching standards-based content in flexible groups, enhanced with Treasures Reading Program Lecture/discussion Direct teaching Small groups rotating for science Writing program	Differentiation	Provide a stakeholder stimulating, engaging participation and challenging Opportunity to celebrate environment for each and reflect on and every student achievements Cross-disciplinary projects as means to enhance critical thinking and resourcefulness, Cross-disciplinary
Independent Work Time	Rtl small group instruction	Flexible grouping Hands-on inquiry	Universal Access Grade-level mixing

10:25-11:00	Universal Access	Center activities Must Do/May Do	Block schedule Learning Centers
Mathematics Block 11:00-12:00	enVision Math Cooperative Learning Hands-on manipulative MIWT: intervention	Flexible grouping Marilyn Burns Marcy Cook	Students reach benchmark, proficient, or advanced levels of proficiency in District, state, and teacher-generated assessments Refined teaching content with supplemental sources to create students
Lunch 12:00-12:40	Playground play		Cooperative Play
Afternoon Routine 12:40-2:23 ELD/Science/Social Studies/Health/ P.E.	Standards-based curriculum hands-on modalities to illuminate abstract concepts	State and District standards-based curriculum FOSS Interactive activities and models Hands-on science in classroom Science journals Simulations Learning through the arts, musicals, multicultural dances, studying photography and paintings Exhibits and presentations History Field trips	Full integration of arts and academics with real world examples Cause and effect Community outreach & partnerships with: - Dairy Council - Book exchange - Toy drive - Coat and clothing donations - Pennies for Patients

Bell Schedule

Front door opens	7:30 a.m.
Line up bell	7:55 a.m.
School begins	8:00 a.m.

Breakfast Schedule

7:30-7:55	Grades 1-5
7:40-7:55	Kinder

Recess Schedule

10:00-10:20	All Kindergarten classes
	Grades 1, 2, 3
10:25-10:45	Grades 4,5

Lunch Schedule

2 nd	Eats 11:40-12:00 Plays 12:00-12:20
3 rd	Eats 11:50-12:10 Plays 12:10-12:30
Kinder and Grade 1	Eats 12:00-12:20 Plays 12:20-12:40
4 th and 5 th	Eats 12:20-12:40 Plays 12:40-1:00

Dismissal 2:23 p.m.

Dismissal: 1:23 p.m. Tuesdays only

Preschool Mix

Monday, Tuesday, Wednesday, Thursday

A.M. Class	8:45 a.m. – 11:05 a.m.
P.M. Class	11:40 a.m. – 2:00 p.m.

The Instructional Program

“Don’t try to innovate for the future. Innovate for the present.”

--Peter Drucker

Germain teachers are dedicated professionals who continually refine their skills through the application of current educational research and best teaching practices which impact teaching and learning. Germain teachers have the opportunity to be life-long learners by participating in district training provided through the Learning Zone as well as a variety of conferences and professional development. The Instructional Program at Germain will meet federal, state, and District guidelines, as well as those outlined by NCLB.

Research Basis for the Instructional Program

Germain relies upon research-based programs that follow the RtI² problem-solving method of examination of data, collaborative planning of intervention activities and

lesson plans, implementation of the lesson plans, further assessment of the effectiveness of the activities, and reflection. Teachers will remain current in their use of established methodologies, and research published in educational journals. Prior to the beginning of the instructional year, Germain examines a variety of data provided through LAUSD's MyData website, including California Standards Test (CST) data and prior students' End of Year data. They use this information to reflect upon their teaching practices with their grade-level colleagues, ascertain the strengths and weaknesses of the student population (from far below basic to advanced) including all subgroups of student learners (at risk, special needs, socioeconomically disadvantaged, English Learners, gifted and talented, subgroups by ethnicity, and those with Section 504 plans. They set classroom, grade-level and school wide goals, and plan instructional activities. Research-based practices are applied, which include but are not limited to Specially Designed Academic Instruction in English (SDAIE), critical thinking strategies (Depth and Complexity, Bloom's Taxonomy), scaffolding techniques (Thinking Maps, Accountable Talk, and clear expectations), and differentiation of curriculum such as tiered activities, remediation, and novelty.

Students With Disabilities

Germain's Resource Specialist/Specific Case Manager and the classroom teacher are responsible for monitoring the progress of students with disabilities or students who have Individualized Educational Programs (IEP). RSP students are serviced by the Learning Centers, Resource Specialist Teacher, and teaching assistants. SWD progress is monitoring frequently through DIBELS (Dynamic Instruction of Basic Early Literacy Skills), district Periodic Assessments, publisher's and classroom teachers' assessments. SWD are often given differentiated work i.e. fewer problems to meet their IEP goals. Germain seeks to reach out to students who have disabilities by facilitating Student Success Teams (SST), Individual Educational Plans (IEP), and other meetings for students at nearby schools such as St. John Eudes or St Nicholas. It is Germain's mission as well that its students have an awareness and understanding about persons with disabilities.

Students Achieving Below Grade Level

Students at Germain who are achieving below grade level are identified for classroom remediation, instruction in the Learning Centers, small group instruction with their classroom teacher and/or teaching assistant. Their progress is monitoring frequently by their classroom teacher, Resource Specialist Teacher, and Instructional Coach. Discussions with students and parents regarding progress ensue, and if needed, students are referred for possible Student Success Team evaluation. Teachers keep data notebooks of their students' progress and are encouraged to have students keep their own data notebooks and have regular Data Chats with them. Teachers have

conferences with parents when needed. Parents will be required to sign contracts and participate in home connection activities with their child and remain informed about their progress. Parents will also sign contracts to provide positive role models for their children, teaching them character education, responsibility, and respect for their education in the home.

Germain teachers and staff are life-long learners and constantly seek out additional classes and the latest research to determine the most effective instructional strategies to help struggling students, including depth and complexity, using multiple modalities, visuals, realia, songs, and movement, following the effective practices of educational researcher, Marcia Tate.

Germain is committed to maximizing the learning potential for low achieving students. High expectations are held for all of our students, and students who are identified as low achieving receive all of the additional scaffolding, resources, and strategies at our disposal to address the particular, individual needs of low achieving students, while maintaining high standards. Germain firmly believes that all students are capable of succeeding. This is realized by providing multiple opportunities and pathways for low achieving students to access the curriculum, make it comprehensible, and improve their potential for achievement. The goal is to have students transition from low achieving status into the proficient level of achievement on the CST.

To reach this goal, students receive specific, concentrated instruction in their identified areas of need. Teachers address the needs of low achieving students with the use of quality first teaching and the three-tiered approach to RtI². This approach includes Tier 1: Core Curriculum and Instruction, Tier 2: Strategic or Supplemental Instruction and Intervention, and Tier 3: Intensive Instruction and Intervention. Strategies may include individual, pair, and small group instruction, pre-teaching and re-teaching of curricular content, repetition, and additional time and practice to grasp concepts. These instructional strategies, along with the reflective model, are implemented with high intensity, duration and frequency as needed. Germain's Upper Grade Learning Center is staffed by the RSP teacher and teaching assistant and Primary Learning Center is staffed by the Categorical Program Advisor/Instructional Coach and teaching assistant who work with classroom teachers to provide in-class support and intervention outside of the classroom. They regularly use the California Treasures and Triumphs program. Student Success Team (SST) meetings are held with the classroom teacher, parents, the resource teacher and an administrator. Together the team gathers information, identifies needs, and creates a plan to help the student access the curriculum successfully in the classroom.

English Learners

For our English Learners, SDAIE is a teaching approach intended for teaching various academic content (such as social studies, science or literature) by carefully designing instruction (content, connections, comprehensibility, and interaction) that allows

students to access the grade level standards. The instruction is carefully prepared so the student can access the English language content supported by material in their primary language and carefully planned instruction that strives for comprehensible input. SDAIE is a method of teaching students in English in such a manner that they gain skills in both the subject material and in using English.

“Specially designed academic instruction in the content areas of the curriculum in the second language adds substantially to the knowledge and vocabulary that students need as a base for comprehension as they read and think in any language (Krashen, 1985). California now uses the terms ELD (English language development) and SDAIE (specially designed academic instruction in English) to replace ESL (English as a second language) and sheltered instruction. This change has been implemented to more clearly differentiate the teaching of language through content (ELD) from the teaching of content through language that second language students can understand (SDAIE). In both cases, the theoretical model indicates that language and content can be developed together if teachers use the needed techniques to make the input comprehensible (Freeman, & Freeman, 1995)...When limited-English proficient students have intermediate English proficiency, they should be provided full access to the entire curriculum through the careful application of comprehensible language strategies in specially designed academic instruction in English (SDAIE).”

Germain currently follows the LAUSD Master Plan for the Education of English Language Learners as a guide to provide opportunities for non-English speaking students to become proficient in English. Based on their response to the Home Language Survey at the time of enrollment, parents are informed that their child’s English proficiency will be assessed using the CELDT to determine identification and eligibility for EL services. Teachers use the California Treasures ELD program as well as other supplementary materials. Additionally, teachers have been trained in effective classroom practices (such as SADAIE and sheltered English) for meeting the needs of ELL students and receive ongoing professional development to further knowledge of current research and strategies. The goal is to help English learners achieve academic proficiency in the English language, master academic standards in all areas of the curriculum, and to develop self-esteem and a positive self-concept.

Progress is monitored by a yearly CELDT examination, and teachers use the LAUSD ELL portfolio folders to monitor students’ progress for each reporting period. Parents are notified of both the students’ progress towards ELL standards as well as progress towards ELA standards. When the child progresses through the 5 levels of ELD, and scores an overall average of 4 or 5 with no sub-area below 3 and scores Basic on the CST ELA portion, the child is ready for reclassification.

Gifted and Talented Students

Germain, only one of four schools in the state of California and the only LAUSD school to receive the received the *Five-Star Designation for Excellence* in Gifted Education by the California Association for the Gifted, continues to expand its use of higher-level critical thinking skills through the integration of Depth and Complexity and Bloom's Taxonomy. Depth and Complexity utilizes prompts, or icons, that students are introduced to and apply across the curriculum. The icons represent big ideas, multiple perspectives, patterns, trends, rules, details, ethics, relate over time, language of the discipline, unanswered questions, and across disciplines. These higher level thinking skills are applied in our classrooms as students discuss literature, apply mathematical principles, review writing samples, participate in science exploration, relive history, experience the arts, and create assigned projects that combine state standards with these higher level skills. Parents of non-gifted students are encouraged to attend SAS meetings to learn more about identification for gifted students in areas other than academics such as art, music, dance, and drama. Germain's staff believes students have multiple intelligences that parents and teachers nourish and encourage. All second graders take OLSAT assessment for possible identification. Germain fully supports the LAUSD Gifted and Talented Program goals of increasing the percentage of identified gifted students, especially for underrepresented groups such as African-America and Hispanic students, as well as students from low socio-economic backgrounds. Germain also intends to further encourage students tested for other talents such as in the arts.

Socio-Economically Disadvantaged

Students who are socio-economically disadvantaged are among the subgroups of students that are of special interest to Germain, as its students who receive free and/or reduced lunches increased to 44% qualifying Germain as a Title 1 school in the 2010-11 school year. Germain's coach/coordinator, RSP teacher, and all teachers follow the achievement of this subgroup of students to determine individual needs. Germain teachers use Donors Choose to help fund field trips to provide additional educational experiences away from campus socio-economically disadvantaged students might not normally experience. The PTA brings in many assemblies and often funds field trips so all students have educational experiences outside the classroom. Parents will sign contracts to be informed of their child's progress, meet with their child's teacher regularly, and agree to home connection activities.

Germain strongly supports this at-risk population through:

- fine arts instruction that includes music instruction
- direct instruction of social skills in the classroom through the Second Step Program
- Terrific 20 program

- parent conferences
 - small group instruction
 - Primary and Upper Grade Learning Centers
 - Teacher Assistants
 - Full access to the core instructional program through the use of standards-based, grade level curriculum that is differentiated
-

All Students

Dr. Sandra Kaplan's Depth and Complexity is not a methodology only for gifted students at Germain. It has long been the school's philosophy that what works for higher achieving students works with struggling students as well, and staff trainings through the years have taught all teachers the various strategies associated with Dr. Kaplan's prompts. In addition, Bloom's Taxonomy complements the acquisition and application of higher level thinking through six levels of questioning, which progress from simple to complex. The levels include knowledge, comprehension, application, analysis, synthesis, and application. Following Marzano's Six-Step Vocabulary instruction, which teachers received training in September 2010, students learn the meanings of the words, use them in questioning discussions across the curriculum, and even in developing some test questions for the entire class. As students progress to the higher levels of comprehension, they use the words as concrete anchors and bridge the gap to abstract thinking and open-ended questions. Bloom's Taxonomy is a model for differentiating the challenge level of activities based on students' needs. To meet student needs, teachers will use the Bloom's model in developing assignments and activities geared to the challenge level of different students.

