Russell Westbrook Why Not? Middle School
Charter Petition

Submitted by:
LA Promise Fund
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Telephone (213) 745-4928

Submitted to:
Los Angeles County Office of Education
Charter Schools Office
Education Center West
12830 Columbia Way-ECW 221
Downey, CA 90242

on December 1, 2020

Charter Renewal Petition for a 5-year Term

July 1, 2021 to June 30, 2026
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Affirmations and Declaration
As the authorized lead petitioners, we, Donna Jacobson and Veronica Melvin, hereby certify that the information submitted in this renewal petition for a California public charter school, Russell Westbrook Why Not? Middle School (formerly LA’s Promise Charter Middle School #1 and “LAPCMS” now “RWWNMS” or the “Charter School”), operated by LA Promise Fund (“LAPF”), authorized by the Los Angeles County Board of Education (“LACBOE”) with oversight by the Los Angeles County Office of Education (“LACOE”) (collectively, the “County” or “Chartering Authority”) and to be located within the boundaries of Los Angeles Unified School District (“LAUSD” or the “District”), is true to the best of our knowledge and belief. We also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. Education Code §47605(d)(1).
- LA Promise Fund declares that it shall be deemed the exclusive public school employer of the employees of Russell Westbrook Why Not? Middle School for purposes of the Educational Employment Relations Act. Education Code §47605(c)(6).
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. Education Code §47605(e)(1).
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code §47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code §47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code §47605(e)(2)(C). Education Code §47605(e)(2)(A)-(C).
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code §220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in §422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). Education Code §47605(e)(1).
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary and as applicable to charter schools. Title 5 California Code of Regulations §11967.5.1(f)(5)(C).
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized
in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. Education Code §§47605(l) and 47605.4(a).

• The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

• The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code §47612.5(a)(1)(A)-(D).

• The Charter School shall meet or exceed the legally required minimum number of school days. Title 5 California Code of Regulations §11960.

• If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. Education Code §47605(e)(3). The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. Education Code §47612.5(a)(2).

• The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. Education Code §47605(n).

• The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School’s educational programs. Education Code §47605(d).

• The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. Education Code §§47605 and 47605.1.

• The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. Education Code §§47612(b) and 47610.

• The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).

• The Charter School shall comply with the Public Records Act.

• The Charter School shall comply with the Family Educational Rights and Privacy Act (“FERPA”).

• The Charter School shall comply with the Ralph M. Brown Act.

• The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.

• The Charter School shall comply with the Political Reform Act.

Donna Jacobson, Lead Petitioner

Veronica Melvin, Lead Petitioner
Charter School Compliance with Legal Requirements

Governing Law: “Renewals . . . of charters are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.” (Education Code Section 47607(b).)

<table>
<thead>
<tr>
<th>Effective Date</th>
<th>Legal Citation/Description</th>
<th>How the Charter School has Met the Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1, 2022</td>
<td>SB 328 Education Code Section 46148 requires school days to start no earlier than 8:30 a.m. for high schools and no earlier than 8:00 a.m. for middle schools.</td>
<td>The Charter School affirms that it shall comply with these laws.</td>
</tr>
<tr>
<td>July 1, 2021</td>
<td>SB 390 Expands requirement to include security guards at charter schools to complete training course regardless of numbers of hours worked per week.</td>
<td>The Charter School affirms that it shall comply with these laws.</td>
</tr>
<tr>
<td>January 1, 2021</td>
<td>AB 1 Adds new requirements for all youth tackle football programs, including restrictions on practices, required coach certification and trainings, concussion and head injury education, preparation of factsheet related to opioids, licensed medical professional at games, establishing divisions organized by relative age or weight or both.</td>
<td>Not applicable; the Charter School does not offer a youth tackle football program.</td>
</tr>
<tr>
<td>October 1, 2020</td>
<td>SB 316 Education Code Section 215.5 requires all public schools that issue student identification cards in grades 7-12 to include telephone number of the National Domestic Violence Hotline or local domestic violence hotline on either side of the identification card.</td>
<td>The Charter School will print the National Domestic Violence Hotline or local domestic violence hotline phone number on student identification cards commencing October 1, 2020.</td>
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<tr>
<td>July 1, 2020</td>
<td>AB 34 Education Code Section 234.6, <em>et al.</em>, requires each LEA to post on website policies and procedures on suicide prevention for grades K-12, definition of discrimination and harassment based on sex, Title IX information, sexual harassment policy, hate violence prevention (if exists), anti-discrimination, harassment, bullying policies, anti-cyberbullying policies, section on social media bullying, and link to statewide resources.</td>
<td>The Charter School will post all required policies and procedures on the school website.</td>
</tr>
<tr>
<td>July 1, 2020</td>
<td>AB 1172 Requires LEAs contracting with non-public schools (NPS) to (1) conduct onsite visit to the NPS before placement if the LEA does not have any students enrolled at the NPS at the time of the placement, and (2) a minimum of one onsite monitoring visit during each school year when the LEA has a pupil attending and must report findings to the CDE within 60 calendar days of the visit. An LEA contracting with an NPS shall ensure behavioral training at NPS occurs and certify same to the CDE.</td>
<td>If the Charter School contracts with NPS, it shall comply with all applicable requirements.</td>
</tr>
<tr>
<td>July 1, 2020</td>
<td>AB 1767 Education Code Section 215 requires governing body of an LEA that serve students in K-6, inclusive, before the beginning of the 2020-21 school year, to adopt at a regular board meeting, and update, a policy on suicide prevention, intervention, and postvention that specifically addresses the needs of high-risk groups, and ensure it is age-appropriate and developed in consultation with appropriate professionals and stakeholders.</td>
<td>The Charter School adopted an age-appropriate policy in accordance with all applicable requirements.</td>
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<td>July 1, 2020</td>
<td>SB 419 Education Code Sections 48900 and 48901.1 prohibit willful defiance as a suspendable offense for students in grades kindergarten through 5 in charter schools (indefinitely) and for grades 6 through 8 in charter schools (through 7/1/2025).</td>
<td>The Charter School’s suspension and expulsion policy reflects this requirement.</td>
</tr>
<tr>
<td>January 1, 2020</td>
<td>AB 1595 Requires charter schools offering interscholastic athletic programs to acquire at least one automated external defibrillator. Adds requirements to school safety plan.</td>
<td>If the Charter School participates in any interscholastic athletic programs, it shall acquire at least one automated external defibrillator. The Charter School has adopted a school safety plan consistent with all applicable requirements.</td>
</tr>
<tr>
<td>January 1, 2020</td>
<td>AB 1354 Education Code Section 48647 requires the county office of education, which includes charter schools that serve juvenile school pupils, to provide timely and required transition activities and transfer of records for students who enter the juvenile court school.</td>
<td>Not applicable.</td>
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<td>January 1, 2020</td>
<td>AB 1319 Education Code Section 48204.7 requires LEAs, including charter schools, to allow pupils who are migratory children who no longer satisfy the residency requirement to continue their education by attending their school of origin or a school within the school district of origin for the duration of the pupil’s status as a pupil who is a migratory child. If status changes during a school year: K-8 students stay in school of origin through that academic year; 9-12 stay through graduation. New school must immediately enroll regardless of outstanding fees, fines, etc., or if student doesn’t have all enrollment records.</td>
<td>The Charter School affirms that it shall comply with these laws.</td>
</tr>
<tr>
<td>January 1, 2020</td>
<td>AB 947 Education Code Sections 56353 and 56354 authorizes LEAs to consider elements of the expanded core curriculum, as defined, when developing IEPs for a pupil who is blind, has low vision, or is visually impaired.</td>
<td>The Charter School shall comply through its policies and procedures.</td>
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<td>January 1, 2020</td>
<td>AB 982 Education Code Sections 47606.2 and 48913.5 require teachers to provide homework that would have been assigned to a student (grades 1 to 12) suspended for 2+ schooldays, upon request of parent/guardian/other educational right holder; if homework assignment requested and turned into the teacher upon return from suspension or within timeframe prescribed by the teacher, whichever is later, is not graded before end of the term, the assignment shall not be included in student’s overall calculation of student’s grade; charter petition must include statement that suspension procedures will include above requirements.</td>
<td>The Charter School’s suspension and expulsion policy reflects this requirement.</td>
</tr>
<tr>
<td>January 1, 2020</td>
<td>AB 711 Education Code Sections 47070 and 49062.5 require LEAs to update a former pupil’s records to include updated legal name or gender if LEA receives a “government issued document” and to reissue any documents conferred on the pupil, if requested.</td>
<td>The Charter School affirms it shall comply.</td>
</tr>
<tr>
<td>January 1, 2020</td>
<td>AB 605 Education Code Section 56040.3 requires LEAs to provide continued access to assistive technology to a student in the home or other settings pursuant to the student’s IEP after the student disenrolls until alternative arrangements can be made or until 2 months have elapsed from the date the student disenrolled, whichever date is first.</td>
<td>The Charter School affirms that it shall comply.</td>
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<tr>
<td>January 1, 2020</td>
<td>AB 543 Education Code Sections 231.5 and 231.6 require a copy of the sexual harassment</td>
<td>The Charter School affirms that it shall provide all required information.</td>
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<td>policy to be provided as part of any orientation program conducted for new and continuing</td>
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<td>students at the beginning of each quarter, semester, or summer session, as applicable;</td>
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<td>schools with students in grades 9-12 must create a poster that notifies students of the</td>
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<td>policy prominently and conspicuously displayed in each bathroom and locker room at the</td>
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<td>school site, in accordance with all applicable content requirements.</td>
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<td>January 1, 2020</td>
<td>AB 189 Penal Code Section 11165.7 adds qualified autism service providers, professionals,</td>
<td>The Charter School affirms that it shall comply with these laws.</td>
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<td>and paraprofessionals to the list of mandated reporters.</td>
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<td>January 1, 2020</td>
<td>AB 1507 Education Code Section 47605.1 removes authority of a charter school to locate outside the jurisdiction or geographic boundaries of the authorizing school district if a site or facility is unavailable where the charter school chooses to locate or if the site is needed for temporary use during a construction or expansion project; allows a charter school that established one site outside the boundaries of the authorizing school district, but within the county, before 1/1/2020, to continue operating that site until submission of a renewal request, at which time the charter school must obtain written approval from the school district where the site is operating; authorizes relocation if located within area subject to a Presidential declaration of a major disaster or emergency; authorizes a charter school to establish one resource center, meeting space, or satellite facility within the jurisdiction of the school district where the charter school is physically located if specified conditions are met, and prohibits State Board of Education from waiving these restrictions.</td>
<td>The Charter School affirms that it shall comply with these laws.</td>
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<td>January 1, 2020</td>
<td>AB 1505 Two-year moratorium on establishment of any new nonclassroom-based charter schools.</td>
<td>The Charter School affirms it shall comply with all of these requirements.</td>
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<tr>
<td>July 1, 2020</td>
<td>Various changes to governing law for charter petitions; additional reasons for an authorizer to deny a petition for new or existing (only if proposing to expand) charter school; requires same credentialing requirements as school district teachers, with provision for all current charter school teachers to obtain required certificates and authorizations by 7/1/2025; revised charter renewal requirements to account for new CA School Dashboard.</td>
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<tr>
<td>October 12, 2019</td>
<td>SB 265 Education Code Section 49557.5 requires certain LEAs, including charter schools, that provide meals through National School Lunch Program or School Breakfast Program to ensure that a student is not denied a reimbursable meal because the parent/guardian has unpaid meal fees and to ensure that the student is not shamed or treated differently.</td>
<td>The Charter School will comply with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</td>
</tr>
<tr>
<td>July 1, 2019</td>
<td>SB 75 Various changes to governing law for charter petitions; limits charter petition description to State Priorities 2-8; additional admission and enrollment protections for selected groups.</td>
<td>The Charter School affirms it shall comply with all applicable requirements.</td>
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<tr>
<td>July 1, 2019</td>
<td>SB 126 Created new Education Code Section 47604.1 which includes new requirements for compliance with the Brown Act (including meeting location), Public Records Act, Political Reform Act, and Government Code Section 1090.</td>
<td>The Charter School affirms that it complies with these requirements.</td>
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<tr>
<td>July 1, 2019</td>
<td>SB 972 Education Code Section 215.5 requires charter schools that serve students in grades 7-12 and that issue pupil identification cards to print the National Suicide Prevention Lifeline phone number on those identification cards commencing July 1, 2019.</td>
<td>The Charter School began complying with these requirements at the beginning of the 2019-20 school year.</td>
</tr>
<tr>
<td>January 1, 2019</td>
<td>AB 406 Education Code Section 47604 prohibits a charter school that submits an establishment charter petition, a material revision, or a renewal petition on or after July 1, 2019, from being operated as, or by, a for-profit corporation, for-profit educational management organization, or for-profit charter management organization, and prohibits charter schools from entering into a subcontract to avoid these requirements.</td>
<td>The Charter School is operated by a California nonprofit public benefit corporation, as identified throughout the charter.</td>
</tr>
<tr>
<td>January 1, 2019</td>
<td>AB 1747 Education Code Sections 47605(b)(5)(F)(ii) and (iii) require a charter petition to include a reasonably comprehensive description of a school safety plan, and that the school safety plan be reviewed and updated by March 1 of every year by the charter school.</td>
<td>The Charter School has developed a school safety plan, in compliance with all applicable requirements, and shall ensure that it is reviewed and updated by March 1 of every year.</td>
</tr>
<tr>
<td>January 1, 2019</td>
<td>AB 1871 Commencing with the 2019–20 school year, Education Code Section 47613.5 requires a charter school to provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day.</td>
<td>The Charter School began providing these meals beginning in the 2016-17 school year.</td>
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<td>January 1, 2019</td>
<td>AB 2601&lt;br&gt;Commencing with the 2019–20 school year, Education Code Section 51931 requires charter schools to ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and HIV prevention education.</td>
<td>The Charter School began complying with these requirements at the beginning of the 2019-20 school year.</td>
</tr>
<tr>
<td>January 1, 2019</td>
<td>AB 1248&lt;br&gt;Education Code Section 35183.1 allows students to wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at school graduation ceremonies.</td>
<td>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</td>
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<tr>
<td>January 1, 2019</td>
<td>AB 1974&lt;br&gt;Education Code Section 49041 prohibits a charter school from collecting debt from a student or former student, unless emancipated at the time the debt is incurred, and prohibits a charter school from taking a negative action against a student or former student because of a debt owed; these provisions do not apply to debt owed as a result of vandalism to cover the replacement cost of school books, supplies, or property loaned to a student.</td>
<td>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</td>
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<td>January 1, 2019</td>
<td>AB 2009</td>
<td>If the Charter School participates in any interscholastic athletic program, it shall adopt an emergency action plan and acquire an AED.</td>
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<td>A charter school that offers an interscholastic athletic program must (1) ensure that there is a written emergency action plan with procedures to be followed in the event of sudden cardiac arrest or other medical emergency related to the athletic program’s activities or events; (2) acquire, commencing July 1, 2019, at least one automatic emergency defibrillator (“AED”) for the to be available on campus, and to ensure proper maintenance and regular testing. Neither a charter school employee nor the charter school will be liable for civil damages pursuant to the bill’s provisions, except as provided.</td>
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<td>January 1, 2019</td>
<td>AB 2015</td>
<td>N/A</td>
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<td>Commencing with the 2020-21 school year, Education Code Section 51225.8 requires charter schools to ensure that every student receives information on how to properly complete and submit the Free Application for Federal Student Aid (“FAFSA”) or the California Dream Act applications at least once before the student enters grade 12, and to ensure that a paper copy of the application is provided to a student upon request by the student or his/her parent/guardian.</td>
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<tr>
<td>January 1, 2019</td>
<td>AB 2022</td>
<td>The Charter School notifies students and their parents/guardians in compliance with these requirements, and provides any necessary training of Charter School staff. Notice to students and parents are included in the parent and student handbook.</td>
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<td>Education Code Section 49428 requires charter schools to notify students and their parents/guardians at least twice during the school year on how to initiate access to available mental health services on campus or in the community, or both.</td>
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<td>January 1, 2019</td>
<td>AB 2109&lt;br&gt;A pupil with a temporary disability that makes attendance in the regular day classes or alternative education program impossible or inadvisable shall receive either individual instruction at home or individual instruction in a hospital or other residential health facility, provided by the local school district. Charter schools may continue to enroll students with a temporary disability who is receiving individual instruction in a hospital/facility, and must allow a student who is well enough to return to school to be allowed to return to the school that he/she attended immediately before receiving individual instruction, if the student returns during the school year in which the individual instruction was initiated. Charter schools may confer an honorary high school diploma upon a pupil who is terminally ill.</td>
<td>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</td>
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<tr>
<td>January 1, 2019</td>
<td>AB 2121&lt;br&gt;Education Code Section 51225.1 extends an exemption from all local coursework requirements beyond statewide requirements unless the student is reasonably able to complete the requirements in time to graduate by the end of the 4th year in high school, to students who are migratory children, and to students participating in an English language proficiency program for newly arrived immigrant pupils and who are in their 3rd or 4th year of high school; these students must also be granted full or partial credit for the coursework completed even if they did not complete the entire course.</td>
<td>The Charter School complies with this requirement.</td>
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<tr>
<td>January 1, 2019</td>
<td>AB 2239 Education Code Section 51225.37 requires the CDE to encourage school districts and charter schools that offer world language courses that are specifically designed for native speakers to seek A-G certification of those courses.</td>
<td>The Charter School shall comply, if applicable.</td>
</tr>
<tr>
<td>January 1, 2019</td>
<td>AB 2289 Local educational agencies (“LEAs”), including charter schools, are prohibited from applying any rule concerning a pupil’s actual or potential parental, family, or marital status that treats pupils differently on the basis of sex. Pregnant and parenting pupils are entitled to accommodations, and complaints of noncompliance with this law may be filed pursuant to the uniform complaint procedures (“UCP”). LEAs must notify pregnant and parenting pupils and their parents/guardians of the rights and options available to pregnant and parenting pupils.</td>
<td>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</td>
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<tr>
<td>January 1, 2019</td>
<td>AB 2291 Education Code Sections 234.4 and 32283.5 require charter schools to adopt procedures to prevent acts of bullying and cyberbullying and make the CDE online training module available to certificated school site employees and all other school site employees who have regular interaction with students.</td>
<td>The Charter School complies with all applicable procedures and makes the CDE online training module available to all applicable employees.</td>
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| January 1, 2019 | AB 2315
Education Code Section 49429 requires the CDE to consult with the State Department of Health Care Services and stakeholders to develop guidelines on or before July 1, 2020, for the use of telehealth technology in public schools, including charter schools, to provide mental health and behavioral health services to students on school campuses. | The Charter School will follow CDE guidelines and conduct any necessary training of Charter School staff. |
| January 1, 2019 | AB 2622
This bill reduces the attendance level requirements for After School Education and Safety ("ASES") programs located in very low-density areas for the CDE to adjust or terminate grants; requires ASES programs located in very-low-density areas to end not earlier than 5 p.m.; and exempts ASES programs with the specified low-population density from the requirement to have an established waiting list for enrollment and to transfer funds only from another school program that has met a minimum 70% of its attendance goal. | The Charter School shall comply with these requirements through internal policies and procedures, and any necessary training of Charter School staff, if applicable. |
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<tr>
<td>January 1, 2019</td>
<td>AB 2657 Education Code Sections 49005-49006.4 authorize educational providers to use behavioral restraints or seclusion techniques to control student behavior that poses a clear and present danger of serious physical harm to the pupil or others and cannot be immediately prevented by a response that is less restrictive so long as other specified conditions are met, and must report to CDE annually on the use of behavioral restraints and seclusion for pupils to be posted on the CDE’s website.</td>
<td>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</td>
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<tr>
<td>January 1, 2019</td>
<td>AB 2735 Education Code Section 60811.8 requires charter schools with one or more English Learners to assess the English language development of each pupil, and prohibits a middle school or high school from denying pupils classified as English Learners from participation in a school standard instructional program.</td>
<td>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</td>
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<tr>
<td>January 1, 2019</td>
<td>AB 2878 Education Code Sections 52060 and 52066 requires “family engagement” to be included in a local control and accountability plan (“LCAP”).</td>
<td>The Charter School will continue to ensure that its LCAP and annual updates to the LCAP include “family engagement.”</td>
</tr>
<tr>
<td>January 1, 2019</td>
<td>AB 3022 Education Code Section 51430 allows charter schools to retroactively grant a high school diploma to a person who departed California against his or her will, and at the time of departure, was enrolled in grade 12 and was in good academic standing.</td>
<td>N/A</td>
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<td>January 1, 2019</td>
<td>AB 3043 Education Code Section 49550.5 allows charter schools to provide a nutritionally adequate breakfast that qualifies for reimbursement under the federal School Breakfast Program to every pupil at no charge.</td>
<td>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</td>
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<tr>
<td>January 1, 2019</td>
<td>SB 1104 Education Code Section 49381 requires charter schools to identify and implement the most appropriate methods of informing parents/guardians of students in grades 6-12 of human trafficking prevention resources by January 1, 2020.</td>
<td>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</td>
</tr>
<tr>
<td>January 1, 2019</td>
<td>SB 1109 Education Code Section 49476 requires charter schools that offer an athletic program to annually give each athlete an Opioid Factsheet for Patients, published by the Centers for Disease Control and Prevention, and requires each athlete and his/her parent sign a document acknowledging receipt of the factsheet and return it before the student begins practice or competition.</td>
<td>The Charter School affirms that it will comply with these requirements when it starts its athletic program.</td>
</tr>
<tr>
<td>January 1, 2019</td>
<td>SB 1428 Education Code Section 49120 prohibits charter schools from denying a student a work permit based on his or her grades, grade point average, or school attendance if the pupil is applying for the work permit in order to participate in a government employment and training program which will occur during the summer recess or school vacation.</td>
<td>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</td>
</tr>
<tr>
<td>June 27, 2018</td>
<td>AB 1808 Revised academic threshold criteria for charter renewal to remove API and add alternative measures.</td>
<td>The Charter School will continue to meet applicable academic threshold criteria for charter renewal.</td>
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<tr>
<td>January 1, 2018</td>
<td>AB 1360 Education Code Section 47605(d)(2)(B)(i)-(iv) requires admission preferences to be: approved by the chartering authority; consistent with all applicable law; to not limit enrollment access; and to not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. Education Code Section 47605(b)(5)(H) requires a description of admission policies and procedures in charter petitions. Education Code Section 47605(b)(5)(J) requires an explanation regarding due process for suspension, expulsion, and involuntary dismissal procedures.</td>
<td>The Charter School complies with all applicable requirements.</td>
</tr>
<tr>
<td>January 1, 2018</td>
<td>AB 699 Education Code Section 200, 220 and 234.1 expressly include immigration status in the specified characteristics. The Education Code was modified and supplemented to further protect children who are immigrants.</td>
<td>The Charter School shall comply with all applicable requirements.</td>
</tr>
<tr>
<td>January 1, 2018</td>
<td>AB 10 Education Code Section 35292.6 requires public schools that serve grades 6 through 12 that meets the federal 40% pupil poverty threshold to stock at least 50% of the school’s restrooms with feminine hygiene products.</td>
<td>The Charter School complies with these requirements.</td>
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<tr>
<td>January 1, 2018</td>
<td>AB 841 Education Code Section 49431.9 prohibits charter schools that participate in the National School Lunch Program or School Breakfast Program from advertising for foods that it is not allowed to sell.</td>
<td>The Charter School does not advertise any foods that it is not allowed to sell pursuant to these federal programs.</td>
</tr>
<tr>
<td>January 1, 2018</td>
<td>SB 138 Education Code Sections 49562, 49564, and 49564.5 require the CDE to share data with LEAs to directly certify students’ eligibility for free and reduced-price meals; they also require “very high poverty schools” (including charter schools) to provide free breakfast and lunch to all students, unless exempt due to demonstrated fiscal hardship.</td>
<td>The Charter School complies with these requirements through internal policies and procedures.</td>
</tr>
<tr>
<td>January 1, 2018</td>
<td>SB 233 Education Code Sections 49069.3 and 49076 and Welfare and Institutions Code Sections 361, 361.5, 366.1, 366.21, 366.22, and 16010 require foster parents, foster family agencies, and group homes the right to review pupil records.</td>
<td>The Charter School complies with these requirements through internal policies and procedures.</td>
</tr>
<tr>
<td>January 1, 2018</td>
<td>SB 250 Education Code Section 49557.5 requires charter schools that receive funding under the National School Lunch Program or School Breakfast Program to ensure that students who have unpaid school meal fees are not treated differently, and that student discipline does not include denial or delay of meals.</td>
<td>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</td>
</tr>
<tr>
<td>January 1, 2018</td>
<td>SB 455 Education Code Section 48204.3 establishes a student’s residence in a school district if the student’s parent is transferred or is pending transfer on active military duty.</td>
<td>The Charter School follows this definition of residency as applicable to its admission lottery, if any.</td>
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<tr>
<td>July 1, 2017</td>
<td>AB 2246 Education Code Section 215 requires charter schools that serve grades 7 through 12 adopt a policy on pupil suicide prevention by July 1, 2017.</td>
<td>The Charter School has an adopted policy.</td>
</tr>
<tr>
<td>July 1, 2017</td>
<td>SB 1375 Education Code Section 221.61 requires posting information regarding Title IX on its website by July 1, 2017.</td>
<td>The Charter School posted the required information on its website.</td>
</tr>
<tr>
<td>January 1, 2017</td>
<td>SB 1436 Government Code Section 54953(c)(3) requires entities to, prior to taking final action, orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive.</td>
<td>The Charter School follows this mandate when approving its education executive’s contract.</td>
</tr>
<tr>
<td>January 1, 2017</td>
<td>AB 2845 Education Code Section 234.1 requires local educational agencies serving grades 7 through 12 to provide certificated employees information on school site and community resources related to the support of pupils who may face bias or bullying on the basis of religious affiliation, or perceived religious affiliation.</td>
<td>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</td>
</tr>
<tr>
<td>January 1, 2017</td>
<td>AB 1639 Education Code Section 33479 et seq. requires providing information to athletes regarding sudden cardiac arrest and removing an athlete from participation under certain circumstances.</td>
<td>The Charter School shall provide information to all athletes regarding sudden cardiac arrest, and shall remove any athlete from participation in athletic activities under certain circumstances as legally required, once it begins its athletic programs.</td>
</tr>
<tr>
<td>January 1, 2017</td>
<td>SB 1072 Education Code Section 39831.3 requires adoption of a transportation safety plan if a charter school provides transportation to or from school or a school activity.</td>
<td>If the Charter School provides transportation, it will develop a transportation safety plan to comply with this requirement.</td>
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| January 1, 2017 | AB 2536
Expands the definition of “bullying by electronic act” in Education Code Section 48900 to include “cyber sexual bullying.” | The Charter School’s suspension and expulsion policy reflects this updated definition. |
| January 1, 2017 | AB 2212
Expands the definition of “bullying by electronic act” in Education Code Section 48900 to include “video.” | The Charter School’s suspension and expulsion policy reflects this updated definition. |
CHARTER RENEWAL CRITERIA
Evidence of Meeting Charter Renewal Criteria Pursuant to:

- Education Code Section 47607.2(b) (middle tier)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The Charter School fits into the middle tier, as determined by the California Department of Education, and is eligible for charter renewal, as demonstrated below.

Education Code Section 47607.2(b) states:

(1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).

To delineate the past five year term from the future term, we will refer to the Charter School as LA Promise Charter Middle School or LAPCMS in the below section. Beginning in Element 1 we will reference the school under its new name of Russell Westbrook Why Not? Middle School or RWWNMS.

CHARTER RENEWAL: LA PROMISE CHARTER MIDDLE SCHOOL MEETS CRITERIA FOR RENEWAL FOR ANOTHER FIVE-YEAR TERM
LAPCMS opened in August 2016 in South Los Angeles with a mission to provide an outstanding public education that fully acknowledges and incorporates our students’ variety of backgrounds to achieve academic excellence. Through innovative and culturally responsive teaching we aim to provide authentic learning and promote respect for ourselves, our school, and our community.

LAPCMS is operated by LA Promise Fund (“LAPF”), a non-profit public benefit corporation with a rich history of improving outcomes for students and families in South Los Angeles. LAPF opened LAPCMS and its sister high school, LA Promise Charter High School, to provide at-promise students and families with a high-quality alternative to their neighborhood schools, through a strong educational model, wrap-around services, and our signature programs. The organization operates LAPCMS to fulfill the vision of increasing educational equity and ultimately closing the opportunity gap for the South Los Angeles
community and beyond. Further amplifying its impact, LAPF runs high profile, far-reaching programs and engagement opportunities available to students and teachers. This structure allows for both high touch, intensive supports at LAPCMS while serving students though innovative programs available to students, county-wide. Students attending LAPCMS are engaged in their learning through programs including: Promise Parents, Media Arts Matter, Health and Wellness, School Fuel, Girls Build, Career Pathway Connections, Amgen Biotech Experience, South LA NSI, Go For College, and The Intern Project (TIP).

LAPCMS was intentionally designed to serve some of Los Angeles’ most underserved students in a community that faces myriad challenges, including extreme poverty, high crime rates, homelessness, gang presence, and more.

We opened in August 2016 with 75 sixth graders, located in a private church facility in the Vermont/Slauson community of South Los Angles. Today we are co-located on the campus of the Barack Obama Global Preparatory Academy (an LAUSD school Prop 39 facilities arrangement). Our enrollment is 93% Socioeconomically Disadvantaged (SED), 36% English Learners (EL), 20% Students with Disabilities (SWD), 32% African American, 67% Hispanic/Latinx, and 1% Foster/Homeless Youth (F/HY).

As detailed below, our students enter the 6th grade at LAPCMS with an average third grade reading level, a third to fourth grade language usage level, and a third to fourth grade math level. Based on initial benchmark testing with NWEA MAPs assessments, not one of our incoming 6th graders in 2020 was at or above grade level in reading, only two were at or above grade level in language usage, and only one was at or above grade level in math.

We are proud of what we have accomplished in our first four+ years of operations:

- Based on analysis of performance on the California Assessment of Student Performance and Progress (CAASPP) tests, LAPCMS has a “Similar Schools” Ranking from the California Charter Schools Association of 8/10 – meaning it is among the top 30% of all public schools in the state serving students with similar demographics and characteristics.
- On almost every single metric included in the new California School Dashboard accountability system, including subgroup performance, LAPCMS outperforms our closest comparison school, Barack Obama Preparatory (where we are co-located this year, although currently in distance learning). This includes performance in the 2019 CAASPP in both ELA and Math, English Learner Progress, and Chronic Absenteeism, both overall and for all statistically significant subgroups, as detailed extensively below. The only area in which Obama Prep outperformed LAPCMS was in suspensions – we had a 2018-19 suspension rate of 1% while Obama Prep’s was 0%; in 2019-20, our suspension rate dropped to 0%.
- In Math on the 2019 California Assessment of Student Performance and Progress (CAASPP), LAPCMS’ subgroups outperformed their peers at the nearby “Resident Schools” – the schools our students would have otherwise attended based on their home address:
  - Our ELs, SWDs and African American students outperformed their peers at four out of the five Resident Schools identified by LACOE, with the sole exception being Foshay Learning Center, a K-12 school with an International Baccalaureate Programme.
  - Our SED and Latinx students outperformed three of the five Resident Schools.
- In ELA on the 2019 CAASPP:
  - Els and Latinx students outperformed or were on par with their peers at three of the five Resident Schools;
  - SWD outperformed or were on par with all five schools; and most notably,
- Our African American students not only were almost exactly equivalent to our Latinx students, but had stronger performance than three of the Resident Schools and were on par with a fourth – only one, Foshay, the K-12 school, outperformed our African American students in ELA.

- On NWEA MAP testing, where NWEA projects that 50% of test takers will exceed their NWEA-issued annual growth targets and 50% will fall short, based on March 2020 testing done right before the COVID-19 shutdown: more than 50% of our 6th and 7th graders met or exceeded their growth targets in Math, Reading and Language Usage; 55% of our 8th graders met their growth targets in Language Usage. Notably, the bell curve that determines these national norms and growth targets is based on national student demographics and not comparisons of students who look like the students who attend LAPCMS, thus we are incredibly proud of this growth for our diverse student population.

- The Western Association of Schools and Colleges (WASC) granted LAPCMS Initial Accreditation status through June 30, 2022. The school was provided with commendations based on the report and site visit. The strengths documented in the WASC Visiting Committee’s Report are as follows:

  1. The Administration and Staff are committed to the Mission and the Vision of the school. This promotes a safe, healthy, and nurturing environment that fosters student growth and achievement.
  2. The Administration and Staff are dedicated to all students learning at their highest level. They provide an engaging curriculum and set realistic, differentiated and challenging intellectual and social goals for each student.
  3. There is strong leadership that provides multiple opportunities for distributed leadership and the necessary resources to improve student achievement.
  4. The school is highly supported by the Board.
  5. Parents are highly committed to all aspects of the school and its academic journey for all students.

- After-School All-Stars became our after-school service provider in 2018-19, providing comprehensive tutoring and homework support as well as a range of enrichments for our students each day after school. Through After School All Stars, students have access to high quality after school programming based on leadership, sports, and visual and performing arts. The program is held virtually during distance learning.

- Several of our teams have won awards or placed in competitions:
  - Girls Volleyball Team through 7-7 won first place in the tournament in the spring of 2019 & 2018
  - Boys Flag Football won the championship in the Kids and Sports League at Expo Center (2018)
  - Girls Cheerleading team won two After School All Stars Competitions (2018-19)
  - Girls Build LA Team won second place for their Civic Action Project around feeding the homeless
  - Teachers honored through the UpStander Award through Facing History and Ourselves (2018 and 2019)

- We have provided students with college and career readiness through college presentations and field trips to local college campuses prior to COVID. Every year, students visited at least two college campuses including USC, UCLA, and Long Beach State. Families participate in Destination College through the Fulfillment Fund.

- We have established a system of support for teachers and a teacher pipeline, that has led to an increase in teacher retention (100% for 2020-21), supported by training provided to the principal through the New Teacher Center.
• We have established several community partnerships to benefit our students, including programs sponsored through LA Promise Fund. The key programs that enrich our educational program include:
  o Loyola Marymount University is a partner in various ways. The CA Reading and Literature Project provides monthly professional development and instructional resources for our ELA and History/Social Science teachers. Teachers have participated in the EL Rise training and a workshop relating to formative assessment for ELs. LMU is a teacher pipeline for our schools. Additionally, we held our annual Summer Teachers Conference on their campus.
  o Parent Promise supports parent engagement with workshops including financial literacy and college planning, immigration rights, citizenship classes, and topics relating to health and nutrition. With the onset of distance learning, parent technology training has been offered.
  o Girls Build LA challenges young women from middle and high schools to make an impact in their community.
  o School2Home aims to close the digital divide and helped us establish a robust technology program with a 1-1 device initiative in 2017, along with teacher and parent training. 100% of parents have annually completed the tech training!
  o Facing History and Ourselves trains our teachers to be anti-racist educators through inspiring and impactful professional development for the entire staff, and teachers have attended after-school and weekend trainings.
  o Constitutional Rights Foundation promotes Civics Education programs. Cops and Kids brings students and Police Officers from LAPD 77th Division together to dialogue about the relationship between law enforcement and the community.
  o Mobile Health Clinics provided families with free vaccination, dental check-ups, eye exams and glasses through Vision to Learn.
  o USC Viterbi School of Engineering summer STEM program, held on the USC Campus is a free opportunity for students to motivate future involvement in STEAM related learning and career opportunities.
  o IDtech Camp scholarships provided for 100 middle school students, 2 – 4 weeks of camp focused on coding, robotics web and video game design. This special opportunity brought our students together with a diverse group of students from across Los Angeles County. Bus transportation and meals were provided as part of the scholarship.
  o Boys2Men Mentoring luncheon was created by our AmeriCorp member to motivate our Black and Latinx young men. The event brought together over 60 professional men of color to share advice about career, college and life.
• LAPCMS has pursued grants to improve the learning climate and supplement programs:
  o Media Arts Matter is a federal grant awarded to LAPF to train teachers in arts integration in the area of digital media arts, which is a high-growth career field. Five teachers participated in the Summer Training and work with teaching artists to deliver lessons that integrate the digital media standards with math and ELA.
  o We were awarded the SEL In Action Grant through the NOVO Foundation, which was used to further social-emotional learning through an Advisory curriculum and a part-time SEL Coordinator.
  o LA84 Foundation has awarded a grant for our volleyball program, and transportation to the Expo Center for swimming lessons as part of our P.E. Program.
• LAPCMS has been a part of the LACOE PBIS cohort for three consecutive years. For 2020-21, we have advanced in phasing in PBIS with the eventual goal of having PBIS infused in every element of the school. As a result of a strong commitment to schoolwide PBIS the suspension rate has declined from 1% in 2018-19 to 0% in 2019-20.

**Distance Learning**
We are proud of our response to COVID-19 and shift to distance learning. As a small, tightknit community, we were able to pivot quickly to distance learning when the COVID-19 “stay-at-home” orders were announced in March 2020. The shift to distance learning included the provision of technology, formulation of a sound educational model, social-emotional support, and the meeting of basic needs for students and families.

- Every student immediately was provided a laptop and charger. Internet hotspots were provided to families who needed them. As the need grew for more hotspots, LAPF sought donations through School2Home, Amazon, Microsoft, Kaiser, Amgen, California Community Foundation, and Verizon to ensure laptops for every student, and sometimes for family members to ensure no family competition for devices, hotspots, and ongoing IT support for all staff and students.
- Grab and Go Meal Service has provided two daily meals to students since the onset of the pandemic’s Stay at Home order.
- LAPF provided a food pantry for the community (not just our students/families) operating three days a week from March – August 2020 distributing 10,000 pounds of food to our students and families. The pantry now distributes the same amount of food every Friday. In addition, LAPF secured $200,000 in a grant to provide microgrants to our families and community members that had been displaced to meet their basic needs.

A Distance Learning Policy was established by a team led by the Director of Schools, along with Principals and instructional coaches. The policy was refined and improved upon during the summer months in preparation for the 2021-21 school year and presented to all shareholders. The policy provides a comprehensive set of resources and strategies based on the Stanford Online High School and the research of Caitlin Tucker, with consideration of the needs of our culturally diverse community. Our coaching and professional learning emphasis has been reimagined to meet the needs of teachers and students during distance learning.

The LAPCMS model for distance learning is based on a combination of scheduled synchronous daily lessons through zoom, and asynchronous learning. We provide learners with access to virtual lessons and assignments through google classroom. Our model prioritizes providing students with consistent feedback, connection to the school, and support. The well-being of our learners during this time is equally important to their academic progress.

This model is informed by research, best practice, and our own local context. It reflects these uncertain times, including the challenging circumstances faced by our students, staff members, and families. Our school leaders, teachers, and support staff, juggle personal and professional responsibilities while ensuring that the social-emotional and academic needs of students are being met. Our students face the reality of trying to learn with uneven internet access, despite our best efforts to remedy this. Additionally, there are a myriad of increased home demands that include care for siblings and family members, lack of an ideal learning environment. This is compounded by feelings of fear, isolation, and food insecurities.

The Google Classroom Suite is the primary learning management system where LAPCS teachers facilitate the distance learning model. We are incorporating a wide range of high-quality online resources to supplement student learning, and encourage every teacher to explore these in order to find the most effective way to support, and meaningfully engage and interact with students.

Meeting the Needs of English Learners during Distance Learning:
- Designated ELD is provided for all students at levels 1-3 through interactive zoom lessons.
- Emerging English Learners use Rosetta Stone for individualized language practice at their own pace for 120-180 minutes a week. This practice is in addition to enrollment in their core content courses and individualized practice that teachers assign.
- Achieve 3000 daily is assigned at each student’s level set.
- Students at the minimally developed level can complete assignments in their primary language.
• Bilingual aides provide language support for all core content classes (zoom or google phone calls).
• The designated ELD teacher continues strong collaboration with content team teachers to ensure that EL students have the support needed.
• Students also are receiving language support through Integrated ELD in each of their classes.
• English learners have additional small group instruction through teacher office hours, or work with aides, to support their ability to successfully complete assignments in their core courses, with a focus on language skills. Office Hours can be required for students who are struggling or not turning in work.