All teachers utilize Thinking Maps as a means of constructing networks of knowledge. With Thinking Maps used as a scaffolding strategy, students are able to make connections between different concepts and new ideas as it provides our students with a common language for the thinking process by utilizing a set of visual tools to help synthesize and connect information. Thinking Maps are used school wide to assist students not only in the writing process, but also math, science, social studies, and reading comprehension. Thinking Maps have proven to help children achieve deeper conceptual understanding, enabling them to communicate abstract concepts, heighten metacognition and self-assessment, the transference of thinking processes across disciplines, and enhanced creativity and perspective taking. They provide concrete tools for constructing networks of knowledge.

For consistency in classroom management, Germain teachers were also trained in Power Teaching or the Whole Brain Teaching techniques of Chris Biffle. Students understand basic commands and engage in peer teaching, in highly animated lessons, with the philosophy that teacher talk should be 20% and student talk 80%. Additionally, teachers utilize Lauren Resnick's Principle of Learning strategies, including clear expectations and Accountable Talk, as supplemental scaffolding strategies. Criteria

charts are created with student input and rubrics are tools used to help define explicitly what we expect students to learn. To enhance academic vocabulary, teachers use Accountable Talk strategies to promote appropriate knowledge and rigorous thinking. Accountable Talk uses evidence appropriate to the discipline, and forces the students to use academic language (math vocabulary, data from investigations in science, textual details in literature, and primary resources in history).

“The world by and large has to be reinvented.”
--Charles Handy

Differentiated learning opens the door to Universal Access for all students, whether they are gifted, at grade level, struggling, or learning the language. Every student at Germain will be challenged at his or her own level of learning to continue to make significant academic progress. Germain teachers utilize tiered assignments as a part of their differentiation, allowing students to make choices in their independent work time activities. There are six ways to tier assignments: challenge, complexity, resources, outcome, process, and product.

Professional Development is conducted by the principal, coach, teachers, and district experts. When possible, teachers meet with peers at other nearby schools, and most often work closely together as grade-level teams, and in vertical teams with teachers in other grade levels, to identify the specific needs of their student population to promote cohesiveness and clear expectations of academic success aligned to the standards as implemented by the District and California Department of Education (CDE). In addition to share professional development with LAUSD, teachers advance their knowledge through college and university coursework, seminars, and workshops. Teaching methodologies and instructional strategies are varied according to the standards and student learning objectives, and include, but are not limited to:

- whole group, small group, and individualized instruction
- pair-share instruction
- student centered learning
- cooperative learning
- independent work time, research and independent projects
- the writing process
- choral reading, chanting
- team teaching
- use of manipulatives and realia
- hands-on inquiry-based learning
- Depth and Complexity
- tiered assignments
- literature circles
- technology based teaching/Internet
- Bloom's Taxonomy
- audio visual opportunities
- directed instruction
- Thinking Maps

- Power Teaching
- use of technology
- SDAIE
- TPR

Rtl² Response to Instruction/Intervention

Response to Instruction/Intervention Rtl² is a framework for instruction that encompasses all stakeholders: Parents, students, teachers, administration, and community members. It is a framework that looks at the total child in terms of academic achievement, attitude or behavior, and attendance. Germain has embraced the Rtl² process and has created a team of teachers to facilitate education in Rtl² with the knowledge and belief that Rtl² begins at home with parents and guardians well before students enter school as kindergarteners. Rtl² begins with home instruction in the areas of values, character traits, respect for authority and property, responsibility, establishment of routines, chores and responsibilities, study skills, and a respect and value for education and the educational process. As such, parents of students at Germain will form a partnership with teachers, administrators, and other staff, and sign contracts. Parents will agree to work with their child at home, be informed of school activities, student progress, areas of need and remediation, be active members of the PTA, check homework, engage in school meetings, parent workshops, and other activities, and reinforce instructional and behavioral contracts to help children become happy and successful members of the 21st century.

Germain teachers, in the Rtl² process, monitor student data, discuss data and areas of strength and weakness with students and parents, maintain student portfolios and data notebooks, and keep in regular communication with parents, guardians, and administration—such as the RSP teacher and/or coach—for consistency in instruction. Germain students will keep student data notebooks and develop an understanding of the state and Common Core standards for instruction, what it is they are expected to learn, and what they need to do to improve their achievement and soar beyond standardized expectations.

All stakeholders will follow the problem-solving method of Rtl², analyzing data, both from observations and assessments, to determine student areas of achievement, collaboratively formulate plans for remediation and/or improvement, implement those plans, assess to determine the results, reflect upon practices and adjust whenever and wherever necessary.

Textbooks and Instructional Materials/Resources

Germain teachers and administrators have direct involvement in reviewing, identifying, selecting, and aligning curriculum, materials, instructional activities, interventions, and periodic, formative, and summative assessments that provide multiple pathways for

students to meet and exceed the California and new national Common Core Standards across the curriculum. Germain currently uses the California State Standards for English Language Arts, Mathematics, Science, Social Studies, Health, and Visual and Fine Arts as the primary source for developing lessons and addressing student learning. Common Core Standards are being implemented and will be followed at Germain. Students will be tested and graded upon these standards.

Currently Germain utilizes the same textbooks as other typical LAUSD schools. California Treasures is the Language Arts text, enVision is used for Math, Foss for Science, and Scott Foresman for Social Studies. Germain will determine the degree, extent, and nature of implementation of District programs and adoptions in meeting the unique needs of the student population. Germain does reserve the right to modify and adapt these programs, as well as to adopt different materials, if determined to better meet the needs of the students, as identified by the teachers and administration of Germain, including materials designed to assist students in test-taking skills. Teachers use the District's CoreK12 program to create standards-based assessments as well as those provided by the textbook publishers. Germain will use only State of California adopted textbook materials as the primary source for instruction. The instructional program will in totality meet the needs of the students by providing a rigorous, standards-based program.

Because Germain utilizes the textbooks required by LAUSD, LAUSD will continue to supply and fund monies for student consumable materials, additional teacher materials in the event a new class opens, and all materials associated with a new adoption of teacher and student materials in all the core subjects: English Language Arts, Mathematics, Science, Social Studies, Health, Second Step, Character Counts, and any other additional curricular area the District adopts.

Students will be prepared for the California Standards Test (CST) in the spring of each year, as well as a national exam, which is already in the process of being developed. As previously stated, results of these tests and periodic assessments are analyzed by teachers and administrators to identify the strengths and weaknesses of students in language arts (listening, speaking, reading, writing), and mathematics. Additionally, teachers of fourth and fifth grade students examine science test data. With this specific student information, teachers collaborate at grade levels to share results, plan instruction, design follow-up, and reflection, and review teaching strategies utilizing all additional curricular textbook resources to promote student growth in meeting and exceeding the standards. Historically one of LAUSD's high performing elementary schools, Germain has an established record of maintaining high scores and shares the commitment of other LAUSD schools to work toward District goals of improved student achievement. Germain will continue to strive to reach LAUSD adopted benchmarks on the California Standards Test and the future National Standards Test for all subgroups of students.

With increasing frequency, teachers and students at Germain are embedding technology into lessons and assignments. Germain's technology program continues to

expand in classrooms, in classrooms and the computer labs. Technology extends to home access with Web-based programs such as enVision Mathematics.

Technology at Germain provides for internet research, PowerPoint, and other presentations. Topics are determined from the State and Common Core standards, but students have the ownership and autonomy as decision makers in creating their products and demonstrating their acquired and applied knowledge.

Germain intends to expand its instruction regarding the global community and cultural awareness.

English Language Arts Curriculum

All Germain students receive instruction in language arts, which incorporates the strands of reading, writing, listening and speaking. The curriculum is implemented through the use of an array of materials that may include state adopted and staff selected textbooks and resources, and core literature selections that are aligned with the State Framework, State Standards, and Common Core Standards. Students will have multiple opportunities to work and learn independently, in pairs or small groups, and as part of a larger group. Students will make connections, predict, visualize, question, summarize, compare and contrast, understand cause and effect, make inferences, and evaluate with core, or other literary texts, and through a variety of cultural perspectives. Germain recognizes the importance of including Culturally Relevant and Responsive Education for diverse learners. Currently, Germain utilizes the California Treasures Reading Program as its primary tool for language arts instruction and its ELD program. The ELD program consists of one hour of instruction, a half-hour of direction whole-group lessons, and a half-hour of small group instruction with students engaging in independent activities. Students are taught to be independent workers as Independent Work Time (IWT) is phased in slowly to enable its success and student autonomy.

Mathematics Curriculum

At Germain, all students will understand the structure and logic of mathematics. Through interacting with and manipulating materials, reading, writing, listening and speaking, students will clarify and demonstrate their understanding of mathematical concepts. Problem solving is an essential element of the mathematics program and all students will be instructed how to approach the steps of problem solving, beginning with identifying the facts, pertinent information, variables and the different ways in which to

solve the problem, such as drawing pictures, making diagrams, sets, using manipulatives, or working backwards. Students will be challenged with meaningful, real world and complex problems that require the use of higher level thinking skills, and will be encouraged to create or develop their own problems for the class to solve.

Teachers will employ various teaching methodologies beginning with concrete experiences designed to have students make connections with prior learning and build upon that foundation through the use of abstract reasoning and problem solving. The standards will be addressed through the use of a variety of materials and resources that may include state adopted and staff selected textbooks that are aligned with the State Framework, State Standards, and National Standards. Supplementary materials and manipulatives will be incorporated to extend conceptual, procedural, and reasoning knowledge. Currently, Germain utilizes the enVision mathematics program from Pearson Education as the primary tool for mathematics instruction.

Science Curriculum

The science curriculum at Germain consists of concentration on the three strands of Life Science, Physical Science and Earth Science, following State and District guidelines. Students will be instructed using the scientific method to develop hypotheses, to test their hypotheses through observation, investigation, and recording to form conclusions based upon their results. In addition they will test validity based upon repeated results. The science curriculum will be implemented through the use of various materials that may include state adopted and staff selected textbooks. Furthermore, the science program will be expanded upon and enriched by providing teachers with the discretion and the flexibility to incorporate supplementary materials into the curriculum.

Currently, Germain utilizes the Full Option Science Series (FOSS) from Delta Education and its state adopted textbook as the primary tool for science instruction to support students in meeting all state standards. FOSS kits are used in kindergarten through fifth grade. Commercial publications and teacher created materials will also be used as additional resources to deepen students' knowledge in understanding the state standards in science.

History/Social Science Curriculum

The meaning and importance of history and social science are brought to life at Germain through a rich array of activities across the grade levels. Fourth grade students experience the "rush" of those who came to California in search of gold during Gold Rush Day. Native Americans are brought to life in the third grade Native American Exhibit. Second grade students bring study their ancestors, make family trees and dolls dressed in their ancestors' traditional costumes, and prepare written and oral reports to

share their heritage with classmates. Second graders also take a field trip to Leonis Adobe in Calabasas to learn what life in the San Fernando Valley was like for ancestors as they expand their knowledge of what life was like and learn lessons of “People Who Make a Difference.” First graders learn about important community helpers and members. Activities and lessons throughout Germain integrate technology whenever possible, language arts, and the visual and performing arts. Frequent and varied opportunities are provided for students to learn about the contributions of the various ethnic populations in Los Angeles, California, the United States and the world. Students at Germain celebrate the commonality of languages, ideas, customs, beliefs and heritage that exist among all cultures, and it enriches their perspectives of the multicultural world in which they live, as evidence in the annual Cultural Dance. Most classrooms experience a taste of various cultures around the holidays as customs and traditions are shared.

Arts Instruction

Having been one of the initial Arts Program participants, teachers at Germain have received instruction from District arts teachers in dance, drama, music, and visual arts with the understanding they would be able to replicate the instruction when the Arts Program no longer existed. Germain’s long tenure enables teachers to rotate among other teachers within their grade level for various instruction in these areas. Germain received an honorable mention in 2004 in the annual Bravo Awards. Students at Germain are exposed to all disciplines of arts instruction as outlined in the California State Standards. Through active, hands-on experiences, students explore dance, theatre, music, and the visual arts. Music is presented through weekly music lessons by music teachers as well as in-class instruction. The visual arts are taught and experienced using a variety of programs and tools which enable Germain teachers to connect the visual arts across the curriculum. Texts available at Germain include *Art Express*.

Calendars

The Germain school year will operate on the LAUSD calendar with 180 days of instruction composing the school year, notwithstanding negotiated furlough days, if needed. Germain will file a minimum and shortened day schedule with the Local District Superintendent on a yearly basis as a typical LAUSD elementary school. All LAUSD school holidays will be observed as a typical traditional track elementary school. Students in grades K-5 receive 319 instructional minutes on Monday, Wednesday, Thursday, and Friday. On Tuesday banking days, students receive 259 instructional minutes. Students receive 249 minutes on Minimum Days. The instructional schedule is designed to fulfill the California Ed Code minimum number of minutes, as set forth in E.C. 47612.5.



LAUSD Instructional Calendar Draft for the 2012-13 School Year:

- 8-13-2012 Pupil-Free Day
- 8-14-2012 First Day of Instruction
- 8-31-2012 Admissions Day
- 9-3-2012 Labor Day
- 9-17-2012 Unassigned Day
- 9-26-2012 Unassigned Day
- 11-12-2012 Veterans Day Observed
- 11-22 and 11-23 Thanksgiving Holiday
- 12-17-2012 through 1-6-2013 Winter Recess
- 1-7-2013 Second Semester Begins
- 1-21-2013 Dr. Martin Luther King, Jr.'s Birthday Observed
- 2-18-2013 President's Day
- 3-25-2013 through 3-29-2013 Spring Recess
- 4-1-2013 Cesar Chavez Birthday Observed
- 5-27-2013 Memorial Day Observed
- 6-4-2013 Last Day of Instruction
- 6-5-2013 Pupil Free Day

Technology

Germain believes citizens of the 21st century need to be able to compete in a world of high technology. Students will utilize computers in the computer lab as well as their classroom for learning, research, and project-based assignments. Germain will work with the PTA and parent groups to assure the instruction in technology is an equal partnership both at home and at school whenever possible. Whenever possible and feasible, Germain will “go green” in its communications with all stakeholders.

Assessments

As an affiliated charter school, Germain, in cooperation with the local District, will decide the degree, extent, and nature of implementation of new District adoptions and periodic assessments in meeting the needs of the students. Staff will participate in LAUSD in-services concerning new materials and the use of District pacing plans and periodic assessments to fulfill LAUSD core initiatives, as provided by LAUSD and the local District. Professional development sessions will include but are not limited to material for teaching English Language Development, GATE, mathematics, ELA, character education, instruction in the Arts, and technology. Closing the achievement gap and preparing at-risk students for CST will be a major focus and the staff will use District supplied personnel, in house personnel, professional contracts and other sources for professional development to help us use best practices to achieve our goals.

Learning Environments

In the general education setting at Germain, students are taught in self-contained classrooms with one general education teacher. Support for the general education classroom is provided by teaching assistants as funded through the budget process. With multiple subject credentials, highly qualified teachers at Germain are responsible for delivery of all instruction in the curricular areas. Some teachers coordinate studies by offering team teaching, where one teacher may teach a specific subject, such as science, while the other team teacher instructs social studies. The benefit of this collaboration provides the opportunity for teachers to plan more effectively and deliver rigorous instruction in their specified content area of expertise.

In the General Education setting, teachers and students receive support from the resource specialist teacher as indicated to help the students access the curriculum as indicated in the student's IEP. Resource Specialist delivery may consist of teacher consult, working in the classroom with the student, or small group specialized instruction in another setting. The related services of adapted physical education, occupational therapy, physical therapy and speech therapy follow the same types of delivery as well. All related services are provided by LAUSD.

The students at Germain also benefit from "alternative" learning environments such as those experienced while on field trips that enrich and extend student knowledge as they apply their classroom knowledge in related field activities.

Because Germain utilizes the textbooks required by LAUSD, LAUSD will continue to supply and fund monies for student consumable materials, additional teacher materials in the event a new class opens, and all materials associated with a new adoption of teacher and student materials in all the core subjects: English Language Arts, Mathematics, Science, Social Studies, Health, Second Step, Character Counts, and any other additional curricular area the District adopts.

Because instruction is crucial to student achievement, and because Germain remains in the LAUSD, the District shall maintain all facilities and utilities and its expense. This includes technology, routine maintenance and upkeep, emergency repairs, as well as any capital expenditures for the entire Germain school site facility.

Implementation Plan

Germain follows the traditional track school calendar. All classroom instruction will be based on California State Standards. Language Arts and Mathematics instruction will

conform to the National Standards (California Core State Standards, CCSS) adopted by California in August 2010. Instruction in all areas will be planned and delivered in a timely manner to ensure all students access to the required curriculum. All teachers will meet regularly throughout the year in grade level teams to plan study units.

Instructional materials adopted by the state and the Los Angeles Unified School District will be used to deliver instruction. Categorical Block Grant funds will be used to provide teacher assistance in all grade levels to provide individual student attention, to increase the integration of technology, to provide professional development, and to purchase supplemental curricular materials.

Instruction to Create Competent Learners

Germain will continue to deliver instruction based on the California State Standards incorporate the Common Core Standards for Language Arts and Mathematics. In all areas of the curriculum students will build on prior knowledge, increase and expand their skill sets, and apply information to solve problems and approach real world learning. Technology will be a vital tool for 21st Century learners. Providing innovative technological approaches for children will enhance and deepen their understanding of new information, offer different perspectives, and prepare them to apply technology in meaningful ways.

As our teachers continue to expand and develop their knowledge and application of Differentiated Instruction, students will acquire new problem solving skills; develop strengths and weaknesses as they demonstrate knowledge mastery in a variety of ways; and come to appreciate differences and commonalities in their classmates' work. Using authentic assessments, young learners will receive meaningful feedback on their academic progress and take responsibility for their own learning. Germain will expand the use of authentic assessment across the curriculum. Arts appreciation and expression will continue to play a vital role in Germain students' lives. As an Arts Program School, several teachers have participated in training and teaching all of the arts in their classrooms and have brought enriching experiences to their students. Professional Development provided by these teachers will expand the arts educational experiences for more students, building upon a curriculum already rich in artistic connections.

Germain will continue to build upon the strong and close working relationship with the middle and high school, identifying strengths and weaknesses in scholastic achievement to enable students to have successful educational experiences as they more through their schooling and on to college. Germain will also continue to enhance our partnership with our parent community by further expanding communication and participation of parents in their children's educational experience. To reach beyond our immediate educational community, each grade level will identify, select, and work to promote greater good for a local or global cause. This ongoing work will connect our

learners with the world outside the school gates, bringing personal meaning to their daily school lives.

Professional Development

Professional development at Germain is determined by both LAUSD goals and initiatives as well as by the Germain charter. Professional development is built upon school wide needs and the interests of teachers and administration. At Germain, professional development is divided into two distinct sections; local and District. Local professional development is determined by the classroom teachers and administration based upon levels expertise and the identified needs for instruction and learning. This may include utilizing different teachers with varieties of expertise such as depth and complexity, differentiation, task analysis (breaking learning into small, manageable components), strategies for positive behavior support, accommodations, English language support, at risk learners, integrating character education as a school culture, brain based learning, and ensuring success for students with special needs in the general education setting. Professional development also may include grade and cross grade level small groups, and after school learning communities to explore ways to elevate teaching and learning. The principal's role is to secure outside vendors when necessary and possible, but usually involves working with the technology committee to find school site teams that are experts in the upcoming professional development. The principal finds ways in which to provide teacher leaders time to develop and create professional development for the local PDs.

Integrating District Professional Development at the school site is the responsibility of the school principal. District initiatives are at the core of the District professional development. This includes, but is not limited to State or Federal mandates, Response to Instruction and Intervention, English Language Learners, Mathematics, and English Language Arts Instruction. It is the principal's job to deliver, document and submit completion of the mandated District and state professional development. Germain will draw upon professional experts, LAUSD personnel, as well as our own teaching staff's expertise. Professional development will focus on the areas of technology, innovation, character education, RtI² Response to Instruction/Intervention, English Language Learners, Differentiation Strategies, and Special Education.

How the School Will Recruit Qualified Teachers

Germain will recruit qualified teachers through advertisements on the District's Employment website as well as reach out to the local community, colleges, and colleagues. Under the requirements of NCLB, all teachers who will be recruited must meet federal, state, and district guidelines and credentialing.

ELEMENT 2 – MEASURABLE STUDENT OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed. Code § 47605 (b)(5)(B)

Academic Performance Index (API)/Adequate Yearly Progress (AYP)/CST scores

As a LAUSD neighborhood school and School for Advanced Studies, with affiliated charter status, Germain Charter Academy for Academic Achievement will continue to analyze the CST data as a measure to determine growth and achievement and to guide instructional decisions. Additionally, through the charter’s newly formed governance council, the parents will be more involved in opportunities to understand the API/AYP/CST data and be more aware of how to apply this knowledge to help their children access the core curriculum at proficient/advanced levels.

Annual Percentage Index (API): The API is used in meeting state requirements and as one of the federal AYP (Adequate Yearly Progress) requirements under NCLB. Our Performance Meter data indicates the following trends in our API:

API	BASE	GROWTH
2006-07	824	827
2007-08	822	844
2008-09	842	844
2009-10	844	837
2010-11	837	850

Our AYP Performance Meter data for the 2010-2011 year indicates that we met 23 out of 25 possible criteria, narrowly missing our target to meet our AYP. With our charter status, which affords us greater autonomy and increased local school site decision-making through the governance council, we will collectively evaluate data that show the most significant learning gaps across the entire school and, using Strategic, Measurable, Attainable, Results-oriented, Time-bound (S.M.A.R.T.) goals, will collectively develop a plan to meet our AYP target.

Germain Elementary will strive to meet the AYP goals, set forth by the state, for all our subgroups, which is 74% proficiency by the year 2013-2014.

The academic achievement outcomes to be measured by Germain Elementary will focus on student’s development of basic skills and conceptual understanding in the four core content areas of English/Language Arts, Mathematics, Science and Social Studies (in addition to ELD for qualifying students). Outcomes will include knowledge acquisition,



problem solving, and reasoning skills in each of the core content areas. Our Performance Meter for our subgroups indicates the following:

English Learner Progress % Proficient & Advanced CST ELA & Math Trends

ELA

	2009-2010	2010-2011
Scoring Proficient on CELDT	75.4%	58.8%
Scoring Basic or Above on CST ELA	58.2%	74.4%
Passing English with a “3” or “4”	76.8%	78.5%
Math	2009-2010	2010-2011
	37.7%	63.4%

Latino Proficient & Advanced CST ELA & Math Trends

ELA

2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
45.3%	48.01%	52.0%	50.3%	50.0%
Math				
57.3%	71.2%	65.7%	49.7%	61.1%

Students With Disabilities (SWD) Proficient & Advanced CST ELA & Math Trends

	2009-2010	2010-2011	Change
ELA	48.8%	51.1%	2.7
Math	51.2%	60.6%	9.4

Socio—Eco Disadv-% Proficient & Advanced CST ELA & Math Trends

ELA

2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
39.9%	38.2%	48.2%	47.8%	55.7%
Math				
54.1%	65.1%	64.1%	51.7%	64.4%

The measurable outcomes in all academic areas will be aligned with the Core Common Standards. Germain will continue to focus on student subgroups, providing the needed Rti intervention to increase their proficiency/advanced scores. Focusing on raising Hispanic/Latino, socio-economically disadvantaged, and special needs student

scores/achievement in English/Language Arts will continue to be a priority in the intervention program. The English Learner population's scores have continued to improve over the years in Mathematics and English/Language Arts.

The students of Germain will be assessed through teacher observation, student journals, authentic student work, homework assignments, checklists, rubrics/criteria charts, and teacher-created tests as well as periodic assessments and progress monitoring based on data. Review of student –based work and assessments will allow teachers to focus on small group instruction for students with similar needs in language arts and mathematics. With our charter, we will institute teacher data notebooks to identify focus students and develop intervention plans. Additionally, students will develop their own individual data notebooks/folders so that they are aware of their progress and can be guided to create their own goals for achievement and progress. This will increase the capacity of students to take greater responsibility for their own learning. As mandated by NCLB, assessments are used to identify students who are not meeting benchmarks. Additionally, assessments are used to evaluate the rigor of curriculum including that of gifted/high achieving students.