Meeting the Needs of Special Education Students during Distance Learning:
Our student population is comprised of 20% special education students. LAPCMS serves students with disabilities during distance learning by providing equal access to core content through co-teaching/co-planning between the general and special education teachers. All related services are being provided through outside providers via teleconferencing, and IEP meetings are being held. Communication between the special education team and families has been vital in order to ensure that the needs of SWD are being met. LAPCMS is operating under CDE guidelines for special education, and working in close collaboration with our LACOE SELPA. Prior written notices (PWN) were sent following school closures to serve as a written explanation of proposed changes in IEP on account of distance learning. Based on CDE guidelines, the IEP in place at the time of physical school closure remains in effect, and LAPCMS will, to the greatest extent possible, continue to provide the services called for in IEPs in alternative ways.

Starting up a new charter school in this deeply underserved community is a significant challenge in and of itself, and we have encountered many struggles along the way. The impact of COVID-19, has impacted our community greatly and has only strengthened our commitment to the students and families that we serve. We are immensely proud of our accomplishments, our teachers, our staff and especially our students and families, and look forward to building on the foundations that we have established. We have implemented improvement measures and have systems and structures that will lead to continued growth and progress.

LAPCMS Meets Charter Renewal Criteria Under the Revised Education Code Section 47607.2(b)

Pursuant to amendments to the state’s Charter Schools Act by A.B. 1505 (2019), charter renewal prescribed in Education Code sections 47607 and 47607.2 requires consideration of three criteria:

**Criterion 1:** Under a new three-tiered system of evaluating charter schools’ performance based on California School Dashboard (“Dashboard”) data, with tiers assigned by the California Department of Education (“CDE”) for each charter school up for renewal, for schools in the “middle” tier, “the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].”

Education Code 47607.2(b)(1) goes on to state: “(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.”

**Criterion 2:** In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

3 Education Code Section 47607.2(b)(1).
4 Education Code Section 47607.2(b)(2). “Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).
(A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.\(^5\) The statute goes on to say that subsections (A) and (B) may be demonstrated by “verified data,” which is defined as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.”\(^6\)

“The chartering authority may deny a charter renewal pursuant to [Criteria 1 or 2] only upon making written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable pursuant to [Criteria 1 or 2], that its decision provided greater weight to performance on measurements of academic performance.”\(^7\)

**Criterion 3:** Notwithstanding the first two criteria, the chartering authority can still deny the renewal if it finds that the charter school’s enrollment or dismissal practices are discriminatory, or the charter school has substantial fiscal or governance issues, pursuant to certain notice and cure requirements?\(^8\)

**LAPCMS Meets Criterion 1 & 2:**

*Criterion 1- As a Middle-Tier School with Strong Schoolwide and Subgroup Performance – in the Context of the Students Served – on the CA Dashboard and Measurable Increases in Academic Achievement.

*Criterion 2- LAPCMS Has Achieved Measurable Increases In Academic Achievement (subsection (B) does not apply as LAPCMS is a middle school, thus we focus on (A), measurable increases in academic achievement).

The following data and discussion outlines how LAPCMS meets criterions 1 and 2.

**California Charter Schools Association (CCSA) Accountability Framework**

CCSA’s accountability framework helps give context that the Dashboard system lacks. Like the CDE’s Dashboard reports, CCSA has developed an accountability framework based on publicly available academic indicators utilizing “Distance from Level 3” (DF3) – also referred to as “Distance from Standard” or DFS -- as a status measure for academic progress, “which measures how far (or the distance) each student is from the Level 3 (i.e., Standard Met) Smarter Balanced performance level.”\(^9\) CCSA ranks the DF3 score given to every eligible public school in the state from lowest to highest into percentiles (1-100) and 10 decile ranks. The 1st percentile is equivalent to the lowest 1% of schools statewide, while the 1st decile translates to the bottom 10% of schools (1-10), according to the schools’ average results on the CAASPP. Conversely, the 10th decile rank is equivalent to a school having an average DF3 in the top 10% of schools statewide (91-100).

Unlike the CDE’s Dashboard reports, however, CCSA also includes a Similar Students Rank (SSR), which orders schools on a 1-10 scale according to how students perform on standardized tests compared

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\(^5\) Education Code Section 47607.2(b)(3)

\(^6\) Education Code Section 47607.2(c)(1). The statute goes on to note that “(2) By January 1, 2021, the state board shall establish criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose. . . . (4) . . . a charter school under consideration for renewal before the state board’s adoption pursuant to paragraph (2) may present data consistent with this subdivision.”

\(^7\) Education Code Section 47607.2(b)(6).

\(^8\) Education Code Section 47607(e).

\(^9\) https://www.cde.ca.gov/ta/ac/cm/acadindcal.asp

\(^10\) Dashboard Alternative School Status (DASS) schools – formerly referred to as Alternative Schools Accountability Model (ASAM) schools are not included, nor are schools that are less than four years old or schools with fewer than 30 CAASPP test-takers.
to schools serving similar students statewide. SSR functions as a "proxy value-add" measure by comparing each school's performance to a prediction based on how schools with similar demographic characteristics perform. This calculation factors in the percentage of students who are:

- Socioeconomic Disadvantaged (this includes FRPL, F/HY, migrant students, and students for whom neither parent is a HS graduate),
- Average Parent Education Level
- % EL and RFEP
- % SWD
- % Students by Race/Ethnicity
- % Mobility (indicating test-takers who were not enrolled at the school on Fall Census Day in mid-October).

According to CCSA’s Accountability Framework, LAPCMS has a State Rank of 1/10, the lowest tier; yet when the students we serve are considered, LAPCMS has a Similar Schools Rank of 8/10, putting us in the top 30% of schools across the state serving a similar population of students.11

Resident Schools and Similar Schools
In anticipation of this charter renewal petition, LACOE’s Charter Schools Office sent LAPCMS a list of five “Resident” Schools that LAPCMS students would otherwise attend if they went to a resident school based on their home address:

- **Barack Obama Global Preparatory Academy**, a traditional LAUSD school where almost half (43.4%) of our students would otherwise have enrolled based on their home address. LAPCMS is currently co-located on the Obama Prep campus for 2020-21 through a Prop 39 facilities agreement.
- **John Muir Middle School**, located across the street from our campus, is an LAUSD school with a STEM magnet and the “home” school for 21.9% of our students.
- **Horace Mann UCLA Community School** is an alternative partnership school between UCLA and LAUSD where UCLA is providing teachers, teacher training, designing curriculum and providing comprehensive school support, serving grades 6-12, opened in 2016, is the home school for 9.1% of our students.
- **Foshay Learning Center** is a full K-12 span school with an International Baccalaureate programme for primary and middle grades; it is the home school for just 5.0% of our students.
- **Mary McLeod Bethune Middle School** includes a STEM magnet and is the home school for just 3.7% of our students (less than 10 students).

<table>
<thead>
<tr>
<th>Resident School Name 2019-20 Enrollment</th>
<th>Span</th>
<th>School Type</th>
<th>Enroll</th>
<th>EL %</th>
<th>SWD%</th>
<th>Socio Economically Disadv%</th>
<th>Foster/ Homeless Youth %</th>
<th>Am Indian %</th>
<th>Asian %</th>
<th>Black %</th>
<th>Filipino %</th>
<th>Hispanic %</th>
<th>Pacific Islander %</th>
<th>Two+ %</th>
<th>None %</th>
<th>White %</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA's Promise Charter Middle #1</td>
<td>6-8</td>
<td>C</td>
<td>220</td>
<td>32.7</td>
<td>24.1</td>
<td>79.1%</td>
<td>0.9%</td>
<td>0.5%</td>
<td>0.0%</td>
<td>28.6%</td>
<td>0.6%</td>
<td>65.0%</td>
<td>0.6%</td>
<td>2.1%</td>
<td>0.8%</td>
<td>65.0%</td>
</tr>
<tr>
<td>Barack Obama Global Preparatory Academy</td>
<td>6-8</td>
<td>T</td>
<td>359</td>
<td>32.3</td>
<td>19.8</td>
<td>94.4%</td>
<td>4.7%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>26.5%</td>
<td>0.3%</td>
<td>70.2%</td>
<td>0.3%</td>
<td>2.9%</td>
<td>1.4%</td>
<td>65.0%</td>
</tr>
</tbody>
</table>

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12 CCSA Snapshots. [https://www.ccsasnapshots.org/academic-accountability-report](https://www.ccsasnapshots.org/academic-accountability-report)

13 From 2011 to 2019-20, LA Promise operated John Muir in partnership with LAUSD.
In addition, LACOE and LAPCMS identified six “Similar” Schools based on student demographics:

- **Alliance Virgil Roberts Learning**, a 6-8 charter school
- **Barack Obama Global Prep**, also on the Resident Schools list, above
- **Bret Harte Prep Middle School**, a traditional LAUSD 6-8 school
- **Daniel Webster Middle School**, an LAUSD 6-8 school that has a large STEAM magnet
- **Public Policy Charter School**, a 5-8 charter school
- **Resolute Academy**, a 5-8 charter school
- **TEACH Academy of Technology**, a 5-8 charter school.
As demonstrated in the above charts, the demographics of LAPCMS are generally similar to the weighted averages of the Resident Schools and Similar Schools, except that:

- LAPCMS has significantly more English Learners than the Resident or Similar Schools (33% compared to 23% and 27% on average)
- LAPCMS has significantly more SWD than the Resident and Similar Schools (24% compared to 16 and 16% on average)
- LAPCMS has fewer Hispanic/Latinx students (65% compared to 75% and 70% on average) and more African American students (29% compared to 23% and 27% on average) than the Resident and Similar Schools.

**CA Dashboard**
We are pleased that the CDE rated LAPCMS as a “Middle Performing School” for purposes of charter renewal, based on the California Dashboard indicators:

Sources: [https://dq.cde.ca.gov/dataquest](https://dq.cde.ca.gov/dataquest)

14 [https://www.cde.ca.gov/sp/ch/cspformcategory.asp](https://www.cde.ca.gov/sp/ch/cspformcategory.asp)
LAPCMS is in the Red color or gauge, or lowest of five tiers on the 2019 Dashboard system for English Language Arts (ELA), Mathematics and Chronic Absenteeism, and in the Green, or second highest gauge, for Suspension Rate. The English Learner Progress had no color rating in 2018 or 2019 due to the transition to the new English Learner Proficiency Assessment for California (ELPAC), but 52.5% of LAPCMS’s 80 English Learner (EL) students were making progress (more details on each of these are included below). The Dashboard for 2019 indicates that LAPCMS meets all of the met/not met criteria: Basics, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey and Access to a Broad Course of Study.

It is important to recognize some important contextual limitations of the new Dashboard system, as it does not compare schools like ours against schools serving similar students, but rather compares all schools across the state. For a school like LAPCMS, context is crucially important. When our students enter 6th grade, the majority are several grade levels behind in both ELA and Math. According to benchmark NWEA MAP assessments administered to our entering 6th graders, our students score as follows:

<table>
<thead>
<tr>
<th>Fall 2019 NWEA 6th Grade Results</th>
<th>Reading</th>
<th>Language Usage</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Grade Mean RIT Score</td>
<td>193.9</td>
<td>190.3</td>
<td>196.8</td>
</tr>
<tr>
<td>Grade Level Correlation</td>
<td>3rd-4th Grade Level</td>
<td>3rd-4th Grade Level</td>
<td>3rd-4th Grade Level</td>
</tr>
<tr>
<td>Mean 6th Grade Level RIT Score</td>
<td>210.17</td>
<td>209.43</td>
<td>214.75</td>
</tr>
<tr>
<td>Percentile</td>
<td>16</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td># Students At/Above Norm Grade Level RIT</td>
<td>6</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

In other words, our students arrive at LAPCMS at a third to fourth grade level in reading, language usage and math, among the lowest 10th percentile in both ELA and Math in the nation. Almost no students meet or perform above national grade level norms upon enrollment at LAPCMS. Thus, even if our students make three years of progress during their time at LAPCMS, they will not, on average, score at the “average” 8th grade level on the California Assessment of Student Performance and Progress (CAASPP).

In looking at the 2019 Dashboard ratings, we fully understand the need to improve from our “Red” ratings in both ELA and Math, which had 4.2 and 5.6 point declines respectively, from the prior year. It is important to emphasize that as a small school, with fewer than 100 test takers in each grade each year, as different cohorts of students come through, scores fluctuate more than they would in a larger school with far more test takers. As noted above, our students arrive at LAPCMS with significant deficits, in some cases testing at Kindergarten level in reading and math. Approximately one quarter of our students arrive at LAPCMS with an IEP, and approximately one-third are English Learners, most of whom are classified as Long-Term English Learners (LTELs) when they enroll with us. In short, these students have not been served well in their previous schools. Many families have begun to lose faith in the education system. We are firmly committed to serving these students, by meeting their specific needs, and restoring their faith in both the power of a quality education, and in themselves.

The Dashboard uses DFS or Distance from Standard, as a status measure for academic progress, which measures how far (the “distance”) each student is from the Level 3 (i.e., “Standard” Met) CAASPP performance level.
While we did see small declines in CAASPP performance (4.2 DFS points in ELA and 5.6 DFS points in Math) in 2019, our ELA score of -86.6 DFS in ELA was still stronger than Obama Global Prep (-106) and Mann UCLA (-96.1), and similar to John Muir MS (-80.6). Foshay – which is a K-12 school with an IB Programme – performed significantly better with -39.6 DFS, and Bethune MS was -69.7 DFS. Therefore, LAPCMS outperformed two of the five Resident Schools and was on par with one school in ELA.

In Math, with -131.1, we similarly outperformed three Resident Schools: Obama (-158.1), Mann UCLA (-154.3) and John Muir (-135); while Foshay had -81.6 and Bethune MS was -107.4.

Compared to the Similar Schools, we outperformed Bret Harte MS in both ELA and Math (-107.1 and -160.2 respectively) and were on par with Gompers in Math (-130.7). Other charter schools (Alliance Virgil Roberts, Public Policy Charter, Resolute Academy and TEACH) outperformed LAPCMS in both ELA and Math, as did Webster MS, which has a large STEAM Magnet (half of its school). These
schools have been in existence for a longer time period, and we will continue to work extremely hard to match or outperform these schools in the near future.

**ELA Subgroups 2019**

As for ELA subgroup performance, compared to Barack Obama Global Prep, our closest comparison school (on both the Resident and Similar Schools list, and the biggest “feeder” school based on home address), LAPCMS outperforms Obama for every single subgroup:

<table>
<thead>
<tr>
<th>School</th>
<th>LA Promise Charter Middle School</th>
<th>Barack Obama Global Preparation Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>-110.1</td>
<td>-130.4</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>-85.3</td>
<td>-105.3</td>
</tr>
<tr>
<td>Students w/Disabilities</td>
<td>-129.5</td>
<td>-137</td>
</tr>
<tr>
<td>Hispanic/Latinx</td>
<td>-86.7</td>
<td>-102.2</td>
</tr>
<tr>
<td>African American</td>
<td>-87.5</td>
<td>-118.2</td>
</tr>
</tbody>
</table>

Looking more broadly at LAPCMS compared to all of the Resident Schools’ subgroups:

- ELs understandably perform below overall average (-110.1 DFS); when they are fluent-proficient in English, we reclassify them.
- Our ELs (-110.1 DFS), 33% of enrollment, outperformed their peers at Obama, Muir and are on par with Bethune (-109.7).
- Our SED subgroup, at 91% of enrollment, effectively matches schoolwide results (-85.3 DFS), and outperforms their peers at two Resident Schools (-105.3 at Obama, -99.5 at Mann UCLA).
- SWD (-129.5 DFS), 21% of enrollment, outperform their peers at Obama (-137), Muir (-143.8) and Bethune (-169.8) and are rather close to Foshay (-120.3) and Mann UCLA (-116.1).
- Latinx students (-86.7), at 66% of enrollment, outperformed Obama and were on par with Mann UCLA and Muir.
Notably, African American students (-87.5 DFS), at 32% of enrollment, not only were equivalent to our Latinx students (-86.7), but had stronger performance than three of the Resident Schools (Obama, Mann UCLA and Bethune) and were on par with a fourth, Muir – only Foshay outperformed LAPCMS’ African American students in ELA.

We are particularly proud of the academic outcomes for our Black students and have been especially attentive to their needs. Our staff is intentionally diverse, so our Black and Latinx students see people that look like them in the field of education including school leaders, teachers, counselors and support team members across our schools. We employ culturally relevant pedagogy to consider the background, culture and experience of our Black boys and girls. For instance, we have partnered with Facing History to advance a social justice framework with all middle school students. We also recognize the need to act in the moment to support Black students and families through initiatives that do more than provide lip service, but actively promote anti-racist education. A recent article by Dr. Tyrone Howard of UCLA (June 2020), statements supporting Black Lives Matter are not enough, schools must do more, highlighted the role that young people of all races are playing in peaceful protests in the name of racial justice and equity. “Schools should watch, listen, and learn from this moment because many of the voices on the front lines have been school-aged youth fighting for equality, justice, and respect for all people.” Yet, Dr. Howard points out that support for this movement will do nothing if the root causes of racism are not tackled within the school community. Dr. Howard underscores the need for high expectation and rigorous coursework. Our approach also includes opportunities for Black and Brown students to excel in the fields of digital media, technology, and STEAM, in addition to strong emotional support for students experiencing anxiety or angst during this difficult time. The parent engagement team emphasizes outreach to Black Families. The work is significant and meaningful; therefore we remain committed to an anti-racist initiatives for our students and the broader community, and not just for the moment.

As noted under Resident Schools, LAPCMS outperformed Obama across every subgroup in ELA. LAPCMS students also outperformed Bret Harte across every subgroup in ELA. With the other two traditional district schools, Webster and Gompers, LAPCMS only outperformed Gompers in the African American subgroup (LAPCMS was -87.5 DFS compared to -93.8 DFS at Gompers). The four charter Similar Schools – Alliance Virgil Roberts, Public Policy, Resolute and TEACH all outperformed LAPCMS’ subgroups in ELA.

Math Subgroups 2019

15 https://edsource.org/2020/statements-supporting-black-lives-matter-are-not-enough-schools-must-do-more/63397
As with ELA, compared to Barack Obama Global Prep, LAPCMS outperforms Obama in Math for every single subgroup:

<table>
<thead>
<tr>
<th>School</th>
<th>LA Promise Charter Middle School</th>
<th>Barack Obama Global Preparation Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>-151</td>
<td>-176.9</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>-130.9</td>
<td>-157.7</td>
</tr>
<tr>
<td>Students w/Disabilities</td>
<td>-159.3</td>
<td>-191.6</td>
</tr>
<tr>
<td>Hispanic/Latinx</td>
<td>-127.1</td>
<td>-151.4</td>
</tr>
<tr>
<td>African American</td>
<td>-142.4</td>
<td>-181.3</td>
</tr>
</tbody>
</table>

Examining the subgroup performance across all of the Resident Schools:

<table>
<thead>
<tr>
<th>School</th>
<th>LA Promise Charter Middle School</th>
<th>Barack Obama Global Preparation Academy</th>
<th>Foshay Learning Center</th>
<th>Horace Mann UCLA Community</th>
<th>John Muir Middle School</th>
<th>Mary McLeod Bethune Middle School</th>
<th>Resident Schools Average</th>
<th>CA</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>-151</td>
<td>-176.9</td>
<td>-121.9</td>
<td>-168.6</td>
<td>-167.1</td>
<td>-152.6</td>
<td>-145.69</td>
<td>-68.6</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>-130.9</td>
<td>-157.7</td>
<td>-82</td>
<td>-157</td>
<td>-134.1</td>
<td>-107.2</td>
<td>-110.21</td>
<td>-63.7</td>
</tr>
<tr>
<td>Students w/Disabilities</td>
<td>-159.3</td>
<td>-191.6</td>
<td>-81.2</td>
<td>-176.9</td>
<td>-197.4</td>
<td>-216.1</td>
<td>-150.04</td>
<td>-119.4</td>
</tr>
<tr>
<td>Hispanic/Latinx</td>
<td>-127.1</td>
<td>-151.4</td>
<td>-80</td>
<td>-141.9</td>
<td>-132.3</td>
<td>-101.7</td>
<td>-105.82</td>
<td>-62.2</td>
</tr>
<tr>
<td>African American</td>
<td>-142.4</td>
<td>-181.3</td>
<td>-92.9</td>
<td>-164</td>
<td>-158.4</td>
<td>-154.2</td>
<td>-132.17</td>
<td>-87.9</td>
</tr>
</tbody>
</table>

- ELs (-151 DFS), SWD (-159.3 DFS) and African American (-142.4 DFS) outperformed all but Foshay (which is K-12);
- SED (-130.9 DFS) and Latinx (-127.1 DFS) outperformed Obama, Mann UCLA, and Muir.

In other words, while our subgroups have significant room for improvement, they are still outperforming their peers at the majority of the Resident Schools.
Compared to the Similar Schools, as noted, LAPCMS outperformed Obama across all subgroups, and the same is true for Bret Harte. LAPCMS also was on par with Gompers across every subgroup except African American students (-142.4), which slightly outperformed Gompers (-155.7). SWD (-159.3) were an almost exact score match to Alliance’s SWD (-159.5).

CAASPP Progress for All Students

For the period from 2017 to 2019, the percent of all students who Met or Exceeded Standards on ELA CAASPP declined from 20.9% to 15.1%. English Learners are the only subgroup that experienced an increase in the percent of students meeting or exceeding ELA standards, growing from 0% to 4.8%. Our data does not meet our expectations. In response, we are immersed in school improvement and the detailed action plans are outlined throughout the petition particularly in Element 1.
For the period from 2017 to 2019, the percent of all students who Met or Exceeded Standards on Math CAASPP declined from 9.3% to 7.5%. English Learners are the only subgroup that experienced an increase in the percent of students meeting or exceeding ELA standards, growing from 0% to 3.5%.
CAASPP ELA & Math % Met or Exceed Standard, Similar School Comparison

On the 2019 CAASP comparison of Similar Schools, English Learners performed better than 5 of 8 in ELA and performed better than 4 of 8 in Math. Comparing the subgroup Students with Disabilities across Similar Schools, LA Promise Charter Middle School students performed better than 4 out of 8 schools in both ELA and Math.

CAASPP ELA & Math % Met or Exceed Standard, Resident School Comparison

ELA and performed better than 4 of 8 Similar Schools in Math. Comparing the subgroup Students with Disabilities across Similar Schools, LA Promise Charter Middle School students performed better than 4 out of 8 schools in both ELA and Math.

Surprisingly, California is one of just two states that does not yet incorporate individual student growth patterns into evaluations of school performance. Therefore, LAPCMS’ “low” performance in CAASPP testing is relative, and should be considered in the context of the starting points of the students being tested. We acknowledge that our CAASPP data over the past three years (2017-2019) does not show convincing improvement in CAASPP ELA, and better than 4 out of 5 schools in Math. Comparing the subgroup Students with Disabilities across Resident Schools, LA Promise Charter Middle School students performed better than all five Resident Schools in ELA, and 3 out of 5 schools in Math.

16 https://coredistricts.org/our-improvement-data/core-growth-data/
growth. Had testing not been cancelled in 2020, we believe that due to improvement measures put into place, we were on track to see gains in the CAASPP last spring, as evidenced by the growth data shown from our MAP reports.

**NWEA MAP Test Growth**

In an effort to better track our students’ proficiency and progress throughout the year, and help inform our teachers, in 2018-19 LAPCMS began to administer the NWEA MAP nationally norm-referenced assessments in reading, language usage and math. We administer the diagnostic assessment within the first weeks of school, to develop a baseline measure of students’ proficiency. We administer the MAP Interim #1 (Fall) in November, and Interim #2 (Winter) in mid-March (earlier than the “Spring” testing typical of most NWEA summative year-end results). Rather than administer the “summative” NWEA MAP assessment at the end of the year, our students take CAASPP which serves as our summative data measure.

Measures have been put into place to strengthen the academic culture in order to have our students take these tests seriously and earnestly. With many students we see massive fluctuations from one administration to the next that we know are not indicative of their abilities. In many cases, this can be the result of circumstances impacting the student during the testing period – trauma in their lives that are an unfortunate daily reality for our students and families. These circumstances constantly compete for their attention, and make it difficult to focus on their schooling. LACMS continues to increase the layers of academic and socio-emotional support for students, and incentivize learners to understand the importance of effort, growth, and achievement. The start of the 2019-20 school year has already seen an increased urgency in taking tests seriously, as a result of initiatives from school leadership, even under the shadow of the pandemic during distance learning.

Still, we are pleased that **more than half of our 6th grades and 7th graders met their NWEA annual growth targets in all three subjects**: Math, Reading and Language Usage in 2019-20. NWEA is based on a nationally normed bell curve, thus:

> In the most general sense, about 50% of students show growth that is greater than mean normative growth, and about 50% show less than mean normative growth, as implied in the bell curve figure above. So in a general sense, one could reasonably expect that about 50% of students should meet their growth goals. When school (grade level) growth is described by a normal distribution, generally about 50% of the group will exceed mean growth and about 50% will fall below that goal.\(^\text{18}\)

The NWEA author goes on to state, “What our school growth norms do not do is to account for specific demographic compositions within a school. NWEA school norms are based on a representative sampling of schools from across the country, and our school norms will be appropriate for schools whose racial demographics parallel the racial distributions of the U.S. student population.”\(^\text{19}\)

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\(^{17}\) Nationally, NWEA norms are benchmarked based on the following calendar: “Specifically, the 4th week is used for fall norms, the 20th week is used for winter norms, and the 32nd week is used for spring norms.”

https://teach.mapnwea.org/iml/MAPGrowthNormativeDataOverview.pdf

\(^{18}\) https://www.nwea.org/blog/2013/partner-questions-month-percentage-students-meet-growth-targets/#:~:text=In%20the%20most%20general%20sense,should%20meet%20their%20growth%20goals.

\(^{19}\) Ibid.
population norms. According to the National Center for Education Statistics, in 2020-21, the 50.7 million U.S. K-12 students are 46.2% White, 27.6% Hispanic/Latinx, 15% Black; 13.7% SWD (in 2016), 10.1% EL (in 2017). This compares with our enrollment comprised of 67% Latinx and 32% Black, 20% SWD and 36% EL. The diversity and economic levels of our school population is not the “norm” for NWEA. Nevertheless, the following details our students’ average per grade level NWEA MAP results from August/early September 2019 compared to March 2020 (prior to physical school closures due to COVID-19), and the percentile ranking for each test administration, along with the difference in percentile. The second-to-last column shows the percentage of students in each grade, for each subject tested, who realized an increase, or maintained their initial August baseline percentile. The last column shows the percentage of students in each grade, for each subject tested, who achieved their individual growth target which is established by NWEA, after the initial baseline test. As noted above, NWEA projects that 50% of students will exceed these goals, and 50% will fall short.

After taking a deep dive into the root causes of not meeting targets, the current team identifies the need to increase the sense of urgency around testing events. The need to focus and take the test seriously has been addressed, with more time dedicated to presentations by the principal and teachers to understand why these assessments are important, and the role that students play in their own growth and progress. The principal has also shared more information and reminders with families, so they can encourage their children’s effort.

<table>
<thead>
<tr>
<th>Fall 2019 to Winter 2020 Language Usage</th>
<th># of Students</th>
<th># of Students met projection</th>
<th>% of Students met projection</th>
<th>School CGI</th>
<th>School Conditional Growth Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>36</td>
<td>20</td>
<td>56%</td>
<td>3.85</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>65</td>
<td>43</td>
<td>66%</td>
<td>4.43</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>88</td>
<td>49</td>
<td>56%</td>
<td>2.29</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 6 AA</td>
<td>12</td>
<td>8</td>
<td>67%</td>
<td>3.43</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 7 AA</td>
<td>19</td>
<td>15</td>
<td>79%</td>
<td>7.95</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 8 AA</td>
<td>24</td>
<td>14</td>
<td>58%</td>
<td>3.37</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 6 Hisp</td>
<td>24</td>
<td>12</td>
<td>50%</td>
<td>3.99</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 7 Hisp</td>
<td>45</td>
<td>28</td>
<td>62%</td>
<td>3.18</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 8 Hisp</td>
<td>61</td>
<td>33</td>
<td>54%</td>
<td>2.03</td>
<td>98%</td>
</tr>
<tr>
<td>Grade 6 EL</td>
<td>13</td>
<td>8</td>
<td>62%</td>
<td>5.38</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 7 EL</td>
<td>23</td>
<td>13</td>
<td>57%</td>
<td>3.6</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 8 EL</td>
<td>32</td>
<td>18</td>
<td>56%</td>
<td>3.07</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 6 FRL</td>
<td>31</td>
<td>18</td>
<td>58%</td>
<td>4.35</td>
<td>99%</td>
</tr>
</tbody>
</table>

Curiously, it is difficult to find a single statistic for the number of students nationwide who qualify for FRPL. See [https://nces.ed.gov/fastfacts/display.asp?id=898](https://nces.ed.gov/fastfacts/display.asp?id=898) for a discussion of the percentage of high and low poverty public schools.
Language NWEA Analysis
The NWEA MAP Interim #1 (Fall) 2019 to Interim #2 (Winter) 2020 shows significant growth for the entire middle school, across grade levels and subgroups. If student Conditional Growth Percentile (CGP) is 99%, then growth for these groups is 99% better than all students in the national norm group. For example, all 6-8th graders are performing 98-99% better than 6th, 7th, & 8th graders who took the NWEA map for this period. All subgroups similarly achieve this impressive 99% CGP, with exception of 8th grade who achieved an equally impressive 98%.

<table>
<thead>
<tr>
<th>Fall 2019 to Winter 2020 Math</th>
<th># of Students with Projections</th>
<th># of Students met projection</th>
<th>% of Students met projection</th>
<th>School CGI</th>
<th>School Conditional Growth Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>41</td>
<td>16</td>
<td>39%</td>
<td>-0.84</td>
<td>20%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>77</td>
<td>44</td>
<td>57%</td>
<td>-0.33</td>
<td>37%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>89</td>
<td>47</td>
<td>53%</td>
<td>-0.23</td>
<td>41%</td>
</tr>
<tr>
<td>Grade 6 AA</td>
<td>13</td>
<td>6</td>
<td>46%</td>
<td>0.13</td>
<td>55%</td>
</tr>
<tr>
<td>Grade 7 AA</td>
<td>26</td>
<td>14</td>
<td>54%</td>
<td>-0.3</td>
<td>38%</td>
</tr>
<tr>
<td>Grade 8 AA</td>
<td>24</td>
<td>11</td>
<td>46%</td>
<td>-0.81</td>
<td>21%</td>
</tr>
<tr>
<td>Grade 6 Hisp</td>
<td>28</td>
<td>10</td>
<td>36%</td>
<td>-1.29</td>
<td>10%</td>
</tr>
<tr>
<td>Grade 7 Hisp</td>
<td>50</td>
<td>29</td>
<td>58%</td>
<td>-0.48</td>
<td>32%</td>
</tr>
<tr>
<td>Grade 8 Hisp</td>
<td>62</td>
<td>35</td>
<td>56%</td>
<td>0.06</td>
<td>52%</td>
</tr>
<tr>
<td>Grade 6 EL</td>
<td>15</td>
<td>5</td>
<td>33%</td>
<td>-1.17</td>
<td>12%</td>
</tr>
<tr>
<td>Grade 7 EL</td>
<td>24</td>
<td>12</td>
<td>50%</td>
<td>-1.29</td>
<td>10%</td>
</tr>
<tr>
<td>Grade 8 EL</td>
<td>32</td>
<td>15</td>
<td>47%</td>
<td>-0.33</td>
<td>37%</td>
</tr>
<tr>
<td>Grade 6 FRL</td>
<td>34</td>
<td>13</td>
<td>38%</td>
<td>-1.02</td>
<td>15%</td>
</tr>
<tr>
<td>Grade 7 FRL</td>
<td>75</td>
<td>43</td>
<td>57%</td>
<td>-0.33</td>
<td>37%</td>
</tr>
<tr>
<td>Grade 8 FRL</td>
<td>87</td>
<td>45</td>
<td>52%</td>
<td>-0.3</td>
<td>38%</td>
</tr>
<tr>
<td>Grade 6 SWD</td>
<td>9</td>
<td>2</td>
<td>22%</td>
<td>-0.5</td>
<td>31%</td>
</tr>
<tr>
<td>Grade 7 SWD</td>
<td>13</td>
<td>7</td>
<td>54%</td>
<td>-2.38</td>
<td>1%</td>
</tr>
<tr>
<td>Grade 8 SWD</td>
<td>30</td>
<td>11</td>
<td>37%</td>
<td>-1.93</td>
<td>3%</td>
</tr>
</tbody>
</table>
Math NWEA Analysis
The NWEA MAP Fall 2019 to Winter 2020 shows strong outcomes for 7th grade, and room for improvement in grades 6 and 8. African American Students showed promising outcomes, but this trend was not seen consistently across all grade levels for other subgroups. For example, 72% of 7th grade Hispanic students met projections compared to 51% of 6th graders, and 38% of 8th graders. While this demonstrates some growth, it falls short of generating a strong performance for those students compared to their peers across national schools, using the NWEA MAP analysis. Similar trends, strong 7th grade performance with room for growth in grades 6 and 8, are seen for English Learners, students who qualify for Free & Reduced Lunch, and Students with Disabilities.

<table>
<thead>
<tr>
<th>Fall 2019 to Winter 2020 Reading</th>
<th># of Students</th>
<th># of Students met projection</th>
<th>% of Students met projection</th>
<th>School CGI</th>
<th>School Conditional Growth Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>40</td>
<td>18</td>
<td>45%</td>
<td>-2.1</td>
<td>2%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>71</td>
<td>46</td>
<td>65%</td>
<td>1.89</td>
<td>97%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>89</td>
<td>32</td>
<td>36%</td>
<td>-1.69</td>
<td>5%</td>
</tr>
<tr>
<td>Grade 6 AA</td>
<td>13</td>
<td>7</td>
<td>54%</td>
<td>-0.72</td>
<td>24%</td>
</tr>
<tr>
<td>Grade 7 AA</td>
<td>23</td>
<td>12</td>
<td>52%</td>
<td>-0.37</td>
<td>36%</td>
</tr>
<tr>
<td>Grade 8 AA</td>
<td>24</td>
<td>9</td>
<td>38%</td>
<td>0.4</td>
<td>66%</td>
</tr>
<tr>
<td>Grade 6 Hisp</td>
<td>27</td>
<td>11</td>
<td>51%</td>
<td>-2.74</td>
<td>1%</td>
</tr>
<tr>
<td>Grade 7 Hisp</td>
<td>47</td>
<td>34</td>
<td>72%</td>
<td>3.17</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 8 Hisp</td>
<td>62</td>
<td>22</td>
<td>35%</td>
<td>-2.45</td>
<td>1%</td>
</tr>
<tr>
<td>Grade 6 EL</td>
<td>13</td>
<td>5</td>
<td>38%</td>
<td>-2.87</td>
<td>1%</td>
</tr>
<tr>
<td>Grade 7 EL</td>
<td>22</td>
<td>14</td>
<td>64%</td>
<td>3</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 8 EL</td>
<td>33</td>
<td>8</td>
<td>24%</td>
<td>-3.54</td>
<td>1%</td>
</tr>
<tr>
<td>Grade 6 FRL</td>
<td>33</td>
<td>15</td>
<td>45%</td>
<td>-1.58</td>
<td>6%</td>
</tr>
<tr>
<td>Grade 7 FRL</td>
<td>69</td>
<td>45</td>
<td>65%</td>
<td>1.9</td>
<td>97%</td>
</tr>
<tr>
<td>Grade 8 FRL</td>
<td>86</td>
<td>30</td>
<td>35%</td>
<td>-1.78</td>
<td>4%</td>
</tr>
<tr>
<td>Grade 6 SWD</td>
<td>9</td>
<td>4</td>
<td>44%</td>
<td>-1.62</td>
<td>5%</td>
</tr>
<tr>
<td>Grade 7 SWD</td>
<td>10</td>
<td>7</td>
<td>70%</td>
<td>3.82</td>
<td>99%</td>
</tr>
<tr>
<td>Grade 8 SWD</td>
<td>29</td>
<td>10</td>
<td>34%</td>
<td>-0.26</td>
<td>40%</td>
</tr>
</tbody>
</table>

Reading NWEA Analysis
The NWEA MAP Interim #1 (Fall) 2019 to Interim #2 (Winter) 2020 with 80% of the school year complete, had the following results relating to the percentage of students meeting reading projections: 45% for 6th grade, 65% for 7th grade and 36% for 8th graders. This is an impressive outcome that would have been even greater had an end of year assessment been administered (cancellation due to COVID-19). Seventh grade had the strongest results for Hispanic, English
Learners, Free/Reduced Lunch, and Students with Disabilities, achieving a CGP of 97 or 99%. Factors that contributed to these outcomes included coaching and professional development. The intervention coach hired through CSI funds worked with all humanities teachers, but focused on 7th grade ELA standards taught in English and History/Social studies. In addition, the teachers engaged in professional learning through the California Reading and Literature Project.

**CCSA Academic Accountability Report for Resident & Similar Schools**

Like LAPCMS, all but one Resident Schools scored “1” out of 10 on the CCSA state rankings – Foshay scores “2” and the other Similar Schools score either “1” or “2” on the state rankings. Still, while LAPCMS is among the highest ranking in the state of schools serving similar students with an “8” out of 10 similar schools rank, Obama Global Prep – which is on both the Resident and Similar Schools lists -- is among the lowest 30% with a 3/10; and Muir MS (which represents the 2nd most populous Resident School for LAPCMS) is among the lowest 10% of schools in the state serving similar students. In other words, if LAPCMS did not exist, 65.3% of our students would be attending failing schools.