In order to identify at-risk students and to provide timely intervention, we will be guided by Mike Schmoker's *Results: The Key to Continuous School Improvement* and the use of Strategic, Measurable, Attainable, Results-oriented, Time-bound, (S.M.A.R.T.) goals to compile an ongoing record to track students at risk that are scoring Basic, Below Basic, or Far Below Basic. This progress achievement list will assist teachers in team planning during grade level meetings. It will also inform administrators and other out-of-classroom personnel to evaluate and monitor student improvement plans and teacher instructional lessons. The Curriculum and Instruction Committee, newly created under the charter's governance council, will utilize the data notebooks to recommend professional development. Intervention will help support student learning and research-based teaching methodologies will be utilized. It is the goal of the instructional program to have students score in the proficient or advanced range on the CST and periodic assessments. Teachers will apply best practices, based on research, to ensure each child's success.

In accordance with LAUSD policy, all EL students will be held to the high expectations of completing one ELD level per year and advancing one level per year on the CELDT. EL students will be identified through the use of the LAUSD home language survey, teacher observation, and CELDT test. Students not identified EO or IFEP, will take the CELDT annually and need to move through the LAUSD ELD portfolio levels 1-5. Germain's goal is to increase the percent of English Learners scoring early advanced and advanced on the CELDT by 5% as well as to increase the EL proficient or advanced status in ELA on the CST by 2% annually.

Periodic Assessments

Germain Charter Academy for Academic Achievement shall determine the development, implementation or use of periodic assessments, DIBELS assessment and progress monitoring, according to the needs of the students, within the limits permitted by the Education Code. Germain may choose to use District assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District.

The California Department of Education provides API reports as part of the Accountability Progress Reporting (APR) system. The APR system provides an integrated approach to reporting results for the state and federal accountability requirements and included information about Germain and numerically significant subgroups. Germain Charter Academy for Academic Achievement will rely on the state of California to provide API information for this charter implementation.

Attitude and Scholarly Traits

Germain’s overriding mission is to cultivate students who are lifelong learners and contributing members of society. With our charter, we will introduce a school-wide character development project based on U.C.L.A. Coach John Wooden’s Pyramid of Success, *Inch and Miles: The Journey to Success*. Based on hard work, friendship, loyalty, cooperation, enthusiasm, self-control, alertness, action, determination, fitness, skill, team spirit, poise, and confidence, students can reach their “personal best”.



This child-centered book will be purchased for each classroom. The different pillars will be highlighted at school-wide Monday morning assemblies. Murals will be added throughout the campus based on the illustrations and attributes highlighted in the book.

Using a differentiated approach, based on their particular students, all classrooms will implement Dr. Sandra Kaplan’s *Scholarly Traits* which delineates a pathway to scholarliness that includes the following:

- Transitioning from dependent to independent thought
- Engaging in self-directed learning-Taking Pride
- Making connections with the world
- Developing a value for learning
- Using self-reflection to discover the self
- Understanding there are different pathways to problem solving

- Academic Humility-understanding that no matter how much we learn, there is always more to learn
- Pondering Ideas-taking the time to think about what they are learning
- Multiple Perspectives-looking at the world using any different perspectives
- Preparation-being prepared and ready to learn with all the necessary tools for the task
- Goal Setting-setting goals in life and learning; both long-term and short-term goals
- Intellectual Risk-taking-be willing to take intellectual risks; thinking “outside of the box”
- Excellence-taking pride in their work and seeking excellence in their finished products
- Intellectual Curiosity-being curious about learning; willing to ask questions and seek answers
- Saving Ideas-organizing their learning and finding ways to save their ideas
- Perseverance-exercising their minds and learn to keep going, even when faced with hard work
- Varied Resources-using and looking at a variety of resources when learning

Student Attendance

The foundation of student academic success is excellent attendance. Germain Charter Academy for Academic Achievement will partner with all stakeholders to ensure students attend regularly and to address any issues that impact attendance. As such, Germain will adopt the attendance goal set forth in the LAUSD Performance Meter for All Youth Achieving. The 2013-2014 target goal is 76% in attendance, with the ultimate goal of 100%. Parents and students are accountable for ensuring student attendance. Attendance rates at Germain are in the 68% range. Germain will implement fully its *Attendance and Dropout Prevention Plan* and continue to monitor and adjust the plan in order to reach its goals. Charter status will give us more flexibility to hire additional office personnel that will be in charge of managing student attendance data and reporting at-risk students to the Resource Coordinating Team (RCT). We will follow the District policy and procedures to raise our attendance percentage.

Teachers are also responsible for monitoring student attendance, and parents, and students are accountable for regular daily attendance. When a problem arises, per our attendance plan, a meeting with the parents will be held to determine reasons for absences and to provide assistance to alleviate the problem. Attendance is reported three times per year on the progress report, but parents will be informed about excessive tardies and absences on a monthly basis. Phone calls will be made and attendance/truancy letters will be mailed home on a periodic basis for at-risk students. Parent conferences will be held as needed per our *Attendance and Dropout Prevention Plan*. Student attendance incentives, outlined in the plan, will be maintained and extended to ensure that students take a high interest in coming to school on time and every day ready to learn.

Our RTI for attendance is as follows:

- Targeted/Intensive Group
 - 25+ days – FBB
 - intensive interventions, specific and individualized plans, educational alternatives/options, case-manager/mentor support
- Selected Level (At Risk)
 - 87-91% in-seat (15-22 days) = Below Basic
 - 92-95% in seat (8-14 days) = Basic
 - Re-teach attendance, systems of identification, student/family supports (SST), documentation and monitoring, Student Attendance Review Team (SART), Student Attendance Review Boar (SARB)
- Universal Level - 75-85% attending 96% of the time (7 absences or less)
 - 96%+ = Proficient
 - 100% = Perfect Attendance
 - Teach importance of attendance, reinforce good habits, positive school climate, communicate goals, attendance plans and incentives

**ELEMENT 3 – METHOD BY WHICH STUDENT OUTCOMES
WILL BE MEASURED**

“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)

Goals of the Program for the Next Five Years

Germain Charter Academy for Academic Achievement has high expectations for both its students and teachers, and will establish rigorous goals for student achievement. Research produced in the RtI² methodology points to the success of using the problem-solving method in student achievement. Therefore, student data –from teacher observations, authentic assessments, formative and summative assessments—will be analyzed by the principal, coach, and teachers to determine student strengths and areas for remediation. Among the goals German Charter plans to set include:

- Increase the percentage of students scoring proficient or advanced on the CST in English Language Arts and Mathematics by 5% prior to the end of the renewal time of the charter
- Reduce the percent of students scoring below basic and far below basic on the CST in ELA and Math by 5%

- Increase the percent of English Learners scoring early advanced and advanced on the CELDT by 5%
- Decrease the achievement gap between white students and African American and Hispanic students by 10% by the end of the charter petition
- Adjust the ratio of computer technology from 2:1 to 1:1 in 3rd, 4th and 5th grades
- Have at least 75% of our students in grades K – 5 score a “3” or “4” on the LAUSD rubric in the core curriculum areas in each grading period

Student outcomes are measured through ongoing diagnostic, formative and summative data (CST, CORE K12, MyData, and District adopted texts and assessments in social studies and science).

Teacher Reflection and Refinement of Teaching Practices

Teachers begin each year by individually reviewing the scores of their former students, as provided by MyData, to reflect upon their teaching practices, determining which teaching practices worked and why, and which didn't, and why not. Teachers then meet with their grade-level peers from the previous year to collaboratively discuss the previous year's data, including CST, to note any possible trends of success of grade-level instruction, and possible areas for focus and concentration. Then, grade levels meet to review prior year's scores of their incoming students to again detect areas of strength and focus. Grade-level teams then set six-week goals, which are adjusted at the time of grade-level assessments, DIBELS, or District Quarterly assessment, whichever the grade level teams determine. Furthermore, teachers reviewing CST and former year's assessment data of their new students, teachers at the start of school use this initial data as well as any inventories they may administer in the first week of school to choose focus students for small-group instruction during Independent Work Time and/or grade-level team-teaching. These groups and focus students are fluid as instruction and progress is monitored regularly and intervention groups and/or instruction are continually adjusted. Students selected for the pull-out Learning Centers are progress monitored every 10 days by the coach, RSP teacher, and teaching assistants to monitor and measure student progress.

Measuring Outcomes

Germain teachers will utilize a variety of assessments to measure student achievement. Teachers will use a combination of observation, running records, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to screen student deficits in phonemic awareness, fluency, and basic retell, as well as authentic assessments, project-based assessments, teacher-created tests and quizzes, publishers' assessments and progress monitoring, District assessments, and the California Standards Test (CST).

Specifically, teachers will use inventory tests are a combination of teacher created materials, LAUSD adopted materials, California Treasures, and enVision Math. The results of these inventories are evaluated by the classroom teachers during grade level

meetings, and are analyzed with emphasis on the grade level standards and performance on the CST. A course of action and response is identified as a way to map the curriculum units to meet the identified needs of the students and monitor their progress throughout the school year during professional development meetings, both at grade level, and school wide. This information will be used in addition to performance on additional teacher created tests, commercially available tests, publisher tests, portfolio assessments, rubrics, projects and IEP goals to determine student progress three times per year on the progress report.

District-created Language Arts Periodic Assessments are used to assess student progress in English Language Arts. These assessments are used at specific intervals to monitor student achievement toward mastery grade-level standards and where additional instruction is needed. District materials, additional teacher-created and commercially published unit tests are used to assess student achievement and to inform instructional practice at the completion of individual units. Results of these assessments, possible interventions and re-teaching topics are discussed at grade level meetings.

Assessment data is used to inform instruction and professional development on ongoing basis. Teachers and administrators are directly involved in identifying and aligning curriculum, instructional materials, interventions, and periodic and formative assessments with the goal of meeting and exceeding the California and National Common Core Standards. As part of this process, Germain will consider new texts and program adoptions of LAUSD, along with its own preferences, to identify how best to meet the unique and changing needs of students. This will include participating in District trainings, Best-Practices Institutes, courses offered by LAUSD's Learning Zone, conferences and seminars, and in-services and the use of District instructional guides, and periodic assessments as determined by Germain Charter Academy. The Local District Superintendent in cooperation with Germain's teachers and administration will decide the degree, extent, and nature of implementation of new District adoptions and periodic assessments in meeting the needs of our students.

English Learners are given the CELDT test on an annual basis and are monitored using the LAUSD English Language Development (ELD) portfolio. Students are expected to increase fluency by one level per year. CELDT data is analyzed each year as part of the data review. Teachers and EL students will engage in specially designed lessons to prepare them for the annual CELDT test, and teachers will follow the District mandate for one hour of ELD instruction a day—30 minutes of whole group instruction and 30 minutes of small group instruction using the California Treasures ELD program, which aligns to the California Treasures Reading program. Germain is committed to improving outcomes for students historically at risk and developing ways to decrease the achievement gap among these populations. In keeping with LAUSD policy, English Learners in the fifth grade will be given the Diagnostic Placement Inventory for appropriate placement in Middle School.

Reporting Outcomes

Students and parents will be informed of their progress as teachers and students will keep data notebooks so students and parents are aware of areas of strength and need for remediation. If necessary, the coach/coordinator will assist teachers in meeting with parents to discuss student progress. Students who attend the after-school Terrific Twenty program, which commences in the second semester, analyze their periodic assessment results with their peers, set goals and methods to achieve those goals. The accomplishment plan will be signed by the after-school assistant, teacher, and parents, for full accountability and awareness. Students have the opportunity to discuss their scores with their small-group peers to gain a better understanding of commonalities of weakness. The accomplishment plans will be shared with the students' classroom.

Student Grading

Students will be graded using the LAUSD scoring guides for kindergarten through 5th grade, using the 4 point scale. Germain will use a District-approved report card. Parents will be informed of student achievement with progress reports five weeks before each report card. Reports cards will be distributed three times a year. Formal parent conferences will be held once a year and as needed to support academic progress, social well-being and student responsibilities. Parents will learn about grade level and teacher expectations during the scheduled Back to School Night at the beginning of the academic year. Parents will be informed by emails, phone calls and informal conferences when a child needs more support.

Tracking At-Risk Students

In an effort to have all students become successful, the principal and coach/coordinator will compile a study of students at risk, scoring Basic, Below Basic, or Far Below Basic on the CST. Additionally, data from the District Periodic Assessments and Quarterly Math Assessments from each grade level will be evaluated by grade-level teams. Focus students will be selected, previous instruction analyzed, and new small-groups devised and intervention plans and lessons collaboratively planned by grade-level teams when possible. This data analysis will be used to determine at risk students targeted for intervention. It will be used by teachers at grade level meetings to help support student learning, to apply appropriate teaching methodologies and to be a guide in monitoring progress. It is the goal of the instructional program to have all students score well enough on the CST to be removed from the intervention list.

The LAUSD District initiative for all students to be proficient in English Language Arts and Math by the eighth grade is the impetus for the vertical articulation between fifth grade and the Middle School. These articulation meetings are planned and scheduled with Lawrence Middle School. Success will be measured by having at least 75% of our matriculating students entering Middle School proficient in English Language Arts and Mathematics.

Testing

The Germain Charter Academy for Academic Achievement agrees to comply with and adhere to the District, State, and Federal requirements for participation and administration of all state mandated tests, and seeks to conform to the mandates of NCLB. As a District affiliated charter school, Germain Charter Academy will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

ELEMENT 4 – GOVERNANCE

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605 (b)(5)(D)

Petition for Affiliated Charter Status

Germain Street School is an elementary school, grades TK – 5 which proposes to be converted to an Affiliated Charter within the Los Angeles School District, to be known as Germain Charter Academy for Academic Achievement. As an Affiliated Charter, Germain Charter Academy for Academic Achievement will follow all established guidelines.

Change of Status

In the event Germain Academy changes from affiliated charter status to independent charter status, Germain and/or its non-profit corporation will be a separate legal entity and will be solely responsible for the debts and obligations of the Charter School. If Germain changes its status to an independent charter school, Germain shall submit a petition for material revision with articles of incorporation and bylaws for District’s approval.

Parent Involvement

Through the years, parents have played a very active part at Germain, and the success of Germain Charter Academy for Academic Achievement will continue this tradition. A highly productive collaboration between parents and educators will enable us to provide the best, most comprehensive education possible. Parents are, and will be involved in all levels of decision-making at Germain. A least one elected parent representative will serve on each of the school’s Governing Committees, including, but not limited to: curriculum and Instruction, budget, staff selection, and coordinated safe and Healthy Schools.

Parents attend monthly parent meetings where they elect their own officers and representatives, and where they set goals for their participation. By participating in the process, parents learn skills related to teaching their children, planning, budgeting, management, analysis, and problem solving.

Staff and Stakeholder Involvement

The work of the Germain Governance Council shall be accomplished through the activities, reports, and recommendations of its various advisory committees. Issues arising before the Governance Council will be referred to the appropriate committee for consideration, and its recommendations shall be presented to the Governance Council for final approval. Each committee shall be chaired by a teacher, and a parent representative will serve as an advisor. All committees must have both parent and teacher representation. The principal shall be a member of each committee. All committee meetings will be open to the public, and, following the Greene Act, advertised at least 72 hours prior to the meeting, unless an emergency/special meeting is needed. Following District guidelines, emergency meetings may be called with only a 24-hour notice. Everyone interested will be encouraged to attend. Involvement in the governing council and the various committees will provide direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program to meet the changing needs of our students. Any parent of a child enrolled at Germain may nominate himself as a candidate to sit on a committee for the at large position. All candidates will be invited to speak to the governing council to present their qualifications. The Governance Council will then elect a candidate to the position of parent-at-large through a majority vote of the members present.

Staff members will be selected by their peers to sit on committees during a staff meeting. Each committee will then select a chairperson at the first meeting of the new school year. Committees shall meet at least four times per year, but may meet more frequently to address any pressing issues.

All attempts will be made to gain consensus, the preferred method of decision-making. In the event that consensus cannot be reached, decisions will be made by a simple majority vote of the members present. Any decision made cannot impact LAUSD personnel including: salaries, health benefits and job security. LAUSD personnel issues will be dealt with according to the Collective Bargaining Agreements between LAUSD and the respective bargaining unit.

Governance Council

The Charter School is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over Germain. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state and federal laws and regulations, and the provisions of collective bargaining agreements. 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, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regard to Local School Governance Council composition and responsibilities.

Germain Charter Academy for Academic Achievement will operate as an affiliated charter school within the Los Angeles Unified School District. The Los Angeles Unified School Board is the governing body for Germain. The school site governance structure is the Germain Governance Council where decisions are made which address the various aspects of the school operations, including, but not limited to:

- categorical block grant budget and management
- curriculum/instruction
- personnel selection pursuant to District policies and procedures
- scheduling of school events
- determination of site level calendar
- implementation of student admissions and/or enrollment policies in accordance with the District policy
- student conduct
- community relations
- school operations

The Germain Governance Council's actions and decisions shall be bound by the decisions of the Local District Superintendent, Los Angeles Unified School Board, LAUSD policies and procedures, and State laws applicable to charter schools. The District reserves the right to appoint a non-voting single representative to the Charter School governing council.

Meeting Times; Selection Process of Council Members and Relevant Governance Council

The Germain Governance Council and committees shall comply with the Brown Act and meet at least six times per year.

This Governance Council shall consist of 12 members:

- Principal,
- One classified representative,
- Three teachers: One from lower grades, pre-K through 2, one from upper grades, 3 through 5, and one at-large (any grade).
- UTLA teacher representative
- Four parent/guardian representatives, 2 at large, 1 SAS, 1 ELAC
- Two community or parent/guardian representatives.

Employees of Germain may not serve as parent or community representatives. Council members are elected for two-year terms. In the first year of operation only, one-half of

the parent members and one-half of the teacher members will be elected for two-years, and one-half for one year to ensure that there is not a complete turnover of members in a year. In succeeding years, one-half of the parent members and one-half of the teacher members will be elected to two-year terms. In the event of a vacancy on the council, a previously elected alternate will assume the position for the remainder of the term. The District reserves the right to appoint a single, non-voting representative to the Charter School governing council. Each year, the Governance Council will vote for a chairman, a secretary, and a parliamentarian.

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

Meeting Notices, Agendas, and Board Actions

All meetings are open to the public and members of the school community in accordance with the Ralph M. Brown Act. Notifications of Governance Council meetings shall be published in the school newsletter, on the website or on the school marquee at least 72 hours in advance; however when an emergency/special meeting is required, 24 hours advance notice will be given. In addition, an agenda for each meeting will be published in the school newsletter, or posted online, at least 72 hours prior to the meeting, or 24 hours in the event an emergency meeting is required. Minutes of each meeting shall be taken and will be available for review online upon approval. Every person has a right to inspect and copy these public records.

Executive committee

Germain Academy for Academic Advancement will have an Executive Committee comprised of the principal, one teacher elected yearly by the teachers who are voting members of the Governance Council, and one parent elected yearly by parents who are voting members of the Governance Council. Vacancies on the executive committee will be filled immediately.

The Executive Committee will:

- Chair and set the agenda for Governance Council meetings.
- Deal with routine matters not requiring the attention of the full Governance Council or its committees.
- Refer issues to the Governance Council, or its committees, as appropriate.

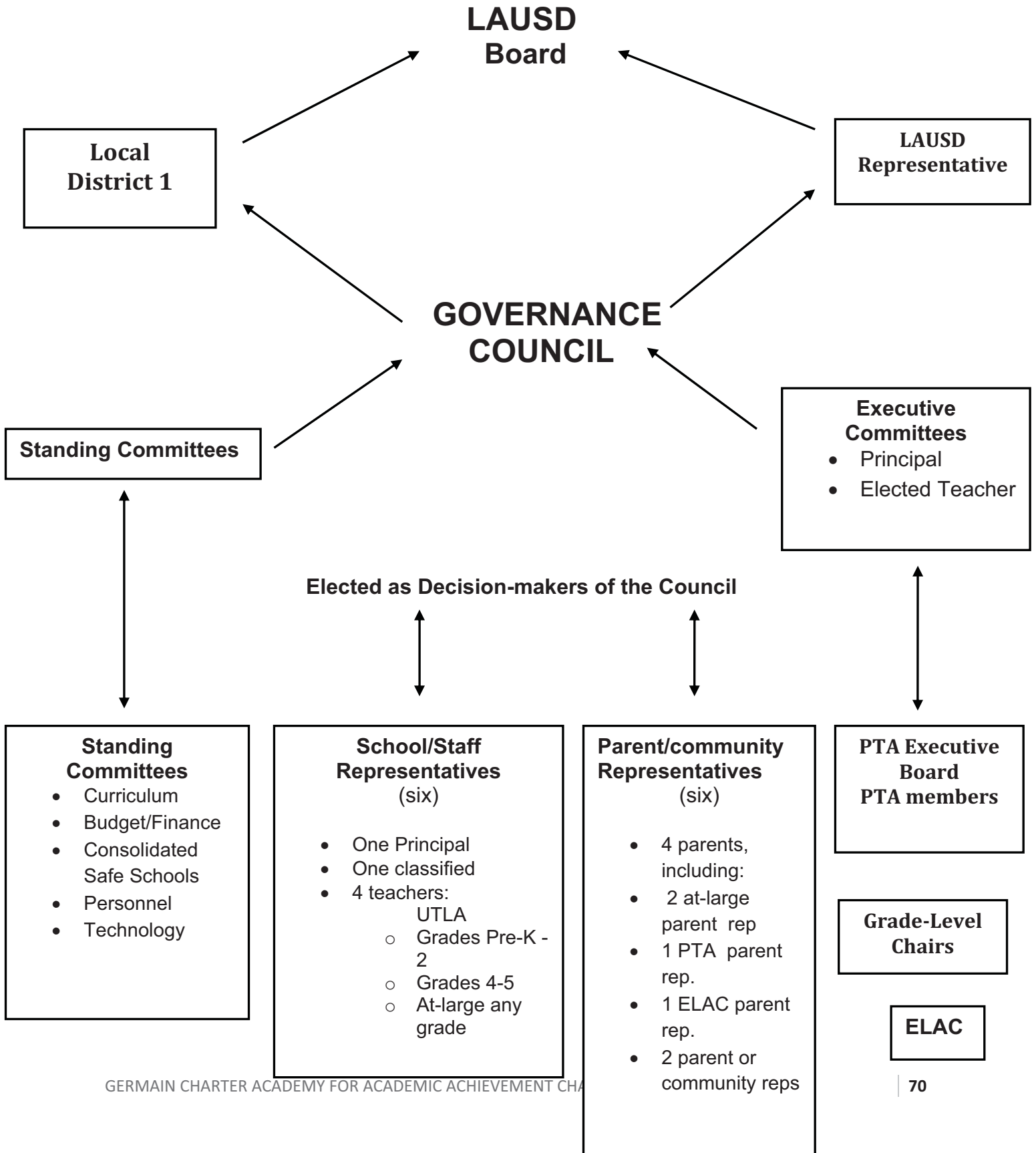
The Executive Committee may not exercise the authority of the Governance Council with respect to material issues concerning the school's operation nor the terms and conditions of the charter. The Executive Committee will normally meet weekly, but may convene more or less frequently as necessary to conduct its business.

Conflict of Interest Policy

Germain agrees to abide by all federal and state conflict of interest’s policies, non-profit integrity standards, and LAUSD ethics and conflict of interest policies.

Members of the Governance Council will excuse themselves from participating in decisions about matters that may involve potential conflicts of interest. Such conflicts may arise whenever a Council member may either receive some advantage, or suffer some disadvantage because they have personal, business, or monetary interests in a matter before the Governance Council. Council members will either excuse themselves voluntarily, or be excused by a majority of voting representatives if the Governance Council determines that there is an actual or potential conflict of interest, which may be brought to the attention of the Governance Council by any person.

Germain Charter Academy for Academic Achievement Organizational Chart



Advisory Committees and Responsibilities

Governance Council

Three teachers: One from lower grades, pre-K through 2, one from upper grades, 3 through 5, and one at-large (any grade).

-
- UTLA teacher representative
- 4 Parents and 2 parent and/or Community Members (these members may not be employees of Germain)
- 1 Classified Staff Member
- School Principal

All Governance Council standing committees will have as a minimum number of members:

- Principal
- 2 teachers (1 from grades Pre-K - 2 and one from grades 3, 4, and 5)
- 1 parent

Committees will select a chairperson at the first meeting of the school year. Standing committees may establish Ad Hoc subcommittees to deal with specific issues as they arise.