**Resident Schools 2019 CCSA State Ranking**

<table>
<thead>
<tr>
<th>School</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAPCMS</td>
<td>1</td>
</tr>
<tr>
<td>Barack Obama Global Prep (T)</td>
<td>1</td>
</tr>
<tr>
<td>Foshay Learning Center (T)</td>
<td>2</td>
</tr>
<tr>
<td>Horace Mann UCIComm (A)</td>
<td>1</td>
</tr>
<tr>
<td>John Muir Middle School (M)</td>
<td>1</td>
</tr>
<tr>
<td>Bethune Middle (M)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Resident Schools 2019 CCSA Similar Students Ranking**

<table>
<thead>
<tr>
<th>School</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAPCMS</td>
<td>8</td>
</tr>
<tr>
<td>Barack Obama Global Prep (T)</td>
<td>3</td>
</tr>
<tr>
<td>Foshay Learning Center (T)</td>
<td>5</td>
</tr>
<tr>
<td>Horace Mann UCIComm (A)</td>
<td>1</td>
</tr>
<tr>
<td>John Muir Middle School (M)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Similar Schools 2019 CCSA State Ranking**

<table>
<thead>
<tr>
<th>School</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAPCMS</td>
<td>1</td>
</tr>
<tr>
<td>Alliance Virgil Roberts (C)</td>
<td>2</td>
</tr>
<tr>
<td>Bret Harte Prep Middle (T)</td>
<td>1</td>
</tr>
<tr>
<td>Daniel Webster Middle (M)</td>
<td>2</td>
</tr>
<tr>
<td>Public Policy Charter (C)</td>
<td>1</td>
</tr>
<tr>
<td>Resolute Academy Charter (C)</td>
<td>2</td>
</tr>
<tr>
<td>Samuel Gompers Middle (M)</td>
<td>1</td>
</tr>
<tr>
<td>TEACH Academy of Tech (C)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Similar Schools 2019 CCSA Similar Students Ranking**

<table>
<thead>
<tr>
<th>School</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAPCMS</td>
<td>8</td>
</tr>
<tr>
<td>Alliance Virgil Roberts (C)</td>
<td>8</td>
</tr>
<tr>
<td>Bret Harte Prep Middle (T)</td>
<td>7</td>
</tr>
<tr>
<td>Daniel Webster Middle (M)</td>
<td>8</td>
</tr>
<tr>
<td>Public Policy Charter (C)</td>
<td>10</td>
</tr>
<tr>
<td>Resolute Academy Charter (C)</td>
<td>9</td>
</tr>
<tr>
<td>Samuel Gompers Middle (M)</td>
<td>2</td>
</tr>
<tr>
<td>TEACH Academy of Tech (C)</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: https://www.ccsasnapshots.org, 2018-19 last year of data available.
English Learner Progress
The English Learner Progress indicator divides the four levels of the ELPAC exam into six ELPI levels to determine how many students at a school gain at least one ELPI level for the year. Based on this analysis, on the 2019 Summative ELPAC, 46.2% of our ELs gained at least one ELPI level, 6.2% maintained ELPI level 4, 27.5% maintained ELPI levels 1, 2L, 2H, 3L or 3H, and 20% decreased at least one ELPI level:

To reiterate, the context of the students we serve is crucial in understanding this data. Under California law, Long-Term English Learners (LTELs) are defined as those students who are enrolled in grades 6 to 12, have been enrolled in schools in the United States for more than six years, and have remained at the same English language proficiency level for two or more consecutive years, as determined by the state's annual English language development test. (Cal. Ed. Code 313.1(a)(1).) In 2018-19, of the 80 students enrolled at LAPCMS who were classified as EL:

- 72 students (33% of total enrollment), were ELs, with another 48 RFEP
- 32 of our ELs – 44.4% were LTELs22
- Another 8 ELs were “At-Risk” of LTEL status (4-5 years without reclassification)
- 19 ELs (26.4%) were EL 4+ years but not “At-Risk” or LTEL (predominantly because they are also SWD).
- 13 ELs were Newcomers (0-3 years in a CA public school).23

21 There is a discrepancy between the Dashboard count of ELs (80) and the Dataquest count (72) and we are unclear about how this occurred, other than different dates of reporting (i.e., CAASPP testing dates v. P2 enrollment in the fall in CALPADS).
22 “Note: The 2018–19 determinations of Long-Term English Learners (LTEL) and At-Risk of becoming LTEL (AR-LTEL) reflect a significant one year increase in LTEL and AR-LTEL counts from previous years. These changes stem from having only one year of ELPAC data available in the 2017–18 academic year required for making LTEL and AR-LTEL determinations. Specifically, Education Code Sections 313.1(a)(1)(2) and 313(b)(1)(2) state that students for which the required testing data are not available shall not be excluded from LTEL or AR-LTEL determinations. Due to the one-year transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC), two years of ELPAC data were not available to make these determinations as in prior years.”
Despite the significant needs of our EL students, we are pleased that our students are outperforming their peers at all five of the Resident Schools (53% making progress at LAPCMS compared to 33-46% at the Resident Schools), and all but one of the eight Similar Schools (33-63%). Starting in 2018-19, we restructured the Designated English Language Development (“ELD”) program, including scaffolding that is specifically tailored to each EL’s proficiency level (i.e., newcomer/beginner, intermediate, LTEL). According to Stephen Krashen of USC’s Theory of Language Acquisition, students gain proficiency at different rates based on their proficiency level. The ELD strategies embedded in CALL Routines (CALL: Content Area Language and Literacy) are a set of instructional routines for academic success in secondary school, focused on the Framework for Literacy Assessment and Instruction and Academic Language Development for adolescent ELs). The CALL Routines are used to support ELs in Designated and Integrated ELD. We also have provided professional development and support for teachers on ELD, including Kate Kinsella’s training.

Resident Schools EL Progress 2019

<table>
<thead>
<tr>
<th>School</th>
<th>LA Promise Charter Middle School</th>
<th>Barack Obama Global Preparation Academy</th>
<th>Foshay Learning Center</th>
<th>Horace Mann UCLA Community</th>
<th>John Muir Middle School</th>
<th>Mary McLeod Bethune Middle School</th>
<th>Resident Schools Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learner Progress</td>
<td>53%</td>
<td>33%</td>
<td>46%</td>
<td>45%</td>
<td>44%</td>
<td>37%</td>
<td>43%</td>
</tr>
</tbody>
</table>

Similar Schools EL Progress 2019

<table>
<thead>
<tr>
<th>School</th>
<th>LA Promise Charter Middle School</th>
<th>Alliance Virgil Roberts Leadership Academy</th>
<th>Barack Obama Global Preparation Academy</th>
<th>Bret Harte Preparatory Middle</th>
<th>Daniel Webster Middle</th>
<th>Public Policy Charter</th>
<th>Resolute Academy Charter</th>
<th>Samuel Gompers Middle</th>
<th>TEACH Academy of Technologies</th>
<th>Similar Schools Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learner Progress</td>
<td>53%</td>
<td>51%</td>
<td>13%</td>
<td>46%</td>
<td>24%</td>
<td>53%</td>
<td>63%</td>
<td>28%</td>
<td>46%</td>
<td>41%</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>14</td>
<td>0.0%</td>
</tr>
<tr>
<td>2017-18</td>
<td>61</td>
<td>0.0%</td>
</tr>
<tr>
<td>2018-19</td>
<td>81</td>
<td>9.9%</td>
</tr>
<tr>
<td>2019-20</td>
<td>72</td>
<td>N/A</td>
</tr>
</tbody>
</table>

We note that our EL reclassification rate in 2019-20 was 10%, an increase after a 0% reclassification rate during our initial years of operation. The failure to reclassify students in our initial years was attributable to our reclassification criteria, which were more stringent than LAUSD’s reclassification criteria. Prior to 2019-20, in addition to achieving a “4” on the ELPAC and other criteria, we required that students achieve “a grade of $B$ or better for two consecutive semesters,” and score “Met” or “Exceeds” standards on the ELA portion of the CAASPP.

Starting in 2019-20, we modified our reclassification criteria to align with the California Department of Education standards:

1. Overall score of 4 on ELPAC Language Assessment
2. Exceeds, meets, or high range of nearly meets on the ELA portion of the CAASPP Summative Assessment, or NWEA Summative Assessment
3. Grade of C or better for 2 consecutive semesters in English/Language Arts
4. Lexile Reading level no more than 2 years below grade level
5. Teacher recommendation
6. Parent/guardian approval.

These criteria also aligned more closely with LAUSD’s reclassification criteria, which require a grade of “C” or better in ELA classes, and allow a score of Basic/Proficient/Advanced on a Reading Inventory assessment as an alternative to achieving a Met/Exceeded on the CAASPP.

Our ELD Program includes both Designated ELD and Integrated ELD as prescribed in the California English Learner Roadmap. ELs who are level 1-3 are enrolled in designated ELD to further language proficiency. The Designated ELD teachers have been trained through ongoing professional learning on-site, through the CA Reading and Literature Project (CRLP), as well as attendance in outside workshops and conferences including Kate Kinsella training at LACOE, EL Shadowing, and EL Rise Training. In Designated ELD classes, we emphasize that English is used purposefully, that peer-to-peer discourse is used daily so students can interact in meaningful ways, and that students are equipped with skills to apply language to academic tasks. In terms of integrated ELD, we are clear that ALL teachers are responsible for providing students with scaffolds and access to core content learning. To ensure that every teacher has the necessary tools to address the needs of English Learners in their content area, our work with CRLP provides a set of instructional routines (CALL strategies) that further academic English Language Development. Math and Science teachers also work with their content coaches to deepen academic content learning and provide scaffolds that build academic vocabulary.

We are adopting several key EL strategies to help our diverse ELs (newcomers, LTELs, SWD/ELs) including the following, to help realize better proficiency and academic outcomes:

- Adoption and training in Rosetta Stone.

---

25 LAPCMS EL Master Plan.

26 See, e.g., LAUSD Policy Bulletin 5619.8, September 4, 2019, detailing LAUSD reclassification criteria including a grade of “C or better in English” and “Score of Basic, Proficient or Advanced on the Reading Inventory (RI) assessment score or Standard Met or Standard Exceeded” on the CAASPP.
• One dedicated Designated ELD teacher, to focus exclusively on increasing language proficiency. The teacher will receive ongoing training including EL RISE, formative assessment workshops, and ELPAC training.

• Increased levels of training for all teachers for Integrated ELD, based on Kate Kinsella’s Strategies and Academic English Language Development for Adolescent English Learners.

• Teacher use of Language Functions during daily lessons (i.e. compare contrast, summarize, taking a supporting position) learned through CRLP Professional learning.

• More intentional, targeted support during Power Hour with common lessons and activities.

• Use of Cengage Curriculum; Inside the USA.

Our outlook to serving English Learners is also grounded in equity and access. Bilingualism is a gift, and we foster pride in students’ culture and language whether they are a native or heritage speaker. In addition to our pedagogical approach, we ensure that all English learners have appropriate accommodations, support in primary language as needed by bilingual aides, quality instruction and high expectations. Seeing our English Learners flourish as they communicate in English as they gain proficiency and confidence is a source of pride for our school community.

Chronic Absenteeism

Chronic absenteeism for LAPCMS is in the Red with 23.4% chronically absent in 2018-19, an increase of 7.2% over the previous year. In 2019-20, chronic absenteeism decreased by 3.4%. We attribute this decrease to systems for monitoring and tracking students with problematic attendance, and increased outreach to disengaged learners.

LAPCMS has increased the focus on chronic absenteeism. We hired a dedicated Office Coordinator in 2018-19 to specifically monitor daily attendance. We increased outreach to chronically absent students (defined as those out of school more than 10% of instructional time). Outreach efforts include daily phone calls, parent team meetings, and home visits (conducted with social distancing and extreme caution during distance learning). We have joined the CA Association of Supervisors of Child Welfare and Attendance State Conference (CASCWA), to collaborate with experts in the field to respond to chronic absenteeism and learn best practice. Since we know that attendance is connected to engagement, we have increased methods for increasing disengaged learning. During distance learning, we have adopted a tiered approach to address social emotional needs and anxieties. We have used COVID relief funding to hire additional social workers to support and engage learners during this difficult time.

In response to the increase in chronic absenteeism rate between 2018 to 2019, we assembled a School Attendance Review Team (SART) that meets weekly to review and respond to attendance data. The team is led by the principal and included our School Business Operations Manager, Office Coordinator, School Psychologist, and social work interns. The agenda includes a review of prior actions, current attendance data, and identification of target students in need of intervention. SART includes progressive interventions:

• Formal letter and outreach for support
• Additional communication, written action plan based on meeting with family

Adoption of an ongoing case management model with an action plan that may include referral to outside agencies for support

Average Daily Attendance is monitored and reported daily, and we impart early intervention (parent contact immediately following consecutive absences) in order to catch patterns in student attendance, and provide intervention before leading to chronic absenteeism. We are attuned to the fact that our African American students had a higher rate of chronic absenteeism than other students (31.5%) and have implemented steps to improve this. In order to engage Black Students and families, the current school team has emphasized building relationships through Promise Time, Wolf Pack Wednesdays, PBIS initiatives, and culturally responsive teaching to include representation in history and literature. Additionally, the principal has identified families to reach out to and personally invite to school events. The focus on a more proactive approach to early identification through the SART Team will support individual attendance plans that lead to engaging students and families in meaningful ways.

LAPCMS’s 2018-19 chronic absenteeism rate (23%) was lower than three of the Resident Schools – Obama (25%), Mann UCLA (35%) and Muir (25%). It also was lower than four of the Similar Schools – Obama (25%), Bret Harte (29%), Gompers (35%) and TEACH (25%).

<table>
<thead>
<tr>
<th>School</th>
<th>LA Promise Charter Middle School</th>
<th>Barack Obama Global Preparation Academy</th>
<th>Foshay Learning Center</th>
<th>Horace Mann UCLA Community</th>
<th>John Muir Middle School</th>
<th>Mary McLeod Bethune Middle School</th>
<th>Resident Schools Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>23%</td>
<td>25%</td>
<td>17%</td>
<td>35%</td>
<td>25%</td>
<td>19%</td>
<td>21%</td>
</tr>
</tbody>
</table>

A subgroup analysis of chronic absenteeism at the Resident and Similar Schools shows that many of these schools are struggling with this issue, across subgroups. Some notable examples are the fact that even though our African American subgroup has a higher rate than our other subgroups at 32%, this is less than the disparity at other schools, such as Muir (53% for African Americans compared to 19% for Latinx), Gompers (49% African Americans compared to 28% Latinx), Public Policy (31% African Americans compared to 7% Latinx).

<table>
<thead>
<tr>
<th>School</th>
<th>LA Promise Charter Middle School</th>
<th>Barack Obama Global Preparation Academy</th>
<th>Foshay Learning Center</th>
<th>Horace Mann UCLA Community</th>
<th>John Muir Middle School</th>
<th>Mary McLeod Bethune Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>21%</td>
<td>21%</td>
<td>19%</td>
<td>28%</td>
<td>16%</td>
<td>19%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>23%</td>
<td>26%</td>
<td>18%</td>
<td>38%</td>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td>Students w/Disabilities</td>
<td>21%</td>
<td>37%</td>
<td>23%</td>
<td>37%</td>
<td>41%</td>
<td>29%</td>
</tr>
<tr>
<td>Hispanic/Latinx</td>
<td>19%</td>
<td>23%</td>
<td>15%</td>
<td>28%</td>
<td>19%</td>
<td>17%</td>
</tr>
<tr>
<td>African American</td>
<td>32%</td>
<td>31%</td>
<td>29%</td>
<td>40%</td>
<td>53%</td>
<td>33%</td>
</tr>
</tbody>
</table>
Regarding Suspension, LAPCMS is in the green, or best tier, with a suspension rate in 2018-19 of 1.0% of students suspended at least once (we had a total of three suspensions), a decline of 1.3%. 25 For 2019-20, we are pleased to say that our suspension rate was 0%.

When the Charter School opened in 2016 with the first class of sixth graders, more support was needed to develop inexperienced school leaders and teachers in meeting the needs of the most vulnerable students. Areas for improvement relating to school climate and culture were identified and addressed. During the second year, the foundations of positive behavioral interventions and supports (“PBIS”) were established with the goal of providing clear and consistent behavioral expectations for learners, and systems for managing student behavior for staff that was restorative rather than punitive in nature. In the third year, campus aides and social work interns through USC, provided more caring adults on campus and support for students. Promise Time/Advisory was established as a time dedicated to social-emotional learning.

Over the years, all staff has been actively engaged in the implementation of PBIS, which has been integral to shaping a positive school climate and culture. Student behaviors are approached through a social justice lens, and infractions are addressed through the steps of the PBIS plan. Students are engaged in a process where they understand how their behaviors impact the school community, and what can be done differently in the future to avoid disruptive behaviors through improved decision making. The PBIS Team conducts restorative circles, and parents are contacted and involved to support the school in addressing the behaviors. Alternatives to suspension and other means of correction are implemented. In lieu of suspensions, students may research a topic and present to their peers, create a PSA or project, complete community service, or be excluded from an event.

In our third year of partnership with LACOE for the PBIS cohort, we have transformed the learning environment. This has led to a decrease in suspension rates (from a high of 2.4% in Year 2 to 0% in Year 4), staff retention, and a comprehensive Multi-Tiered Systems of Support (“MTSS”) plan that addresses the needs of staff and learners. The success of PBIS can be seen in all elements of the educational program. During distance learning, the relationships between teachers and students served as a tremendous support during a difficult time. Our distance learning attendance/participation averages 93% is evidence of meaningful student engagement.

25https://www.caschooldashboard.org/reports/19647336119531/2019#suspension-rate-card
Compared to the Resident and Similar Schools, we are performing on par or better than each school, with a 1% suspension rate in 2018-19 and 0% in 2019-20.

Similarly, the subgroup analysis of 2018-19 data shows our performance is strong in comparison to the Resident and Similar Schools. Our ELs are at 2%; Resolute Charter also has 2% for ELs and Bret Harte is at 8% for ELs. Our current focus is the use of instructional strategies to support students who are both English Learners and SWD. In October of 2020, Dr. Paul Luelmo from San Diego State University, an expert in this area, presented to our middle and high school teachers, and shared resources and strategies for addressing the needs of ELs who also have IEPs. The professional learning is ongoing, and will be presented throughout the year to improve services for these students and increase outcomes.

Measurable Pupil Outcomes

LAPCMS has largely met the MPOs from the previous charter term. In our original charter petition, LAPCMS detailed a large number of specific measurable student outcomes for the charter term. Our progress to date against these outcomes is presented here, within the context that these goals were written in a highly aspirational manner that did not consider the myriad of
challenges faced by our community, or the notion of more attainable benchmarks to lead to eventual outcomes. The school has shown growth in significant areas including subgroup performance on different measures that are a better indicator of progress. For the upcoming charter term, we have developed MPOs that align with state priorities and reflect our performance in a clear manner for stakeholders.

<table>
<thead>
<tr>
<th>Measurable Outcomes</th>
<th>School Performance</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. All core subject teachers will be appropriately assigned, credentialed and authorized in the subject area(s) for the classes they teach. (100% of core teachers will be compliant with EDC 44258.9 and all applicable Williams legislation)</strong></td>
<td>Year</td>
<td>School Annual Report (SAR)</td>
</tr>
<tr>
<td></td>
<td>2016-17</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>2017-18</td>
<td>Letter of Concern 3/13/18</td>
</tr>
<tr>
<td></td>
<td>2018-19</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>2019-20</td>
<td>100%</td>
</tr>
<tr>
<td><strong>2. All students will have access to California Common Core State Standards-aligned, Next Generation Science Standards-aligned, or History-social science content standards aligned course materials – as applicable – and additional materials as outlined in the charter petition. (100% compliance with EDC 60119)</strong></td>
<td>Year</td>
<td>School Annual Report</td>
</tr>
<tr>
<td></td>
<td>2016-17</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>2017-18</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>2018-19</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>2019-20</td>
<td>100%</td>
</tr>
<tr>
<td><strong>3. School facilities will be clean and maintained in good repair. (&gt; 90% ,91%, 92%, 92.5%, 93% of items in compliance or good repair; 100% of items in disrepair fixed by the next inspection)</strong></td>
<td>Year</td>
<td>School Annual Report- Facilities Report (target)</td>
</tr>
<tr>
<td></td>
<td>2016-17</td>
<td>7/29/16: 73/81 = 90.1% (&gt;90%), 100%</td>
</tr>
<tr>
<td></td>
<td>2017-18</td>
<td>11/13/17: 79/81 = 97.5% (&gt;91%), 100%</td>
</tr>
<tr>
<td></td>
<td>2018-19</td>
<td>1/29/19: 81/81 = 100% (&gt;92%), 100%</td>
</tr>
<tr>
<td></td>
<td>2019-20</td>
<td>11/15/19: 81/81=100% (&gt;92.5%), 100%</td>
</tr>
<tr>
<td><strong>4. School will fully implement state standards in all core subjects, including the</strong></td>
<td>Year</td>
<td>School Annual Report</td>
</tr>
</tbody>
</table>
CCSS in Math and ELA. (1) All new teachers will attend CCSS-aligned PD; (2) Teachers will earn an average of 3 out of 4 on the classroom observation tool rubric on items involving CCSS implementation.

<table>
<thead>
<tr>
<th>Year</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>NO</td>
</tr>
<tr>
<td>2017-18</td>
<td>YES</td>
</tr>
<tr>
<td>2018-19</td>
<td>YES</td>
</tr>
<tr>
<td>2019-20</td>
<td>YES</td>
</tr>
</tbody>
</table>

5. The School will support a community of learners (Parents, Staff and Students) with parent involvement in workshops, activities and input opportunities. (1) baseline, increase of no less than 3%, 3%, 2.5%, 2.5% in parent satisfaction with opportunities for participation in school events and school life on annual survey (2) At least 80%, 81%, 82%, 83%, 84% of parents will attend at least two school events per year. (3) 72%, 77%, 80%, 82%, 84% of eligible parents will attend parent-student-teacher conferences.

<table>
<thead>
<tr>
<th>Year</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>Partially Met: 1. NO 2. YES 3. NO</td>
</tr>
<tr>
<td>2017-18</td>
<td>NO</td>
</tr>
<tr>
<td>2018-19</td>
<td>NO</td>
</tr>
<tr>
<td>2019-20</td>
<td>NO</td>
</tr>
</tbody>
</table>

6. Students will be expected to demonstrate annual progress towards mastering grade level standards. (baseline, Increase % of students achieving “Standard Met” or “Standard Exceeded” school-wide and for all significant subgroups in ELA and math by 2% from prior year)

<table>
<thead>
<tr>
<th>Year</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>YES</td>
</tr>
<tr>
<td>2017-18</td>
<td>NO</td>
</tr>
<tr>
<td>2018-19</td>
<td>NO</td>
</tr>
<tr>
<td>2019-20</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Academic outcomes are addressed through the instructional improvement plan.
7. The school’s annual API (or successor indicator) will meet or exceed point growth targets as set by the California Department of Education, per the State Board of Education’s new accountability system. YELLOW, GREEN or BLUE on ELA and Math both schoolwide and for all subgroups.

<table>
<thead>
<tr>
<th>Year</th>
<th>Dashboard: ELA-All/SED/Hisp, Math-All/SED/Hisp</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>N/A / N/A / N/A , N/A / N/A / N/A</td>
<td>YES</td>
</tr>
<tr>
<td>2017-18</td>
<td>Red / Red / Red , Red / Red / Red</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>Dashboard Outcomes are addressed in the improvement plan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The school made progress in moving from red to orange.</td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td>CAASPP data not available; suspended due to COVID-19</td>
<td>N/A</td>
</tr>
</tbody>
</table>

8. EL students will advance at least one level on the CELDT/ELPAC each year. (baseline, EL students will advance at least one performance level on the annual CELDT at no less than 4% more than the baseline year, EL students will advance at least one performance level on the ELPAC at no less than 3%, 3%, 2% of the previous year.

<table>
<thead>
<tr>
<th>Year</th>
<th>School Annual Report (target)</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>1% (baseline); based on CELDT assessment</td>
<td>YES</td>
</tr>
<tr>
<td>2017-18</td>
<td>5%</td>
<td>NO</td>
</tr>
<tr>
<td>2018-19</td>
<td>Growth not verified</td>
<td>NO</td>
</tr>
<tr>
<td>2019-20</td>
<td>Summative ELPAC Administration suspended due to COVID-19.</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>the school has administered the optional Summative ELPAC to students who scored a 3 for the 2018-19 ELPAC administration, results will fully determine this outcome.</td>
<td></td>
</tr>
</tbody>
</table>

9. The reclassification rate will increase each year. (14%, 15%, 16%, 17%, 18% reclassification rate)

<table>
<thead>
<tr>
<th>Year</th>
<th>DataQuest (target)</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>0% (14%)</td>
<td>NO</td>
</tr>
<tr>
<td>2017-18</td>
<td>0% (15%)</td>
<td>NO</td>
</tr>
<tr>
<td>2018-19</td>
<td>10% (16%)</td>
<td>NO</td>
</tr>
</tbody>
</table>
The school has administered the optional Summative ELPAC to students on the cusp of reclassification and will determine this outcome.

<table>
<thead>
<tr>
<th>2019-20</th>
<th>EPLAC not administered suspended due to DL</th>
<th>In Progress</th>
</tr>
</thead>
</table>

10. A The School will maintain a high Cumulative Attendance Rate school wide and for all statistically significant subgroups. (The cumulative attendance rate shall exceed 92%, 93%, 94%, 95%, 95%)

<table>
<thead>
<tr>
<th>Year</th>
<th>School Annual Report (target)</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>95% (92%)</td>
<td>YES</td>
</tr>
<tr>
<td>2017-18</td>
<td>95% (93%)</td>
<td>YES</td>
</tr>
<tr>
<td>2018-19</td>
<td>94% (94%)</td>
<td>YES</td>
</tr>
<tr>
<td>2019-20</td>
<td>93% (95%)*</td>
<td>Due to distance learning, attendance requirements were modified.</td>
</tr>
</tbody>
</table>

11. The School will limit chronic absenteeism, defined as <=90% cumulative attendance. (% of students that are chronically absent shall not exceed 12%, 11%, 10%, 10%, 10%)

<table>
<thead>
<tr>
<th>Year</th>
<th>DataQuest (target)</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>1% (&lt;12%)</td>
<td>YES</td>
</tr>
<tr>
<td>2017-18</td>
<td>16% (&lt;11%)</td>
<td>NO</td>
</tr>
<tr>
<td>2018-19</td>
<td>23% (&lt;10%)</td>
<td>NO</td>
</tr>
<tr>
<td>2019-20</td>
<td>19% (&lt;10%)*</td>
<td></td>
</tr>
</tbody>
</table>

12. The School will prevent dropouts by ensuring all students have access to quality curriculum, that parents are engaged, and that there are effective wrap-around supports for students at-risk of dropping out. (N/A, N/A, The grade 8 dropout rate shall not exceed 10%, 9.5%, 9%)

<table>
<thead>
<tr>
<th>Year</th>
<th>DataQuest (target)</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>N/A- Grade 6 Only</td>
<td>YES</td>
</tr>
<tr>
<td>2017-18</td>
<td>N/A- Expands to Grades 6-7</td>
<td>YES</td>
</tr>
<tr>
<td>2018-19</td>
<td>Expands Grades 6-8 0%</td>
<td>YES</td>
</tr>
<tr>
<td>2019-20</td>
<td>0%</td>
<td>YES</td>
</tr>
</tbody>
</table>

13. The School will minimize the use of suspensions. (Suspension rate shall not exceed 2%.)

<table>
<thead>
<tr>
<th>Year</th>
<th>DataQuest (target)</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>2% (&lt;2%)</td>
<td>NO</td>
</tr>
<tr>
<td>2017-18</td>
<td>2% (&lt;2%)</td>
<td>NO</td>
</tr>
<tr>
<td>Year</td>
<td>DataQuest (target)</td>
<td>Outcome Met?</td>
</tr>
<tr>
<td>------</td>
<td>--------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>2016-17</td>
<td>0% (&lt;1%)</td>
<td>YES</td>
</tr>
<tr>
<td>2017-18</td>
<td>0% (&lt;1%)</td>
<td>YES</td>
</tr>
<tr>
<td>2018-19</td>
<td>0% (&lt;1%)</td>
<td>YES</td>
</tr>
<tr>
<td>2019-20</td>
<td>0% (&lt;1%)</td>
<td>YES</td>
</tr>
</tbody>
</table>

14. The School will minimize the use of expulsion. (Expulsion rate shall not exceed 1%.)

<table>
<thead>
<tr>
<th>Year</th>
<th>ASC Survey: “…success…”, “…be the best…” (target)</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>84%, 71% (baseline)</td>
<td>YES</td>
</tr>
<tr>
<td>2017-18</td>
<td>71%</td>
<td>NO</td>
</tr>
<tr>
<td>2018-19</td>
<td>50%</td>
<td>NO</td>
</tr>
</tbody>
</table>

This decrease in satisfaction was in part due to low completion rates.

<table>
<thead>
<tr>
<th>Year</th>
<th>School Annual Report</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>2017-18</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>2018-19</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>2019-20</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

15. The School will maintain a high level of satisfaction from students on the Annual School Climate Survey. (baseline, % positive responses among students shall increase by no less than 3% from the previous year.)

16. All students will have access to a broad course of study in English, Math, Social Studies, Science, Health/PE, and visual/performing arts, and extended learning opportunities as outlined in the School’s charter petition. (All students will have access to the course sequence outlined in the School’s charter petition.)
17. Students will demonstrate grade level proficiency in English literacy. (60%, 65%, 69%, 73%, 76% of students will achieve a grade level equivalent lexile of no more than 2 grades below their current grade level.)

<table>
<thead>
<tr>
<th>Year</th>
<th>School Annual Report (target)</th>
<th>Outcome Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>80% (&gt;60%)*</td>
<td>YES</td>
</tr>
<tr>
<td>2017-18</td>
<td>N/A% (&gt;65%)*</td>
<td>NO</td>
</tr>
<tr>
<td>2018-19</td>
<td>7% (&gt;69%)</td>
<td>NO</td>
</tr>
<tr>
<td>2019-20</td>
<td>12% (&gt;73%)</td>
<td>Partially Met</td>
</tr>
</tbody>
</table>

Some students showed modest growth at the mid-year lexile through the Achieve 3000 mid-year level set (Jan) but due to COVID-19, a year-end lexile was not administered. We believe that there would have been growth by June.

Response to not meeting all Measurable Pupil Outcomes
While some outcomes were met, others were not. Even given this absence, much of the other data captured within our data section indicates that there are important aspects of our program that have met our expectations, while others will require adjustments that have already been made. Still, we have engaged in analysis, and provide these actions based on non-met MPOs. More details of our improvement efforts are embedded in our instructional program.

- **Improved Data Systems, Tracking, and Use** - Our current data team has expanded to include systems and strategies, allowing members to focus on refining the current systems, and more effectively tracking both academic and school climate data. The instructional leadership team is highly focused on using multiple assessment tools to monitor students’ progress, and work with teachers to analyze data, use formative and summative assessments to guide instructional planning, and provide more targeted interventions. In the upcoming term, there will be increased emphasis on data collection, tracking and reporting to stakeholders.

- **ELA and Math Outcomes** - LAPCMS has engaged in overall systems improvement, which is reflected in the CSI Plan. CSI Funding has aided the school in providing resources to build teacher capacity through coaching and professional learning, as well as providing supplemental instructional resources for intervention, with the goal of increasing student achievement in Math and English. Our detailed plans to improve student academic outcomes are interwoven within the petition, namely in Element 1. To ensure that a higher percentage of students meet/exceed grade level standards, actions include; stronger implementation of core math and English curriculum and supplemental programs, professional learning to support strategies for effective instructional delivery, use of data to identify students for intervention and reteach high need standards, training and tools for virtual instruction, and increased instructional coaching. ELA and HSS teachers have participated in professional learning through the CA Reading and Literature Project, which has focused on adolescent literacy. The school has used learning loss mitigation funds to purchase Wilson Just Words, a reading intervention program to address this area. Math outcomes are addressed through increased coaching, progress monitoring and intervention during Power Hour.
• **English Learner Outcomes** - The school has redesigned both Designated and Integrated ELD to ensure that all students grow in their language proficiency as measured by ELPAC. All teachers have participated in ongoing professional development to impart strategies for integrated ELD that develop academic vocabulary and foster proficiency for all levels of English Learners. The suspension of the Summative ELPAC for 2019-20 affected our ability to reclassify students. However, we administered the optional summative ELPAC in October and may be able to reclassify more students based on this data.

• **School Climate Outcomes** - Systems to track data relating to family school engagement have been improved to better capture meaningful involvement, through academic conferences, monthly Community Town Hall meetings, ELAC and Parent Advisory Committee, and workshops. Although this is challenging during distance learning, the school has experienced a strong turnout for the 2020-21 year thus far due to increased outreach. Chronic absenteeism has been addressed through an RTI model, with a team including the principal, school psychologist, and social work interns. The school has shown improvements in this area evidenced through Power School that will be reflected in the upcoming dashboard.

**Actions to Improve Overall Outcomes**
Over the current charter term several steps already have been taken to impact academic outcomes, with additional steps planned. Complete details about our educational program are included in Element 1. The following are some highlights of specific actions we have and will be taking to address academic performance:

**Teacher Hiring**
Teacher hiring was impacted by a dearth of qualified applicants, and the absence of a hiring process that attracted educators best suited to working in our schools. Due to an existing partnership established through the LAUSD Partnership Schools with Teach for America, corps members were placed to meet staffing needs when LAPCMS first opened. After the two-year commitment, the TFA candidates left to pursue other options resulting in a high turnover rate and lack of continuity. Additionally, we struggled to attract more experienced teachers to the organization. In our inaugural year, *all but two out of seven teachers and the principal were in their first year in the role*. The two experienced teachers came with just one to three years of experience. For Year 3, we needed to fill 12 open teaching positions with just three teachers returning.

We revamped our hiring process for Year 3, with the goal of matching the most committed candidates to our team with a focus on retention. The process includes a multi-part, team interview process with a more targeted set of questions and scenarios as well as a social-emotional component. Furthermore, we focused on robust teacher recruitment in order to attract a larger pool of candidates to our organization. We developed partnerships across our charter network and through local universities. Although the majority of the teachers we hire have less than three years of teaching experience, we have developed support systems to coach and build capacity. Over the term of the charter, we have established systems to support novice teachers, equipping them to meet the academic and behavioral needs of at-promise students.

We have developed a current team of educators who are committed to serving the school community over time. We also provide incentives for retention. Our focus on relationships between and among staff and students has solidified a commitment to our school community. Teachers that hold a preliminary credential clear their credentials through LACOE’s induction program. LAPCMS pays for the two-year program if the teachers commit to a minimum of four years of service. A partnership with the New Teacher Center provides a coaching model to mentor and build teacher capacity. New Teacher Support meetings are held several times a year. Coaching structures improve teacher practice, with emphasis on deepening content knowledge.
All of these actions and initiatives have paid off. While in Year 4 we still had turnover with less than half of our teachers returning, for Year 5, 100% of our 14 teachers are returning teachers – two other teachers have moved to our high school as they expanded by a grade level to reach a full 9-12 span this year. While most of our teachers (10) still have less than three years of experience, four of our teachers have four to six years of experience, and our incentives and coaching programs are showing results, both for our students, and professionally for our teachers.

Lastly, we have made changes to the Charter School leadership with a new Principal effective 2020-21. Our current school principal comes from a high performing charter middle school, Alliance Gertz-Ressler Richard Merkin 6-12 Complex, with a large percentage of ELs. Additionally, he has served as an instructional coach in the area of mathematics, and has experience in using data to develop interventions to raise achievement for all subgroups. Additionally, he has been trained in structures for coaching teachers at various effectiveness levels. The new principal is promoting data driven decisions, increased accountability, and a targeted approach to raising student achievement.

**Structural Changes**

In order to better meet the needs of middle grade learners, LAPCMS changed the original schedule and learning structure which resembled a high school model. Based on high performing middle school models, and recommendations from *Taking Center Stage Act II: Middle Grade Success* (CDE), “TCSII highlights developmentally appropriate strategies for turning California’s middle grades schools into centers of academic excellence and meaningful learning—the cornerstones for closing the achievement gap.”

The recommendations in TCSII supported two main changes we made to improve teaching and learning. First, in 2017-18, we created sixth grade cores (math/science, and ELA/History Social Sciences (“HSS”) taught by a multiple-subject credentialed teacher to develop stronger connections between a smaller number of adults and create conditions for project-based, interdisciplinary learning and media arts integration. Teacher training has been provided to maximize the effectiveness of the instructional core. We expanded the core to grade 7 for the 2020-21 school year, and have kept the single subject teachers in place in 8th grade to prepare for high school. Second, we changed the original schedule from a traditional to a block schedule. Block schedules are supported by research and allow time for intervention, projects and labs. Fewer passing periods produced a calmer, focused learning environment. Teachers receive training on how to teach in the block, and increase time on task. Last, the schedule includes an early student release day on Wednesdays, constructing an uninterrupted two-hour profession learning block to focus on high leverage topics; monthly content teams, support for ELs and SWD, assessment and data analysis, and social-emotional learning/PBIS.

**Professional Development**

We also have made significant improvements to our professional development programs. In 2017-18 we implemented a comprehensive teacher evaluation system based on Danielson’s Framework. Teachers are now formally evaluated twice per year. In addition to formal observations, the principal commits to at least four informal observations with timely feedback provided in person or in an email communication. Informal observations and feedback are seen as formative assessments to evaluate the effectiveness of daily classroom teaching, and a means of providing teachers with high leverage strategies to improve learning. Even a brief observation will generate areas of strength and improvement. We share the information through “grows and glows.” Coaching conversations are facilitated based on classroom feedback using the protocols from the New Teacher Center.

In addition to changing our bell schedule effective 2017-18 to include two-hours of weekly professional development and collaborative planning time weekly, in 2018-19, we launched an annual two-week *Summer Teachers Conference* prior to the start of school for teachers for intensive PD and collaboration. During this conference, held offsite at LMU, teachers collaborate with coaches, school leaders, and peers in grade levels and content teams to analyze the data from the past year, implement

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29 https://www.cde.ca.gov/ci/gs/mg/tcsii-12recs.asp
school-wide initiatives, create instructional scope and sequence and develop unit plans in their content teams. In August of 2019, four days were dedicated to joint middle and high school content team collaboration and planning, led by our content coaches. This resulted in improvements in instructional practice and increase in teachers’ knowledge of their content standards. Due to the pandemic, the team convened virtually for the August 2020 Teachers Conference, but the goals and outcomes persisted in improving teaching and learning, whether distance learning or in-person instruction. Our emphasis on improving STEAM learning led to hiring well-regarded consultants, Dr. Anita Kreide for Science and Dr. Wendy Creek for Math, to work with our Math and Science Teachers.

We introduced Professional Learning Communities (PLCs) and coaching for Math teachers in 2018-19, and in 2019-20, monthly content coaching and PLCs for all academic areas with consultant content coaches. In 2019-20, an Intervention Coach was hired to work with teachers directly, and a STEAM Coach was hired for STEAM PD. The work focused on implementation of the NGSS standards, scope and sequence, and use of aligned curriculum and assessment in a lab-based setting with a collection of phenomena used to drive student inquiry.

These changes have created a culture of continuous learning among our teachers and shared responsibility and collaboration for the work we do with our students. As part of this ongoing work, specific strategies have been and are being implemented to increase academic outcomes, including the following.

Math Strategies:
- Increase instructional coaching time, to include more frequent and targeted feedback from principal and math coach
- Weekly monitoring of IXL Math usage reports.
- During monthly content collaboration, more intense focus on implementation of high leverage math strategies.
- Use of Edulastic to create formative assessments based on CAASPP practice items and aligned to the level of rigor.
- Weekly Block Plans submitted to principal to allow evaluation of objectives and standards alignment in math.
- Focus on structured, outcome driven intervention lessons in groups/stations (break-out groups during distance learning)

ELA Strategies:
- Teachers accountable for daily use of CALL routines; high leverage strategies for word recognition, fluency, academic language and comprehension.
- Use Achieve 3000 with fidelity to increase student Lexile reading levels. Increase teacher training on Achieve use and monitor weekly usage reports.
- Increase instructional coaching for teachers, provided by the Intervention Coach
- Adopt the Reading Program Just Words (Wilson Publishing) for struggling readers; provide intensive training for teachers providing the intervention.
- Implement Actively Learn, and train teachers in effective usage to embed content and scaffolds and embed text features.
- Provide extended learning opportunities (before and after school tutoring, breakout rooms,) and monitor growth.

While we know there is much work to be done, we now believe we have the right team and the right structures in place to do that work well.
**LAPCMS Also Meets Criterion 3 for Renewal: Our Enrollment and Dismissal Practices are Non-Discriminatory and We Do Not Have Any Substantial Fiscal or Governance Factors**

Pursuant to Education Code § 47607(e), Criterion 3 asks whether the charter school’s enrollment or dismissal practices are discriminatory and whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. LAPCMS has not had any issues relating to discriminatory enrollment or dismissal, nor any substantial fiscal or governance factors that warrant denial of the charter renewal. As detailed in Element 8 of this charter, LAPCMS’ enrollment practices are nondiscriminatory and transparent, and there have been no complaints about our enrollment practices or complaints of unfair or discriminatory dismissal. LAPCMS serves all students, including SWD, ELs, students who are academically low achieving, SED, F/HY, or student with other special needs.

As noted, SWD make up 24.1% of our student population, which well exceeds both County and District averages. We attribute this to several factors that include our focus on inclusion for learners regardless of their disability, a small and personalized learning environment with low teacher to student ratios, and our caring approach to working with families. For many families, LAPCMS provides the type of educational community that they have been seeking out, where parents are seen as valuable partners in their child’s learning. In order to best serve our SWD, we provide intensive training for our Resource Teachers and paraprofessionals, and work in close partnership with the LACOE SELPA for support and guidance relating to our program.