Curriculum/ Instruction Committee

- Core Academics
- Arts
- Professional Development
- Assessments

Personnel

- Certificated
- Classified

Technology Committee

- Computer lab; classroom technology
- Professional development
- Technology grants and partnerships

District Advisory Committees

- District Advisory Committees as needed (e.g. ELAC)

Finance/Budget

- Oversees categorical block grant

- Determine needs
- Allocates funds

Coordinated Safe and Healthy School

- Facilities, Health and Safety
 - Visitor Policy
 - Traffic
 - Facilities and Operations
 - Emergency Procedures

- School-wide Positive Behavior Support
 - Behavior Expectations
 - Anti-bullying
 - Nondiscrimination
 - Attendance

**All certificated staff members are automatically members of the Curriculum Committee and the Coordinated Safe and Healthy School Committee.*

Amending the Charter

Germain Charter Academy for Academic Achievement will comply with the District policy related to Charter Schools, including the Affiliated Charter Schools bulletin, as it may be changed from time to time. Germain reserves the right to amend its charter at any time with LAUSD Board of Education approval. All amendments will require the majority vote of representatives to the Germain Governance Council. Any material revisions to the charter must be considered by the LAUSD Board of Education under the standards and criteria found in EC 47605. Germain will consult with the district in making a determination as to whether or not a proposed amendment or change to the charter constitutes a material revision.

Grievance Procedure for Parents and Students

As a District affiliated charter, Germain shall comply with District's Grievance policy and procedure for Parents and Students.

Responding to Inquiries:

- Germain shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records. Germain acknowledges that it is subject to

audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

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

Notifications

- Notification is to be made to the Innovation and Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints within seven days of receipt of such notices by Germain.

Audits and Inspection of Records

Germain will participate in any and all audits and inspection of records as required, making available any and all records necessary to the audit with 30 days' notice. Where 30 days' notice would defeat the purpose of the audit, the district may conduct the audit upon 24 hours' notice.

Germain agrees that it is subject District oversight, which shall continue throughout the life of the Charter School. District oversight includes:

- Monitoring of the Charter School's progress and attainment of measureable pupil outcomes
- Adherence with all applicable laws and regulations, court orders, the terms of the charter, and financial reporting requirements.
- Review of the school's performance in the areas of academic achievement, governance, organizational management, and finance, and the attainment of applicable benchmarks
- Review of adherence to applicable laws, regulations, and the terms of the charter.

It is also understood that the District will identify the school's strengths, underdeveloped areas, develop specific goals to facilitate year-to-year oversight, and review the school's self-study process to facilitate school improvement.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605 (b)(5)(E)

LAUSD and its affiliated charter schools are negotiating a Memorandum of Understanding (MOU) regarding specific provisions in the affiliated charter petitions including, but not limited to, use of categorical block grant funds, sources of funding, fundraising policies, oversight fees, professional development policies, personnel policies, educational program, and transportation. In the event of and conflict between provisions in the charter petition and the MOU, if duly executed by the Germain Academy for Academic Achievement and LAUSD, the terms of the MOU, if duly executed by both parties, will supersede.

Germain believes that that all persons are entitled to equal employment opportunity. The Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment to the same extent as all LAUSD schools.

The Germain Academy for Academic Achievement will follow all district personnel policies and practices. The school retains the right to select and evaluate teaching and administrative staff, including the principal, coordinator, resource teacher, and full inclusion specialist(s)

Assurances

Germain Academy for Academic Achievement will abide by District policy, procedures, and collective bargaining agreements for employee selection. The school will make its recommendations to the Local District Superintendent who will make the final decision. Germain has a policy of recommending the most qualified candidates in all job positions for employment. All full-time classroom teaching positions at Germain shall be filled by NCLB highly qualified employees. All administrative positions at Germain shall be filled in accordance to District and personnel commission policies and filled by individuals with the appropriate credentials for such administrative positions. Credentialed administrators will be recommended to the Local District Superintendent for a final determination. While Germain recommends employees through an interview process and in accordance to District and personnel commission policies, the District is the employer and all candidates must be processed through the District. As an affiliated charter school, Germain will abide by all present and future employee-related

contractual agreements with UTLA, AALA, Local 99, and other collective bargaining units and LAUSD.

LAUSD's credentialing office will maintain all copies of teacher and administrative credentials to be readily available for inspection. Germain teachers shall be able to utilize the LAUSD credentialing office to assist with any credential issue that might surface.

Background checks are conducted through LAUSD as the official employer of staff at Germain. Background checks are assumed by LAUSD and must take into account any and all LAUSD union contracts and collective bargaining agreements with regards to privacy and permissibility.

Compensation

All employees shall be compensated according to District contracts and the respective collective-bargaining agreements. Staff is subject to District decisions regarding reduction in force and layoffs.

Staff selection process

Germain Charter Academy for Academic Achievement shall follow all applicable state and federal laws and regulations and collective bargaining agreements. Any conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver of exemption. Absent agreed upon waivers between the District and UTLA and UTLA, Article XXVII of the LAUSD – UTLA CBA must be adhered to, particularly in regard to Local School Leadership Council composition.

The selection process will include the following steps in accordance with district policy and collective bargaining agreements:

- Obtain district job description
- Announce opening(s)
- Recruit applicant(s) through district and community channels, including, but not limited to: university postings, district and other electronic bulletin boards, and employee referrals
- Request an application, resume, references, records of experiences, credentials, licenses, etc.
- Verification of previous employment

Final teacher candidates will be interviewed by the selection committee utilizing questions specifically directed to the applicant's understanding of pedagogy, classroom management, methodology, and best practices.

The District will:

- Verify medical clearances
 - Obtain fingerprinting and background check
 - Determine employment eligibility –including authorization to work in the United States and child-abuse sign-offs
 - Monitor credentials, and inform Germain of those needing renewal, reinstatement, or having other issues
-

Certificated Personnel

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Germain will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to any Germain campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. Reasonable Accommodation).

Classified Personnel

Selection of classified staff will be in compliance with the current merit system provisions of the Education Code, the Personnel Commission Rules and applicable collective bargaining agreements. Unless valid reemployment lists exist, Germain shall 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 Germain, however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g. reductions-in-force or reasonable accommodations required in compliance with the Americans with Disabilities Act.)

Unless the District has assigned all employees in a classification to a specific basis, Germain will have autonomy in assigning positions to specific working basis.

Administrative Selection Procedures

Germain Charter Academy for Academic Achievement shall adhere to all applicable court mandates, state and federal laws, district and personnel Commission policies, and collective bargaining agreements with regard to recommending for selection its own administrative staff and shall not discriminate on the basis of ethnicity, national origin, religion gender, age, disability, or sexual orientation.

When a principal or assistant principal is needed for Germain, an Interview/Selection Committee comprised of faculty and parent representatives shall be selected and approved by the Germain Leadership Council. Said committee may include, but is not limited to: the UTLA chapter chair, two veteran teachers of at least three years' experience at Germain, three parents of current students and a classified representative whose primary duties are school-based operations.

The application for a new administrator will be filed in accordance to District and personnel commission policies. The applicant(s) will be interviewed by the selection committee, and the selection committee will be authorized, by consensus, to decide which applicant will be recommended for employment to the Local District Superintendent. Upon employment, all administrative candidates will be subject to LAUSD evaluation procedures from Local District personnel.

In the event that LAUSD permanently reassigns an administrative employee of Germain, the Germain Leadership Council shall be notified by LAUSD as soon as possible. Upon notification, the selection committee will begin the selection process to fill the vacant position according to the process identified above, and consistent with District policies.

Upon employment principal candidates will be expected to:

- provide assistance, guidance and supervision in instructional practices and curriculum development
- visit classrooms regularly and provide timely feedback on instructional practices
- provide leadership for identifying goals for student achievement and to monitor and share progress of students identified at risk
- develop partnerships among students, parents, community members, teachers, and support staff
- provide timely information to teachers, parents and the school community about school affairs
- oversee the instructional program
- utilize a shared decision making format with the Leadership Council and respective committees
- provide opportunities for professional growth
- assist with student discipline
- attract new resources to the school

- oversee business practices of the school
- monitor the expenditures of all school funds in accordance with federal, state and district guidelines
- maintain regular, punctual attendance
- maintain professional appearance and attitude
- evaluate performance of certificated and classified personnel in alignment with collective bargaining agreements
- maintain a school climate that ensures the safety, health and welfare of students and personnel
- attend all Leadership Council meetings
- uphold all aspects of the charter and work cooperatively with the District when differences arise

Teacher Selection Procedures

Germain shall participate in the selection of its own teaching staff consistent with District policies and procedures and shall not discriminate on the basis of ethnicity, national origin, religion, gender, age, disability, or sexual orientation. Upon employment, teacher candidates will be subject to the evaluation procedures as determined by the UTLA/LAUSD contractual agreement.

Interested teacher candidates will be asked to apply in accordance with District and personnel commission policies. Candidates will submit a resume and letters of recommendation from former supervisors, or other references. The candidate may receive an informal classroom visit by members of the selection committee, or be asked to present a demonstration letter. Candidates are expected to demonstrate that they have read the school charter and are familiar with the goals, vision, and duties expected of a teacher candidate.

Teacher candidates shall be recommended by the Selection Committee approved by Germain’s Leadership Council. The selection committee must include the Principal and two teachers. Other members may include: one (1) classified employee, one (1) parent, and additional teachers. Other members may be included by the committee to add expertise in interviewing for the vacant position. The committee shall be authorized to determine, by consensus, which applicants shall be hired. The recommendation will be forwarded to the Local District Superintendent for a final determination.

Upon employment at Germain, teacher candidates will be expected to:

- provide a quality, enriched and integrated curriculum based on the school’s charter
- provide a quality, enriched and integrated curriculum that responds to the needs of English Language Learners, students with special needs, students identified “at risk” and Gifted and Talented students

- integrate technology to enhance curriculum
- comply with Individual Education Plans (IEP)
- provide continual assessment of student progress and to maintain records of such progress
- monitor and adjust classroom lessons to meet the changing needs of students
- provide an effective room environment that reflects and facilitates the academic program
- continue to work on professional growth
- provide ongoing and open communication with parents
- be an active participant in at least one aspect of school governance
- participate in grade level meetings and share best practices
- maintain regular and punctual attendance
- maintain professional appearance and attitude
- attend Leadership Council Meetings (when held on contractual time)

All classroom teachers will be highly qualified and have the appropriate credential issued by the State Commission on Teacher Credentialing for his/her teaching assignment. LAUSD will monitor and hold all teaching credentials and notify administration of any impending renewal requirements in a timely manner. Germain shall continue to use substitute teachers through LAUSD under current procedures.

Out of classroom certificated personnel

All certificated out of classroom personnel (i.e. coaches, coordinators, etc.) shall meet all criteria required for certificated teachers. Additionally, they may be required to provide evidence of training, and/or experience in the area for which they have applied.

Building and Grounds Workers and Cafeteria Managers

Although building and grounds workers and cafeteria managers are employees of LAUSD, Germain reserves the right to interview such individuals to ensure their suitability for the school community.

School Administrative Assistants and Office Technicians

School Administrative Assistants (SAA) and Office Tech personnel are employees of LAUSD. In accordance with district and personnel commission policies, when a vacancy occurs, the selection committee will interview the candidate(s) and notify LAUSD of the acceptance of a candidate for employment at Germain. The SAA and Office Technicians will be responsible for duties as determined by the school principal as well as duties described in the collective bargaining agreement.

Other Staff

Germain may from time to time require Teaching Assistants or other staff when budget conditions are favorable. All Teaching Assistants will be selected in accordance to district and personnel commission policies. All Teaching Assistants will meet NCLB guidelines and be under the direct supervision of a classroom teacher with duties assigned to them by the classroom teacher and the administration. Germain recognizes that the library assistant position is a unique opportunity to enhance our curriculum and that the librarian is a major part of the Germain program. Consequently, Germain will select our own librarian according to District and personnel commission policies. The library aide position is a LAUSD position; therefore, Germain will follow the appropriate collective bargaining agreement for the library aide position. Germain may also desire an EdAide II to assist in copying instructional materials for students. (For additional staffing not mentioned herein, this document is superseded and may be updated by Germain's Single Plan for Student Achievement (SPSA).

From time to time, Germain may submit a Request for Personnel Action for professional experts. These requests must be reviewed and approved by the Germain Leadership Council and appropriate paperwork will be submitted for processing through LAUSD. Germain may utilize categorical block grant funds for these requests.

Performance Assessment

All employees will be evaluated according to the collective bargaining agreements for each bargaining unit. Teacher assistants and instructional aides will be evaluated yearly using the LAUSD evaluation form. All classified staff will be evaluated in accordance with the collective bargaining agreement for each respective unit. Special education assistants will be evaluated by the principal or assistant principal on a yearly basis using the LAUSD standard evaluation form. Teachers can be exempt from the STULL evaluation process as determined by the UTLA contract and the school site administrator, typically an extension of up to 5 years can be mutually agreed upon. Administrators will be evaluated by the Local District Superintendent or designee.