Since we emphasize high quality services for SWD, we have partnered with Expatiate Communication for a wide array of services including teacher training, support with IEPs, assessment, data management and tracking service minutes, and service providers. Families work closely with our two RSTs and aides, and report being pleased with the layers of support that the school provides. We continue to seek innovative ways to reimagine our special education program, as we go above and beyond to provide services and support during distance learning.

Our fiscal position, as evidenced by the financials attached to this petition, is strong, with a reserve equivalent to 57% of FY20-21 expenses. Our governance model is detailed in Element 4 of this charter. Our Board includes several prominent leaders of the Los Angeles community who possess a wealth of expertise in education, youth development, post-secondary access, non-profit management, business, real estate, finance, law and more. The Board participates in annual training on the Brown Act, conflicts of interest, fiscal oversight, and other aspects of charter school governance. There are no fiscal or governance factors that warrant denial of our renewal petition.

We have addressed challenges that we have faced in this first charter term, typical to other new school, neither of which warrants non-renewal:

**Start-Up Structure**

LAPCMS and LA Promise Charter High School, were established with the backing of the successful LAPF educational non-profit organization that managed three LAUSD partnership schools from 2008 through June of 2020. The plan was for LAPF’s two charter and three LAUSD partnership schools to support each other through common practices and shared resources. The initial structure of LAPCMS was in part connected to reform initiatives within the LAUSD partnership schools. As LAPCMS was founded however, it quickly became clear that there are inherent differences in the two structures, and the agency was strained in efforts to meet the diverse and significant needs that existed for all of the schools, particularly as the demands of the District increased along with the unique challenges found in starting-up brand new charter schools in a high-need community. It became clear that the charter schools needed more resources to be successful, and providing the level of support needed generated the need for separate structures, fundraising, and support systems. The initial charter development team had created a plan for the charter schools that resembled the programs and structures found within LAUSD schools, as team members were involved in management of the partnership schools. Elements needed for charter
management are different, and thus there was a need for some significant restructuring. In 2016, the LAPF Board made the decision to separate the instructional leadership roles between partnership and charter schools, and develop a model based on high performing CMOs. At this time, a Director of Schools was hired to focus solely on charter schools. This individual came with experience as a high performing middle school principal at the Alliance for College-Ready Public Schools, a large and successful CMO, with a proven track record of raising student achievement and leadership coaching.

While the charter schools and partnership schools did share some resources such as Data Teams, IT staff, Human Resources, and programs including Promise Parent, and Girls Build LA, the two divisions have operated largely separately for the past four years. In February of 2020, the LAPF Board determined that it was ending its management of the partnership schools effective July 1, 2020. LAPF continues to manage some programs such as The Intern Project, Girls Build LA, NSI Improvement Network, Media Arts Matter, Promise Parent, and CTC Pathways to support the schools, but is no longer involved in the day-to-day operations of the schools, which are now back under LAUSD’s full management. The Board decided that it wanted to commit its focus exclusively to the success of the two charter schools and other programs that strengthen students’ learning. With more intense focus on charter management, LAPF is committed to supporting the charter schools in three key areas: recruitment support, fundraising and long-term facilities. We are excited about this renewed energy and focus in these key areas going forward.

**Lower Than Planned Enrollment**

LAPCMS originally was housed in one private church facility (St. Brigid’s, where LAPCHS now resides), then another, Lewis CME. Both facilities share the block with Western Ave. Elementary School, an LAUSD School. When LAPCMS opened in August 2016, Western Avenue families enthusiastically sent their matriculating fifth graders to LAPCMS for 6th grade. As our main recruitment center, the principal presented to families who were happy to have a walkable alternative to their neighborhood middle school. We had 75 6th graders in 2016-17, and in 2017-18, we actually enrolled 100 6th graders and added some new 7th graders (bringing that cohort to 84 students) because the families that had 5th graders at our largest elementary feeder school Western Ave., heard positive things about our school and were looking for an alternative to their school of residence. In 2018-19 we had a smaller 6th grade cohort of 68 students due to more saturation of new charter schools in the area, and a county-wide trend of decreasing enrollment due to families moving out of the area attributed to housing and cost of living in the city of Los Angeles. Our 7th grade cohort was 90 students and we added a few new students to 8th grade for a total of 88.

<table>
<thead>
<tr>
<th>LAPCMS Enrollment</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
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<td></td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>2017-18</td>
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<tr>
<td>2019-20</td>
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</tr>
<tr>
<td>2020-21</td>
<td>36</td>
<td>53</td>
<td>79</td>
<td>168</td>
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</tbody>
</table>

We learned late in the school year of 2019 that the LAUSD was making Western Avenue a K-8 span school, beginning with a sixth-grade class for the 2019-20 school year. For our school, the impact was 25 less students than in previous years. While we tried to engage in strategic outreach and had our Principal working with parents to spread word in the community, unfortunately we were only able to enroll 45 6th graders. Still, the families enrolled referred friends, and the number of students in the class increased to 53 by the end of the year, with student retention remaining high.
Of course, for 2020-21, recruiting has been a significant challenge. We have retained students from last year and our 8th grade has 79 students (same number as last year’s 7th grade), and our 7th grade currently has 53 students (the same number we ended the school year with last year for 6th grade). Unfortunately, our new 6th grade class is especially small with just 36 students, giving us a total of just 168 students right now. We are working hard to increase enrollment. COVID-19 changed our method of recruiting since we no longer have the option to hold in-person meetings or attend community events to meet new families. To adjust to the onset of the pandemic and public health officials’ social distancing guidelines, we have shifted to a digital approach to continue our outreach and enrollment efforts. This includes leveraging new platforms like Schola to help families better locate LAPCMS online. We have also invested in paid Facebook and Instagram social ads, both in English and Spanish, to extend our reach to prospective families. Further, we continued to do mailers and used vendors to distribute door hangers with enrollment information to target neighborhoods. With support from LAPF, we will continue both targeted and broad outreach going forward, even thru the pandemic, to increase enrollment as best we can. As noted above, despite decreased enrollment, our fiscal position is strong with a 57% reserve, and we have maintained a full teaching roster and programs. Our Board remains committed to weathering the challenges of the current pandemic and supporting both the school and our students and families with a solid foundation to build upon once we can all return to “normal.”

We are eager to secure a private, long-term facility for LAPCMS and look forward to the support of LAPF in doing just that in the near term.

**Conclusion: LAPCMS Meets All Criteria and Warrants Renewal for a New Five-Year Charter Term**

As demonstrated throughout the preceding pages and thorough data analysis, LAPCMS presents a sound educational program and we are achieving measurable increases in academic achievement for our high-needs students. Our team is well-qualified with strong capacity to continue implementing the program.

In January 2020, prior to COVID-19, LA Promise Fund engaged in a strategic-planning process with members of the Governing Board, non-profit agency staff members, and key members of the Charter School team. What resulted was a structural reorganization with enhanced focus and resources dedicated to the success and sustainability of LA Promise Charter Schools. The primary goal that emerged is to improve academic results through the action steps outlined in the strategic plan. While the impact of the pandemic required us to focus on meeting the basic needs of students and families, we established clear goals to drive our success over the next five years.

**In the next five years we will:**

- Develop and sustain a positive school culture and climate with high daily attendance and low chronic absenteeism, and strong student enrollment in all grade levels.
- Recruit and retain highly effective and dedicated teachers through competitive salaries, and the creation of teacher career pathways in the form of coaching and leadership opportunities that motivate highly effective teachers to remain in the classroom.
- Foster a healthy, democratic, and equitable school community that promotes civic action and responsible citizenship to reimagine communities.
- Ensure that every LAPCMS student experiences significant levels of personal and academic growth throughout middle school, and enters high school college and career ready.
- Evaluate student learning through aligned standards-referenced grading, and multiple assessments measures, that include project-based authentic assessments that address real-world issues and integrate proficient use of digital media.
- Develop college and career pathways for students in the field of Digital Media Arts, STEM, and other high growth areas that lack equal representation for students of color.
We look forward to continuing our partnership with LACOE in serving some of Los Angeles’ most underserved and complex needs students for the next five years.
Element 1 – EDUCATIONAL PROGRAM

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

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

Vision & Mission
Russell Westbrook Why Not? Middle School will cultivate scholars, athletes and activists.

Russell Westbrook Why Not? Middle School will advance a mission that provides an outstanding public education in South LA that fully acknowledges and incorporates our students’ variety of backgrounds to achieve academic excellence. Through innovative and culturally responsive teaching we aim to provide authentic learning and promote respect for ourselves, our school, and our community.

Our vision is to be a source of transformational education in South Los Angeles, radically improving the future of an entire community.

We manifest our vision and mission through the use of rigorous assessment measures that identify and address our students’ learning needs. We acknowledge that our students have unfinished learning, often the consequence of adverse life experiences. Our staff actively seeks to understand these life experiences, and addresses social-emotional through Promise Time/Advisory and PBIS. We collect and analyze a myriad of data sources, which is acted upon to ensure that learners have access to a high-quality educational model that emphasizes the knowledge and skills enshrined in the CA Common Core Standards.
Our Approach

Russell Westbrook
Why Not?
Middle School

Approach to Teaching & Learning
Developing Academic Achievers, Athletes and Activists

As we embark upon the next chapter of our schools, we are proud of our community and accomplishments. We are excited to be able to enter into a partnership with Russell Westbrook’s Why Not Foundation, to further enrich the lives of our students, and support our school.

Russell Westbrook serves as a role model to the youth of the nation. He grew up in South Los Angeles and attended Leuzinger High School in Lawndale, matriculated to UCLA with a GPA of 3.9, has become one of the National Basketball Association’s (NBA) premier athletes, including being awarded in 2014-15 season long NBA Cares Community Assist Award NBA award for his numerous contributions to community well-being. The LA Promise Charter Schools are proud to join forces with Russell Westbrook Enterprises and the Why Not? Foundation that was established in 2012 to inspire the lives of children, empower them to ask “Why Not?” and teach them to never give up. LA Promise Fund and the Russell Westbrook Why Not? Foundation share a belief that education remains one of the most powerful tools to break generational cycles of poverty, oppression and violence for individuals, families, and communities. Further, they advance that education chisels away at racism by teaching diverse histories and perspectives. Therefore, the LA Promise Fund and the Russell Westbrook Why Not? Foundation are partnering to evolve the LA Promise Charter Middle School to become the Russell Westbrook Why Not? Middle School that will deliver world class education to deserving learners in South Los Angeles youth grades 6 through 12 while simultaneously cultivating scholar athletes and socially active citizens. The middle school will continue to afford students a curriculum preparing them for success in high school, college and beyond with a strong emphasis in digital media arts and entertainment. The schools are committed to serving the most vulnerable student populations through a safe and supportive learning climate that utilizes evidence-based practice and a range of programs and services. Students who graduate from Russell Westbrook Why Not? Middle School are equipped with skills that promote innovative thinking, self-agency, effective communication, social awareness, and critical literacy through in-person instruction and in a virtual environment. Through strong relationships with and among students, families, teachers, leaders, and support team members, we prepare students for success in College, Career, and Life. Students that attend and matriculate from Russell Westbrook Why Not? Middle School will emerge as strong scholars, athletes and activists.
Educational Model

Our model is based on five key elements: 1) Relationships, 2) Optimal Learning Environments, 3) Evidence-Based Practice, 4) Foundational Systems, and 5) Educational Systems.

1. Relationships
Positive relationships between and among families, students, and staff are paramount to our work. Our model relies on the three Rs: Relationships, Routines, Resilience to support our school community, with emphasis on these traits as a means of coping with the pandemic, which disproportionately impacts Black and Brown communities. Positive relationships are fostered through trust, rapport, and respect with and among students, families, teachers, leaders, and support team members. Social-Emotional Learning opportunities are provided for students and staff. Promise Time/Advisory is designed to build connectedness to the school community through Advisory cohorts that remain together throughout Middle School. The school partners with Facing History for culturally relevant resources and curriculum. Teacher Teams are implemented for support content learning and as a means of emotional support. Meaningful family engagement engenders a sense of community and is supported through parent workshops and programs.

2. Optimal Learning Environments
Based on the framework provided by the New Teacher Center, Optimal Learning Environments (“OLE”) create emotionally, intellectually, and physically safe environments. They include Trauma Informed Practice, equitable and culturally responsive instruction, and methods to meet the needs of every learner. Through professional learning, our school leaders and teachers address explicit and implicit bias, and ensure that everyone has what they need to be successful. We prioritize anti-racist education, by integrating culturally responsive pedagogy with social-emotional practice to ensure access and equity for all learners. Multi-Tiered System of Supports contribute to the positive learning climate through a systemized method of supporting the academic and social-emotional needs of learners.

3. Evidence-Based Practice
We execute the best current practice and tailor it to the unique needs of our student population. When we shifted to distance learning as a result of COVID-19, we adopted the Stanford University Online High School’s model, and research from Caitlin Tucker for Core Thinking Routines. We have tailored these models to be more inclusive for our students, with the infusion of culturally relevant practice. To address the needs of our sizable population of English Learners we utilize Dr. Stephen Krashen’s Language Acquisition Theory, and the work of Dr. Kate Kinsella, Improving Education for English Learners: Research-Based Approaches published by
the California Department of Education. We partner with the CA Reading and Literature Project at Loyola Marymount University to align practice with CA English Language Arts/English Language Development Framework for CA Public Schools to prepare students for broad levels of Literacy. As we assess the impact of COVID-19 on student achievement, we will continue to explore the best methods for mitigating learning loss, namely, recent studies from the Brookings Institute and NWEA Collaborative for Student Growth.

4. Foundational Systems
Technology Integration has revolutionized the learning process, and is essential to prepare learners for the demands of our everchanging world. RWWNMS has adopted Google Classroom, and the Google Suite as our Learning Management System. We have developed streamlined tools for learners to include uniform landing pages, templates, and google classroom sites. While we have always provided students with a technology-rich environment, the shift to distance learning has increased our effectiveness in delivery high impact instruction in-person and through distance learning. The focus has been on intentional use of applications that result in improved learning outcomes. Our model includes both synchronous scheduled lessons via zoom, and asynchronous learning experiences. We have adopted acceptable use policies, and comply with all applicable legal requirements, including FERPA regulations. Ongoing technology training and support for school leaders, teachers, students, and families is provided on an ongoing basis. All RWWNMS students are provided with a school issued laptop and WiFi hotspots as needed. The foundational systems we have created help eliminate the digital divide for our students and families.

5. Educational Systems
Excellence in teaching and learning is at the core of our model. Developing teachers is realized through high quality professional learning and coaching systems that include evaluation, observation, and feedback. Student learning is evaluated through multiple assessment tools with data driven improvement initiatives in place to meet our most critical need – raising student achievement. Teacher protocols have been developed and agreed upon to ensure that students are supported and accountable for leading their own learning. Our protocols are seen across content and grade levels, relating to peer-to-peer discourse, focus on Claim, Evidence, Reasoning (“CER”), and the use of Learning Targets to drive Mastery Learning through I CAN statements. Media Arts Integration and Project-Based Learning are signature practices which define our model of innovation. Our model is grounded in CA Content Standards, and anchored through Coherent Curriculum adopted for online learning, Standards Scope and Sequence, and Standards-Referenced Grading.

Charter School Annual Goals and Actions to Achieve State Priorities
Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Element 2/3 of the charter for a reasonably comprehensive description of the Charter School’s annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

Community Interest and Students to be Served
RWWNMS serves one of the most impacted communities in South LA. The Charter School resides in the Vermont/Slauson Corridor of South Los Angeles. Located along the southwestern periphery of Russell Westbrook Why Not? Middle School neighborhood is ZIP Code 90062, intersected at its core by Western Avenue and Vernon Avenue. Similar to the areas immediately surrounding it, this South LA community of almost 35,000 residents faces many challenges. More than a third of children and families live in poverty (37% and 34%, respectively), 15% are unemployed, and the median household income ($44,835) is well below that of Los Angeles County ($68093). Children are predominantly Latino or African American (70% and 27%, respectively), more than half (57%) live in rental housing, and 30% live with
someone other than their parents (e.g. grandparents, relatives, foster care or unrelated adults). Nearly, 40% of adults do not have a high school diploma and one in four have less than a 9th grade education. Among households, 68% of children and 58% of adults speak a language other than English at home. The small, nurturing environment at Russell Westbrook Why Not? Middle School has attracted families whose students appreciate the personalized and safe learning environment, such as our population of English Learner students and Students with Disabilities.

When the LAPF Governing Board and Charter Development team submitted the initial petition for RWWNMS, the intention was to create a school where learners from the South LA community would thrive. In order to accomplish this, the team gathered information about the type of learner that the school would serve, and then create models and program to meet the needs of these learners. LAPF has maintained a footprint in South Los Angeles with over 25 years of work through programs and partnership schools in the surrounding neighborhood. Knowing that the residence schools were not fully meeting the social-emotional or academic needs of students and families, the agency set forth to design a school tailored to students who may not have experienced success within a traditional district school. This type of learner would benefit from a small, personalized learning environment that treated families as partners in their child’s educational journey. Furthermore, the school design is based on an inclusive environment that embraced the most vulnerable learners including Students with Disabilities, English Learners, recent immigrants, and students who had not felt connected to their former school community. While we prioritize the provision of the highest quality teaching and learning, we also value social-emotional learning and take a holistic approach to educating our students. Wrap-around services and programs that promote the physical, and emotional well-being of students and families are essential to our instructional design and suit arc students. We are committed to fostering College and Career Success for Black and Brown students. This can only occur when culturally responsive teaching is at the core of classroom instruction. The school has always hired an ethnically and culturally diverse team, and created a teacher pipeline to motivate college graduates from our community to pursue a career in teaching. It is important that Black and Brown students have the opportunity to learn and be mentored by people who look like them, as well as learning from individuals who are different from them. This approach promotes tolerance and cultural awareness. With these things in mind, we are well positioned to support the students that we serve, and we have fulfilled our commitment to educating the target audience.

RWWNMS was conceived with these goals in mind:
1. Provide an innovative, highly personalized and rigorous education that prepares students for a success in college, career, and life.
2. Build upon the Community School framework to holistically support economically challenged students and their families through the integration of essential wrap-around services.
3. Support the school, faculty, students and families through supplemental funding and in-kind resources acquired by LA Promise Fund.

A high-quality education can combat the impact of childhood poverty. According to Caroline Ratcliffe in *Child Poverty and Adult Success* (2015), “Low-income children caught up in their parents’ economic struggles experience the impact through unmet needs, low-quality schools, and unstable circumstances.” According to the last US Census Bureau (2014) “Children as a group are disproportionately poor: roughly one in five live in poverty compared with one in eight adults.” What Ratcliffe describes as persistent childhood poverty impacts Black and Brown children at higher levels. To help overcome the impact of poverty, it is crucial that families and children in disadvantaged neighborhoods have equitable access to high quality education, enrichment opportunities and support services throughout their educational experience. Middle School sets the stage for high school preparedness, A-G completion, and college and career success.

Our school community serves a sizable population of recent immigrants and children of immigrants. As an immigrant friendly school, we recognize and respond to the challenges faced by this population. Many
members of our parent community have not had access to education in their home countries or the United States and benefit from a welcoming school community that supports students and families in meeting basic needs. The barriers that immigrant students and families face is underscored in a recent report by the USC Center for Immigration Integration, “State of Immigrants in LA County (2019).” The report emphasizes that there are “deep disparities in education and the workforce among Latino and black immigrants.” We are committed to providing equitable educational opportunities that guide immigrant families through the educational system, including parent education opportunities (technology training, citizenship classes, financial planning for college), and sharing community resources.

Demographics

A. Projected Student Enrollment

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
<th>2024-2025</th>
<th>2025-2026</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>90</td>
<td>85</td>
<td>85</td>
<td>90</td>
<td>85</td>
</tr>
<tr>
<td>7</td>
<td>70</td>
<td>90</td>
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</tr>
<tr>
<td>8</td>
<td>75</td>
<td>70</td>
<td>90</td>
<td>85</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td>235</td>
<td>245</td>
<td>260</td>
<td>265</td>
<td>265</td>
</tr>
</tbody>
</table>

RWWNMS provides a free, nonsectarian, public education to students in grades 6-8. At capacity in 2025-26, the school will serve a total middle school program enrollment of 265.

For the past 4 years, the school’s enrolled student demographics were:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>75</td>
<td>184</td>
<td>246</td>
<td>220</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>52%</td>
<td>62%</td>
<td>66%</td>
<td>65%</td>
</tr>
<tr>
<td>African-American</td>
<td>47%</td>
<td>34%</td>
<td>32%</td>
<td>29%</td>
</tr>
<tr>
<td>White</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Multiple or No Response</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>Male</td>
<td>55%</td>
<td>53%</td>
<td>57%</td>
<td>50%</td>
</tr>
<tr>
<td>Female</td>
<td>45%</td>
<td>47%</td>
<td>43%</td>
<td>50%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>97%</td>
<td>94%</td>
<td>91%</td>
<td>85%</td>
</tr>
<tr>
<td>English Learner</td>
<td>19%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>SPED</td>
<td>21%</td>
<td>23%</td>
<td>21%</td>
<td>24%</td>
</tr>
<tr>
<td>Homeless</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Foster</td>
<td>4%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Migrant</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

An Educated Person in the 21st Century – Student Learning Outcomes

RWWNMS exists to prepare Black and Brown students for success as educated and compassionate 21st Century citizens, and increase representation from our community in postsecondary education, STEM
related fields, public policy and leadership. Thus, it is imperative that every student at RWWNMS is equipped with 21st Century skills. We define a 21st Century Learner as one who masters academic content, evaluates and synthesizes various informational sources, and applies their learning in meaningful ways, with respect for diversity. RWWNMS students exemplify the three Rs in addition to three Cs: Creativity, Communication and Collaboration. RWWNMS Learners will be proficient in the use of virtual tools to break down barriers and advance equitable opportunities through their lives. Core competencies that are Integral to 21st Century Learning include digital literacy, collaboration, emotional intelligence, and the ability to solve complex programs through creative solutions. RWWNMS graduates will thrive in college and career equipped with academic competency, cultural awareness, and productive citizenship.

Our Learning Outcomes:
1. Learners will develop a growth mindset and take ownership of their learning.
2. Learners will communicate learning through effective speaking and writing.
3. Learners will respect diverse cultures and beliefs.
4. Learners will build healthy and positive relationships with adults and peers.
5. Learners will make positive contributions to their community.

How Learning Occurs at RWWNMS
At RWWNMS, learning occurs through a small, personalized learning environment and rigorous, relevant standards-based instruction. We recognize the critical need to improve students’ outcomes, and are engaged in a cycle of continuous improvement to raise student achievement. We have implemented a model based on evidence-based practice, that is constantly evaluated and reshaped in order to improve results. We foster student achievement, engagement, and well-being through the following structure: 1) Excellence in Teaching and Learning, 2) Support for Teachers and Leaders, 3) Positive School Climate and Culture, 4) College and Career Preparedness, and 5) Community Hub.

<table>
<thead>
<tr>
<th>1) Excellence in Teaching and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coherent Curriculum</strong></td>
</tr>
<tr>
<td>The Glossary of Educational Reform (Great Schools Partnership, 2014), defines coherent or aligned curriculum as instructional programs that are well organized and purposefully designed to facilitate learning, free of academic gaps and needless repetitions, and aligned across lessons, courses, subject areas, and grade levels. When selecting curriculum, we refer to EdReports.org an independent nonprofit designed to improve education by providing reviews of K-12 instructional materials in order to adopt the best curriculum to meet the needs of our student population.</td>
</tr>
<tr>
<td><strong>Standards Assessment Alignment</strong></td>
</tr>
<tr>
<td>Evidenced in classrooms through digital agendas posted for students. To ensure alignment across these areas, teachers must have a deep understanding of their content standards, and consider: Learning Objectives/Targets – I CAN statements that clearly describe what students will learn and be able to do at the end of a lesson, unit, or project/presentation. Assessments – Must reflect the level of rigor in the content standards and measure student mastery of the standard. Instructional Strategies – Throughout the lesson cycle, teachers must assess what extra support or scaffolds students may need. Examples may include use of graphic organizers, sentence frames, chunking information, and levels of questions.</td>
</tr>
</tbody>
</table>
Standards Referenced Grading

Standards-Reference Grading is based on Dr. Robert Marzano’s High Reliability School Model, and focuses on measuring students' proficiency on a specific set of outcomes. “Grades are feedback to the learner on the degree to which he/she has the knowledge in standards (benchmarks, indicators, learning goals) at a particular point in time.” —Robert J. Marzano.

Evidence-Based, High Impact Teaching

Evidence-Based High Impact Teaching practices reliably increase student learning when applied. RWNMS Teachers attain these strategies through professional learning and work with content coaches. Examples include the instructional routines embedded in the Content Area Language and Literacy (“CALL”) for before, during and after reading, use of text and task analysis templates, and use of content maps and graphic organizers.

Scaffolds for English Learners & SWD

All teachers receive training to better support ELs and SWD. The CA Practitioners’ Guide for Educating English Learners with Disabilities: https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf is a reference used, as well as the Universal Design for Learning: www.CAST.org. Teachers received training by Dr. Paul Luelmo, San Diego State University, to provide support for students who are English Learners, and also have a disability. Teachers are trained in strategies that build academic vocabulary and accelerate language proficiency including sentence frames, graphic organizers, and primary language support as needed through bilingual aides. During distance learning, additional support and outreach is provided for English Learners and SWD to mitigate learning loss and increase engagement.

2) Support for Teachers and Leaders

Teachers as Leaders

Building teacher commitment and retention is integral component of our program. To this end, we embrace and foster the concept of Teachers as Leaders, through a Distributive Leadership approach. By extending opportunities for shared, collective decision making and creating various leadership roles for teachers, we build capacity for growth and improvement. Teachers currently serve as grade level and committee chairs, and with more experience, can coach their peers.

Recruitment and Retention of Talented Teachers

We engage with our greater educational community and establish partnerships with local colleges and universities to aggressively hire the best teachers for our school community. Hiring is a distinct challenge with a national teacher shortage in high need content areas, including special education. The majority of our teachers join our organization with fewer than three years of teaching experience. This underscores the need for intensive training for our novice teachers, and a climate that retains more experienced teachers. We have entered a partnership with Alder University for a teacher residency program, with one Math Resident for the 2020-21 school year. We encourage our bilingual paraprofessionals and school community members to enter a career in teaching through the Residency program to create a future pipeline of committed teachers who are familiar with our community. Retention is promoted through our funding of the Teacher Induction Program through LACOE.
| **High Quality Professional Learning** | Teachers at all levels of effectiveness receive high quality professional learning. We launch our year with the two-week annual Summer Teachers Conference in August, to allow time for training, content team articulation and instructional planning. Our schedule is designed with a student early release day on Wednesday to allow for a weekly two-hour professional learning block. Teachers actively engage in monthly content collaboration, led by instructional coaches. |
| **Instructional Coaching** | The Charter School has a part-time intervention coach that works with teachers to create lessons that embed intervention and support struggling learners. Math and Science teachers receive coaching from outside consultants. Content experts work with teachers to unpack standards, analyze student work, and design rigorous and engaging lessons. All other teachers work on a monthly bases with our leads from the CA Reading and Literacy Project to effectively plan lessons that incorporate routines to scaffold instruction and further content literacy and support for English Learners. |
| **Evaluation, Observation, and Support** | School Leaders have received training from the New Teacher Center; *Instructional Mentoring for Equitable Learning*. This common language and structure are used to plan conversations during informal and formal observations that identify student learning opportunities and set goals. School leaders coach teachers and are responsible for the evaluation process. Our Teacher Evaluation Tool is based on Charlotte Danielson’s Framework. Areas of strength and growth are identified through the evaluation process (pre conference, observation, self-rating and post conferences). Appropriate supports are provided based on teacher effectiveness and need. |
| **3) Positive School Climate and Culture** | Teacher leadership is on display through the PBIS team. RWWNMS is in the third year of the LACOE PBIS cohort. As a result, the school climate continues to improve which has led to gains in student satisfaction and daily attendance, and lower suspension rates. The PBIS approach is prevention-oriented, and connected to a Multi-Tiered System of Supports to enhance positive student outcomes and improve behavior. The fundamental purpose of PBIS is to make schools more effective, efficient and equitable learning environments for all students. Every year, the elements are PBIS will be integrated at a deeper level. |
| **Positive Intervention Behavior and Support** | RWWNMS has created initiatives that support students’ emotional well-being, including a partnership with Facing History. SEL standards are addressed through Promise Time/Advisory, and as an integral part of the PBIS Plan. SEL is vital to the success of the most vulnerable learners and builds off evidence-based practice and considers trauma informed practice. |
Culturally Responsive Teaching

This approach involves principles of social justice, and builds positive perceptions of culturally and linguistically diverse students and families. Culturally Responsive Teaching promotes inclusiveness, collaboration and tolerance. It ensures that all students are engaged in their learning to include recent immigrants, English Learners, Black Students, SWD, and the LGBTQIA+, and students impacted by housing inequities or homelessness. This is not an isolated element, but integrated through all classroom lessons. Teachers present diverse historical perspectives, select literary genres representing culturally diverse authors, and the accomplishments of people of color are explored through STEM. “Teachers play a key role in making Black students feel safe in school.” (Howard 2020). We are committed to improving classrooms for Black students by moving beyond traditional classroom practice and ensuring that our practices address their experience and needs. Inclusivity for Black and Latinx students is considered for every instructional decision made.

Personalization

As a small school community with a family-like environment, we are able to personalize learning and meet the needs of students by customizing our approach based on students’ strengths, skills, interests, and needs. Teachers build close relationships with students, and tailor instruction based on how individual students learn best.

Student Support Services

Academic and social-emotional needs are addressed in a myriad of ways. Academic counseling and goal setting occur during Promise Time. A partnership exists with the USC Suzanne Dworak-Peck School of Social Work to place social-work interns that provide individual and group counseling and support for emotional needs. A partnership with Wellnest supports families that need outside counseling or support services.

4) College and Career Preparedness – Middle School

Digital Media Arts Pathway

Students will be exposed to careers in Digital Media through a grant designed for middle schoolers to learn the basics of digital media. Each grade level will progress through a system of career readiness skills. Digital Media and entertainment are high growth fields in LA counties that present opportunities for communities of color. Students learn how to communicate through digital media, and research and investigate careers in this industry. Students will development digital portfolios and acquire ways to express themselves/telling their stories through digital medium. This exposure builds a grades 6-12 pipeline between our middle and high schools.

College Exposure

The Go For College Program, housed at our High School, supports middle school student and families through workshops geared towards college preparation. A College Fair is held in Promise Time to learn about college choices, and teach about GPA and A-G requirements. Middle school families participate in Parent Promise programs and Destination College, through a partnership with Fulfillment Fund.
<table>
<thead>
<tr>
<th>Civic Action</th>
<th>Civic action is an integral element of our program, and broader goals of cultivating engaged citizens and future leaders. Our Civic Action initiatives are supported through the Constitutional Rights Foundation and Facing History. Our students engage in academic discussions that include diverse cultural perspectives, allowing them to gain an understanding of how our democracy works. Students will internalize the rights and responsibilities that come with citizenship. As part of our partnership with Russell Westbrook, we will develop a model for a multi-year team project where students identify a problem in our community, and design a project that improves the issue. The project will be presented to a public audience.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5) Community Hub</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Parent Engagement</strong></td>
<td>We believe that parents, guardians, caretakers, and families are key partners in achieving our Charter School’s vision. Promise Parent, through LAPF, is the parent engagement team that supports our families with a plethora of programs and services. These include parent education, volunteer, leadership, and advocacy opportunities, and support for school/home communication. The Parent Team helps families overcome barriers to school involvement, and meaningful parent engagement. During the pandemic, the Parent Team ran the Food Pantry, and supported technology training for parents. The Parent Team also supports ongoing recruitment efforts.</td>
</tr>
<tr>
<td><strong>Extended Day Programming</strong></td>
<td>RWWNMS supports learning beyond the bell through a partnership with After School All Stars, provided through the ASES Grant. The program is held after school during in-person instruction and virtually during distance learning. The program provided enrichment through academics and homework support, health, fitness, and nutrition, visual and performing arts, and youth leadership/community service learning. Middle school learners also benefit from clubs sponsored by teachers including Girls Build LA. Extended day programming supports working families by keeping students safe and engaged after school hours.</td>
</tr>
<tr>
<td><strong>Wrap-Around Services</strong></td>
<td>The California Department of Social Services (CDSS) describes Wraparound as, “a strengths-based planning process that occurs in a team setting to engage with children, youth, and their families.” (2020) At RWWNMS, wraparound services are a key component of our school-wide PBIS, and support students in foster care or in trauma. LAPF supports families through community resources including Wellnest and our partnership though LA Council Districts 8 and 9.</td>
</tr>
<tr>
<td><strong>Support for Immigrants</strong></td>
<td>RWWNMS supports this sizable portion of our parent community through Promise Parent, and an underlying environment that shows all families that they are welcome. The Charter School connects families with community resources, and routinely brings in teachers for citizenship and ESL classes. We ensure that our front office and parent team protect privacy and civil rights, and provide full access to education. We provide ongoing</td>
</tr>
</tbody>
</table>
opportunities for staff to understand the need and engage families at deeper levels. This has been critical during the pandemic.

**Competitive Athletics**

Our partnership with Russell Westbrook will result in our students benefitting from a world-class athletic program. As part of a well-rounded educational program, sports promote confidence, leadership, teamwork, sportsmanship, and promote health and fitness. Currently, the school lacks facilities for team sports. Our partnership will focus on finding facilities and space for play. A competitive sports program will attract students from the community who are engaged in athletics. Our students will participate in competitive sports in existing charter school leagues. While we understand that not all students have the desire or interest in competitive sports, being a part of a team will benefit them in a myriad of ways. During distance learning, students will be provided with enrichment opportunities virtually, and when it is safe to return to school, students can practice in a safe manner in accordance with county health mandates.

**How We Identify and Respond to the Needs of Pupils Not Achieving at or Above Grade Level Standards**

RWWNMS employs multiple assessment measures to monitor student progress and identify learners who are not meeting or exceeding standards in order to provide extended learning time and intervention to close achievement gaps. The systems that evaluate student growth and progress included:

- **Standards-referenced grading** – progress reports are issued every five weeks. During the five week grading period, teachers teach and assess a set of high priority standards designated through instructional guides. School leaders and teachers review students grades as a method of monitoring progress towards standards mastery. Students who are not proficient earn a grade of NP and receive tier 2 intervention.

- **Interim Assessments through NWEA MAP** – we administer MAP at three intervals: baseline (August), Interim #1 (Fall/November) and Interim #2 (March/Winter). Grade level and content teams analyze the data, and identify students who need increased support.

- **Lexile Level Set Reading Assessments** – iterative level sets are given in August (baseline), January (mid-year) and June (year-end)

- **CAASPP Scores** – we utilize practice tests, IAB and ICA in preparation for the Summative CAASPP and in order to monitor growth throughout the year.

- **English Learner Assessments** – ELPAC Summative scores are used to monitor growth and proficiency, as well as assessments provided through the adopted designated ELD Curriculum.

In response to students not meeting or exceeding standards, the school has developed a Response to Intervention (RTI) system. This process accelerates learning for students who are struggling with foundational reading and math skills, and not meeting grade level standards.

All teachers within our schools will use consistent systems and strategies, learned during 6-12 content team professional learning to close the gap for struggling learners. Our schools employ three tiers of RTI for instructional improvements.

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class Instruction</td>
<td>Small Group Intervention for Students not making progress through Tier 1</td>
<td>Intensive Intervention</td>
</tr>
<tr>
<td>• High-Impact, Evidence Based</td>
<td></td>
<td>• Individualized and intensive interventions</td>
</tr>
</tbody>
</table>
| Teaching = *Best First Teaching* | - Scaffolds provided by teacher to provide greater access  
- Increasingly intensive instruction matched to student need and rate of progress  
- Organization and self-management tools provided  
- Extended learning through after school tutoring, Saturday and Summer Intervention, Teacher Office Hours  
- Power Hour Grouping  
- Break-out rooms during distance learning  
- Practice/review of key standards through supplemental programs (IXL, Achieve, etc.) | to target skill deficits with intervention specialists  
- Explicit Direct Instruction  
- Wilson Reading Program  
- Math stations to apply skills  
- Focus on remediation of skills and more time spent on addressing high priority grade level standards  
- Can lead to evaluation and consideration for special education services |

**Triggers for Tier 2-3 Intervention**

The need for Tier 2 Intervention is Triggered by the following Indicators:
- NP in 1 or more Core Classes / GPA Below 2.0
- Low work completion; not turning in assignments due to ability or work habits
- In class assignments, quizzes, or projects not meeting or exceeding standard based on rubric
- Interim Assessment Score; RIT score ranges at Low or Low/Average
- Reading Lexile Level set scores not approaching college career readiness (below grade level by 2 or more years)
- Teacher/grade level team recommendation based on students falling behind
- Standard not met or nearly met on Interim CAASPP Assessment (ICA), Interim Assessment Block (IAB) or NWEA

One or more of the above indicators will prompt grade level teachers to provide Tier 2 interventions for all students not meeting or exceeding standards.

As students demonstrate growth or progress, the grade level team will determine that Tier 2 interventions are no longer needed, and teachers will continue to provide students with evidence-based/high impact teaching through Tier 1.

For students receiving Tier 2 Intervention and not showing growth, or falling further behind, the team will deem Tier 3 Interventions necessary.
Indicators that raise concern and prompt Tier 3 Intervention include:

- Persistent low work quality
- Little to no work completion
- Consistently not meeting standards based on in-class assignments, projects, and assessments
- More than 2 NP grades in core classes
- Little to no growth on interim assessment scores
- Participating in intervention with little to no growth
- Gaps in reading comprehension and fluency; decoding/encoding
- Gaps in grade level math operations

If a student is receiving Tier 3 intervention and not showing progress, the team may consider an evaluation for special education.

**Instructional Design & Curriculum**

**Meeting the Unique Needs of Middle Grade Learners**

“Educators need to understand the developmental needs of young adolescents, and in particular their neurological, social, emotional, and metacognitive growth.” (Armstrong 2006). RWWNMS meets the unique social-emotional and academic needs of middle grade learners through engaging teaching and the development of critical social-emotional skills. In the classroom, RWWNMS students are engaged at high levels through technology/digital media, and collaborative group work and PBL.

In designing learning for middle school, *Taking Center Stage Act II: Middle Grade Success*, published by CDE, serves as a blueprint. TCSII focuses on brain research and adolescent development. “Educators need to understand the developmental needs of young adolescents, and in particular their neurological, social, emotional, and metacognitive growth.” Teachers are provided with professional learning that focuses on how to engage young adolescent learners. Research shows that middle school students learn through socialization. This clearly presents a challenge during distance learning, and will be a factor upon return to school in a socially-distanced environment. As we adapt to the new normal, we will ensure that our instructional team meets the needs of middle grade learners by modifying our existing lessons and classroom activities, finding ways to provide emotional support from a distance, and helping students adapt to their new way of learning. Through professional learning, we will continue to train teachers in implementing the developmentally appropriate strategies recommended through TCSII and other relevant sources.

**Distance Learning**

As necessary, distance learning shall be offered to RWWNMS students in accordance with all applicable legal requirements. Moreover, RWWNMS has developed an online learning program for the SY20-21 that advances research-based best practices for students and families. We have engaged recognized experts in the field to inform a rigorous, engaging, and relationship-building program.

**State Standards Aligned Curriculum**

Coherent, state standards-aligned curriculum is an integral part of our instructional model. The Charter School shall provide curriculum that is aligned to applicable state content standards and frameworks, including, but not limited to the Common Core State Standards, Next Generation Science Standards, ELD Standards, History-Social Science Framework, and all other applicable standards and frameworks (hereinafter, collectively “State Standards”). We consult EdReports for high quality academic curriculum. Most of the curriculum has a digital version that is designed for or can adapt to distance learning.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
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<td>TCI History Alive; The Medieval World and Beyond</td>
<td>TCI History Alive; The United States Through Industrialism</td>
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**Supplemental Curriculum and Intervention Materials**

- Achieve 3000
- IXL
- BrainPop
- Just Words (Wilson)
- Edulastic
- Rosetta Stone
- Actively Learn
- Go Guardian
- Teen Talk Middle School
- Academic Tool Kit (Kate Kinsella)
- Common Lit
- Mini DBQs – the DBQ Project

**Middle School Course Sequence**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
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<tr>
<td><strong>History/Social Science</strong></td>
<td>World History and Geography 6; Ancient Civilizations</td>
<td>World History and Geography 7; Medieval and Early Modern Times</td>
<td>United States History 8; Growth and Conflict</td>
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<td>Academic Enrichment 7- Focus on developing identity and relationship building</td>
<td>Academic Enrichment 8 - Focus on High School Preparedness and College Readiness</td>
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Description of Core Classes

In order to increase proficiency in ELA and Math, literacy is integrated in all content areas, and interdisciplinary connections are evident in math and science. Media Arts Integration and project based learning foster interdisciplinary teaching focused on high priority ELA and Math Standards. All core classes are aligned with State Standards. Teachers follow a carefully planned scope and sequence; a set of ideas, concepts, and topics for curricular flow. Teachers engage in collaborative planning with peers and content coaches. They are required to submit weekly block plans for feedback from principals and content coaches.

English/Reading

The goal of ELA is to develop engaged and proficient readers and writers with focus on the processes by which learners acquire and apply language. Students increase communication skills in the four domains; listening, speaking, reading, and writing. ELA instruction considers a student’s home language background, and builds from this based to develop effective communication skills in speaking and writing. Scaffolds for English Learners are embedded into daily ELA Instructions. Our ELA instruction is anchored in the Content Area Language and Literacy Strategies. “Literacy instruction emphasizes the critical role of subject matter text across the disciplines, in preparing students with the broad level of literacy they will need for success in college and career and for full and informed participation in a democratize society and global economy.” (2015, CA Reading and Literacy Project). Based on the CRLP model, our ELA courses are guided by the Common Core Literacy Framework that provides a comprehensive guide for what is important for teachers to cover through the course.

Literacy Framework

Reading instruction in ELA courses focuses on helping secondary students become engaged readers who monitor their own understanding, interact with text, and tap into funds of knowledge to understand new material. Students must demonstrate the ability to gain critical knowledge and information from a wide variety of textual sources, and share their learning through discussion, writing, and presentation. Our ELA teachers explicitly teach comprehension strategies to support struggling readers through three categories from the CCSS Reading Standards; Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. During reading instruction, teachers adapt a diagnostic stance, to approach assessment and planning, in order to differentiate for the range of reading abilities in the classroom. Our ELA teachers also consider conditions that lead to students’ literacy development including success, pleasure, relevance and purpose (Reading/Language Arts Framework for CA Public Schools (2007). These conditions are all are critical for daily instruction and intervention, but we emphasize relevance for our student population since background knowledge and themes generate interest and can be influenced through cultural context. Our ELA team mindfully selects a wide variety of reading materials that represent ethnically and culturally diverse authors and viewpoints.

Text and Task Analysis

All ELA teachers utilize the backwards design process (Wiggins and McTighe, 1998) for their lesson planning. A common practice is the Text and Task Analysis Template, that helps teachers identify the standards to be addressed, content knowledge objective, the purpose of the reading, and expressive tasks (language functions that students need to articulate learning). Core and
supplemental strategies are used before reading, during reading, and after reading. Concept maps are heavily utilized to organize student thoughts and help students organize their writing.

**Academic English Language Development**

Our large population of English Learners face unique challenges in mastering the ELA standards. ELA teachers take into account that students need to make meaning from complex texts. Teachers provide language learner with multiple opportunities to practice using the targeted language through expressive and receptive tasks. Strategies for English Language instruction are embedded in daily lesson place to include structured language practice; think-pair share for in-person learning, or breakout rooms during distance learning, use of sentence frames, and teaching language function tools (identifying central and supporting idea, cause and effect, summarizing, etc.).

**History/Social Science**

The same set of CALL strategies are employed in HSS courses to build content literacy and increase academic language proficiency. HSS is taught through an interdisciplinary approach with ELA and the ELA standards are addressed. Students in grades 6-8 take a three year sequence of ELA courses based on CA History Social Science Standards and Frameworks. Document-based questions and primary sources are used so students can construct knowledge related to the history content using different informational sources. Students demonstrate their learning through project-based learning and presentations. Civics education is a focus, and students apply lessons of history to current events to promote responsible citizenship. History is approached through a multi-cultural lens, representing the viewpoints of marginalized groups in gaining a deeper understanding of history. Instructional practice also includes exposure to art forms from different cultures and civilizations, and historic simulations. The HSS content is designed in a manner that helps students understand the big picture, while grasping important historical concepts relating to different time periods. Learning in history classes begins with an Essential Question to establish the big picture, and incorporates structured note-taking and graphic organizers. History teachers use digital media and primary sources to make the content engaging and relevant. Teachers use the G.R.A.P.E.S. tool (Geography, Religion, Achievements, Politics, Economics, and Social Structures) to connect learning concepts.

Grade 6 – World History and Geography; Ancient Civilizations
*Units for Ancient Civilizations; Early Humans, Egypt and Middle East, India, China, Greece, Rome*

Grade 7 – World History and Geography; Medieval and Early Modern Times
Units for Medieval Times; *Europe, Islam, West Africa, Imperial China, Japan, Civilizations of the Americas, Europe’s Renaissance and Reformation, Europe Modern Age*

Grade 8 – United States History; The US through Industrialism.
Units for US History; *Colonial Heritage, Revolution in the Colonies, Nation Building/Constitution and Bill of Rights, Expanding Nation, America in Mid-1800’s/Era of Reform, Civil War and Reconstruction, Immigration and Industry, Modern Nation*

**Mathematics**

Mathematics classes grades 6-8 align with Common Core State Standards and utilize mathematical practices found in the Common Core: 1) Make sense of problems and persevering in solving them, 2) Reason abstractly and qualitatively, 3) Construct viable arguments and
critique the reasoning of others, 4) Model with Mathematics, and 5) Attend to precision. Our math teachers collaborate monthly, and use common language and practice. We teach math through a conceptual approach, requiring a greater focus on big ideas in math, and having students make connections between these overarching concepts. Common practice in math courses includes the use of visual models and providing opportunities for peer-to-peer discourse. The value of teaching mathematics conceptually, is that it develops a deep understanding of why math is important in the real world. The National Council of Teachers of Mathematics (2013) underscores the effectiveness of the approach, stating that it increases student learning, motivates students, and shifts the “mathematical authority” from teacher to learner. Math instruction involves students working in groups to solve problems and discuss different solutions. Students also apply their math knowledge in hands-on stations that allow them to review standards. Given the fact that many of our students enter middle school several years below grade level, teachers also need to close foundational learning gaps in mathematics. Explicit direct instruction is used for students who are approaching proficiency. Intervention is embedded in daily lessons through small groups, breakout rooms for distance learning, and time in stations. Extended math learning time is provided during Power Hour, and IXL math is used to apply and review learning.

Grade 6
Instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Grade 7
Instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. (CCSSO, 2010, Common Core State Standards Grade Level Introduction)

Grade 8
Instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. (CCSSO, 2010, Common Core State Standards Grade Level Introduction)

NGSS Science
Similar to our approach to teaching mathematics, science courses are based on common practice and language, and are steeped in NGSS standards. Through STEAM education, we strive to open the doors for students of color to excel in science and pursue careers in the field. Science instruction is issue based, language rich, and taught through an engaging, hands-on approach. During in-person instruction, students learn in groups in a laboratory setting. For distance learning, we have adopted an innovative digital NGSS aligned curriculum that allows students to simulate these experiments. Science teachers use the 5 E Model for planning. The 5E Model of Instruction includes five phases: Engage, Explore, Explain, Elaborate, and Evaluate. “It provides a carefully planned sequence of instruction that places students at the center of
learning (SDCOE Science Resource Center, 2020).” In our science classrooms, phenomenon (observable events) drive student inquiry. “Phenomena add relevance to the science classroom showing students science in their own world. A good phenomenon is observable, interesting, complex, and aligned to the appropriate standard (https://thewonderofscience.com/2020). Common practices used across our science classrooms include questions, use of models, investigations, analyzing and interpreting data, computational/math thinking, constructing explanations, evaluating and communicating information, and focus on Claim, Evidence, Reasoning (CER).

Middle School Integrated Science Topics; Natural Selection, Mendelian Genetics, Acid/Bases, Decomposition/Synthesis, Oxidation/Reduction, Chemical Formula, Gas Laws

**Promise Time/Advisory**
School connectedness is built through Promise Time, where teachers serve as mentors and create a family-like environment. Ideally, students remain with their Promise Time peers and teacher throughout middle school. Promise Time addresses social emotional learning, as well as providing time for individual academic advisement. Promise Time curriculum is standardized across grade levels to ensure that all students have the same meaningful experience. Promise Time lessons include goal setting and academic advisement, civic action projects, cultural awareness, team building, recognition and celebrations, and activities based on SEL Standards. The benefits of Promise Time for students include strong relationships established between teachers and peers, and an existing support system.

**Power Hour**
Power Hour provides embedded intervention within the school day. Students are grouped according to language proficiency and academic need. Power hour provides struggling learners with an opportunity to build foundational math and ELA skills. Achieve 3000 is used during Power Hour to increase lexile reading levels, and IXL math allows students to apply math standards. Teachers monitor individual student progress during Power Hour. Individual students’ needs are met through small group instruction. In addition to tutoring for at-promise students, Power hour provides time for advanced learners to engage in more cognitively demanding projects with peers. We emphasize support for Long-Term English Learners during power hour though the use of supplemental curriculum that builds vocabulary, improves writing, and increases proficiency in the four domains (listening, speaking, reading and writing).

**Media Arts Integration**
RWWNMS is part of the Media ArtsMatter initiative, through LAPF. Media ArtsMatter is designed to transform the classroom experiences of underserved students. Media ArtsMatter, seeks to increase and improve media arts instruction through the creation of curricular resources that link media arts standards with ELA and Math Instruction. These curricular resources will be paired with extensive arts integration professional development and classroom modeling/coaching from teaching artists. The introduction of media arts into the curriculum engages students more highly in learning, a precursor to improved achievement, with opportunities to create and present their media arts products. Arts education is a proven strategy for engaging youth, but there is a dearth of arts education opportunities within urban schools. Media arts is particularly appropriate for our student population, as it represents the integration of technology into the artistic space. All students have access to a Chromebook provided by the Charter School. This increased access to technology is spreading into schools across country, making the development of a media arts curriculum even more of a priority. This increases arts instruction through a standards-based media arts curriculum in our school without a designated arts studio or an abundance of
supplies. Instead, students use the technology they currently possess to download free animation apps and drawing software to start engaging in media arts immediately. This high-quality curriculum developed by fills a significant void and provides access to a standards-based media arts education to our learners.

**PBIS**

RWWMNS has maintained low suspension rates through a strong PBIS program based on implementing other means of correction. The PBIS team developed a handbook with a behavior plan, which is guided by the following principle: Russell Westbrook Why Not? Middle School is dedicated to cultivating a healthy and safe community where respect, perseverance, and a positive outlook encourage students towards socio-emotional and academic success.

Our behavioral statement of purpose is followed by five core beliefs:

1. All children can learn and are always learning!
2. School is responsible for preparing students for life and should teach important life lessons.
3. School expectations must be explicit, and taught to all children.
4. The only way to change student behavior is to change adult behavior. We create the environments in which behaviors arise.
5. Human perception is often flawed. It is important to use data.

Our behavioral plan is clearly stated in the PBIS handbook based on these key components:

- **Clear Expectations** - Our “Standards Matrix” documents what we’ve agreed to teach, monitor, and enforce.
- **Explicitly Taught** - Each area or activity in the matrix is accompanied by a lesson plan. A schedule for teaching and re-teaching behaviors is used.
- **A System for Increasing Desired Behavior (Rewards)** - A series of rewards and recognition systems is developed and used, to encourage positive and appropriate behaviors (Honest, Optimistic, Work Hard, Lead by Example).
- **A System for Decreasing Undesired Behavior (Major/Minor List, Flow Chart)** - A correction system is developed and used, with clear steps to be taken, depending on whether the behavior is major or minor. This section contains definitions, examples, and a flow chart of how to respond to each level of behavior.
- **A System for Data-Based Decision-Making (SWIS, Kickboard)**. Data answers two important questions. Are we…Doing what we said we would do? Fidelity! Achieving the student outcomes we hoped to achieve? The data collection system summarizes and analyzes data gathered from the school’s office data referrals to monitor student behavioral trends and target areas of need.

**Key Partnerships**

Teachers and School Leaders are Supported through Essential Partnerships that enrich our educational program.

- **School2Home** - Closes the Achievement Gap and Digital Divide at low-performing California middle schools by integrating the use of computing and broadband technologies into teaching and learning. By focusing on these schools, School2Home reaches students who are statistically less likely to perform well in school and more likely to lack access to digital tools than their peers in high-performing schools.
• California and Literature Project, Loyola Marymount University (LMU) – Provides high quality professional learning to promote content area language and literacy for academic success in middle and high school.
• Facing History and Ourselves – Provides professional learning and resources to use lessons of history to challenge teachers and their students to stand up to bigotry and hate.
• After School All Stars – After School programming is provided through ASAS, an organization known for serving kids with the greatest needs and fewest resources. They partner with numerous national and local organizations to provide high-quality free programs to our students.
• Constitutional Rights Foundation – Educates young people to become active participants in our democracy. Our students participated in the Cops and Kids Program, designed to build open lines of communication and understanding through the concept of community policing, and improve relations.
• LA84- The LA84 Foundation is a leader in the support of youth sports and the positive role they play in positive youth development. Once it is safe for students to return to for in-person instruction, and non-contact sports participation is allowed, LA84 will fund a girls competitive volleyball team, and pay to transport students to the Expo Center Pool near USC, to provide swimming lessons during the PE period.
• Wellnest- Provides ongoing mental health services for students and their families on a referral basis.
• USC Suzanne Dworak-Peck School of Social Work- Provides Social Work interns on an annual basis that work in the school with students either one on one or in small groups to cultivate individual student and a school culture of well-being.

Schedule and Instructional Time

A Typical Day at RWWNMS; In-Person and Through Distance Learning
Jasmine is a seventh grader at RWWNMS. She lives on 49th street, and walks to school with her older brother who attends RWWNMS. She is greeted at the gate by her principal, and runs to visit with a group of friends before the bell rings. As the bell rings students line up in their Promise Time classes and get ready for their whole school meeting since it’s a Monday. She is excited because last week the seventh-grade class was the top-scoring class in IXL and she knows that she has been proficient on 3 more skills since then.

She walks into the MPR and knows exactly where to go since they’ve practiced this to perfection earlier in the year. Music is playing and the atmosphere is electric as students from the entire school come in. The principal shouts out each promise time as they enter and everyone gets a short applause and cheer. The meeting starts with their school chant where the principal calls, “As one pack…” and the MPR fills as the entire student body says “… WE HOWL!” Students see how different classes have been doing with attendance, achieve3000, IXL and kickboard points. Individual students get recognized for their contributions in class and at the end, the whole school does some “quick math” together. After they review the week, Jasmine’s class gets called to exit and she returns to her Promise Time room feeling energized.

Her first class is English. She is excited to continue reading the story of Frederick Douglass. She has noticed how, thanks to her teacher’s modeling and text-dependent questions, she’s able to comprehend and appreciate so much more of what she’s been reading lately. She participates enthusiastically in the class discussion of the reading because she’s confident that her text-based evidence supports her ideas. She’s been learning sentence starters that give her responses an academic tone that she’s come to be
proud of. When it’s time to write her CER, she gets real-time feedback from her teacher as she writes that she knows makes her writing stronger.

During nutrition, she knows the HOWL expectations: lining up quickly for her snack, and going to comfortable, shady spot to eat with her friends. She sees plenty of adults monitoring their areas, providing support where necessary and redirecting others. She feels safe knowing that help is never far away. She sees support staff, instructional aids and the principal out monitoring each part of the campus. All know her name and say hello when they make eye contact.

The bell rings and she gets a little nervous because the next class is math, where she’s always struggled. She knows from last Wednesday’s advisory, when she was reviewing her latest assessments, that she needs to do extra practice on representing subtraction problems with integers on a number line. When she gets to class, she sees that the problem on the board is exactly what she feared – subtracting integers. She tries her best, but she knows she got it wrong. When the teacher reviews the problem, he polls the class and sees jasmine’s mistake. She’s relieved when she gets pulled for a mini-lesson while the rest of the class works in their groups. The teacher’s mini-lesson helps! Jasmine feels way more confident and is grateful that her teacher noticed and responded to her learning needs. She’s actually looking forward to her exit ticket today so she can finally get a 3 or maybe even a 4!

After lunch, she has her enrichment class. She’s been working on a presentation with her partner Kevin on the different representations of heroes in the different films they’ve been watching and is nervous to show her classmates. Her best friend Miley would usually back her up, but she has ELD this period. She walks in and everyone has already started putting their finishing touches on their presentations and she sees Kevin. He already has his Chromebook open with their slide deck ready to present. The teacher gives some quick instructions on how to role-play and get feedback from each other before they go live in front of the whole class. They’ve done this before, so she’s ready to practice with Kevin. She and Kevin go through it 2 times, the teacher has been going from group to group and when she checks in with her and Kevin, the feedback is very helpful. When it’s time to present, she’s nervous, but she uses a strong voice and knows her presentation well. She gets a 3.6 on the rubric – an A! She’s proud of herself.

The teacher lets them know how proud she is of all the academic language she’s heard in their presentations today and Jasmine knows it’s the truth. The teacher gives the signal to get ready to leave and everyone immediately knows exactly what to do: 1. Check for trash, 2. Desks back in position, 3. All items put away, 4. Seated and quiet. She’s ready to go and so is everyone else. The bell rings and the class is dismissed in an orderly fashion. She sees the principal and instructional aids outside directing student traffic. She hears “Bye Jasmine” three times by adults before she finds her brother waiting in a designated area and exits the gate.

A typical day at Russell Westbrook Why Not? Middle School during Distance Learning starts with opening a school-provided Chromebook with a full suite of instructional technology, connected to a network that, if not within the family’s means, is also provided by the Charter School through a mobile hot-spot. A student logs into their Power Hour and immediately reviews their practice goals from last week’s “Wolf Pack Wednesday” and gets started practicing standards aligned math content to achieve those goals. After a successful practice session where the student has received feedback and kickboard dollars for a job well done, they take a short break and sign into their first of 3 Zoom class sessions for the day. Once there, their teachers provide them a link to an interactive platform such as Commonlit, Peardeck, or Desmos. During the day’s lesson, resource support teachers are there to provide additional support for students with additional learning needs, and aides provide language support to English Learners. The student’s email has a message from their principal reminding them of the whole school meeting next week where the student gets to see schoolwide achievement trends and attendance data and hears individual shout outs from the week for jobs well done. The student also sees an invitation to an event held by the PBIS team where he/she can use their kickboard dollars to play games, sing karaoke, or
learn how to paint with their peers. The day ends with their final exit slip in their last class, where the student must write a CER (Claim-Evidence-Reasoning) paragraph responding to the text they just read.

Key Features of our Schedule:
- 180 days and 54,000 or more minutes for in person instruction
- 180 days and 240 or more daily minutes for distance learning instruction
- Sixth and seventh grade classes are cored (math/science and humanities) to transition students to secondary schedules.
- Block schedule (90 minutes- in person or 75 minutes-distance learning) allow students to build deeper content area connections, and provide time for interdisciplinary projects and science labs.
- Promise Time, Power Hour, and Academic Enrichment enrich core learning and individualize support for students’ academic and social-emotional needs.

In Person Bell Schedule

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<th>Wednesday</th>
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Distance Learning Bell Schedule
Plans for Diverse Learners
At our core, RWWNMS is designed to help all students succeed, including English Learners, students with disabilities, those who learn through divergent methods, or have specific challenges that impede learning. Inherent to our instructional model is intensive differentiation, scaffolding, targeted intervention, and additional supports that address individual learner needs. All teachers participate in comprehensive professional development to address the needs of students with varying behavioral and academic needs.

Student Success Team
In order to meet the needs of all students within the regular classroom setting, the Charter School implements a Student Success Team (“SST”). The SST is part of our MTSS, and is seen as an early intervention. Students who are struggling with academics are referred to the SST. The team typically consists of the teacher, the principal, parent/guardian (if possible), and other support team members. The team implements strategies within the general education setting, and monitors students’ progress once the recommended strategies have been implemented. In the event that a student is not demonstrating growth as a result of the interventions, the team may determine that the struggles may be due to a learning disability and refer the students for formal assessment with the possibility that they may be eligible for special education services.

Support for Struggling Learners
We believe that first teaching is best teaching, and embed intervention strategies and appropriate scaffolds into daily lesson plans. Still, there are students that require additional layers that go above and beyond the normal instructional day. These strategies include:

- Power Hour Grouping based on student language or academic need
- Additional help during class periods from teachers, bilingual aides, peers, and tutors
- Tutoring sessions; before school, after school, or during Office Hours
- Targeted academic interventions to raise skills
- Software programs that allow students to build foundational skills in ELA and Math
- Academic Goal Setting in Promise Time
- RSP Lab and support for SWD
**Advanced Learners**

RWWNMS provides high achieving/gifted learners with differentiation and enrichment opportunities. Our focus on arts integration and project-based learning allows for students who meet/exceed standards to apply their learning through projects and presentations that synthesize and apply knowledge in creative ways. We meet the needs of students identified as high achieving and/or gifted through instruction to match the needs of students. The term “gifted and talented”, is applied to students that demonstrate high achievement capability academically, as well as in other areas including through visual and performing arts, innovative creations, leadership, or in a specific content area. We acknowledge that our student population is resilient, and possesses skill sets that may be overlooked in traditional educational settings. The lack of representation in gifted education from underserved communities is a national problem that we address by seeking advancement and opportunities for high achieving, low income students. In *Serving Gifted Students from Poverty Part 3: Solutions that Enhance Equity* (2020), Ruby Payne underscores the fact that students of poverty are overlooked in advanced/gifted programs, and the critical need to foster their potential. “They provide a resource that needs to be nurtured with strong relationships and appropriate learning. As our country demands the development of intellectual capital to create new products, technologies, and services, these students provide untapped resources to create quality of life for all.” With this philosophy in mind, gifted/advanced learners are provided with opportunities to demonstrate their strengths in the classroom through high level projects and presentations that integrated technology, arts, and problem solving. Non-English speakers can demonstrate giftedness through work completed in their primary language, or through scaffolds as they gain English Language proficiency. Gifted learners can also have learning disabilities, or and it is not unusual for a student to show giftedness in one area (e.g., logic, math etc.) and learning disabilities in another area (e.g., language, processing etc.). We tap into students’ funds of knowledge, and provide opportunities for advanced students to achieve beyond the standards, and grade level expectations. As a framework for serving advanced learners, we consider the Depth and Complexity icons developed by Sandra Kaplan at USC, and the differentiated instructional design model by Carol Ann Tomlinson that includes five dimensions; content process, products, classroom organization and management, and a teacher’s commitment to change instruction.

**Socioeconomically Disadvantaged/Low Income Students**

RWWNMS exists to radically change conditions for impoverished communities. Our parent agency, LA Promise Fund has served our community for decades in alleviating the impact of poverty, and offering families services and youth opportunities. We strongly believe that income should not be a determinate factor in a child’s ability to succeed in college, career and life. Our instructional model coupled with our community hub concept strives to remove barriers to learning. Every aspect of our Charter School is designed to improve conditions and advance opportunities for low-income youth. We emphasize instructional supports, closing the digital divide, and providing basic services for families. Teachers are charged with closing the technology achievement gap through the daily integration of technology. Upon entering our Charter School, we provide every learner with a laptop, and free home Wifi hotspots as needed. Students quickly become technologically literate through daily use and training. Technology is ubiquitous, and our effective use facilitated a swift transition to distance learning at the onset of the pandemic. Families are also trained in the use of technology, specifically, so parents can help children learn at home during distance learning. Social emotional needs are at the heart of how we meet the needs of low-income learners. Our staff receives training in trauma informed
practice, and identifies students and families in need of additional supports to address hunger, extreme poverty and meeting basic needs. Childhood hunger is a reality in our community. When kids come to school hungry it is difficult to focus on learning. During in-person learning, we provide daily Breakfast in the Classroom through a grant with No Kid Hungry. The majority of our students qualify for the free and reduced-lunch program, which helps low-income students succeed in the classroom by supplying nutritious meals each day. During distance learning, we provide Grab and Go Meals, and the parent engagement team runs a food pantry for families and the community in partnership with the LA Food Bank. If we are unable to meet a family’s need, often relating to medical care or housing, we collaborate with the Parent Engagement Team to support families with referrals to community service organizations. Disparities for students of socio-economic disadvantage are addressed by maintaining a school culture of high expectations for all students. Furthermore, as a school community, we have a responsibility to care for one another, and the sense of community extends to supporting the overall well-being of students and families.

**Students Living in Foster Care**

We recognize the needs of our most vulnerable students, and the importance of providing foster youth with a supportive education environment with a family-like environment. We provide counseling services through USC Social Work interns, and contract out with WellNest in that community. Additionally, our school psychologist meets with SWD who are also foster youth for DIS counseling. Our schools work closely with LA County agencies and case managers in identifying and monitoring foster youth as they enroll. Foster youth are supported through the Charter School’s expansive SEL Initiatives and PBIS. The warm and nurturing environment fosters positive relationships between adults on campus and at-promise students. The Foster Care Transition Toolkit (US Department of Education, 2016), provides a blueprint for meeting the needs of these resilient students, and states, “Despite facing significant challenges, youth currently or previously involved in the foster care system demonstrate extraordinary courage, determination, and resilience. It is important to provide these youth, and the supportive adults who work with them, the resources and assistance needed to achieve stability and independence.” To this end, foster youth are supported through trauma informed practice and MTSS. We also support students living in foster care through classroom practice. In Supporting Students Living in Foster Care (2019), Rebecca Alder recommends the following strategies, which we employ; create a sense of safety, give students a sense of control of their environment, ensure that students feel commented, and teach self-regulation skills. We provide this support through PBIS, Promise Time, and individual counseling (in person and through telecounseling).

**Homeless Youth**

The pandemic has altered the landscape in the community with an uptick in evictions and family displacement. We first and foremost address the needs of homeless students and families with a tremendous amount of empathy. We also make every possible attempt to meet their basic needs and support through referrals to community agencies. Support for our homeless population takes the same form as how we support low income and foster youth, through wraparound services, social emotional support, and sensitivity. Through support and donations from LAPF, the Charter School provides uniforms, backpacks, school supplies, and support for transportation to and from the Charter School. During the COVID pandemic, LAPF also provided micro-grants to families in need.

**English Learners**

The Charter School will meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training,
reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Services for English Learners are provided through the English Learner Master Plan, which is updated annually to reflect changes in policies and legislation. Key areas of the plan are provided below.

**Initial Identification**
LA Promise Charter Schools’ process for initial identification, parent notification, assessment and program placement of ELs is standardized for consistency and equity throughout all schools, and is consistent with federal and state requirements. This process is responsive to the educational needs of ELs and the preference of parents and guardians. The LA Promise Charter Schools’ overall goal is to ensure consistency in enrollment, assessment, and sharing of information regarding the instructional programs, services, and program placement options to ensure all parents can make informed decisions. Upon initial enrollment, parents complete the Home Language Survey (HLS) section on the LA Promise Charter Schools’ Student Enrollment Form, as required by state and federal law.

**English Language Proficiency Assessment**
If the student’s HLS indicates that their home language is other than English, the student’s English language proficiency level must be assessed. Students will be assessed with the ELPAC initial assessment within 30 calendar days at the beginning of the school year, or within 30 days of enrollment if the student enrolls later in the school year. Based on a student’s overall performance on the ELPAC, s/he may be classified as an English Learner or Initially Fluent English Proficient (“IFEP”). Once a student is identified as EL, the student must be assessed annually ELPAC summative assessment until the student meets the eligibility criteria and is Reclassified as Fluent English Proficient (“RFEP”).

The initial ELPAC identifies students who are ELs, or initial fluent English proficient. The summative ELPAC assesses the progress of ELs in acquiring the skills of listening, speaking, reading, and writing in English.

The Charter School shall notify all parents of its responsibility for ELPAC testing and of ELPAC results and program placement within 30 days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the ESSA for annual English proficiency testing.

**Performance Level Descriptors**
A student’s initial language classification or status is determined by their overall performance on the ELPAC. Based on the performance level, a student may be classified as follows:
## ELPAC Performance Level Descriptors

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English learners at this level have <strong>well developed</strong> oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. <strong>This test performance level corresponds to the upper range of the “Bridging” proficiency level, as described in the California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).</strong></td>
</tr>
<tr>
<td>3</td>
<td>English learners at this level have <strong>moderately developed</strong> oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. <strong>This test performance level corresponds to the lower range of the “Bridging” proficiency level through the upper range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.</strong></td>
</tr>
<tr>
<td>2</td>
<td>English learners at this level have <strong>somewhat developed</strong> oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. <strong>This test performance level corresponds to the mid- to low-range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.</strong></td>
</tr>
<tr>
<td>1</td>
<td>English learners at this level have <strong>minimally developed</strong> oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. <strong>This test performance level corresponds to the “Emerging” proficiency level, as described in the 2012 ELD Standards.</strong></td>
</tr>
</tbody>
</table>

## ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

<table>
<thead>
<tr>
<th>ELPAC</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD Standards</td>
<td>Emerging</td>
<td>Low Expanding</td>
<td>Mid Expanding</td>
<td>Upper Expanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lower Bridging</td>
<td>Upper Bridging</td>
</tr>
</tbody>
</table>
Reclassification
Schools reclassify ELs as RFEP at the point when designated and integrated ELD are deemed no longer necessary for ELs to be successful in the mainstream educational program at a level commensurate to non-English Learners (i.e. English Only, Initially Identified Fluent English Proficient). Once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be monitored for a minimum of four years, as required by federal guidelines. Specifically, if their continued linguistic and academic performance declines or stalls, interventions must be provided to ensure that these students reach and maintain grade-level academic proficiency.

Criteria for Reclassification
ELs are reclassified as fluent English proficient based on the following criteria required by the Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:
1. Overall score of 4 on ELPAC Summative Assessment
2. Exceeds, meets, or high range of nearly meets on the ELA portion of the CAASPP Summative Assessment, or NWEA Summative Assessment
3. Grade of C or better for 2 consecutive semesters in English/Language Arts
4. Lexile Reading level no more than 2 years below grade level
5. Teacher recommendation*
6. Parent/guardian approval

*Teacher recommendations are informed by the following:
- Standards-based ELA assessments or standards-based ELA interim assessments
- Report cards grades/progress report marks in equivalent ELA courses (secondary)
- Authentic student work samples, especially writing samples

Monitoring Progress of Reclassified Students
At least once per semester, the Charter School’s Language Appraisal Team (“LAT”) will meet to review the performance and progress of RFEP students using the RFEP Follow-Up Form. (Appendix E) The LA Promise Charter Schools Data Team will create an RFEP Follow-Up Form annually for each student and disseminate to principals in the fall. The LAT includes the principal or designee, the student’s classroom teacher(s), and other personnel such as counselors, specialist teachers, intervention teachers, EL experts, as appropriate, and/or parents of the student being reviewed.

Reclassifying English Learners with Disabilities The reclassification criteria applies to EL Special Education students being considered for reclassification; however, a California Alternative Assessment (“CAA”) ELA score of understanding or foundational understanding may substitute for the CAASPP ELA score, if the student takes that assessment. The IEP team must be consulted when reclassifying an EL with disabilities. IEP teams will verify that in addition to meeting the criteria for reclassification, students with ELD goals in their IEPs have mastered those goals before the students are reclassified.

Instructional Program Options
LA Promise Charter Schools provide instructional program options tailored to meet the diverse needs of ELs. The program options guarantee access to a full, comprehensive curriculum with scaffolds and supports for students at different English language proficiency levels. The ultimate goal of each program option is for ELs to acquire English as rapidly and effectively as possible and to ensure ELs have access to the state adopted academic content standards, including ELD standards. Structured English Immersion and Mainstream English are available at LA Promise Charter Schools. Each option ensures that ELs with disabilities have an equal opportunity to participate in a program consistent with their IEP. All program options also allow for equal access to students who are advanced learners or gifted and talented. No ELs are excluded from the core curriculum based solely on their English language proficiency level.

Accelerated Learning Program for Long Term English Learners
The goals of this instructional program model are to accelerate academic English and to attain academic proficiency in core content subjects for ELs who have attended school in the U.S. for more than five full years (i.e. beginning their sixth year and beyond), but still have not met the criteria to be reclassified. This program option ultimately aims to reduce the risk of dropping out of school, ensure that these students are able to perform at a level comparable to their native-English speaking peers, have access to and to meet A-G graduation requirements to be college-prepared and career-ready.

English Learner Newcomer Program
The goals of this instructional model are to acquire Early Intermediate or Intermediate academic English language proficiency and to develop core academic skills and knowledge for immigrant students new to U.S. schools. This program ensures that newcomers are better prepared to participate, with support, in Structured English Immersion and Mainstream English language classrooms. This model also supports acculturation to new school routines and communities. It is designed to foster literacy and academic skills in English of middle- and high school-age recent immigrants who sometimes arrive with limited primary language literacy and formal schooling. Additionally, LA Promise Fund supports recent immigrant students and families through social-emotional learning support, and wrap around services.

Guiding Principles for Instructional Services for English Learners
LA Promise Charter Schools are committed to implementing the following three guiding principles in all of its instructional services for ELs:

- ELs have a variety of linguistic and cultural abilities that are viewed as assets.
- Focused instruction for these students builds on their cultural and linguistic strengths and provides meaningful access to curriculum that is standards-based, cognitively complex, rigorous, and coherent.
- All teachers are teachers of literacy, language and content.
English Language Development

Instruction is designed to ensure that ELs acquire English language proficiency, master academic content standards required of all California students, and recoup any academic deficits that they may have accrued while in EL status. The instructional programs contain the following components:

- Well-articulated, standards-based, differentiated ELD instruction, specifically designed for ELs to address ELD skill levels, and overall ELD level.
- Well-articulated, standards-based, differentiated instruction using integrated ELD to ensure full access to the core curriculum.
- Primary language support, as needed, to improve EL students' comprehension and meaningful participation in core instruction in English language instructional programs.

LA Promise Charter Schools recognizes its obligation to ensure that ELs become proficient in English as rapidly and effectively as possible. LA Promise Charter Schools consider these obligations to be a high priority. This section describes ELD instructional practices in LA Promise Charter Schools. ELD instruction in LA Promise Charter Schools explicitly teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions, and conventions, as well as the comprehension and production of discipline-specific academic language (e.g. math, science, social studies) based on student ELD skills and needs. LA Promise Fund Charter Schools refer to the CA English Learner Roadmap as the common vision for English Learners, and for resources and concrete actions to support English Learners at all levels.

Integrated English Language Development

Integrated ELD – All teachers attend to the language learning needs of their ELs in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English using the CA ELD Standards. The primary purpose of integrated ELD is teaching skills and knowledge in the content areas, more specifically content identified in State Standards for English/Language Arts, math, science, social studies, physical education, and the arts.

Designated English Language Development

Designated ELD – Designated ELD is provided during the regular school day when teachers use the CA ELD Standards as the focus to build to develop critical English language skills, knowledge, and abilities needed for beginning level English Learners.

English Learners with Disabilities

As with all English learners, ELs with an IEP are expected to make progress in English language proficiency and academic content mastery. To attain this, the instructional programs for ELs with IEPs will include ELD as a component of their core instruction, as well as access to core content using integrated ELD, and, as appropriate, primary language support.

ELD instruction is required for all ELs, including those with IEPs until they are reclassified. ELs with disabilities should receive ELD in the mainstream classroom with students of like age/grade and language proficiency whenever possible. For ELs with IEPs, the opportunity to have access to non-disabled peers is essential to their growth and development.

Interventions Tailored for English Learners

When ELs struggle, care must be taken to determine, as precisely as possible, the specific area of need and provide accelerated instruction to meet those needs. This supplemental instruction is in addition to the time allowed for core instruction. In all interventions the curriculum addresses the student’s specific learning needs and progress is carefully monitored and reported. All interventions have the following in common:
- Student Success Team meetings or conferences to discuss progress and concerns with parents/guardians.
- Review of multiple assessments to determine specific area(s) of need and instruction that targets those needs.
- Ongoing progress monitoring to ensure the effectiveness of the intervention.
- Systematic and explicit instruction with modeling, multiple examples and feedback.
- Increased time and intensity of instruction.

**Monitoring and Evaluation of Program Effectiveness**
The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

**Special Education**
RWWNMS complies with all applicable state and federal laws in serving students with disabilities, including but not limited to Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”), and the Individuals with Disabilities Education Improvement Act (“IDEA”).

RWWNMS is a member in the Los Angeles County Charter SELPA. (See Appendix Tab C for a copy of the MOU with the SELPA.) RWWNMS understands that it has the obligation to serve students with exceptional needs and that the Charter School, pursuant to applicable state and federal law, must ensure that all of its students have access to a free and appropriate public education. RWWNMS ensures that all enrolled students have equal access to all parts of the educational program as other students do.

RWWNMS the right to act as its own Local Education Agency (“LEA”) for the purposes of special education.

RWWNMS complies with all notice and other provisions under the law and ensures sound financial planning for the potential contingencies associated with being an LEA for special education purposes.

RWWNMS follows all LACOE and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services, responding to records requests, and maintaining confidentiality of student records. All students with disabilities will be fully integrated into the programs of RWWNMS with the necessary materials, services, and equipment to support their learning. RWWNMS ensures that any student with a disability attending RWWNMS is properly identified, assessed, and provided with necessary services and supports.

RWWNMS meets all the requirements mandated within a student’s IEP. No assessment or evaluation is used for admission purposes. Parents are informed that specials education and related services are provided at no cost to them. If a student enrolls with an existing IEP, an IEP meeting will be convened within 30 days.

**Search and Serve**
RWWNMS shall have the responsibility to identify, refer, and work cooperatively in locating RWWNMS students who have or may have exceptional needs that qualify them to receive special education services. RWWNMS implements SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. To identify students in need of special education services, RWWNMS participates in the “Child Find” systems of the Los Angeles County Charter SELPA in which its students reside.

RWWNMS implements a “Student Success Team” model, discussed above, to meet all student needs within the regular instructional setting prior to referral for formal assessment for special education purposes. The SST identifies resources and interventions to support the student. If the student is still not demonstrating success after all feasible strategies have been exhausted, and if the student’s difficulty appears like it could be caused by a disability eligible for special education services, the student will be referred for formal assessment. As any other public school, RWWNMS is responsible for educating special education students and ensures that this responsibility is met. For students with special needs, adaptations and modifications aligned with those students’ IEPs are implemented in the least restrictive environment possible.

Assessment
The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. RWWNMS shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the SELPA’s general practice and procedure and applicable law. RWWNMS shall work to obtain parent/guardian consent to assess RWWNMS students.

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. RWWNMS’ primary internal method for referral for assessment is the Student Success Team. When a parent/guardian suspects that a child has a disability, the parent/guardian is advised by the Charter School to notify the Charter School in writing in order to arrange for possible testing and evaluation (parents/guardians who make the request orally will be helped, if needed, in making a written request). Parent notification and request for special education testing and evaluation will trigger legal timelines, and RWWNMS will follow all legal mandates for a timely response.

After a student is referred for a special education assessment, RWWNMS provides the student’s parent or guardian with a proposed assessment plan (in their appropriate home language) within 15 days of the referral. All referrals are responded to in writing by RWWNMS within 15 days. Parents are given at least 15 days to provide written consent. Parents are informed by the Director of Student Services that special education and related services are provided at no cost to them. RWWNMS obtains informed consent from the parent/guardian before conducting the assessment, and the assessment is completed within 60 days of receipt of parental consent.