Professional Development

In addition to any District-mandated professional development, Germain shall have full autonomy in the selection of professional development programs for its employees to meet site-specific needs. Any professional development required by the District for newly adopted curriculum selected by the Germain will, in turn, be funded by the District consistent with its practice for other District schools.

ELEMENT 6 – HEALTH AND SAFETY

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

Germain Charter Academy for Academic Achievement will occupy the LAUSD facility/property at: 20730 Germain Street, Chatsworth, CA 91311.

As an affiliated charter school, Germain will comply with all LAUSD policies and practices to guarantee the health and safety of pupils and staff, including but not limited to, criminal background checks, examination of faculty and staff for tuberculosis, immunization of pupils as a condition of attendance, screening of pupils’ vision and hearing and screening of pupils for scoliosis.

Germain will comply with all regulations as required by the federal, state, county, and city laws, such as fire and safety codes. In the event that Germain changes its status to independent charter school during the term of this Charter, Germain shall submit a petition for material revision for District’s approval including provisions for insurance and indemnification for independent charter schools pursuant to District requirements.

Insurance

Coverage shall be provided to the affiliated Germain staff by the District under any of the District’s self-insured programs or commercial insurance policies. The District shall secure and maintain insurance, to protect Germain from claims which may arise from its operations, as provided to all other schools in the Los Angeles Unified School District.

It shall be the District’s responsibility, to monitor the Charter School vendors, contractors, partners or sponsors for compliance with District insurance requirements for third parties. Charter School shall adhere to current District Procurement Manual policies and procedures prior to accepting any services from vendors, partners or sponsors.

As an affiliated charter school, Germain will adhere to District’s Health, Safety and Emergency Plans. Germain will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with District’s procedures.

In accordance with LAUSD policy and procedure, Germain will work with the office of Risk Management and the Leasing and Asset Management Office to secure all necessary insurance and other documents when hosting special events or when an outside party plans to use this LAUSD facility. Through LAUSD, Germain will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and

will maintain on file readily accessible records documenting such compliance, including the Certificate of Occupancy. Germain will be subject to regular safe school inspections by the LAUSD Office of Environmental Health and Safety and work to correct any corrective action notices in a timely manner. Germain will also undergo regular SARC inspections by the Complex Project Manager and will work to remedy any corrective actions in a timely manner. Germain will complete the Safe School Plan each year, file such plan with OEHS and have the plan readily available for inspection. Staff will be trained on the Safe School Plan on an annual basis. Germain conducts regular safety drills, meetings, and includes safety as part of professional development.

As an affiliated charter school, LAUSD will continue to provide services to maintain this facility and keep it in a condition conducive to a safe learning environment. Services would include regular and deferred maintenance, repair of equipment, trash removal, fire alarms, security systems, pest control, lawn and garden maintenance, asbestos management, response to trouble calls, locksmith services, plumbing services, carpenter services, school police services and other cleaning services. These services will extend into the food services area. Germain will work with the Transportation Branch and complete the safe riding practices training on a yearly basis.

As part of the processing for employment, LAUSD and Germain will require that each school employee furnish a criminal record summary as described in Education Code section 44237. Employees will also submit to a fingerprint test. These inquiries should be requested at the time of initial employment with LAUSD and kept of file with the employee's record. As an affiliated charter school, administrators, teachers and other LAUSD employees should not have to undergo background checks or criminal record statements any more than a typical LAUSD employee would have to submit to. TB tests and updates will be maintained by LAUSD. LAUSD will continue to provide employees of Germain timely notices of routine and mandatory TB requirements.

All employees will need to update and be trained in their understanding of Child Abuse Reporting Procedures and Laws on a yearly basis. LAUSD will provide the opportunity for this training through the Learning Zone. The principal of Germain will ensure that all employees fulfill the yearly requirement and renewal procedure and understand their role as mandated reporters. All employees are mandated reporters of suspected child abuse/neglect. As such, all reporters with knowledge of or suspicion of child abuse/neglect call the appropriate law enforcement department or the Department of Children and Family Services immediately or as soon as practically possible within 36 hours of receiving the information concerning the incident. Mandated reporters inform the principal that a report has been made. LAUSD will monitor staff TB clearances and send notification for updates in a timely manner.

Germain Charter Academy for Academic Achievement, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times. Germain implements FERPA and ensures safe and confidential securing of student records. All student records are kept in a separate room under lock and key. Access to student records is available to designated staff members. Student records when

reviewed by appropriate LAUSD personnel must be signed out and a record kept as to who has viewed the records and why they have viewed them. Pupil records are available for review to the parent or legal guardian only.

All students will submit an immunization record upon enrollment. Immunizations will be entered into the SIS and maintained by both the school nurse and Germain office technicians.

The school principal will conduct and certify in accordance with LAUSD timelines that the following required actions and activities have been completed in accordance with District nondiscrimination and safety mandates, policies, and procedures:

- Anti-bullying Policy
- Child Abuse Reporting Procedures
- Code of Conduct with Students
- Crisis Team Policies
- Ethics Policies
- Hate-Motivated incidents/Hate Crimes Policy
- Injury and Illness Prevention Program Requirements
- Safe School Planning Mandates
- Section 504 and Students/Other Individuals with Disabilities
- Sexual Harassment – Employees Policies and Procedures
- Sexual Harassment – Students Policies and Procedures
- Threat Assessment Policies
- Title IX Policy/Complaint Procedures
- Uniform Complaint Procedures (UCP)

ELEMENT 7 – RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605 (b)(5)(G)

Court-ordered Integration

The 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 Office of Student on Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The

Charter School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD's ethnic schools goal of 70:30, or 30:70, 60:40 or 40:60 ratio.

Germain shall be responsible for following the requirements of the Crawford desegregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons.

ELEMENT 8 – ADMISSION REQUIREMENTS

“Admission Requirements, if applicable.” Ed. Code § 47605 (b)(5)(H)

Germain Charter shall not discriminate against any student on the basis of disability, gender, 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. Germain will be non-sectarian in programs, admission policies, employment practices and other school operations. Tuition will not be charged for students attending Germain.

McKinney-Vento Homeless Assistance Act

The Charter School will 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.

Enrollment Lottery Assurances and Procedures

Germain will be located and operate within the boundaries of Local District 1 of the Los Angeles District School. It will be open to all students who wish to apply. As an existing public school, converting to a Charter School, admission preference will be given to pupils who reside within the former attendance area of Germain Elementary School. All other students will receive a lottery application. Should the number of students who wish to attend Germain Charter exceed the available spaces (our capacity is 698 spaces), a random public lottery will take place to determine the school enrollment in accordance to Ed. Code 47605 (d) (2) (B). Lottery preference will first be given to student living within the boundaries of the school and students currently attending Germain Elementary School and their siblings. Germain will designate a deadline and all interested persons will be considered for the random drawing. Germain Charter will begin accepting lottery forms the first week of May until Friday the third week of May. If the number of applications exceeds the amount of space available, the lottery will be conducted the following Friday. The date, time, location, and method of drawing will be printed on the application. The lottery is open to the public to attend. The lottery will be

conducted by the principal, office manager, and two teachers. Names will be drawn according to the spaces available in each grade level. Parents of applicants will be notified immediately by phone and with a letter of their standing as either admitted or placement on the waiting list. The number of random applications will be based upon fall enrollment projects provided by the LAUSD Office of Statistics and Demographics. All names will continue to be drawn and assigned a number for the waiting list. The waiting list will indicate the candidates according to the order in which they were drawn. A waiting list will be developed and students on the list will be considered should a vacancy occur. Parents are allowed three days to indicate their intent to enroll before the school will move to the next person on the waiting list. A waiting list will not be maintained from year to year; applicants must reapply the following year for admission by lottery. In the event the school is notified that the address provided is false, that application will be null and void.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605 (b)(5)(I)

Categorical Funds

Germain shall have control over the budgeting and expenditure of its categorical block grant funds, including, but not limited to, the right to maintain such funds and/or establish reserves for carry over for future school year expenditures.

As an affiliated charter, Germain shall receive a portion of categorical block grant funding, from the District, as part of the Targeted Instructional Improvement Grant, which is and will be used to support class size reduction for schools identified as Desegregated Receiver and Predominantly Hispanic Black Asian and Other (PHBAO).

Germain must cover the cost of class size reduction commensurate with its Integration Court Order designation (Desegregated Receiver or PHBAO).

The Charter School will oversee the receipt and management of the categorical block grant and other fund allocations, and shall adhere to generally accepted accounting principles. Germain may also be subject to audits to verify the accuracy of the school's financial statements and the books and records relating to its expenditures, as well as its attendance records, accounting practices and internal controls.

Timing for Distribution of Categorical Block Grant Funds

Except as provided above, the District will continue to partially front-fund the categorical block grant allocation to the Charter School. The categorical block grant is subject to

adjustment in funding levels and deferrals on the part of the California Department of Education. Consequently, allocations from the categorical block grant to the Charter School may also be subject to adjustment in funding levels and deferrals. In addition, Germain may also be subject to District “freezes” in a manner consistent with other District schools.

Other Sources of Funds

The District shall retain general purpose entitlement funds and any other state or federal funding, with the exception of grants separately applied for and received by the Charter School, to maintain the Charter School in accordance with their annually adopted budget and consistent with staffing norms and support at the District norm levels. Funding from the Charter School will be used to enable the school to receive norm levels at the PBHAO or desegregated receiver level, as appropriate.

Administrative Fees

The District will retain an administrative fee from the categorical block grant to cover part of oversight costs. This administrative fee is approximately 2 percent of the categorical block grant.

Payment for Other Services

Services for programs funded through the categorical block grant, such as assessments for the GATE program, will be separately charged to the Charter School. In addition, it will be the responsibility of the Charter School, from site based discretionary resources, to pay for any different or additional level of service above the norm provided to District schools generally. The District shall, upon request, provide a listing of the costs of providing such services.

Documentation

The Charter School’s financial reports shall remain a part of the District’s single report to the Los Angeles County Office of Education or other regulatory body, as applicable. Germain shall prepare and submit all required financial data and reports for inclusion in the District’s report.

Per-Pupil Budgeting

Where possible, Germain will have the ability to implement the District’s per-pupil budgeting model.

Audit and Inspection of Records

Germain agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

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

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

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days’ notice to Charter School. When 30 days’ notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours’ notice.

Germain will develop and maintain internal fiscal control policies governing all financial activities.

ELEMENT 10 – STUDENT SUSPENSIONS AND EXPULSIONS

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605 (b)(5)(J)

As an affiliated charter school of the Los Angeles Unified School District, Germain will follow all discipline proceedings established by the District. In LAUSD, the 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 and services as required by law.

Germain shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures.

Germain shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities. Germain will follow Education Code and District policy when a suspension or expulsion is necessary. If a child requires recess restriction, they will be under the supervision of a teacher EC 44807.5. When a teacher recommends classroom suspension, the child must have committed an act described in EC48900. The student in question may be removed from class for the day of suspension plus the following day. This student must be referred to the Principal or designee and must be placed in a supervised location that is not another regular classroom. Teachers may also ask parents to attend class, EC48900.1. A teacher may require the completion of tests and assignments missed during the period of suspension.

Suspension is preceded by an informal conference with the student unless an emergency situation exists, in which case, the conference will be held within 2 days of suspension. The student and parents/guardians/caregivers will be informed of the reasons for discipline and the evidence and shall be given the opportunity to explain or to present a defense. Written parent notification will follow the suspension and parents will meet with the principal in a conference regarding the student's behavior (see below, Administrator's Role in Suspension/Expulsion). Students at Germain will not be suspended unless other means of correction fail to bring about proper conduct. Grounds for suspension include any act listed under E.C. Sections 48900, 48900.3, 48900.4, 48900.7 or 48915. Suspensions for offenses described in EC Section 48915 (c)(1) through (c)(5) require immediate suspension from school, and immediate recommendation for expulsion if it is determined that the pupil had committed the act at school or at a school activity off school grounds.

A student may be suspended for up to no more than five consecutive school days. Suspensions shall not exceed 20 days in any school year unless the student is to another school or program for adjustment purposes, in which case the number of days of suspension may be increased by 10, making the total number of suspension days from school in any school year 30. Every attempt, however, shall be made to address student misconduct by implementing interventions and alternatives to suspension. Students are subject to suspension or expulsion for offenses occurring:

- while on school grounds
- while going to or coming from school
- during the lunch period, while on or off campus
- during, or while going to, or coming from, a school-sponsored event

Rules and Procedures for Suspension and Expulsion

The procedures for suspension and expulsion from school will follow the procedures identified by LAUSD and in the California Education Code, Section 48900. Identified infractions may result in immediate suspension or expulsion per LAUSD policy and the California ED. Code Section 47605 (b)(5)(j) and in accordance with California Education Code, Sections 48900 et seq. and 48915 as well as the federal Gun-Free Schools Act of 1994. Procedures leading up to suspension will be progressive in severity and involve the active participation of students, teachers, the administrator, a classified employee and parents. Teachers may suspend students from their classrooms as per LAUSD/UTLA negotiated policy. Student expulsion recommendations from Germain will be referred to the Student Discipline Proceedings Unit of the LAUSD for processing and disposition and notification.