The RST is responsible for gathering all pertinent information and sharing such information with all others involved in the assessment. Information gathered is used as tools to determine the student’s disability, eligibility for services, and determining the nature and extent of required services. If needed or requested, an interpreter will be provided for the parent or guardian during the assessment. A teacher or RWWNMS staff member may serve as the interpreter, if fluent in the parent/guardian’s native language and with parent/guardian approval. The types of assessments that may be used for determining eligibility for specialized instruction and services are selected by the RWWNMS, in collaboration with any hired service providers, and are generally performed by a qualified psychologist and a nurse if applicable. Those assessments could include, but are not limited to:

- Individual testing;
- Teacher observations;
• Interviews;
• Review of school records, reports, and work samples; and
• Parent input.

RWWNMS uses SELPA forms to develop, maintain and review assessments and IEPs in the format required by the SELPA, including assessment and IEP data into the SELPA data system in accordance with SELPA policies and procedures. RWWNMS maintains copies of assessments and IEP materials for review by the SELPA. RWWNMS submits to the SELPA and CDE all required reports, in a timely manner as necessary to comply with state and federal laws. RWWNMS maintains copies of assessments and IEP materials for review by the SELPA. As necessary, the Charter School will develop Individual Transition Plans to help a student with disabilities, age 14 and older, in transitioning to adult living.

Unless conflicting with SELPA policies and procedures, RWWNMS follows the below assessment guidelines. If a conflict with any of the prior mentioned agencies policies and procedures exists, then SELPA policies and procedures will govern, and RWWNMS will revise these guidelines accordingly:
• Parents or guardians of any student referred for assessment must give their written consent for the Charter School to administer the assessment;
• The student must be evaluated in all areas related to his/her suspected disability;
• The assessment will be conducted by a professional with knowledge of the suspected disability.
• Multiple assessments will be delivered by qualified professionals to measure the student’s strengths and needs;
• Assessments will be delivered without cultural, racial or gender bias;
• Assessment results will be delivered to the parent/guardian in their primary language, and an interpreter will be provided if needed;
• Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
• A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Once the assessment is completed, RWWNMS holds a meeting to review the results of the assessment and determine whether the student qualifies for special education by meeting the criteria for one of 13 disabling conditions. As needed, translation services will be provided for these meetings. This meeting is the initial IEP meeting described in detail below, and RWWNMS gives the student’s parent/guardian the opportunity to participate. RWWNMS is responsible for scheduling, coordinating and facilitating the IEP meeting.

If a student enrolls at RWWNMS with an existing IEP, an IEP meeting will be convened within 30 days to review the existing IEP, discuss the student’s present levels of performance and needs, and offer appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, if needed, RWWNMS shall work to implement the existing IEP or as otherwise agreed upon by the parent/guardian. Within 30 days of each school year beginning, RWWNMS will forward a complete list of all new IEPs to students’ home districts for reference, if required by law.

Development, Implementation and Review of IEP
RWWNMS ensures that all aspects of the IEP and school site implementation are maintained. Every student who is assessed by the Charter School that has an IEP that documents assessment results and eligibility determination for special education services. RWWNMS provides modifications and accommodations (outlined within each individual’s IEP) in the general education environment taught by the general education teacher.
Students at the Charter School who have IEPs are served in the Least Restrictive Environment ("LRE"). However, should a student’s IEP team determine that the student requires an alternative placement, the Charter School will work with the SELPA to ensure an appropriate placement and services.

RWWNMS makes time, resources, and facilities available to meet the needs of the student’s IEP. RWWNMS actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques.

Each student who has an IEP has an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team at RWWNMS consists of the following individuals:
• Principal or administrative designee
• The parent or guardian of the student for whom the IEP was developed;
• The student, if appropriate;
• At least one general education teacher who is familiar with the curriculum or progress appropriate to that student;
• Special education teacher (Intervention Specialist, as defined in Element 5); and
• If the student was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results.

Others familiar with the student may be invited as needed. RWWNMS views the parent as a key stakeholder in these meetings and makes every effort to accommodate parents’ schedules and needs so that they are able to participate effectively on the IEP team. An interpreter is provided if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. A teacher or staff member, fluent in the parent’s native language, may serve as the interpreter with parent approval. If the parent(s) cannot attend the IEP meeting, the Charter School will ensure his/her participation using other methods, such as rescheduling the meeting, conferencing by telephone, conferencing via zoom. A copy of the IEP is given to the parent in accordance with State law, and SELPA policies, as applicable.

Upon the parent or guardian’s written consent, the IEP is implemented by RWWNMS in cooperation with the SELPA in which RWWNMS is a member, under the terms of the Special Education MOU if applicable. The IEP includes all required components and is written on SELPA approved forms. The elements of the IEP include:
• A statement of the student’s present levels of academic achievement and functional performance
• The rationale for placement decisions;
• The services the student will receive and the means for delivering those services;
• A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
• Measurable annual goals and short-term objectives focusing on the student’s current level of performance;
• A description of how the student’s progress will be measured and monitored;
• An explanation of the extent, if any, to which the student will not participate in general education;
• Any accommodations necessary to measure the academic achievement and functional performance of the student on state and district assessments; and
• Transition goals for work-related skills.

IEP meetings are held according to the following schedule:
• Yearly to review the student’s progress and make any necessary changes;
• Every three years to review the results of a mandatory comprehensive reevaluation of the student’s progress;
• After the student has received a formal assessment or reassessment;
• When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress;
• When an Individual Transition Plan is (“ITP”) required at the appropriate age;
• When a special education student has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior;
• Prior to the expulsion of a student with an IEP, to determine if the student’s misconduct was a manifestation of his/her disability, and
• If the parent/guardian, an RWWNMS staff member, hired service providers, or the student has communicated a concern about the student’s progress.

The IEP team formally reviews each student’s IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team also conducts a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student’s progress.

If a parent or faculty member feels the student’s educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, the IEP Team will have thirty days, not including school vacations greater than five days, to hold the IEP meeting. The school encourages open communication between the parents and the school for any items related to the special education services. Students at RWWNMS who have IEP’s continue to attend the school, unless the IEP recommends otherwise.

Parents are informed approximately four times a year of the student’s progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP are an attachment to the general progress report. This serves to document the method by which the student’s progress toward achieving the annual goal is measured, the student’s progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

**Staffing**
All special education services at RWWNMS are delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEIA. Although specific staffing needs may be set forth in more detail in a Special Education MOU with the SELPA, based on the demographics in our target population, we have budgeted to have at least one Intervention Specialist with an appropriate Special Education Credential who will lead direct instruction of students with special needs and help train and collaborate with other faculty regarding instruction for students with special needs. The principal or administrative designee bears responsibility for aspects of the SST and IEP process from an administrative perspective. All teaching staff at the RWWNMS are also involved in assuring that all IEPs and 504 plans are properly implemented.

In supporting the special education program and the IEP process, the principal:
• Ensures that all aspects of the IEP are followed;
• Ensures all appropriate personnel (including consultants) attend team meetings;
• Ensures parents receive regular communication about progress made toward attaining the goals stated on the student’s IEP, and inform them of due process procedures and rights;
• Consults bi-monthly with the student’s teacher and service providers to ensure that the objectives and goals of students with IEP’s are being met (consistent with school-wide review of all students’ ILPs);
• Ensures completion of the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
• Maintains a central file with all special education evaluation material and IEP’s in accordance with FERPA and IDEA guidelines; and
• Provides a report of student progress on the same schedule as students in general education.

RWWNMS Staff may also attend professional development opportunities that are available to other schools of the Los Angeles County Office of Education.
RWWNMS understands it is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. RWWNMS shall ensure that all special education staff hired or contracted by RWWNMS are qualified pursuant to SEPLA policies, as well as meet all legal requirements.

Special Education Services and Strategies for Instruction
As detailed throughout this petition, RWWNMS utilizes a MTSS model, and also complies with the federal mandate of the least restrictive environment. RWWNMS complies with the federal mandate of the “least restrictive environment”, meaning that the school makes every attempt to educate special education students along with their non-disabled peers. RWWNMS mainstreams all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring and supports. Each student’s IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP are built around the student’s needs and how these fit within the general educational program of the school. The instruction outlined in each student’s IEP are delivered by personnel qualified to do so.

As a member of the Los Angeles County Charter SELPA, RWWNMS may also contract with outside special education service providers — either via an agency or directly -- depending on operational needs or specific requirements of the students’ IEPs in order to ensure student success in the context of our innovative school model. We currently are contracted with Expatriate Communications to provide speech, nursing, and counseling services. Some of the potential contracted services may include nurses, speech therapists, psychologists, autism behavioral or occupational therapists, and counselors. RWWNMS will reassess its special education staffing, service providers, methods, and strategies on a continuous basis to assure that all services provided are effective and of the highest quality.

The range of special education services are the same as at any other public school and include all services as needed to meet students’ IEPs. RWWNMS employs a variety of strategies to ensure student success as detailed throughout this petition, to provide best practices for SWD.

• High Expectations
• Project-Based Learning
• Use of technology
• Collaborative learning
• Small Group Instruction
• Varied assessment tools including presentations, projects, and authentic assessments
• Explicit Direct Instruction
• Goal Setting / Learning Targets through I CAN statements

Classroom Modifications for At-Risk Student: In order to help students who appear to need special services or “a reasonable accommodation,” classroom modifications are made. The following modifications or accommodations are used by the regular classroom teacher for students who are at risk, depending on the student’s specific need:
Materials:
• Use highlighted or underlined reading materials
• Provide visual aids
• Provide concrete manipulative materials
• Provide taped texts and/or other class materials
• Allow use of calculator
• Provide materials with wide spacing, few items per page and clear print
• Type teacher materials
• Incorporate technology-based adaptive curriculum

Methods:
• Teach to student’s learning style: Linguistic, Logical, Musical, Spatial, Kinesthetic, Interpersonal
• Intrapersonal
• Provide visual clues and/or demonstration (model) when instructing
• Read written material to student
• Provide organization aids such as outlines, etc.
• Utilize peer tutors, etc.
• Utilize shared notetaking
• Use clear and concise directions
• Provide graphic organizers (e.g. Thinking Maps) to help students create cognitive schema for new information
• Provide written steps for directions
• Have student repeat directions to teacher or peer
• Use manipulatives
• Emphasize critical information
• Pre-teach vocabulary
• Preview lesson for student before given to whole class
• Reduce language level of reading level of assignment
• Share activities

Assignments:
• Ensure that all students understand learning objectives
• Give directions in small, distinct steps (written/picture/verbal)
• Use written back-up for oral directions
• Lower difficulty level
• Shorten assignment
• Reduce paper and pencil tasks
• Read or tape record directions to student
• Use pictorial directions
• Give extra cues or prompts
• Allow student to record or type assignment
• Adapt worksheets, packets
• Utilize compensatory procedures by providing alternate assignment/strategy
  • Avoid penalizing for penmanship

Pacing:
• Reduce paper and pencil tasks
• Provide distributed review and drill
• Extend time requirements
• Vary activity often
• Allow breaks
• Omit assignments requiring copying in timed situation
• Provide home set of text/materials for preview/review

Testing:
• Give tests orally (may include dictated or taped answers)
• Allow student to take test while standing at the board, if this is student’s preference
• Read test to student
• Preview language of test questions
• Use visuals or pictures
• Give similar questions in regular classroom setting before test
• Use objectives test technique, limit choices for multiple choice, provide word bank for fill-in blank, limit items per matching section
• Use essay tests, allow to be dictated
• Shorten length of test
• Have test administered to the student outside of the class setting

Learners’ Needs:
• Provide student with assignment sheets or require that he/she maintain one
• Provide a visual daily schedule
• Provide calendars
• Check often for understanding/review
• Set defined limits
• Provide positive reinforcement
• Allow projects to be presented orally or on tape
• Allow projects to be presented through demonstration, pictures, and/or models
• Use preferential seating
• Monitor and redirect student to task as needed
• Request parent reinforcement
• Have student repeat directions
• Teach study skills explicitly
• Use study sheets to organize material
• Design/write/use long term assignment timelines
• Review and practice in real situations
• Plan for generalizations
• Teach skill in several settings/environments

Environment:
• Preferential seating
• Alter physical room arrangement
• Define areas concretely
• Provide for a quiet space
• Eliminate too many visual distractions

For every student who is eligible to receive special education instruction and related services, RWWNMS provides transportation as a related service if it is required to assist a child with a disability benefit from special education. As required for any special education program, transportation is provided to meet the criteria for a free, appropriate public education. As applicable, a student’s IEP will describe how special education transportation is coordinated with regular home-to-school transportation, and will set forth an individualized plan for meeting the transportation needs of the student receiving special education.

Reporting
RWWNMS, in collaboration with the SELPA, and RWWNMS service providers (if applicable), collect and maintain the following information on disabled students as required by IDEA:
• A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners;
• The number of students provided with test modifications and the types and the number of students exempted from assessments;
• The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
• The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
• The basis of exit from RWWNMS of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting are the responsibility of the Principal and RST (or his/her designee). The RST ensures that a central file with all special education evaluation material and IEP’s is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. Sped Team oversees access to these records, and is responsible for ensuring that all providers responsible for the implementation of a student’s IEP have access to a copy of the IEP and are informed of their specific responsibilities in implementing the IEP.

Due Process and Procedural Safeguards
Parents or guardians of students with IEPs at the RWWNMS must give written consent for the evaluation and placement of their child; are included in the decision-making process when change in placement is under consideration; and are invited, along with teachers, to all conferences and meetings to develop their child’s IEP.

Any concerns or disagreements raised by parents/guardians are acknowledged by the Charter School within five days, after which a meeting between the parent/guardian and Charter School will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The Charter School will provide the parent with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions.

In the event that a parent/guardian files a request for a due process hearing or request for mediation, RWWNMS shall defend the case.

RWWNMS may initiate a due process hearing or request for mediation with respect to a student enrolled at RWWNMS if RWWNMS determines such action is legally necessary or advisable.

RWWNMS shall have sole discretion to settle any matter in mediation or due process. RWWNMS shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any RWWNMS student necessary to protect its rights.

Parents or guardians also have the right to file a complaint with the Los Angeles County Office of Education and/or California Department of Education if they believe that the Charter School has violated federal or state laws or regulations governing special education.

Funding
RWWNMS understands that it is subject to the allocation plan of its SELPA.

Section 504 of the Rehabilitation Act
RWWNMS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of RWWNMS. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is
regarded as having such an impairment, is eligible for protections under Section 504. RWWNMS understands that its students may have exceptional needs that are not governed by the terms of the federal special education law (IDEA) but who may require accommodations or services pursuant to the terms of Section 504 of the Rehabilitation Act and that the Charter School will be responsible for planning and implementing any such accommodations or services. The Director of Curriculum and Instruction will be the 504 Coordinator unless he or she chooses to delegate that responsibility to an appropriately qualified staff member.

RWWNMS shall be solely responsible for its compliance with Section 504. The Charter School has established policies and procedures to ensure compliance with requirements for parental notice of due process rights, parents’ right to review records, impartial hearings, representation by counsel and review procedures, the students’ equal access to academic and nonacademic school activities, the right to a free and appropriate public education (“FAPE”) in the least restrictive environment (“LRE”), right to notice regarding referral, evaluation and placement, and the right to an appeal process.

A 504 team will be assembled by the Principal (or his/her designee), teachers, parent/guardian, the student if needed, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, the suspected handicapping condition, and accommodations. If that knowledge is not present among the 504 team’s regular members, the school may hire or invite additional team members who bring that expertise according to the needs at hand.

The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

• Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
• Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
• Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for accommodations under Section 504 must be made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to be eligible for accommodations under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School’s professional staff.
The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The Director of Student Services will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with any long-term substitutes. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

**Professional Development**

We believe that impactful and inspiring adult learning leads to effective teacher practice, resulting in improved learning outcomes. We also acknowledge that the quality of professional learning is the factor that transforms teaching. The Learning Policy Institute published a research brief, Effective Teacher Professional Development (2017), that stated that “effective PD is structured professional learning that results in changes to teacher practices and improvements in student learning outcomes.” This research brief elaborates that effective professional learning:

- Is content focused
- Incorporates active learning, utilizing adult learning theory
- Supports collaboration, typically in in job-imbedded content
- Uses models and modeling of effective practice
- Provides coaching and expert support
- Offers opportunities for feedback and reflection
- Is of sustained duration

Professional learning at RWWWNS encompasses all of the above components. We launch the year for teachers in early August with our two week Summer Teachers Conference. During the conference there are opportunities to engage in vertical teaming with grade level content teams, school-wide, and with LAPCHS. Weekly professional learning is built into our bell schedule, with early release days on Wednesday, to provide teachers with a two-hour block. We provide opportunities for teachers to attend outside conferences and workshops to improve their craft. Monthly content team collaboration is led by our content coaches.

**Professional Development for STEM Teachers**

*Foundations for Science*

Philosophy - Pedagogical practices provided during professional development in an experiential learning environment are projects and phenomena connected to their interests and/or communities, student driven learning and pace, multiple modes of exploration, scaffolds, extensions beyond the standard, strategic grouping of students to support opportunities for intentional peer to peer discourse utilizing evidence for claims, and identifying, calling out and utilizing “funds of knowledge” (Gonzalez et al., 1995). These pedagogical practices are equity tools that help create an inclusive learning environment for diverse student populations and are aligned with research literature and scenarios provided by the NGSS Diversity and Equity Team (NGSS, 2013). In addition, constructivist theory guides teachers to shift from traditional teaching to a rigorous, inquiry-based teaching and learning approach (Trowbridge, Bybee, & Powell, 2000) involving active student-centered experiences. To create inclusive environments the utilization of constructivist theory, specifically cognitive apprenticeship (Brown, Collins, & Duguid, Brown, 1989) and partnership philosophy (Knight, 2007) which focus on and develop reflection, agency, modeling, scaffolding, action and articulation, and metacognition are
implemented with the teacher. These pedagogical practices are placed within the context of three driving questions teachers ask before they plan and teach: 1) Who is doing the thinking? 2) Why should students care and how are they seeing themselves in the lesson? 3) Can each student access the learning?

Model
At RWWNMS, science educators engaged in the Engineering Science Inquiry (“ESI”) instructional model. ESI utilizes an inquiry-based teaching model based on the 5Es (Engage, Explore, Explain, Extend, Evaluate). This model, utilized in numerous National Institute of Health teaching modules, “can have a positive impact on mastery of subject matter (content knowledge), scientific reasoning (skill-based knowledge), and interest and attitudes toward science” (Bybee et al., 2006). Engineering Science Inquiry applies the 5E learning cycle to promote student learning through hands on inquiry, engineering design solutions and explanation of scientific phenomena. Teachers foster a creative and critical thinking science learning environment and assessment system that inspires students, incorporates science literacy standards, celebrates problem solving, encourages out of the box thinking, engages in reasoning from evidence, and increases student achievement.

Professional Development Topics

<table>
<thead>
<tr>
<th>Year 1 Focus</th>
<th>Year 2 Focus</th>
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<tbody>
<tr>
<td>Intro to NGSS</td>
<td>Phenomena Question Practice</td>
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<tr>
<td>Conceptual Flow Mapping</td>
<td>Engineering Design</td>
</tr>
<tr>
<td>Unit Development Learning Target 3D</td>
<td>Science Literacy and Discourse (Claim Evidence Reasoning)</td>
</tr>
<tr>
<td>5E Overview and Assessment</td>
<td>Science Literacy and Discourse Techniques for Scaffolds and Extensions</td>
</tr>
<tr>
<td>Engage (Phenomena and Engineering Problems)</td>
<td>Embedded Differentiation Through Rigor and Data Driven Assessment</td>
</tr>
<tr>
<td>Multiplicity of Explore</td>
<td>Embedded Differentiation Techniques for Scaffolds and Extensions</td>
</tr>
<tr>
<td>Student Synthesis of Explain</td>
<td>Authentic Continuous Assessment Development Between Units</td>
</tr>
<tr>
<td>Rigorous Elaboration (Real Contexts)</td>
<td>Authentic Continuous Assessment Development Between Units</td>
</tr>
</tbody>
</table>

Professional Monthly Learning Cycle
Monthly PD session / monthly PLC
1. Two-hour experiential professional development seminars will be held to learn the Engineering Science Inquiry model
   a. School leaders will participate in and support each seminar.
   b. PLC - approximately 2 weeks after PD
2. Teachers will form a Professional Learning Community where they meet to share and analyze student data around their chosen goal from the last session.
   a. School leaders will participate in and support each seminar.
3. Individual coaching meetings
4. Teacher observation based on teacher focus. Teachers identify a NGSS shift that they will work on for the year. Teachers use rubrics to assess their placement in their chosen focus.
   a. Coaching debrief will take place around student data from the observation.
5. Trend data from observations will become a “driver” for coaching within the PLC.
6. Each semester instructional classroom rounds with school leaders will take place to observe and analyze science classrooms for NGSS implementation.

**RWWNMS Math**

How can I support each student in developing his/her mathematical identity?

Big Idea for this Course: Building all students Mathematical Identity: “A social justice commitment to mathematics education highlights mathematics as a dynamic, political, historical, relational, and cultural subject (Gutiérrez, 2013a). Identity and power play central roles in this engagement. Identity as a mathematics learner is dynamic, negotiated, and complex (Martin, 2000). It is constructed from one’s beliefs about themselves, as well as, how one is positioned as a mathematics learner by others… One’s own agency and voice are also vital to identity construction” (NCSM & TODOS, 2016, p. 3).

“Engaging the sociopolitical turn in mathematics education situates mathematics as an analytical tool to understand, critique, and transform the world (Gutstein, 2006). Mathematics can be used to problem-solve and model real-world phenomena, sociopolitical situations, community issues, and power relationships. Conversely, new mathematics can be learned when facing novel experiences that demand creative quantitative analysis, and culturally based solutions. Thus, facilitating student mathematical proficiencies that transcend textbooks and promote quantitative literacy, civic engagement, as well as individual and collective agency, is a social justice act of mathematics education” (NCSM & TODOS, 2016, p. 3).

Professional Development:

PD will focus on effective approaches in creating learning experiences in mathematics that are active, connected, sensory, emotional, and center on mathematical thinking, problem solving and self-regulation as fundamental to learning mathematics and building students’ mathematical identity. Teachers learn how to teach mathematical thinking through the eight Common Core State Standards for Mathematical Practices within the context of storytelling. Teachers learn how to coach students in developing the mathematical reasoning and procedural skills needed to design creative solutions to complex problems. Teachers learn how to teach students action steps to become self-regulated learners. The focus of the PD will be dedicated to improving mathematical teaching practice, with student evidence analysis as a cornerstone in the development of each teacher’s practice.

**Professional Development Focused on Literacy**

We are engaged in a multi-year partnership with the CA Reading and Literature Project at Loyola Marymount to provide professional learning in content literacy. The mission of the California Reading & Literature Project (“CRLP”) is to provide high quality, standards-based professional development in
reading and language instruction to help ensure that every California student in grades PreK-12 achieves the highest standards of academic performance. CRLP support and sustained continuous improvement, including the implementation of State Boards adopted instructional materials.

CRLP is a collaborative, statewide network of classroom teachers and university scholars that provides quality, standards-based professional development in language and literacy instruction to ensure that every student is academically prepared to finish high school ready for college and career. Scholars and teacher leaders from across the state work collaboratively to develop, implement, and evaluate professional development programs designed to help districts support and sustain continuous improvement in academic literacy and language development for all students. CRLP focuses on student achievement and grounds all professional development activities in student work and outcomes, in order to inform teacher practice and assess teacher leadership. Each year, scholars and teachers from these sites work collaboratively to design, implement, evaluate, and refine professional development programs in an effort to enhance K-12 teacher's content knowledge and instructional strategies in accordance with the California State Board of Education-adopted Common Core State Standards in English-Language Arts and the California English-Language Arts Content Standards. CRLP programs engage educators in concrete tasks of teaching, assessment, peer coaching, inquiry, and reflection.

Program Description:
Content Area Language and Literacy CA Common Core State Standards require an integrated, interdisciplinary model of literacy that reflects the reciprocal relationship between the language arts and content knowledge (CA ELA/ELD Framework, 2014). The end goal is for students to independently comprehend complex texts across a range of types and disciplines in order to build strong content knowledge.

- **CALL** offers middle and high school content teachers practical, research-based instructional routines that help student access and engage with a variety of complex text across content areas

- **CALL** provides teachers instructional routines that make challenging text accessible, relevant, and comprehensible to all students, including English learners

- **CALL** promotes reading independence as students learn to systematically employ the reading comprehension routines implemented and modeled by their teachers

**Shifts to Professional Development Due to COVID-19**
It is important to note that due to COVID-19 restrictions professional development has shifted to support the following virtual tools:

- Equity and access in distance learning
- Developing relationships in a virtual environment
- Supporting social emotional learning in a distance environment
- Implementing the science and engineering practices in a virtual environment
- Apps and protocols for science discourse and assessment

During PDs: (synchronous)
- Plan with colleague virtual lesson for 1 day implementation -engage/explore
- Share-critique-revise

1 week after PD (asynchronous)
• Load up your *zoom video & student work* of lesson into folder
• Watch colleagues zoom video-complete observation form

During PLC (synchronous)
• Review student learning in video
• Analyze student work
• Debrief, reflection and recommendations for future lessons
Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

Governing Law: “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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)

GOALS, ACTIONS AND MEASURABLE OUTCOMES ALIGNED WITH THE EIGHT STATE PRIORITIES
In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan (“LCAP”) pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

RWWNMS will pursue the following schoolwide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of schoolwide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the California Assessment of Student Performance and Progress (CAASPP), as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school’s goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, RWWNMS’ stakeholders engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) with specific annual goals (both schoolwide and, as applicable, for specific statistically significant subgroups) based on the current data as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions RWWNMS anticipates at this point in time.

Measurable Pupil Outcomes

| State Priority #1 |
**Basic Services:** The degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; every pupil has sufficient access to standards aligned instructional materials; and school facilities are maintained in good repair.

<table>
<thead>
<tr>
<th>Annual Goals to Achieve State Priority</th>
<th>Actions to Achieve Annual Goals</th>
<th>Measurable Outcomes and Methods of Measurement</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal A</strong></td>
<td>Clearance for background and credentials upon hiring; conduct an annual review of credential status, provide supports to new teachers, offer competitive salary and benefits packages</td>
<td>100% of teachers are properly certified with credential or permits and appropriately assigned</td>
<td>The school is in partnership with LACOE for Induction to support teachers in clearing credentials.</td>
</tr>
<tr>
<td>RWWNMS will ensure that all teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing, and appropriate EL authorization; all teachers will be appropriately assigned</td>
<td>Initial and annual verification as reported by the California Commission on Teacher Credentialing</td>
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<tr>
<td><strong>Goal B</strong></td>
<td>Implement appropriate CCSS-aligned instructional materials (including digital curriculum) for all grade levels with ongoing review to provide a cohesive curriculum that meets the needs of learners</td>
<td>100% of students have access to standards-aligned materials and technology</td>
<td></td>
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<tr>
<td>All students, including statistically significant subgroups (SED, Hispanic/Latino, African American, EL, SWD), will have access to standards aligned (including Common Core) materials and additional instructional materials as outlined in the charter petition</td>
<td>Annual review of instructional materials conducted to determine effectiveness and standards alignment</td>
<td>100% of students have access to one to one devices and internet to access digital curriculum</td>
<td></td>
</tr>
<tr>
<td><strong>Goal C</strong></td>
<td>Secure appropriate facility for school needs, and address any issues in a timely manner</td>
<td>LACOE Facilities Report &gt;90% of items in compliance or good standing</td>
<td></td>
</tr>
<tr>
<td>The school facilities will be clean and maintained in good repair with daily spot checks, and LACOE Site Inspection Lists with &gt;90% of items in compliance or good standing</td>
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### State Priority #2
**Implementation of academic content and performance standards and English Language Development standards adopted by the state board for all pupils, including SWD and English Learners.**

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<tr>
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<tr>
<td><strong>Goal A</strong></td>
<td>Fully implement an academic model through engaging instruction, differentiation, cohesive curriculum for all subjects, and intensive intervention/support both schoolwide and for each statistically significant subgroup including ELs and SWD</td>
<td>Develop 6-8 grade curriculum pacing, lesson and unit plans, and interventions (for ELs, SWD, and other subgroups) aligned to CCSS and instructional priorities, including integrated technology and project-based learning activities to facilitate cognitive development for middle grade learners. Ensure appropriate instructional materials for designated ELD. Ensure appropriate adaptive learning materials for SWD. Teachers participate in ongoing professional learning in content teams and receive ongoing coaching and support.</td>
<td>100% Common Core Implementation for <em>all subject areas</em>; evaluation through multiple assessment measures, classroom observations, and ongoing review of instructional materials</td>
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### State Priority #3
**Parental involvement and family engagement, including efforts to seek parent input in making decisions for the school, and including how the school will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.**

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<td><strong>Goal A</strong></td>
<td>Increase the number of opportunities for gathering parental input</td>
<td>During events and meetings when families are visiting the campus, the school will establish structures that provide more <em>data points</em> regarding parental input to deepen engagement and shared decision-making.</td>
<td>Throughout the school year, RWWNMS will gather a variety of input from families to total a minimum of 200 instances/pieces of feedback by the end of the school year (June), through in-person</td>
</tr>
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</table>
making; Suggestion Boxes in Main Office, Open Door Policy for Principal’s Office, one-one meetings with families and school leaders, frequent Needs Assessments, Feedback Sessions included during Town Hall Meetings, ELAC, and Parent Advisory Committee

Volunteer forums held to encourage more families to come to campus; include segments of the program to collect feedback relating to the instructional program, climate and culture, student services, and overall satisfaction

Parents will continue to receive frequent and clear communications (in English and Spanish) relating to school meetings and events through multiple modes of communication; website, Parent Square notices and newsletters (communication will be sent weekly, at minimum)

meetings with documentation, a variety of surveys, suggestion box; the pieces of input will be collected on a frequent bases and systematically logged into a shared document for school leaders to review and act upon

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**State Priority #4**

**Pupil achievement, as measured by all of the following, as applicable:**

**A.** CAASPP statewide assessment

**B.** Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education

**C.** Percentage of ELs who make progress toward English language proficiency as measured by the ELPAC
### Annual Goals to Achieve State Priority

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<tr>
<td>1) Increase the % of students meeting or exceeding CCSS in <strong>English/Language Arts (ELA)</strong> based on annual Summative CAASP performance</td>
<td>Refine the use of formative assessments (Interim Assessment Blocks (IAB) and Interim Comprehensive Assessments (ICA) to monitor student progress throughout the year, and provide targeted support and intervention as needed</td>
<td>1) All students (school-wide) and statistically significant subgroups will demonstrate progress in <strong>ELA</strong> through a dashboard indicator of Yellow or better</td>
<td>Baseline Dashboard Data is from 2019 (suspension due to COVID in 2020) 2019 Indicator was Red for Math and ELA for LAPCMS</td>
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<tr>
<td>2) Increase the % of students meeting or exceeding Common Core State Standards in <strong>Mathematics</strong> based on annual Summative CAASP performance</td>
<td>Provide ongoing training for staff during the Summer Teachers Conference and weekly professional development blocks, and attendance at outside conferences, to develop content expertise, and embed Integrated ELD strategies and scaffolds for EL, SWD, and students not meeting grade level standards</td>
<td>2) All students (school-wide) and statistically significant subgroups will demonstrate progress in <strong>Math</strong> through a dashboard indicator of Yellow or better</td>
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<tr>
<td>3) Increase the % of <strong>8th Grade</strong> students meeting or exceeding Common Core State Standards in <strong>Science</strong> based on the annual Summative CA Science Test (CAST) performance</td>
<td>Utilize state and federal funding aimed at improving achievement and supporting learners after the pandemic to hire a Reading Interventionist, Math Consultant/Coach and other key support staff members</td>
<td>3) 60% of 8th graders will meet or exceed standards on Summative CAST</td>
<td></td>
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<tr>
<td>Goal B</td>
<td>Designated ELD classes provide ELs with scaffolded instruction to increase language proficiency and build academic language. Designated ELD teacher(s) will be trained in the effective implementation of ELD curriculum aligned to ELD Standards and supplemental learning materials. Humanities teachers are trained and supported in providing Integrated ELD through the CA Reading and Literacy Project (Loyola Marymount University).</td>
<td>English Learner classification rates will meet or exceed resident school averages.</td>
<td>The resident schools average is 13.27%</td>
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<tr>
<td><strong>Goal C</strong></td>
<td>Designated ELD teacher(s) will receive ongoing training and support in implementing the ELD standards and building academic vocabulary. Systems to monitor English Learner progress will be further developed to include greater involvement.</td>
<td>75% of English Learners will demonstrate progress by increase at least 1 ELPI level annually.</td>
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from the Language Acquisition Team (LAT) and use of ELD Passports

Increased support for Long-Term English Learners will be provided through Integrated ELD, teacher training, and more effective intervention to address skill gaps in reading, language and writing

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| All statistically significant subgroups will demonstrate mid-year growth between Interim #1 (Fall) and Interim #2 in Math, Reading, Language and Science | Provide robust intervention/tutoring for students whose RIT Scores are Low/Low Average based on MAP Baseline Assessment (August) and Interim #1 (Fall/November) | For Math, Reading, Language Usage and Science, there will be a Conditional Growth Index higher than 1 | The Conditional Growth Index (CGI) compares growth between students, and correlates student’s growth with the growth patterns of matching peers within the NWEA norms study (same grade, starting RIT score, and Weeks of Instruction before testing).

GGI compares students fairly, and shows growth equivalent to at least 1 year prorated for the time period

Provide appropriate support for subgroups: RSP Labs, Designated and Integrated ELD, Reading Intervention, Optimal Learning Environments and Culturally Responsive Teaching

Provide ongoing training and support for teachers at all effectiveness levels to incorporate data in lesson planning

Develop and implement systems to monitor individual and subgroup progress, and

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evaluate the impact of intervention

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**State Priority #5**

*Pupil engagement, as measured by all of the following, as applicable:*

- **A. School attendance rates**
- **B. Chronic absenteeism rates**
- **C. Middle school dropout rates**
- **D. High school dropout rates**

**High school graduation rates**

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<tr>
<td><strong>Goal A</strong> Maintain a high Average Daily Attendance rate (ADA) for all students, including numerically significant subgroups</td>
<td>Monitor daily student attendance through Power School, encourage positive attendance through the comprehensive PBIS program, maintain a robust system for parent/guardian outreach that communicates and reinforces the importance of daily attendance</td>
<td>ADA will average 92% annually, school-wide, and for all statistically significant subgroups</td>
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**Goal B** Decrease chronic absenteeism for all students, including statistically significant subgroups

- Implement systems for early intervention to proactively address the root causes of chronic absenteeism through the School Attendance Review Team (SART) that addresses the social emotional needs of students and families; team members include social worker
- Extend outreach for African American families to include more personalized communication between families and school staff, increase family participation at school events, and engage, understand and

Attendance data from past years indicates that chronic absenteeism is higher among African American Students
Build initiatives based on student needs, and create support structures that deepen engagement.

**Goal C**

Students will be engaged in the school community at high levels to prevent middle school dropout.

Social emotional supports will be provided for students who are academically or social-emotionally at-risk, to include counseling, check-and-connect, and parental outreach.

Early intervention for chronically absent and disengaged learners will proactively address disengagement through SART and MTSIS.

The attendance team and office staff will track students who leave the school due to family relocation, to make certain that they are enrolled in a new school to the extent possible.

Middle School Dropout will be below 1% annually.

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**State Priority #6**

*School climate, as measured by all of the following, as applicable:*

A. Pupil suspension rates
B. Pupil expulsion rates
C. Other local measures, including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

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<tr>
<td>Goal A Maintain low suspension and expulsion rates for all students, including numerically significant subgroups.</td>
<td>PBIS and Social Emotional Learning is infused in all aspects of the school to include MTSS and Other Means of Correction.</td>
<td>Suspension rates will remain below 2% annually, and Expulsion rates will remain below 1% annually</td>
<td>Increased support for social-emotional learning will be provided as students and staff transition from distance learning to full-time in-person instruction to include</td>
</tr>
</tbody>
</table>
Clear and consistent expectations for student behavior are established and adhered to by school students and staff, and shared with the parent community.

Training for trauma-informed practice, culturally responsive teaching, new teacher support, and strategies for effective classroom management will be provided for school staff throughout the year.

**Goal B**

RWWNMS will maintain a positive school climate and culture, where students and families report high rates of satisfaction and connectedness to the school community.

Robust implementation of PBIS systems promote positive behaviors and engage learners at high levels.

Promise Time/Advisory Curriculum addresses the social-emotional needs of learners and builds connectedness between and among advisors and peers.

Meaningful family engagement is built through personalized outreach, two-way communication, and workshops tailored to the interests and needs of families.

Over 70% of survey responders (staff, students, and families) indicate satisfaction and connectedness on the annual School Climate and Culture Survey.

The School Climate and Culture Survey is administered through Panorama, but another compatible tool may be used to evaluate satisfaction and connectedness for stakeholders.

**State Priority #7**

**Course Access:** The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.
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<td><strong>Goal A</strong></td>
<td>Ensure that all learners have access to a well-rounded educational program, enriched through integrated technology, arts integration, project-based learning, civic action, and health and wellness programs, including an emphasis on sports</td>
<td>100% of students will have access to a broad course of study that includes all middle school course offerings; Math, ELA, History/Social-Science and Designated ELD, PE/Health, enrichment, electives and intervention, offered during the school year, that promote academic and social-emotional well-being</td>
<td>The theme, Developing Academic Achievers, Athletes, and Activists guides the approach to educating learners who are prepared for success in college, career, and life</td>
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**State Priority #8**

**Other Student Outcomes: Pupil outcomes, if available, in the subject areas described above in #7 as applicable.**

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<td><strong>Goal A</strong></td>
<td>A comprehensive Physical Education program will be provided for students, grades 6-8, that aligns to CA Physical Education Frameworks</td>
<td>100% of students, grades 6-8, will demonstrate progress in reaching optimal physical fitness and well-being as evidenced through end of unit PE/Health assessments</td>
<td>RWWNMS emphasizes overall physical and emotional wellness, and encourages participation in sports as part of our educational model</td>
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<tr>
<td><strong>Goal B</strong></td>
<td>HSS teachers participate in the CA Reading and Literature Project to integrate the ELA/ELD standards in daily lessons</td>
<td>80% of students will earn a 3 or 4 Rubric Score (or C or better grade equivalent) that evaluates the standards-aligned DBQ administered at minimum of once per semester</td>
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<td>Based Questions (DBQ)</td>
<td>implementation that includes connections to civics and current events, and multicultural perspectives</td>
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<td>HSS will use primary sources and Document-Based Questions to prepare learners for success at higher levels</td>
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<tr>
<td><strong>Goal C</strong></td>
<td><strong>Goal C</strong>&lt;br&gt;All students will demonstrate growth and progress in NGSS Science instruction that integrates earth, life, and physical science</td>
<td>A Science consultant will provide monthly content team PD, ongoing coaching, training, and support the implementation of NGSS standards through inquiry-based learning and laboratory-based lessons&lt;br&gt;Science Teachers will be trained in implementing cohesive, NGSS aligned curriculum annually focused on phenomena-based resources&lt;br&gt;Science teachers will engage in a monthly PLC with 6-12 science teachers to engage in lesson study to improve STEM related teaching and learning&lt;br&gt;8&lt;sup&gt;th&lt;/sup&gt; grade students will receive preparation in mastering the NGSS standards measured by CAST through formative assessments administered at intervals throughout the year</td>
<td>70% of students will earn a 3-4 on a rubric score (or C or better grade equivalent) in an end of unit assessment/interdisciplinary project lab related project that incorporates inquiry-based activities research, and writing</td>
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<tr>
<td><strong>Goal D</strong>&lt;br&gt;All students will be provided with Career Technical Education</td>
<td>Selected ELA and Math teachers will participate in the Media Arts Matter training, to integrate the Media</td>
<td>90% of students, will earn a rubric score of 3-4 (or grade equivalent of C or better) in an end of unit interdisciplinary</td>
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(CTE) with a focus on Digital Media Arts

| Arts standards into core content learning |
| Professional learning will be provided for all teachers to integrate Digital Media Arts standards into content learning through interdisciplinary Project-Based Learning |
| Career Pathway Connections (sponsored through LA Promise Fund) will support the school with CTE geared to middle grade learners, to develop skills and experiences for college and career readiness |
| project that incorporates core academic content learning, CTE skills and knowledge, and Digital Media Arts Standards |

STATE ASSESSMENTS

To ensure that all statewide performance standards are met and to ensure continual evidence of student learning, RWWNMS shall conduct all required statewide testing pursuant to Education Code §47605(d). Various assessments are used to measure student achievement and progress, help in the design of programs, validate and improve teaching methods, and provide metrics for programmatic audits reported to LACOE and the California Department of Education. All students participate in state mandated assessments, including the CAASPP (6th-8th grades), CA Science Test (8th grade), ELPAC (ELs), and the Physical Fitness Test (FitnessGram, 7th grade). Students who are eligible for the California Alternative Assessments (“CAAs”), as determined by the IEP team, take the CAAs in ELA, mathematics, and science. English Learners who meet the applicable criteria take the California Spanish Assessment.

INTERNAL ASSESSMENT TOOLS

Our faculty collaborates to ensure our internal summative assessments are properly aligned with the CAASPP and serve as a meaningful predictor of success on the CAASPP. Due to the alignment of RWWNMS core curriculum with State Standards, progress relative to these State Standards can also be measured in terms of in-class student performance:

- Baseline assessments: RWWNMS uses common assessments derived from State Standards to assess literacy and mathematics skills for each student at the beginning of every academic year. We currently use the NWEA Map Assessment and a Lexile Level Assessment through Achieve 3000. Baseline measurements of language arts and mathematics are taken at the beginning of the school year to determine progress towards mastery of the State Standards. Diagnostic assessments are used to inform teacher planning and flexible grouping and to identify students for early intervention, for students who are performing below grade level as well as enrichment activities for students who are performing above grade level. Students growth is measured between interim assessments.
• Formative assessments: During the school year, RWWNMS conducts ongoing formative assessments of student progress using a variety of measures. These assessments help teachers regularly adjust instruction according to students’ progress and ensure that instruction is differentiated to meet each individual student’s needs. Teachers use end of unit assessments that are teacher created or included in curricular programs. These include performance tasks, and projects aligned with coursework to measure students’ proficiency with course content and grade-level standards. These tools provide teachers with a snapshot of each student’s mastery of State Standards at regular intervals, and the results are used to refine instruction to meet students’ needs.

• Summative assessments: In addition to the CAST/CAASPP, these assessments include teacher-created or end of unit assessments from our adopted curriculum program, and/or State Standards-aligned benchmark assessments in required core courses. They may also include portfolios to showcase student writing and culminating projects. RWWNMS teachers compare beginning and end of the year assessments to show student growth over time with respect to the student outcomes. Culminating performance assessments may be used as benchmarks and summative assessments to determine proficiency levels according to pre-established criteria.

MEASURES of ACADEMIC PROGRESS (MAP)
In order to provide a personalized education experience and to understand better when students have achieved specific competencies and are ready to advance, and where they need help, we use the NWEA’s MAP assessment. It is a fully adaptive assessment tool that produces a measure of student growth and achievement. This information is used to personalize learning plans, create targeted instructional groupings, as needed, and be a consideration in determining placement. Focused on growth, this assessment is administered at various intervals (fall/winter and spring), providing an opportunity to track growth throughout the year.

PROGRESS REPORTS/GRADING
RWWNMS fulfills the commitment to share ongoing progress with students and families through progress reports sent every five-weeks. Teachers conduct parent conferences at the ten week reporting period to discuss their child’s progress with individual of grade level teams. All teachers are trained in methods for Standards-Referenced Grading, during Summer Teachers Conference and ongoing professional development sessions during the year. Student achievement is evaluated against State Standards and the Charter School’s stated outcomes and reflects student progress on a continuum toward mastery of the concepts and skills at each grade level.

USE AND REPORTING OF DATA
RWWNMS uses a variety of assessment tools to provide a comprehensive picture of student growth and progress. The methods and procedures described above provide multiple measures of student work to provide a full picture of student achievement. To the greatest extent possible, assessments are closely connected to learning outcomes and instructional methods used in the classroom, so that they are a better reflection of student understanding and so that they are most useful in informing instruction.

COLLECTING, ANALYZING, AND UTILIZING DATA
RWWNMS has developed systems to analyze and act upon student data. In content and grade level teams, teachers disaggregated data for student subgroups and develop intervention plans. RWWNMS staff use all elements of the assessment system in an ongoing process to examine student performance and revise instructional practices to address student needs. Assessment findings are used to foster continuous improvement of the educational program. Staff continuously examine and adjust instructional practices to meet the changing needs of the Charter School’s student populations. Teachers are trained in using formal and informal assessment data to inform instruction throughout the year.
Teachers routinely engage in data analysis, instructional planning, and teacher collaboration, usually in grade level teams. On an annual and ongoing basis, they use assessment data to identify gaps in each student’s learning and plan for how they will be addressed. Learning goals for individual students are both standards-based and relative to the Charter School’s student performance targets. Plans to assist students in meeting grade level standards are monitored and modified according to assessment data. RWWNMS also analyzes assessment data for trends, significant changes, seeming conflicts, and anomalies to track individual student growth over time, evaluate specific, aggregated, and disaggregated groups of students, measure performance on the state tests, CAASPP assessments and school-based growth data and authentic assessments to assess the whole school from year to year. Data analysis includes attendance rates and comparative data as appropriate.

COMMUNICATION OF STUDENT ACHIEVEMENT DATA
Parents, guardians, and other RWWNMS stakeholders are informed on a regular basis of student progress toward achieving the State Standards. Annually, the Charter School publishes a School Accountability Report Card (“SARC”) that is posted on the Charter School’s website and made available in the school lobby. The communication of student achievement data occurs formally throughout the year in the following manner:

- Teachers proactively communicate with families to inform families of students who struggle academically
- Five-Week Progress reports: Formal progress reports are sent home by the school each quarter, indicating current grades and progress updates.
- Conferences: Parents are involved in teacher conferences at the midpoint of each semester. These conferences are designed for the school to provide feedback to parents about the progress of their children, and to offer suggestions for how parents can meaningfully support students with their learning at home.
- Board updates: The School Committee is updated during frequent meetings by the Director of Schools, and principals. This provided transparency for board members, and the public at large relating to our progress.
ELEMENT 4. Governance Structure

**Governing Law:** The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Ed. Code Section 47605 (c)(5)(D).

**Non-Profit Public Benefit Corporation**

Russell Westbrook Why Not? Middle School is a directly funded independent charter school and is operated by LA Promise Fund, a nonprofit public benefit corporation.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

As a nonprofit public benefit corporation, LA Promise Fund, and thereby RWWNMS, will be governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. Ultimate responsibility for the governance of Russell Westbrook Why Not? Middle School will rest with LA Promise Fund’s Board of Directors.

RWWNMS shall ensure that, at all times throughout the term of the Charter, the bylaws of LA Promise Fund and its Board are and remain consistent with the provisions of this Charter. In the event that LA Promise Fund amends the bylaws, the Charter School shall provide a copy of the amended bylaws to CSO within 30 days of adoption.

RWWNMS will comply with the Brown Act and Education Code Section 47604.1(c). Members of RWWNMS’s board, any administrators, managers or employees, and any other committees of the Charter School shall comply with applicable federal and state laws.

Articles of Incorporation and Bylaws of the corporation, can be found in the appendices to the charter.

**LA Promise Fund Board of Directors**

Potential members of the LA Promise Fund Board of Directors are typically nominated by an existing board member. In order to be appointed, the nominee’s professional background, community involvement, and commitment to the LA Promise Fund mission is assessed by the Board.

LACBOE reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(c).

The Board of Directors is responsible for major strategic and policy decisions related to the Charter School and for ensuring Russell Westbrook Why Not? Middle School’s financial sustainability. The Board will also help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, financial condition and fundraising, and overseeing that school resources are managed effectively. To assure that these goals are carried out, the Board will delegate to its School Committee, to consist of at least three (3) members of the Board (appointed to the School Committee in accordance with the LA Promise Fund bylaws), all relevant powers and authority to manage and oversee Charter School operations and activities, including without limitation, as to financial and accounting matters, academic standards, legal requirements, insurance and general compliance with charter school petition requirements. Some examples of the School Committee involvement in ensuring the successful operation of the Charter School include:
● Approving the Charter School’s fiscal policies and procedures and delegates administration of the policies and procedures to the CEO
● Approving the Charter School’s annual financial audit
● Reviewing and approving the Charter School’s annual budget
● Reviewing annual and monthly financial statements.
● Approving the opening and closing of bank accounts and the list of authorized signers
● Approving all third-party loans and the opening of business credit cards.
● Approving inter-school borrowing
● Commissioning the annual financial audit by an independent third party auditor
● Participating in suspension and expulsion decisions as outlined in the Suspension and Expulsion Policy and Procedures
● Participating in employees’ Due Process when a grievance has been filed.
● Approving the LCAP

The Board and its School Committee expect that the goals specified here will be accomplished primarily through a Chief Executive Officer who would be appointed and reviewed by the Board.

All management powers not specifically designated to the Board and/or the School Committee are delegated to the Chief Executive Officer, who will answer directly to the Board. The Los Angeles County Board of Education representative appointed to the Board, if any, will facilitate communications and mutual understanding between Russell Westbrook Why Not? Middle School and LACOE.

The Board meets at minimum once every quarter. The School Committee will meet as often as necessary, but more frequently than once per calendar quarter and in accordance with Education Code Section 47604.1(c).

In accordance with Education Code Section 47604.1(f), any meetings of the LA Promise Fund Board and of the School Committee to discuss items related to the operation of the charter schools operated by LA Promise Fund shall not include the discussion of any item regarding an activity of the LA Promise Fund Board and the School Committee that is unrelated to the operation of the charter schools. Further, consistent with Education Code Section 47604.1(e), the LA Promise Fund Board and the School Committee shall comply with the Brown Act, the Public Records Act, and the Political Reform Act to the extent the LA Promise Fund Board and the School Committee engages in activities that are related to the charter schools operated by LA Promise Fund; such requirements shall not apply with regard to any activities unrelated to charter schools operated by LA Promise Fund. LA Promise Fund shall also comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.

The LA Promise Fund Board shall be comprised of no less than seven (7) nor more than thirty (30) directors. The School Committee consists of 5 board members.

The current members of the School Committee are:

**Andrea Foggy-Paxton, Senior Director, Broad Center**
Andrea Foggy-Paxton supports career development of senior leaders in the Broad Center network. Andrea previously was executive vice president at Reasoning Mind, a nonprofit organization dedicated to providing first-rate math instruction for all students. She also has developed and managed innovative professional development, high-school transformation, college completion and personalized-learning grants for the Bill & Melinda Gates Foundation. Earlier in her career, she served in roles with Annie E. Casey Foundation, Tavis Smiley Foundation, L.A. Youth at Work, Rock the Vote and Freedom Schools.
Andrea has a bachelor’s degree in political science from the University of California at Berkeley and a master’s degree in public administration from Baruch College in New York.

Robin Kurtzman, Independent College Counselor/Volunteer
Robin Kurtzman graduated from UCLA in 1983 with a Bachelor’s Degree in Mass Communications. She has 3 grown daughters who are 30, 27, and 22 and who all attended Oakwood School in North Hollywood. For the 20 years that her daughters attended Oakwood, Robin was involved in a variety of school activities like serving as a member of the Board of Trustees and its Development Committee, as well as serving as the volunteer President of the Parent Organization.

Once her eldest daughter began college, Robin went back to school through UCLA extension to obtain her credential in college counseling. She finished the program 10 years ago and worked for several years as an independent college counselor. A friend introduced Robin to LA Promise Fund, who began volunteering at West Adams Preparatory High School. Robin has worked there for the last 3 years, and now has a firm grasp of the students, school and how she best can support student college going. For example, this year Robin and Jamila has introduced a program for the most dedicated students educating them on the benefits of private schools and having them work on their Common Application earlier than in prior years with the hope that West Adams Prep High School will have more students applying to private institutions. Robin has also volunteered with College Match and the Posse Foundation and has helped to bring both of these organizations on to the West Adams Prep campus.

Elizabeth Mann, Partner, Mayer Brown
Elizabeth Mann is a partner in Mayer Brown's Los Angeles office. She has extensive experience litigating cases in several areas including entertainment, defamation, health care, antitrust, real estate, investment finance, environmental, regulatory and class actions. Ms. Mann has handled cases involving motion picture finance and screen credit issues, biologic marketing strategies, financial advisory services, fiduciary duty claims involving banks and trusts, government investigations, long-distance telephone services, toxic torts and RICO claims.

Ms. Mann’s major clients include Amgen, American Specialty Health, Diageo North America, EON A.G., Extended Stay America, and Santa Fe Christian Schools.

Ms. Mann has had a long term commitment to serving Los Angeles’ underprivileged children. Ms. Mann serves on the Board of Directors for LA Promise Fund. She spearheaded major litigation that established fair housing rights for low income families. She aided a number of Hurricane Katrina refugees who were transferred to Los Angeles in obtaining housing, health and education services. She is also very active in the Los Angeles legal community, serving as the Chair-Elect of the Executive Committee of the Litigation Section of the Los Angeles County Bar Association.

She received an undergraduate degree from Pomona College and a JD from the University of California - Los Angeles School of Law.

Stephen Prough, Founder, Salem Partners and Salem Partners Wealth Management
Mr. Prough is a Founder of Salem Partners and Salem Partners Wealth Management. In addition to his management responsibilities for Salem Partners’ two main businesses, Mr. Prough oversees the firm’s media and entertainment investment banking practice, focusing primarily on mergers and acquisitions advisory services. Mr. Prough serves on the investment committees of Salem Partners Wealth Management and SW Contego, a fund of hedge funds established by Salem Partners Wealth Management in 2008. Prior to founding Salem Partners, Mr. Prough was a Vice President in the Media and Communications Investment Banking Group of Furman Selz. Mr. Prough is a graduate of Harvard College, where he majored in Government and was a Harvard Scholar. Mr. Prough serves as the Co-Chair
of the LA Promise Fund Board of Directors. Mr. Prough is also on the Professional Advisory Counsel of the Motion Picture and Television Fund.

Jaime Uzeta, President, Public Allies
Jaime Ernesto Uzeta became CEO of Public Allies after serving on the organization’s national board of directors.

Jaime has more than 20 years of experience working across sectors and empowering young people through media, technology, education, and public service. Most recently, Jaime was Vice President of Innovation and Partnerships at BUILD, a national nonprofit that uses entrepreneurship to teach Innovation Era skills to underserved students. His other roles in education have included heading up growth strategy and development for GreatSchools, the digital media group that helps parents unlock education opportunities for their children, and serving as portfolio director for the design firm IDEO.

In the media space, Jaime built Participant Media’s digital and TV social action teams, which informed and mobilized audiences around critical social issues. He played a similar role for MTV, where he co-developed the Emmy Award-winning Choose or Lose and Fight for Your Rights initiatives.

Beyond the media and education domains, Jaime’s experience includes political appointments within the White House and the Departments of Treasury and Commerce and various strategy and marketing roles for clients such as CNN and the Bill & Melinda Gates Foundation. He started his career as a field organizer at Rock the Vote.

Jaime currently serves on the Board of the LA Promise Fund. He graduated with honors from the University of Houston with a BA in political science and earned his MBA from Columbia University.

LA Promise Fund Governance Structure

Business and Operations Management
LA Promise Fund’s management team will be responsible for the material policy setting and decisions including the following: general policies of the Charter School; recommending and monitoring the Charter School’s annual budget; ensuring operation of the Charter School in accordance with the charter and the law; and hiring the Charter School's principal. The LA Promise Fund management team will meet on a regular basis to focus on key issues dealing with RWWNMS.

Some of the business and operational processes of RWWNMS may also be outsourced to a 501(c)(3) tax-exempt, California Nonprofit Public-Benefit Corporation or other provider (on arm’s length terms) that provides business and operations services. This enables school site staff to focus on instructional and curricular issues, while also allowing the LA Promise Fund management team to focus on strategic issues. The business services provided to RWWNMS may include assistance in fiscal planning, vendor management, accounts payable & receivables; providing attendance tracking systems; supporting completion and submission of compliance reports; monitoring adherence to applicable laws; and serving as a liaison with the County. The contracted organization will employ generally accepted accounting principles.

School Principal
The Principal is responsible for the daily administrative operation of the school and is accountable first to LA Promise Fund’s CEO and ultimately to the LA Promise Fund Board. Additionally, a Parent Advisory Committee (PAC) composed of a majority of parents of pupils and will include parents/guardians of Els, low-income and Foster Youth will be established in order to provide suggestions and recommendations to the site Principal and/or to the LA Promise Fund Board on issues including, but not limited to, budgeting, curriculum, school policies, school/community participation, and the general direction of RWWNMS.

Parent Advisory Committee
LA Promise Fund is proud of its track record with parent engagement. Its successful Promise Parent College program has allowed LA Promise Fund to build strong ties with the parents of the youth it serves. This same rigor to parent engagement will be applied with establishing our Parent Advisory Committee. Parents will be seen as thought partners in ensuring the success of RWWNMS. The Parent Advisory Committee (PAC) to be comprised in accordance to Ed Code 52063(a) and 52062 (a), will serve as a medium for stakeholders to engage the Principal, staff and other parents.

The PAC will review and approve the school’s single plan for student achievement (if applicable), monitor its implementation throughout the year recommend it to the Board for approval, and in addition, provide numerous opportunities for students and parents to contribute to the school’s operations and growth. Also, the PAC may provide input on: LCAP, curricula and instructional strategies, staff professional development, the school budget, and parent involvement. The PAC will meet regularly during the academic year. Ultimately, the goal is to ensure that there is two way communication between the school, parents and management.

Below is a diagram of the LA Promise Fund Governance Structure:
The above chart provides an overview of the day to day supervisory roles for the team. Nonetheless, the CEO – as the highest ranking officer – is ultimately responsible for overall guidance, managerial decisions and acting as the main point of contact between board members and the organization. Another key component to the success of the organization is the management team comprised of the Chief Academic Officer and/or Director of Schools, the Chief Operations Officer (if filled), the Director of Operations, the Associate Director of Operations, the Associate Director of Technology, the School 2 Home IT Support Technician, the Director of Finance, the Chief Program Officer, the Director of Parent and Community Outreach, the Associate Director of Parent Engagement, the Parent & Community Coordinator, the Student Recruitment Coordinators, the Director of College Access, and the Associate Director of College Access.

Below is a diagram of the LA Promise Fund Charter School Organizational Chart:

![Organizational Chart]

Although the above Charter School organizational chart represents a fully staffed school, a Principal may reorganize his or her staff and reporting structures as needed due to staffing levels, skill sets and or financial resources in order to ensure the maximum success of the Charter School.

**Parental Involvement in Governance**

Our Charter School’s goal is to create the strongest possible partnership between the Charter School to home connection in order to increase each student's academic achievement and success. Parents/caregivers are our most important partners as students begin their academic journey at LA Promise Charter Schools. We strongly believe that students will find greater levels of academic success when the home and school share similar values about learning, develop a positive relationship and work together to build a strong partnership.

To ensure the development of authentic and productive relationships with parents/caregivers, LA Promise Charter Schools offer a variety of opportunities for involvement in the students’ academic journey.

Engagement opportunities are offered throughout the academic year; providing all stakeholders the opportunity to learn and engage in high-quality family services and workshops offered by dedicated staff on campus and the LA Promise Fund network. The events are carefully planned to be informative and interactive, and are held during the week (morning and evening times) as well as on the weekends (as a result of our annual parent climate survey). Language translation is available during all events and available upon request for parent/caregiver’s school-based needs. LA Promise Charter Schools believes it is important to address the needs of the whole child and provides the following family wellness support services at least once during each semester:
Family Services include:
- Academic and family counseling services (in-house/referral)
- Weekly food pantry distribution
- Community resource outreach and referrals
  - Wellnest
  - El Nido

Parents may also serve on the Parent Advisory Committee and English Language Advisory Committee to provide feedback on the LCAP, EL Master Plan, and other areas of the school as applicable.

**Volunteer Program**
LAPCS shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to LAPCS.

Any person interested in participating in the Charter School’s volunteer program must complete a volunteer application, which is reviewed by a Charter School administrator or their designee. All volunteers must:
- Complete and sign a volunteer application
- Megan’s Law clearance
- Tuberculosis test clearance (no more than two years old)
- Live Scan Fingerprinting required
  - Volunteer applicants need to be fingerprinted only once during their volunteer service. RWWNMS adheres to the California State statutes pertaining to supervised volunteerism in public schools. Fingerprinting clearance by the FBI and the DOJ is required for the following persons:
    - Persons providing direct instruction to students regardless of the number of hours engaged in such activity, even if supervised by a certificated employee
    - Persons volunteering in any school for more than 16 hours per week, regardless of supervision
    - Persons volunteering for less than 16 hours per week under general supervision and whose duties require significant contact with students, as determined by the school principal, including the following:
      - Playground assistants
      - Lunch supervision assistants
      - Safety Valet program assistants

No person may provide volunteer service until all necessary clearances are verified by the Charter School principal and the volunteer has submitted a signed copy of the application and volunteer commitment form.

**Parent Workshops**
Throughout the year, the Charter School will offer a variety of educational opportunities solely for the academic empowerment of parents/caregivers. Such opportunities may include classes on
parenting, health/wellness, parent-to-student dialogue (open communication) and academic family nights (math/science and/or literacy).

Promise Parent College, a comprehensive workshop series composed of various topics is offered throughout the school year to empower, enhance and support the parent/guardian’s understanding of the educational system and school dynamics.

Course offerings include:
- The Importance of Parent Involvement
- Adolescent Development
- Socio-emotional Wellbeing
- Elementary-University transitions
- Internet Safety
- Academic Standards and Tests (e.g., CCSS/SBAC, NGSS/CAST, ELPAC)
- The Importance of Literacy
- School dynamics
- Road to College (four systems of high education and financial aid)

**Parent School Climate Survey**
The School Climate Survey is administered in the spring of each year. Participants provide valuable information to stakeholders about RWNMS’s instructional program, school culture, the school-to-home connection and provide a depiction of the school’s environment. Survey responses are used to inform the School Committee and Charter School administration and staff of school highlights and areas of improvement as we follow our continuous empowerment plan.
ELEMENT 5. Employee Qualifications

*Governing Law:* The qualifications to be met by individuals to be employed by the charter school. *Ed. Code Section 47605 (c)(5)(E).*

**Equal Employment Opportunity**

Russell Westbrook Why Not? Middle School acknowledges and agrees that all persons are entitled to equal employment opportunity. The Charter School shall not discriminate against applicants or employees on the basis of the characteristics listed in Education Code Section 220, and any other protected characteristics under all applicable state and federal laws and regulations.

Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the Charter School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

**Personnel**

RWWNMS will maintain a professional staff that share in the educational philosophy of the Charter School and are committed to the education of all children. Regardless of their role in the Charter School, every person hired by RWWNMS will actively help to promote the mission, instructional program and the organizational core values.

**Teacher Qualifications**

In accordance with Education Code Sections 47605(l) and 47605.4(a), the Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. Copies of the necessary credential documents shall be maintained on file at the headquarters and shall be subject to periodic inspection by the County.

**Administrative Position Qualifications**

All administrative positions at the Charter School are required to have the requisite educational degree(s), applicable credential(s), and/or experience as outlined in each respective position’s qualifications and requirements. (See below for a detailed description of qualifications.)

**Instructional Support Position Qualifications**

All instructional support positions at the Charter School are required to have the requisite educational degree(s), applicable credential(s), if any, and/or experience as outlined in each respective position’s qualifications and requirements. (See below for a detailed description of qualifications.)
Non-Instructional Support Position Qualifications
All non-instructional support positions at the Charter School are required to have the requisite educational degree(s) and/or experience as outlined in each respective position’s qualifications and requirements. (See below for a detailed description of qualifications.)

Hiring/Selection Process
The key positions at RWWNMS include but are not limited to, the principal, teachers, office personnel, certificated and non-certificated staff. RWWNMS and/or LA Promise Fund will recruit through announcing openings and encouraging candidates at various locations, such as:
- Handshake website/University job sites (e.g., USC, LMU, Cal States, etc.)
- Edjoin website
- University recruitment fairs
- LA Promise Fund/RWWNMS Website
- Word of mouth/inter office/school emails

Individuals that wish to apply for a position will be required to submit a resume and cover letter. RWWNMS and/or LA Promise Fund will review all submissions and determine which candidates are best suited for open positions at the Charter School based on their qualifications. Candidates that are selected will go through an extensive interview process which may include, phone interviews, panel interviews, lesson/unit design, demonstration lessons, situational interviews and data analysis action plans. RWWNMS and/or LA Promise Fund staff will conduct interviews with the candidates and notify each person of their status once a decision is made. Candidates that are offered employment will receive a written notice from RWWNMS and/or LA Promise Fund. Compensation will be competitive and comparable to other school districts.

The Principal will be involved in the recruitment and selection of not only the credentialed staff but also the classified personnel.

All employees must furnish or be able to provide:
- Medical clearance that demonstrates proof of a tuberculosis (“TB”) risk assessment (or examination, if necessary)
- Fingerprinting and LiveScan from the Department of Justice for criminal record check.
- Documents establishing legal status
- Annually complete mandated reporting training on child abuse awareness and sexual harassment prevention

Employees’ job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the Charter School and its students.

Employee Qualifications for Key Employees and Minimal Responsibilities

<table>
<thead>
<tr>
<th>ROLE: Principal</th>
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<tbody>
<tr>
<td>MINIMAL RESPONSIBILITIES:</td>
</tr>
<tr>
<td>• Execute the mission and vision for RWWNMS</td>
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<tr>
<td>• Execute all aspects of instructional leadership and school management</td>
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<tr>
<td>• Lead teachers in effective standards-based lesson planning, assessment, and grading</td>
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<tr>
<td>• Communicate effectively with all stakeholders through oral and written communication</td>
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<tr>
<td>• Recruit future students through engagement with current and prospective families</td>
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</tbody>
</table>
- Promote a positive school culture through implementation of PBIS and SEL initiatives
- Manage school budget and resources to impact student learning
- Define clear roles for school team to include performance expectations
- Increase academic achievement for all student groups through targeted intervention
- Coach teachers to improve pedagogy and produce robust and engaging lessons
- Recruit, retain, and support talented teachers and team members
- Lead teachers in data analysis and action planning
- Implement a plan to eliminate chronic absenteeism and monitor daily student attendance
- Systematize progress monitoring of student growth
- Develop and support initiatives for English Learners and recent immigrants
- Evaluate multiple data sources to determine program effectiveness and impact on student learning
- Collaborate with HS instructional leaders to execute the LAPF high-performing schools’ model
- Design and lead professional learning for teachers
- Collaborate with content leads to increase teacher competencies
- Lead the planning and administration of internal/interim and state-wide assessments
- Confer with the special education team and SELPA to monitor compliance and services
- Provide meaningful family engagement and programming
- Support the implementation of Digital Media Arts Integration and Project-Based Learning
- Lead site efforts to implement a hybrid learning model for school re-opening post COVID, or continue the asynchronous distance learning policies as needed
- Other duties as assigned

**MINIMUM QUALIFICATIONS:**
- Minimum of ten years of successful full-time public school certificated service
- Minimum of five years of experience as a teacher in a K-12 public school program
- Minimum of three years of experience at a middle school in a large urban city as a teacher, instructional coach, or school leader
- Required three years of service in an administrative or supervisory position utilizing an administrative credential, such as assistant principal or equivalent position
- Required valid California teaching credential requiring a Bachelor’s degree and a program of professional preparation, including student teaching
- Required BCLAD/CLAD Certification
- Required valid California Administrative Services Credential
- Required Master’s degree from an accredited college or university (or currently enrolled in one)
- Highly desired: strong track record with high Special Education and English Learner populations
- Preferred experience with start-up schools and charter networks
- Candidates must be CPR and First-Aid certified or willing to be certified during first month of employment
- Must clear a LiveScan criminal background check
• Must clear a TB Risk Assessment
• Must complete Mandated Reporter training

**MINIMAL PERFORMANCE MEASURES:**
• Ability to achieve educational outcomes as prescribed by the management team and/or Board
• Ability to complete minimal responsibilities as outlined in this description.
• Ability to manage fiscal responsibilities in accordance to set budget.

**WHO EVALUATES & HOW OFTEN:**
• Chief Academic Officer or Designee
• Twice a year

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**ROLE: Assistant Principal**

**MINIMAL RESPONSIBILITIES:**
• Collaborate with the Principal in establishing the Charter School’s mission and provides instructional leadership for the ultimate academic success of the Charter School
• Embody, advocate and operationalize the mission, vision and strategic direction of the Charter School
• Help create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and administrators
• Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the Charter School
• Support the development of school systems and structures that will maximize student learning
• Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators in an easily accessible format
• Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.

**MINIMUM QUALIFICATIONS:**
• Required minimum five years of successful full-time public school certificated service
• Required three years of experience as a teacher in a K-12 public school program
• Required two years of experience at a middle or senior high school in a large urban city
• Required one year of service in an administrative or supervisory position utilizing an administrative credential, such as assistant principal or equivalent position
• Required a valid California teaching credential requiring a Bachelor’s degree and a program of professional preparation, including student teaching
• Required a valid California Administrative Services Credential
• Required CLAD or BCLAD certification
• Preferred Master’s degree from an accredited college or university (or currently enrolled in one)
• Preferred Multicultural coursework
• Preferred PPS Credential
• Preferred experience with start-up schools and charter networks
• Strong background in operations and finance
• Candidates must be CPR and First-Aid certified or willing to be certified during first month of employment
• Must clear a LiveScan criminal background check
• Must clear a TB Risk Assessment
• Must complete Mandated Reporter training

MINIMAL PERFORMANCE MEASURES:
• Ability to achieve educational outcomes as prescribed by the Principal
• Ability to complete minimal responsibilities as outlined in this description

WHO EVALUATES & HOW OFTEN:
• Principal
• Twice a year

ROLE: Dean of Student Culture

MINIMAL RESPONSIBILITIES:

SCHOOL CULTURE:
• Supports a school culture consistent with the Charter School’s principles and mission
• Designs and implements programs that recognize, and reward students
• Implements school-wide initiatives, including advisory, community meetings, and celebrations that promote the culture and sustain the Charter School’s values
• Shapes and manages the physical environment to underscore the Charter School’s culture and aspirations, which includes but is not limited to daily supervision of school events, oversight of arrival, departure, breakfast, and lunch times for students
• Meets with students referred by teachers and collaborates to create student improvement plans pertaining to behavior or academics
• Ensure that the student behavior management efforts are restorative and that the implementation of student development programs and initiatives are done with fidelity to the process and at the highest level of quality with full support
• Ensures that consequences are fairly and consistently implemented throughout the Charter School
• Develop and coordinate the implementation of ongoing mechanisms to gather input from students, staff, parents, and other key stakeholders to advance student success and learning activities

TEACHER SUPPORT:
• Promote teacher growth and enhance program effectiveness in the areas of classroom management, organization, and incorporation techniques adopted by the school
• Serve as a resource to teachers on issues of school culture, classroom management, discipline, and relationships with students
• Coaches staff in holding all students to high and consistent behavioral expectations
• Serve as coordinator in the Charter School’s student engagement and development strategies to ensure that staff are working together to build a positive school climate and culture
• Support teachers in establishing essential classroom elements
• Interventions and social-emotional supports for students
STUDENT DEVELOPMENT:
- Develop and manage a schedule of student-centered programs and activities that help to build community, engage students in fun educational activities and experiences that create school traditions and celebrations to edify the school culture and core values as well as support academic success
- Builds a support network for students that includes development of a programs to engage high school learners
- Other duties as assigned

MINIMUM QUALIFICATIONS:
- Required minimum five years of successful full-time public school certificated service
- Required three years of experience as a teacher in a K-12 public school program
- Required two years of experience at a middle or senior high school in a large urban city
- Preferred one year of service in an out of classroom or supervisory position
- Required a valid California teaching credential
- Preferred a valid California Administrative Services Credential
- Preferred Master’s degree from an accredited college or university (or currently enrolled in one)
- Preferred Multicultural coursework
- Preferred experience with start-up schools and charter networks
- Experience working with Restorative Practices
- Must clear a LiveScan criminal background check
- Must clear a TB Risk Assessment
- Must complete Mandated Reporter training

MINIMAL PERFORMANCE MEASURES:
- Ability to achieve educational outcomes as prescribed by the Principal
- Ability to complete minimal responsibilities as outlined in this description.

WHO EVALUATES & HOW OFTEN:
- Principal
- Twice a year

ROLE: School Business Operations Manager

MINIMAL RESPONSIBILITIES:
- Oversee the overall management of the Charter School office
- Directly supervise the parent coordinator and office assistant
- Work with the back office provider, to process payroll and other accounting matters
- Purchase items needed for the Charter School in conjunction with the principal
- Assist the principal in managing and tracking the office supply budget and department budgets
- Collect money and prepare deposit slips weekly
- Process staff reimbursement forms
- Oversee substitute teacher ordering and tracking
- Track inventory, such as uniforms, textbooks, LCD projectors, etc.
- Ensure compliance with attendance taking procedures
- Set up school calendar and bell schedule in student information system
- Assist in attendance intervention process
• Liaise with bus company for regular and field trip transportation
• Manage student enrollment process and data collection
• Collect and process teacher work order requests for facilities related problems (ex. Light replacement, graffiti removal, etc.)
• Ensure document retention of required sign-in sheets, agendas, etc. for federal revenue compliance
• Assist with preparation of all school events, such as back to school night, parent conferences, etc.
• Provide first aid to students when necessary
• Liaison between the Charter School and all school vendors/partners
• Manage school meals and student application compliance
• Assist principal and Director of Operations with school compliance (e.g., signage, binders, contracts, etc.)
• Assist principal in making sure all school departments have essentials to efficiently perform (e.g., SPED, Parent Department, Counselors, Teachers, After school Provider, etc.)
• Assist principal with other tasks or special projects as needed

MINIMUM QUALIFICATIONS:
• Commitment to LA Promise Fund’s and Charter School’s mission and vision
• Strong ability to lead, manage and develop staff
• Extremely organized and able to prioritize tasks/projects for self and team members
• Excellent interpersonal and communication skills (written and oral)
• Proficient in MS Word, PowerPoint and Outlook; comfortable learning new computer programs
• Ability to multi-task and perform well under pressure
• Ability to work effectively and collaboratively in a “start-up” environment
• Ability to complete tasks and projects effectively and on-time
• Ability to exercise discretion in the dissemination of information
• High level of personal responsibility and drive toward ambitious goals
• Ability to maintain a positive “can-do” attitude at all times
• Commitment to customer service
• Bachelor’s degree preferred
• Spanish-speaking preferred
• Minimum of 2 years’ experience in an office administrative capacity; prior experience managing staff preferred
• Experience working in a school setting or non-profit preferred
• Candidates must be CPR and First-Aid certified or willing to be certified during first month of employment
• Must clear a LiveScan criminal background check
• Must clear a TB Risk Assessment
• Must complete Mandated Reporter training

MINIMAL PERFORMANCE MEASURES:
• Evaluations will be based upon adequate completion of assigned job
• Duties, achievement of yearly goals and regular & punctual attendance as determined by the school site administrative team.

WHO EVALUATES & HOW OFTEN:
- Principal
- Twice a year

**ROLE: Office Coordinator**

**MINIMAL RESPONSIBILITIES:**
- Assist with the overall management of the school office
- Oversee substitute teacher ordering and tracking
- Track inventory, such as uniforms, textbooks, technology equipment, etc.
- Ensure compliance with attendance taking procedures
- Review and verify all attendance information; clears and posts absences
- Notify parents and/or guardians of student absences for the purpose of maintaining accurate attendance reports.
- Maintain positive communication between parents and the Charter School
- Assist in the tardy admit process
- Assist in attendance intervention and SART process
- Support PBIS incentives and Kickboard
- Support oversight of cumulative records (Files, requesting and sending)
- Liaise with bus company for regular and field trip transportation
- Support the student enrollment process and data collection
- Support in Finance compliance
- Ensure document retention of required sign-in sheets, agendas, etc. for federal revenue compliance
- Assist with preparation of school events, such as back to school night, parent conferences, etc.
- Provide first aid to students when necessary
- Provide supervision and support during student meal breaks
- Assist principal and SBOM with other duties or special projects as needed

**MINIMUM QUALIFICATIONS:**
- Commitment to LA Promise Fund mission and vision
- Strong ability to lead, manage and develop staff
- Extremely organized and able to prioritize tasks/projects for self and team members
- Excellent interpersonal and communication skills (written and oral)
- Proficient in MS Word, PowerPoint and Outlook; comfortable learning new computer programs
- Ability to multi-task and perform well under pressure
- Ability to work effectively and collaboratively in a “start-up” environment
- Ability to complete tasks and projects effectively and on-time
- Ability to exercise discretion in the dissemination of information
- High level of personal responsibility and drive toward ambitious goals
- Ability to maintain a positive “can-do” attitude at all times
- Commitment to customer service
- Bachelor's degree preferred
- Spanish-speaking preferred
- Minimum of 2 years’ experience in an office administrative capacity; prior experience managing staff preferred
• Experience working in a school setting or non-profit preferred
• Candidates must be CPR and First-Aid certified or willing to be certified during first month of employment
• Must clear a LiveScan criminal background check
• Must clear a TB Risk Assessment
• Must complete Mandated Reporter training

MINIMAL PERFORMANCE MEASURES:
• Evaluations will be based upon adequate completion of assigned job
• Duties, achievement of yearly goals and regular & punctual attendance as determined by the school site administrative team.

WHO EVALUATES & HOW OFTEN:
• Principal
• Twice a year

ROLE: Campus Aide/School Culture Aide
MINIMAL RESPONSIBILITIES:
Under the supervision of the Principal, the ideal candidate will ensure student safety by performing the following duties:

• Monitor individual and/or groups of students in a variety of settings (e.g. restrooms, playgrounds, hallways, bus loading zones, cafeteria, assemblies, field trips, etc.) for the purpose of maintaining a safe and positive learning environment
• Report all threats to health and safety, and incidents of misbehavior to the proper school authority
• Ensure that school property is secure and locked when appropriate
• Respond to all alarms, security situations, breaches, maintenance problems, and fire and building hazards. Documents all events previously listed
• Respond to emergency situations (e.g. injured students, fights, etc.) for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution
• May direct students and others and take action, as necessary, to prevent injury to persons or damage to property
• May work with groups authorized to be on the campus before and after school and keep the campus free of unauthorized persons
• May assist school administrators in contacting parents regarding students with behavioral problems and in discussing campus security with parent and community groups
• Support a school culture consistent with the Charter School’s principles and mission
• May assist a certificated employee in supervising students during field trips and special events
• Provide safety escorts for student, staff, faculty and guests when requested
• Direct campus visitors to the appropriate parties and prevents unlawful loitering
• May assist a certificated employee in counseling individual students or groups of students or in assisting student clubs
• May deliver, set up, lay out, or collect equipment and other materials
• Assist local law enforcement and other emergency response staff as requested
• Complete all documentation, reports, and logs as established by school site personnel
• Model conversation, manners, clean-up activities, listening, and everyday interactions for the purpose of demonstrating appropriate social behavior in a culturally sensitive manner
• Attend meetings and in-service presentations as assigned for the purpose of acquiring and/or conveying information relative to job functions
• Maintain confidentiality regarding all aspects of his/her work with children and other staff
• Assist with minor discipline issues
• Other duties as assigned

MINIMUM QUALIFICATIONS:
• Commitment to LA Promise Fund mission and vision

Education and Experience
• High School Diploma required; Bachelor’s degree preferred
• Strong organizational skills with the ability to create and maintain accurate records
• Demonstrated success working with students from educationally underserved areas.