Grounds for Suspension/Expulsion

In accordance with E.C. Section 48915, the principal shall immediately suspend and recommend a student's expulsion if he or she determines that the student committed any of the following acts at school or at a school activity off school grounds:

- possessing, selling, or furnishing a firearm
- brandishing a knife at another person
- unlawfully selling a controlled substance
- committing or attempting to commit a sexual assault or committing a sexual battery
- possession of an explosive

NOTE: An employee of the school district must verify the student's possession of the firearm and the principal must confirm that the student was in knowing possession of the firearm.

The principal shall recommend a student's expulsion if he or she determines that the student committed one or more of the following acts at school or at a school activity off school grounds unless the principal also determines that expulsion is inappropriate due to the particular circumstance:

- caused, attempted to cause, or threatened to cause physical injury to another person
- willfully used force or violence upon the person of another, except in self-defense
- possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal/designee

- unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- committed or attempted to commit robbery or extortion
- caused or attempted to cause damage to school property or private property
- stole or attempted to steal school property or private property
- possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel

§ 羅 However, this section does not prohibit use or possession by a pupil of his or her own prescription products:

- committed an obscene act or engaged in habitual profanity or vulgarity
- unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- knowingly received stolen school property or private property
- possessed an imitation firearm

§ 羅 As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- committed or attempted to commit a sexual assault as defined in Section 261, 266c, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
- unlawfully offered, arrange to sell, negotiated to sell, or sold the prescription drug Soma
- engaged in, or attempted to engage in, hazing as defined in Section 32050
- aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only)
- committed sexual harassment, as defined in California Education Code Section

212.5

§ 233 For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

- caused, attempted to cause, threatened to cause, or participated in an act of violence, as defined in subdivision (e) of Section 233

§ 234 This applies to pupils in grades 4 to 12, inclusive.

- intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and having invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment

§ 235 This applies to pupils in grades 4 to 12, inclusive.

- made terrorist threats against school officials or school property, or both

Due Process Rights for Students Prior to Suspension or Expulsion

Germain shall adopt the policies of LAUSD regarding suspension and expulsion of students as set forth in California Education Code, Section 48900 et seq., and the federal Gun-Free School Act of 1994, and the bargaining agreement between UTLA and LAUSD. Students and their families are notified of their rights in the Parent Student Handbook given out at the beginning of each year. All students, including students who reside outside of the LAUSD area, will be subject to these policies.

Administrator's Role in Suspension/Expulsion

If suspension is necessary, the principal shall notify the parent, remind the parent that suspension is a disciplinary action and schedule a parent conference. The principal shall inform the parent that the parent is expected to respond without delay to any request from school officials to attend a conference regarding his or her child's behavior. No student shall be penalized for his or her parent's failure to attend a conference with school officials, i.e., reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent at the school conference (E.C. section 48911).

The principal may suspend a student without affording him/her an informal conference only if an emergency situation exists. The term "emergency situation" means that the principal has determined that the immediate conditions constitute a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended from school without the conference, the designated administrator shall notify

both the parent and the student of their right to a conference and of their right to return to school for that purpose. The conference shall be held at the earliest time possible, but no later than two school days after the incident takes place unless the student waives this right or is physically unable to attend. In the latter instance, the conference shall be held as soon as the student is able to attend.

Suspension Appeal Procedures

The principal is to advise the parents of the appeal procedures when they disagree with the suspension. The appeal may first be made to the school principal (not designee). If the parents wish to appeal the principal's decision, they may appeal to the Local District Operations Administrator or designee. The Local District appeal conference shall be arranged as soon as possible following the parents' request; during the period of appeal, the suspension remains in effect for the length of time designated. The results of the appeal may include, but are not limited to:

- sustaining the suspension in all respects
- modification of penalties imposed
- rescinding the suspension and expunging the suspension from the student's record

The parents shall be notified in writing of the appeal decision. Copies of any objections the parents may have to the decision shall be included in the student's discipline records if the parents so request.

Expulsion Procedure

Only the Principal of Germain Charter Academy can recommend that a pupil be expelled.

Whenever a student is accused of an act for which an expulsion may be recommended, the principal will conduct an incident investigation by 1) discussing the matter with district officials, 2) identifying and interviewing witnesses, 3) securing oral and written statements, and 4) reviewing appropriate student records.

The administrator will also notify law enforcement if certain acts have been committed by the student, including assault with a deadly weapon, possession of narcotics or controlled substances, possession of a weapon at school. The principal will then consult with the Student Discipline Proceedings Unit of LAUSD regarding the appropriateness of an expulsion, and additionally consult with his/her administrative supervisor. If expulsion is recommended the Principal will conduct any necessary conferences and forward all information to the Discipline Unit in accordance with District policy.

The LAUSD Student Discipline Proceedings Unit is charged with ensuring that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights. A student may be expelled without suspended enforcement and

therefore not be allowed to attend any LAUSD school or program during the term of expulsion.

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the LAUSD Discipline Unit at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the LAUSD Board to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of the Charter School at the time the pupil seeks readmission.

Therefore, in the event that a student requires expulsion, Germain will work with LAUSD and consider BUL-4655, March 13, 2009 as the guiding practice for expulsion. Germain will notify the Local District Superintendent of any potential expulsion case and provide the LD Superintendent with a copy of the case file for review. It will be the Local District Superintendent that will review the case and prepare the recommendation to expel the student. Germain will cooperate fully as indicated above with LAUSD in preparing the file for student expulsion and participate and cooperate with the Board decision on the plan for rehabilitation.

Whenever a suspension occurs, the principal is to advise the parents of the appeal procedures when they disagree with the suspension or recommendation. The appeal may first be made to the principal. If the parents wish to appeal the principal's decision, they may appeal to the Local District Operations Administrator or designee. The Local District appeal conference shall be arranged as soon as possible following the parents' request; during the period of appeal, the suspension remains in effect for the length of time designated. The parent shall be notified in writing of the appeal decision. Copies of any objections the parents may have to the decision shall be included in the student's discipline records if the parents so request.

Outcome Data

Germain shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request in accordance with District policies and procedures.

Rehabilitation Plans

Pupils who are expelled from Germain shall be given a rehabilitation plan upon expulsion as developed by the Los Angeles City Board of Education at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

Germain shall follow District policies and procedures with regard to requests for readmission and the process for the required review of all expelled pupils for readmission. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered. Germain is responsible for reinstating the student upon the conclusion of the expulsion period whether the student seeks readmission or not.

Special Education Students

In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter will ensure that it follows the 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 the Modified Consent Decree. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter 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's failure to implement 504?

Gun Free School Act

Germain Charter Academy shall comply with the federal Gun Free Schools Act.

ELEMENT 11 – RETIREMENT PROGRAMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605 (b)(5)(K)

All certificated, classified and administrative staff of Germain is employed by the Los Angeles Unified School District. All certificated and classified employees of the Los Angeles Unified School District participate in the retirement system associated with their

bargaining unit and as such all are administered by the LAUSD. Germain and the employees shall have all the rights and privileges as any similar employees of an elementary school within the jurisdiction of LAUSD.

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

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

ELEMENT 12 – ATTENDANCE ALTERNATIVES

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

Students that choose not to attend Germain Charter Academy for Academic Achievement, a neighborhood school, may choose to attend other public schools in the LAUSD or pursue an inter-district-transfer in accordance with existing enrollment and transfer policies of the District.

Each pupil enrolled in the Charter School has no right to admission in a non-charter District school as a consequence of charter school enrollment except to the extent that such a right is extended by the District.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605 (b)(5)(M)

Germain Charter Academy for Academic Achievement and LAUSD will abide by the Collective Bargaining Agreement in place between school employees and LAUSD.

Procedures for Dealing with Staff Issues

As an affiliated charter school, all administrators, faculty and staff of the Charter School are LAUSD employees. All employees will be hired by the District and maintain the same relationships in all bargaining units

Germain shall abide by all present and future employee-related contractual agreements with UTLA, AALA, Local 99, CSEA, Teamsters, other collective bargaining units and LAUSD. Staff is subject to District decisions regarding reduction in force and layoffs.

As an affiliated school the District determines the process by which salaries, benefits, working conditions, and items, i.e., calendars, holidays, vacations, workday and year.

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

- If the school closes, rights of employees are governed by District policy and applicable collective bargaining agreements.

ELEMENT 14 – DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605 (b)(5)(N)

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

Any Dispute between the District and Germain shall be resolved in accordance with the procedures set forth below:

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

To Charter School:

Germain Charter Academy for Academic
Achievement
c/o School Principal
20730 Germain St.
Chatsworth, CA 91311

To Director of Charter Schools: Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 25th Floor
Los Angeles, California 90017

2. A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m. or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
3. If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Local District.

ELEMENT 15 – EMPLOYER STATUS AND COLLECTIVE BARGAINING

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Ed. Code § 47605 (b)(5)(O)

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

All classified, certificated and administrative employees of Germain Charter Academy for Academic Achievement will be employees of the Los Angeles Unified School District and will therefore be members of the associated unions and represented by the collective bargaining agreements for each respective unit.

ELEMENT 16 – CHARTER SCHOOL CLOSURE

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605 (b)(5)(P)

Revocation

The District may revoke the charter if Germain commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the Charter School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Charter School in writing of the specific violation, and give the 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.

Charter Renewal

Germain must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter expires.

Closure Procedures

The decision by the LAUSD Board of Education to revoke or not renew the affiliated charter school constitutes a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the Charter is revoked

or non-renewed by the LAUSD Board of Education; the Charter School governing council votes to close the school; or the Charter lapses. In the event of such a Closure Action, or as soon as Charter School informs the District of its intent to voluntarily close, the following steps are to be implemented:

1. If the affiliated Charter School's governing council voluntarily closes the Charter School, the LAUSD Board of Education will hold a public meeting officially closing the Charter School. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.
2. The Innovation and Charter Schools Division will notify the California Department of Education that Germain has closed and the effective date.
3. Upon closure, all of the assets of the Charter School are transferred to LAUSD. A copy of the stamped order of business showing the action taken by the LAUSD Board of Education will be included in the notification to the CDE.
4. The LAUSD Board of Education or its designee will determine the distribution of any remaining balance in the Categorical Block Grant Account of the Charter School upon closing.
5. LAUSD reserves the right to conduct a close out audit by the LAUSD auditor.
6. Written notification to parents/guardians/caregivers of the enrolled students of the Charter School will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of closure.
 - a. The process for transferring student records shall be in accordance with LAUSD procedures.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Germain's right to operate as a Charter School or cause Germain to cease operation.

Facilities

Germain is an affiliated Charter School with LAUSD and uses LAUSD facilities on a yearly basis. Germain will not move or expand to another facility during the term of this charter. Germain will not open in any location other the present location, an LAUSD owned property, at 20730 Germain St., Chatsworth, CA 91311.

Charter Petitioner or Developer (affiliated charter): Germain Charter Academy for Academic Achievement

Charter Management Organization: N/A

Petitioner's Mailing Address: 20730 Germain St.
Chatsworth, CA 91311

Proposed Charter School Location: Same as above

LAUSD Attendance Area: Local District 1

Proposed Charter School to be located within the boundaries of LAUSD: Yes

In the event that Germain changes its status to independent charter school, during the term of this Charter, Germain shall submit a petition for material revision for District's approval. Germain shall meet all requirements of an independent charter that occupies LAUSD facilities; Germain shall enter into facilities use agreement with the District and adhere to District guidelines including:

- Proposed Charter School Location _____
- Names of District school sites near proposed location
- Proposed Charter School to be located within the boundaries of LAUSD.

District-Owned Facilities

If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use. Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with another LAUSD user group, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

As a condition to the approval of the charter petition, [Charter School] will enter into a Public School Choice Facilities Use Agreement with the LAUSD prior to occupying or using the LAUSD facilities.

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use. Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related

uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
 - i. Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - ii. Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services. In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
 - i. Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - ii. Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Facility Status

The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Charter School facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the Charter School is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed Charter School facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

Occupancy of the Site

The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Health & Safety

The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm

Asbestos Management

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