Knowledge, Skills and Abilities
• Exceptional relationship building skills and the ability to communicate clearly to multiple stakeholders
• A strong belief that all students can succeed
• A do-whatever-it takes attitude including a willingness to work occasionally on the weekend or in the evening
• Passionate about improving public education to help all children reach their dreams
• An exceptional ability to respond well to feedback and implement it immediately
• A strong ethical base and self-awareness
• Knowledge of safety rules and procedures to be observed by students
• Ability to supervise and direct students in a friendly, unemotional manner
• Knowledge of adolescent development and problems
• Vocabulary and usage of terms common to youth in the area served by the Charter School
• React quickly and appropriately in emergencies
• Operate two-way radio equipment
• Knowledge of controlled substances and their effect upon behavior
• Knowledge of customs and activities indicative of undesirable youth groups
• Knowledge of principles of organization and administration including procedures, systems and equipment
• Knowledge of and competency with MS Office products such as MS Word, Excel and Outlook
• Ability to interpret and enforce rules and regulations according to varying situations
• Ability to write complete and concise reports
• Ability to handle a variety of tasks and set priorities among them for timely completion
• Ability to perform well under pressure
• Ability to resolve matters with discretion and diplomacy
• Ability to exercise discretion in the dissemination of information
• School security experience is preferred but relevant experience in these other fields of security may be considered: government security, industrial security, military, or law enforcement
• Bilingual Spanish preferred
• Hold current CPR & First Aid Certification or willing to complete course within first 30 days of employment
• Must clear a LiveScan criminal background check
• Must clear a TB Risk Assessment
• Must complete Mandated Reporter training

MINIMAL PERFORMANCE MEASURES:
• Evaluations will be based upon adequate completion of assigned job
• Duties, achievement of yearly goals and regular & punctual attendance as determined by the school site administrative team.

WHO EVALUATES & HOW OFTEN:
• Principal
• Twice a year

ROLE: Instructional Aide

MINIMAL RESPONSIBILITIES:
Under the supervision of school leaders and the classroom teacher, the ideal candidate will drive student outcomes in the following ways:

• Support English Learners with additional support with vocabulary development to increase academic language.
• Adapt classroom activities, assignments and/or materials under the direction of the classroom teacher for the purpose of supporting and reinforcing classroom learning objectives.
• Implement under the supervision of a certificated teacher, instructional programs and lesson plans (e.g. reading, math, language comprehension, writing, computer, etc.) for the purpose of presenting and/or reinforcing learning concepts.
• Maintain classroom equipment and work area for the purpose of ensuring availability of a safe learning environment and/or meeting mandated requirements.
• Monitor individual and/or groups of students in a variety of settings (e.g. rest rooms, playgrounds, hallways, bus loading zones, cafeteria, assemblies, field trips, etc.) for the purpose of maintaining a safe and positive learning environment.
• Promote good study habits and student independence for the purpose of improving the quality of student outcomes.
• Provide, under the supervision of a certificated teacher, instruction to students in a variety of individual and group activities (e.g., self-esteem, behavioral skills, daily living skills, etc.) for the purpose of implementing goals for remediation of student deficiencies and ensuring student’s success.
• Model conversation, manners, clean-up activities, listening, and everyday interactions for the purpose of demonstrating appropriate social behavior in a culturally sensitive manner.
• Respond to emergency situations (e.g. injured students, fights, etc.) for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.
• Administer tests, homework assignments, make-up work, etc. for the purpose of supporting teachers in the classroom.
- Attend meetings and in-service presentations as assigned for the purpose of acquiring and/or conveying information relative to job functions.
- Perform other related duties as assigned for the purpose of ensuring the efficient and effective instruction.
- Maintain confidentiality regarding all aspects of his/her work with children and other staff.
- Other duties as assigned

**MINIMUM QUALIFICATIONS:**
- High School Diploma required; Bachelor’s degree preferred
- Completion of 60 semester units or 90 quarter units from a recognized college or university required
- Knowledge of special education assessments
- Strong organizational skills with the ability to create and maintain accurate records
- Demonstrated success working with students from educationally underserved areas.
- Proven success in assisting with the implementation of high-quality instruction that led to the improvement of student achievement in an urban school
- 1-2 years’ experience as an Instructional Aide

**Knowledge, Skills and Abilities**
- Exceptional relationship building skills and the ability to communicate clearly to multiple stakeholders
- Ability to translate all necessary documentation in an understandable format on Special Education forms and files
- A strong belief that all students can succeed
- A do-whatever-it takes attitude including a willingness to work occasionally on the weekend or in the evening
- Passionate about improving public education to help all children reach their dreams
- An exceptional ability to respond well to feedback and implement it immediately
- A strong ethical base and self-awareness
- Bilingual Spanish preferred
- Must clear a LiveScan criminal background check
- Must clear a TB Risk Assessment
- Must complete Mandated Reporter training

**MINIMAL PERFORMANCE MEASURES:**
- Evaluations will be based upon adequate completion of assigned job duties, achievement of yearly goals and regular & punctual attendance as determined by the school site administrative team.

**WHO EVALUATES & HOW OFTEN:**
- Principal
- Twice a year

**ROLE:** Counselor

**MINIMAL RESPONSIBILITIES:**
- Promote student development and achievement in addition to advocating and leading in advancing the concerns of students while representing the mission and core values of the organization
- Facilitate transitions and counsel students toward the realization of their full potential
• Develop, collect, analyze and interpret data to determine student’s best educational options and support a cycle of continuous improvement.
• Organize and integrate the pre-college guidance and counseling component into the school, with activities such as developing a visible, year-round college awareness campaign, including collateral, slogans, and the promotion of events and activities and also promoting A – G awareness not only among students but also families
• Recognize, appreciate, and serve cultural differences and the special needs of students and families
• Demonstration of appropriate ethical behavior and professional conduct in the fulfillment of the role and responsibilities to promote a culture of growth and collaboration.
• Collaborate with the Principal in establishing the school’s mission and provide leadership for the ultimate academic success of the school
• Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.

MINIMUM QUALIFICATIONS:
• Demonstration of exemplary counseling and communication skills
• Bachelor’s Degree; Master’s degree or higher preferred but not required. PPS credential required.
• Experience counseling in an urban school district with students of diverse backgrounds and socioeconomic statuses preferred
• Experience with project management highly desired
• Must clear a LiveScan criminal background check
• Must clear a TB Risk Assessment
• Must complete Mandated Reporter training

MINIMAL PERFORMANCE MEASURES:
• Ability to achieve educational outcomes as prescribed by the Principal
• Ability to complete minimal responsibilities as outlined in this description.

WHO EVALUATES & HOW OFTEN:
• Principal
• Twice a year

ROLE: Social Worker

MINIMAL RESPONSIBILITIES:
• Counsel students with personal and psychological issues that affect their performance, behavior, and socialization in school
• Provide counseling sessions, treatment plans, or workshops as necessary and establishing prevention programs and intervention plans
• Communicate with students to determine the areas in which they may need assistance or counseling
• Assist teachers and administrators with behavioral and attitude issues by communicating with students to find the causes of their distress
• Provide information, when appropriate, to outside support services to help students with economic, emotional, or physical issues
• Assist at-risk students or students with disabilities
• Communicate with parents, teachers, and administrators to understand students' challenges
• Maintain case files and reports to track students' progress and problems
• Help students and families suffering from abuse, violence, hunger, or homelessness to access resources like shelters, food banks, and medical care
• Maintain confidentiality regarding all aspects of their work with children and other staff
• Other duties as assigned

MINIMUM QUALIFICATIONS:
• A Bachelor's or Master's degree in Social Work
• One of the following California credentials or combination of credentials authorizing K-12 service:
  o General Pupil Personnel Services Credential
  o Service Credential with a specialization in pupil personnel services
  o Licensed or Associate Clinical Social Worker
• Experience in crisis prevention and intervention preferred
• Demonstrated success working with students from educationally underserved areas.
• Exceptional relationship-building skills and the ability to communicate clearly to multiple stakeholders
• Ability to translate all necessary documentation in an understandable format on Special Education forms and files
• A strong belief that all students can succeed
• An exceptional ability to respond well to feedback and implement it immediately
• A strong ethical base and self-awareness
• Passionate about improving public education to help all children reach their dreams
• Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts
• Sensitivity to, and understanding of, the unique differences and needs of disabled students and their parents
• Knowledge of uses and limitations of standardized individual and group tests, and semi-projective devices
• Compassion and empathy for patients and students
• Professionalism and discretion
• Good relationships with relevant social services
• Strong organizational skills with the ability to create and maintain accurate records
• Bilingual Spanish preferred
• Commitment to LA Promise Fund mission and values
• Must clear a LiveScan criminal background check
• Must clear a TB Risk Assessment
• Must complete Mandated Reporter training

MINIMAL PERFORMANCE MEASURES:
• Ability to achieve educational outcomes as prescribed by the Principal
• Ability to complete minimal responsibilities as outlined in this description.

WHO EVALUATES & HOW OFTEN:
• Principal
• Twice a year
**ROLE: School Psychologist**

**MINIMAL RESPONSIBILITIES:**

- Conduct psychological assessments and develop case studies of individual students to determine educational needs, learning characteristics, and social behavior relevant to educational placement and instructional planning; files such case studies in compliance with established policies and procedures.

- Interpret the findings of individual studies to principals, teachers, parents, students, and others directly concerned with the welfare of students.

- Conduct parent counseling to aid parental understanding of student’s program placement and reasonable expectations.

- Review student records, organize information, and determine appropriate assessment battery.

- Observe students; assess, evaluate, analyze, diagnose, and write psychological reports.

- Assist with special education testing, including initial, annuals and triannuals.

- Assess students’ cognitive ability, social-emotional development, adaptive behavior, and language development, academic achievement, learning potential, cognitive ability and social needs.

- Facilitate training on interventions for use in the Response to Instruction and Intervention (RtI2) approach to education, targeted literacy, student progress monitoring, and data analysis.

- Participate in the process required by federal, state, and local regulation for the identification, placement, and review/re-evaluation of students with special needs; participates in and may act as chairperson for such groups as the school-site Individualized Educational Program Team (Special Education) and Student Study Team (General Education).

- Assist in developing a written individual educational plan for students who are eligible for special education placement and/or service; assist in developing recommendations regarding eligibility, program placement, and affective or cognitive experiences for the Gifted/Talented Program.

- Assist in developing behavioral objectives for individual students and special class groups; suggests implementation strategies as appropriate; confer with teachers and parents regarding strategies for the solution or amelioration of individual learning or adjustment problems of students.

- Counsel students individually and in groups to assist them in educational achievement and personal or social adjustment.

- Assist with the organization of, and serves as a leader in, staff development activities in the field of psychological services and behavioral support systems.

- Serve as liaison to community agencies, and private professional persons on matters related to student placement and adjustment.

- Provide psychological counseling to students, staff, and parents in crisis situations and serves as a member of the school crisis team.

- Consult with parents, teachers, and other staff regarding any accommodations or modifications needed for a specific child.

- Maintain appropriate data on students, including present levels of performance and intervention strategies; submit records, reports, and assignments promptly and efficiently.
- Establish and monitor necessary caseloads, working with other Charter School staff to plan assessments and meetings
- Make recommendations to IEP teams for educationally related mental health counseling services.
- Meet with struggling students (including general ed) to set goals and recommend strategies for improved academic success.
- Conduct classroom observations of students in order to help determine needs and/or to help with positive behavior support and/or behavior modification.
- Provide continuum of counseling interventions for students enrolled in general and special education
- Conduct counseling in group settings- groups may focus on social skills development
- Other duties as assigned

**MINIMUM QUALIFICATIONS:**
- MA/MS degree in Educational Psychology or related field.
- One of the following California credentials or combination of credentials authorizing K-12 service:
  - General Pupil Personnel Services Credential authorizing service as a school psychologist and school counselor
  - Service Credential with a specialization in pupil personnel services designating service as a school psychologist
  - School Psychologist Credential
- Licensed Psychologist
- Experience running group sessions
- Knowledge, Skills and Abilities
  - Exceptional relationship building skills and the ability to communicate clearly to multiple stakeholders
  - Ability to translate all necessary documentation in an understandable format on Special Education forms and files
  - A strong belief that all students can succeed
  - A do-whatever-it takes attitude including a willingness to work occasionally on the weekend or in the evening
  - Passionate about improving public education to help all children reach their dreams
  - An exceptional ability to respond well to feedback and implement it immediately
  - A strong ethical base and self-awareness
  - Bilingual Spanish preferred
  - Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts.
  - Sensitivity to, and understanding of, the unique differences and needs of disabled students and their parents.
  - Knowledge of uses and limitations of standardized individual and group tests, and semi-projective devices.
  - Understanding of the relationship between the total education program as well as counseling and psychological services.
  - Strong organizational skills with the ability to create and maintain accurate records
- Experience in crisis prevention and intervention preferred
- Demonstrated success working with students from educationally underserved areas.
- Must clear a LiveScan criminal background check
- Must clear a TB Risk Assessment
- Must complete Mandated Reporter training

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<th>MINIMAL PERFORMANCE MEASURES:</th>
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<td>- Ability to achieve outcomes as prescribed by the Director of Schools</td>
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<td>- Ability to complete minimal responsibilities as outlined in this description.</td>
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<th>WHO EVALUATES &amp; HOW OFTEN:</th>
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<tr>
<td>- Director of Schools</td>
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**ROLE: Teachers**

**MINIMAL RESPONSIBILITIES:**
- Aligning planning to the State Standards and student assessment data
- Using data-driven techniques to set ambitious goals for scholars
- Maintaining consistent communications with families regarding student progress
- Holding weekly office hours after school
- Build positive and trusting relationships with students, families, and community members, and support parent engagement in student success
- Maintain strong classroom and school culture by:
  - Clearly and consistently communicating and upholding school rules, values, and expectations in and out of the classroom
  - Setting an urgent, respectful, and positive tone in the classroom
  - Displaying extraordinary time management to maximize student learning
  - Building relationships with students that communicate the importance of college success and your belief that they will succeed
  - Building a collaborative, respectful advisory classroom community
  - Taking on responsibilities outside of their content area instruction such as advisory, lunch duty, enrichment classes, and after school activities
- Work with other teachers and administrators to address and resolve student issues
- Attend professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence. Attend staff meetings, and serve on committees as required
- Plan a rigorous curriculum and deliver strong instruction by:
  - Demonstrating solid knowledge and understanding of the content matter
  - Using a multitude of instructional strategies that are academically rigorous and highly engaging
  - Executing detailed lesson plans mapped to specific Common Core standards
  - Taking responsibility for student progress; constantly working to respond to students’ needs
  - Differentiating learning and provide necessary accommodations and modifications for growth and success of all students
  - Ensuring that students will be capable of writing persuasive, and expository essays as well as meaningful biographies
- Special projects and duties outside of primary teaching responsibility as assigned

**MINIMUM QUALIFICATIONS:**
- Bachelor’s degree required; advance degree in subject area preferred
- Possession of a valid internship, preliminary, or clear California Single Subject, Multiple Subject or Education Specialist teaching credential required for the teacher’s certificated assignment*
  - Possession of a valid permit as allowed by the California Commission on Teaching Credentialing
- Demonstrated success working with students from educationally underserved areas
- Proven success implementing high-quality instruction that led to the improvement of student achievement in an urban school
- Knowledge, Skills and Abilities
  - Excellent verbal and written communication skills a must
  - Exceptional relationship building skills and the ability to communicate clearly to multiple stakeholders
  - Extremely strong classroom management abilities
  - A strong belief that all students can succeed
  - A do-whatever-it takes attitude including a willingness to work occasionally on the weekend or in the evening
  - Passionate about improving public education to help all children reach their dreams
  - An exceptional ability to respond well to feedback and implement it immediately
  - Bilingual Spanish preferred
- Must clear a LiveScan criminal background check
- Must clear a TB Risk Assessment
- Must complete Mandated Reporter training

*Any teacher currently employed by a charter school without a credential prior to July 1, 2020 has until June 30, 2025 to obtain a credential in accordance with Education Code Section 47605.4(a).

**MINIMAL PERFORMANCE MEASURES:**
- Ability to achieve educational outcomes as prescribed by the Principal
- Ability to complete minimal responsibilities as outlined in this description

**WHO EVALUATES & HOW OFTEN:**
- Principal
- Twice a year

**ROLE: President/Chief Executive Officer**

**MINIMAL RESPONSIBILITIES:**
- Serve as primary external face of the organization, representing LA Promise Fund among policy makers, thought leaders, community groups, corporate audiences, foundations, donors, and the media, ensuring the organization is well known, deeply respected and responsive
- Conceptualize innovative strategies for working in a bipartisan and non-partisan way with lawmakers and leaders across the state
- Cultivate and manage relationships with high-level, high impact partners and target partners, building a base of grassroots support and a network of champions for the work of the organization
- Collaborate with the organization’s Board and senior leadership to set vision and strategy, developing annual operating plans that support LA Promise Fund’s strategic goals and objectives
- Oversee fundraising planning and implementation, generating a revenue base that ensures the ongoing financial sustainability of the organization
- Coach and manage senior leadership team and drive organizational effectiveness, while developing future leadership within the organization
- Give direction and leadership toward the achievement of the organization's philosophy, mission, strategy, and its annual goals and objectives
- Driving organizational culture change and instilling a relentless focus on student achievement, operational efficiency and excellence
- Partnering with other high performing schools and education organizations to share and promote best practices

**MINIMUM QUALIFICATIONS:**
- Demonstrated success leading and managing an education reform agenda, successfully meeting or exceeding mission targets, achieving ambitious goals and driving significant policy change results
- Ability to bring targeted stakeholders together through the leverage of relevant networks, contacts and communication skills
- Facilitative and collaborative work style, with the ability to build bridges across divergent and competing interests, successfully driving consensus
- Demonstrated success leading and managing a high-impact, fast growth national organization in the public, nonprofit, or private sector as a C-level team member.
- Successful management of campaigns, mobilization, and/or outreach, ideally on a national stage
- Track record of successfully meeting or exceeding organizational targets, achieving ambitious goals and driving significant impact
- Experience with project management highly desired
- Exceptional organization management skills, with the ability to work hands-on to develop and execute a variety of activities ranging from the highly creative, external and visible to the operational and day-to-day; this person will be organized, strategic, financially aware and politically astute, with the wisdom to develop and maintain a sense of team spirit and common purpose; ability to oversee and excel at a wide range of areas of responsibility (research, government affairs, development, communications, and HR/operations)
- Bachelor’s Degree; Master’s degree or higher preferred
- Must clear a LiveScan criminal background check
- Must clear a TB Risk Assessment
- Must complete Mandated Reporter training

**MINIMAL PERFORMANCE MEASURES:**
- Ability to achieve educational and organization outcomes as prescribed by the LA Promise Fund Board of Directors
- Ability to attract, grow and lead premier team that achieves desired results
- Ability to raise funds to sustain and grow the organization
- Ability to complete minimal responsibilities as outlined in this description
WHO EVALUATES & HOW OFTEN:
- LA Promise Fund Board of Directors
- Once a year

ROLE: Chief Operations Officer

MINIMAL RESPONSIBILITIES:
- Develop monthly financial reports for the organization and each department
- Develop and manage short and long term financial and operational goals and cash flow to ensure sound organizational operations, growth and financial transparency
- Develop budgets and financial reports for funders
- Interact with board of directors, contractors, and auditors on financial matters
- Establish and maintain a solid financial model for the organization’s operation
- Manage an effective human resource system for LA Promise Fund
- Coordinate professional growth of LA Promise Fund team members
- Review and oversee the implementation an effective annual evaluation process for LA Promise Fund team members
- Oversee department’s efforts to support efficient school site HR
- Foster a healthy, safe, clean LA Promise Fund facility that supports team members’ productivity and well-being
- Ensure that operational systems preserve and grow a healthy and efficient LA Promise Fund culture, propel it towards its mission, and ensure corporate integrity
- Oversee each department’s efforts related to the charter schools’ effective operational systems and day-to-day management to ensure that the charter schools operate according to all procedures and laws, that they are healthy, modern, functional, and safe campuses, and that they operate at maximum efficiency

MINIMUM QUALIFICATIONS:
- The successful candidate will have a minimum of five years’ experience in the non-profit or educational sector, experience working with schools in an underserved community, and a commitment to developing our organization's position as a vital community asset
- A proven track record of exceeding goals and a bottom-line orientation; evidence of the ability to consistently make good decisions through a combination of analysis and expertise; high level of business acumen including successful profit and loss management; the ability to balance the delivery of programs against the realities of a budget; and problem solving, project management, and creative resourcefulness
- BA/BS required; MBA, CPA and/or similar advanced degree required
- Strong finance skills, preparing monthly financial statements, forecasting and budget development
- Strategic Vision and Agility—ability to think strategically, anticipate future consequences and trends, and incorporate them into the organizational plan
- Capacity Building—ability to effectively build organization and staff capacity, developing a top-notch workforce and the processes that ensure the organization runs smoothly
- Leadership and Organization—exceptional capacity for managing and leading people; a team builder who has experience in scaling up organizations; ability to connect staff both on an individual level and in large groups; capacity to enforce accountability,
develop and empower top-notch leaders from the bottom up, lead from the top down, cultivate entrepreneurship, and learn the strengths and weaknesses of the team so as to put people in a position to succeed

- Knowledge of state laws governing the operation of schools specifically those impacting Human Resources
- A strong collaborator, good listener and strategist; comfortable receiving input from many sources, and able to analyze and formulate disparate information into a sound, well-organized plan that is successfully executed
- General Management—thorough understanding of finance, systems, and HR; broad experience with the full range of business functions and systems, including strategic development and planning, budgeting, business analysis, finance, information systems, human resources, and marketing
- Entrepreneurial - a hard worker with a high energy level, an action-oriented individual who excels in an unstructured environment
- Must clear a LiveScan criminal background check
- Must clear a TB Risk Assessment
- Must complete Mandated Reporter training

MINIMAL PERFORMANCE MEASURES:
- Ability to achieve outcomes as prescribed by the Chief Executive Officer
- Ensure the organization stays within budget and fiscally solvent by working with Board and staff
- Ensure organization has smooth and effective operations
- Ability to complete minimal responsibilities as outlined in this description

WHO EVALUATES & HOW OFTEN:
- Chief Executive Officer
- Twice a year

ROLE: Chief Academic Officer/Director of Schools

MINIMAL RESPONSIBILITIES:
- Cultivate a shared vision and culture of high expectations, accountability and innovation across the network and within each school that moves all stakeholders toward outstanding educational opportunities and outcomes for every student.
- Maintain the high quality leadership characteristic of LA Promise Fund charter schools’ Principals.
- Supervise, inspire, challenge, align, and develop Academic Team members by demonstrating best practices and providing high-quality instructional leadership, constructive evaluations, coaching and mentorship.
- Develop academic goals and objectives in the areas of curriculum, professional development and assessment. Ensure goals are aligned to resources, are measurable for accountability and regular reports, and are pursued through research-based best strategies for success.
- Ensure charter schools provide all students high quality instruction and supports so that all students are prepared for college and career.
- Guide school leaders and the Academic Team in the development of school curriculum, facilitate collaboration among school sites, and supervise the work of curriculum consultants and team members.
• Provide charter schools’ leaders the tools, support and training they need to refine and articulate the overall and content-specific instructional strategies for their charter schools, including attention to different leadership styles, diverse student cultural backgrounds, and English Learners.

• Support innovative learning opportunities such as blended learning and Linked Learning to accelerate student learning.

• Work with the Academic Team to set school specific as well as network academic goals, with appropriate benchmarks, data collection, reporting, and reflection.

• Foster a culture of data-based decision making that is predicated on formative and summative data, progressive data systems, and ongoing use of data at all levels of school and organizational decision-making.

• Support charter schools in selection/development of assessments and software systems for collecting and analyzing data.

• Manage a best in class teacher and administrator professional development program for teachers and principals that includes an evaluation process aligned with County efforts.

• Create and implement a plan for developing or delivering content specific coaching, assessments, and network sharing of supports and best practices among faculty.

• Build a principal development and pipeline program.

• Interface with key education leaders across all sectors and stay abreast of critical education policy issues and innovations.

• Serve as a member of the LA Promise Fund Executive Team, participating in key strategic decision making for the organization and engaging in cross-department coordination of strategies and services.

MINIMUM QUALIFICATIONS:

• A track record of success driving student achievement in secondary education as a principal and/or administrator

• Successful experience turning around troubled schools

• Successful experience working in a large, urban school system with high populations of culturally and linguistically diverse students

• Successful experience with coaching, mentoring and growing the capacity of school leaders and effectiveness of teaching across a campus and at the individual teacher level

• Significant expertise in managing school performance, including setting academic goals, developing and/or implementing assessment systems, using data to drive student achievement, and adjusting mid-year as needed

• Demonstrated knowledge of best and innovative practices in curriculum, instruction, assessment, performance management and learning technology

• A strong understanding of K-12 curriculum and programming

• Excellent communication and team building skills

• Ability to think strategically and systemically and participate in long-term strategic planning

• Superb management and interpersonal skills and the ability to work collaboratively with all stakeholders

• Demonstrated ability to effectively manage limited resources to reach an organization’s desired goals

• Experience working in a community school that coordinates essential health and enrichment opportunities for school, student, family and faculty benefit
• Experience working with or for a non-profit organization
• Graduate degree in education or related field; doctorate degree preferred
• A valid California Administrative Credential
• Minimum of 10 years of instructional leadership and classroom experience in urban schools
• Must clear a LiveScan criminal background check
• Must clear a TB Risk Assessment
• Must complete Mandated Reporter training

MINIMAL PERFORMANCE MEASURES:
• Ability to achieve educational outcomes as prescribed by the Chief Executive Officer
• Ability to grow a network of strong and effective school leaders
• Ability to complete minimal responsibilities

WHO EVALUATES & HOW OFTEN:
• Chief Executive Officer
• Twice a year

ROLE: Chief Program Officer

MINIMAL RESPONSIBILITIES:
• In conjunction with LAPF and school-site partners, define a visionary and far-reaching multi-year strategy with goals and performance metrics for all non-academic/non-instructional programs, with the emphasis on creating maximum impact, diversity, reach, and public value.
• Evaluate all existing strategies and implement most impactful programs in support of mission and strategic plan.
• Act as spokesperson, where appropriate, for all non-academic/non-instructional initiatives.
• Collaborate with the development and academic teams on education and community activities, and assist with fundraising efforts and grants management as required.
• Effectively manage the Wrap Around Services and College Access team members and budgets. Ensure that team members establish department and individual goals aligned to mission and are supported to achieve them.
• Establish and cultivate relationships with leaders in the community, area institutions and politicians and other organizations, using collaboration as a key engagement tool.
• Develop new initiatives such as Promise Parent College.
• Develop a strategic plan for the effective implementation of parent and community engagement initiatives across all school sites.
• Ensure effective operation of Parent Centers & Parent Programming for maximum engagement & student benefit.
• Support the creation of a college-going culture where the students and school community view college entrance as a goal for all students.
• Ensure a variety of programming and supports that reach all students, or are specific to grade level, small groups, and individuals, including one-on-one counseling.
• Ensure parent-oriented programs that are culturally and linguistically appropriate, tailoring programs to reach all families and students, for instance Dream Act and AB540 programming and African American parent outreach.
• Ensure there is alignment of all college access programs and events.
• Work as part of the LA Promise Fund College & Career Team to set annual targets, engage in strategic planning, pursue professional growth and cultivate new College & Career initiatives on a regular basis.
• Develop and manage the implementation of other high impact health initiatives.
• Support Youth Health initiatives such as the Health Justice Council, Junior Health Justice Council, The Wellness Center Youth Advisory Board and School Wellness Councils.
• Develop & execute health programming for all students & Promise families with regards to (but not limited to) prevention, intervention, health services, and insurance enrollment

MINIMUM QUALIFICATIONS:
• The successful candidate will have a minimum of five years’ experience in the community, wrap-around services, health, parent engagement or educational sector. Experience working with schools in an underserved community desirable.
• Strong organizational, administrative, presentation, verbal and written communication skills.
• Strong project management skills and background.
• Experience in effectively managing others.
• The candidate will have a proven record of developing successful large-scale creative initiatives that incorporate inspired ideas and innovative solutions.
• BA/BS required; Advanced degree preferred.
• Resourceful, creative, able to multitask, prioritize and manage time effectively.
• A strong collaborator, good listener and strategist; comfortable receiving input from many sources, and able to analyze and formulate disparate information into a sound, well-organized plan.
• A proven ability to manage and grow a team toward goal and objectives.
• Ability to engage successfully with a broad array of stakeholders such as public agency and non-profit representatives, community leaders, academic researchers, program evaluators, parents, federal, state, and local civic leaders, and funders.
• Be mission-driven and be able to gather others around them in a common vision of success
• Ability to effectively evaluate the impact of organizational programs, develop meaningful metrics and ensure continuous quality improvement of programs.
• Knowledge of Community Schools model as well as adult learning theory
• Entrepreneurial - a self-starter with a high energy level and an action-oriented individual.
• Must clear a LiveScan criminal background check
• Must clear a TB Risk Assessment
• Must complete Mandated Reporter training

MINIMAL PERFORMANCE MEASURES:
• Ability to achieve enrichment, college going, parent engagement and health outcomes as prescribed by the Chief Executive Officer
• Ability to attract, grow, and lead a team of effective school and community program providers and partners.
• Ability to complete minimal responsibilities as outlined in this description

WHO EVALUATES & HOW OFTEN:

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**ROLE: Director of Operations**

**MINIMAL RESPONSIBILITIES:**
- Work closely with the principals, LA Promise Fund Instructional Team and WrapAround Services team (e.g. working directly with the Chief Academic Officer/Director of Schools, Chief Program Officer & Directors) to effectively set and manage school priorities and strategies for success.
- Be a resource and thought partner to principals in managing school-site operations, analyzing year-to-date results, and forecasting end-of-year performance.
- Support charter schools’ administrators on the development of the school site budget to ensure it complies with all legal requirements, is submitted to the district in a timely way, maximizes resources, coordinates with LA Promise Fund budget, and is monitored on a monthly basis.
- Serve as liaison between Headquarters and charter schools to ensure implementation and communication of best practices in school operations.
- Manage LA Promise Fund IT Team.
- Support strategic aspects of office technology (both at Headquarters and at charter schools’ sites); ensuring consistency, cost effectiveness, and quality of systems to meet goals of the organization.
- Serve as the second line of support for Headquarter IT troubleshooting.
- Assist the Chief Operating Officer and Executive team on special projects and initiatives as necessary.
- Support the LA Promise Fund activities, either headquarter events, or in working with other departments when needed.
- Provide or arrange for professional development of the team members that are managed, coordinate regular one on one and department meetings, and coordinated reviews and evaluations for goal setting and progress towards goals.

**MINIMUM QUALIFICATIONS:**
- Bachelor’s Degree required; MBA Preferred.
- 4+ years' experience in a fast-paced, highly analytical professional environment. Ideal candidate will have 2-3 years of experience managing school operations; charter school experience highly preferred.
- 2+ years' experience managing others in a professional environment.
- Strong financial acumen.
- HR certificates, training and experience preferable.
- Strong ability to plan and organize work for self and others and manage projects.
- Demonstrated history of increasing responsibility, leadership and can be trusted to handle confidential information with discretion.
- Advanced experience with computers, Word, Excel or similar type programs required.
- Experience with database management and electronic file maintenance experienced strongly desired.
- Ability to build collaborative, coordinated, and supportive relationships.
- Must clear a LiveScan criminal background check.
- Must clear a TB Risk Assessment.
**ROLE: Director of Family & Community Outreach**

**MINIMAL RESPONSIBILITIES:**
- Create and implement plan for parent collaboration.
- Oversee Promise Parent College
- Collaborate with appropriate school sites liaisons as necessary
- Build leadership and volunteer service capacity of parents.
- Work closely with administrator(s) to oversee vision and operations of school parent centers and parent action teams and support committees, ensuring that charter schools are setting culture and practices that embrace parents as partners in their children’s academic success
- Collaborate with administration to oversee course offerings, activities and other diverse opportunities for parents.
- Oversee and align parent activities to achieve LA Promise Fund, and school site parent engagement initiatives across LA Promise Fund charter school sites.
- Create and manage large-scale community events (i.e., end of year parent recognition reception, community fairs, community clean ups, etc.).

**MINIMUM QUALIFICATIONS:**
- Bachelor’s or advanced degree preferred.
- Training or relevant experience in community organizing, grassroots marketing, parent development and/or project management.
- Experience with using data to assess success/challenges and inform decision-making
- Knowledge of urban schools and communities.
- Bilingual Spanish/English
- Create and maintain a positive attitude in the work environment
- Ability to work with others in a calm, positive, and professional manner
- Entrepreneurial - a hard worker with a high energy level, an action-oriented individual who excels in an unstructured environment
- Must clear a LiveScan criminal background check
- Must clear a TB Risk Assessment
- Must complete Mandated Reporter training

**MINIMAL PERFORMANCE MEASURES:**
- Ability to achieve outcomes as prescribed by the Chief Program Officer
- Ability to work closely with charter schools to build robust parent engagement on each campus.
- Ability to complete minimal responsibilities as outlined in this description

**WHO EVALUATES & HOW OFTEN:**
- Chief Program Officer
- Twice a year
- Chief Program Officer
- Twice a year
ELEMENT 6. Health and Safety

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Ed. Code Section 47605(c)(5)(F).

Health and Safety Policies

RWWNMS has implemented a comprehensive plan of health, safety, and emergency response policies that are reviewed regularly with the staff, students, parents/guardians, and governing board. Below is a summary of the health and safety policies that have been adopted and implemented, in consultation with the Charter School’s insurance provider:

1. The Charter School shall maintain a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):
   a. child abuse reporting procedures
   b. routine and emergency disaster procedures
   c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
   d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
   e. a discrimination and harassment policy consistent with Education Code Section 200
   f. provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
   g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
   h. a safe and orderly environment conducive to learning
   i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
   j. procedures for conducting tactical responses to criminal incidents

2. A requirement that all enrolled students who receive classroom-based instruction provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All students entering the 7th grade must have two doses of Varicella and a Tetanus, Diphtheria, Pertussis (Tdap) booster prior to entering the 7th grade. In accordance with the federal McKinney-Vento Homeless Assistance Act, RWWNMS will enroll new students who are homeless even if their immunization records are missing or unavailable at the time of enrollment. RWWNMS will also immediately enroll foster children transferring to the school even if a foster child is unable to produce immunization records normally required for school entry. Once a homeless student or a
foster child is enrolled, RWWNMS staff works with the school or foster family where the student was transferred from to obtain the student’s immunization records quickly. RWWNMS school staff also works with local health departments to ensure these students receive any vaccinations they may need. Records of student immunizations are maintained at the Charter School.

3. Charter School employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for Tuberculosis prior to commencing employment and working with students, and for employees, be re-assessed at least every four years in accordance with Education Code Section 44691.

4. Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.

5. A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent.

6. Policies relating to the administration of prescription drugs and other medicines, including epinephrine auto-injectors.

7. A policy that the Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

8. Student health screenings shall be conducted in conformance with state law, including state mandated screenings for vision, hearing, and scoliosis. The Charter School will adhere to Education Code Section 49450 et seq. as applicable to the grade levels served by the Charter School. The Charter School may utilize outside contractors to conduct the state mandated screenings.

9. A policy establishing that the school functions as a drug, alcohol, and tobacco free environment.

10. A requirement that each employee and contractor of the Charter School submit to a criminal background check and furnish a criminal record summary as required by Education Code sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

11. A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies. All employees will be mandated child abuse reporters and will follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

12. A diabetes information sheet regarding type 2 diabetes to inform the parent/guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7.

13. A policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

15. The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

16. The Charter School shall stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

17. The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

18. The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

19. A policy that prohibits discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

20. Procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

21. The Charter School will comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.
ELEMENT 7. STUDENT POPULATION BALANCE

Governing Law: “The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.” (Ed. Code § 47605(c)(5)(G).)

RWWNMS focuses most of its efforts on recruiting throughout the community surrounding the Charter School. Our recruitment strategy consists of canvassing adjacent neighborhoods, outreach to local businesses and feeder schools and establishing a presence at community events. Outside of participating in community events, we’ve also hosted informational events spanning from new student open houses, new family campus visits, and meet and greet dinners for prospective families. For example, during the 2020-21 school year, Charter School staff held Open House and informational sessions, sent out mailings, doorhangers in the community, distribution of flyers at the Food Pantry, utilized Community Partner listservs and virtual presentations at local schools. These informational events include information on the application process and how the public random drawing (lottery) will operate. Additionally, we have invested in updated collateral materials and have purchased local radio and out of home advertisements. Given the need for robust annual recruitment efforts, RWWNMS also has an established dedicated bilingual recruitment team to engage local communities and stakeholders in both English and Spanish. The Charter School Principal, Director of Family and Community Outreach, and student leadership members serve as the Charter School’s tour welcoming committee and ambassadors. We do believe this strategy has been successful in recruiting an applicant pool that is reflective of the racial and ethnic diversity of our community in South Los Angeles. Moving forward, in compliance with applicable requirements, the Charter School shall expand its recruitment efforts to achieve a balance of racial and ethnic students, special education students and English Learners that is reflective of the general population residing within the territorial jurisdiction of the District.

To adjust to the onset of the pandemic and public health officials’ social distancing guidelines, we have shifted to a digital approach to continue our outreach and enrollment efforts. This includes leveraging new platforms like Schola to help families better locate Russell Westbrook Why Not? Middle School online. We have also invested in paid Facebook and Instagram social ads, both in English and Spanish, to extend our reach to prospective families. We have also continued to do mailers and used vendors to distribute door hangars with enrollment information to target neighborhoods.

While open to all students, RWWNMS will seek to serve the students who reside in the South Los Angeles primarily the Vermont/Slauson area.

Outreach Plan
• All year (ongoing) – Implement strategic marketing efforts such as fliers, mailings (these will be sent out to families of students who live within a minimum 3 mile radius from the Charter School), community meetings, social media ads; distribute Charter School information at various shopping centers, community agencies or community events such as street fairs, vaccination clinics, church luncheons/events and our food pantry; direct school recruitment at schools such as 42nd Street Elementary, Normandie Avenue Elementary, MLK Jr. Elementary, Western Avenue Elementary, Budlong Elementary and others in the neighborhood, notify school community of waiting list interest forms and post waiting list interest form on website. The Charter School will also utilize platforms such as Schola and Apply LA to reach out to interested families.

• December – Display lottery information in prominent location at the Charter School site.

• October-February – Hold open house/informational meeting to inform parents of the academic program at RWWNMS. Reconfirm with families the exact date of the lottery drawing and procedures.

• February/March – Public lottery

• April – Enrollment from lottery

Below is a comparison of Los Angeles Unified School District’s and RWWNMS’s student demographics for the 2018-19 and 2019-20 school years (in percent):

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>8.4</td>
<td>31.7</td>
<td>7.7</td>
<td>28.6</td>
</tr>
<tr>
<td>Asian</td>
<td>4.0</td>
<td>0.4</td>
<td>3.6</td>
<td>0.0</td>
</tr>
<tr>
<td>Filipino</td>
<td>2.0</td>
<td>0.0</td>
<td>1.9</td>
<td>0.9</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>74.1</td>
<td>65.9</td>
<td>74.1</td>
<td>65.0</td>
</tr>
<tr>
<td>White</td>
<td>10.7</td>
<td>0.0</td>
<td>10.3</td>
<td>0.5</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0.2</td>
<td>2.0</td>
<td>1.6</td>
<td>1.8</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>13.0</td>
<td>21.1</td>
<td>11.4</td>
<td>24.1</td>
</tr>
<tr>
<td>English Learners</td>
<td>20.3</td>
<td>32.9</td>
<td>20.0</td>
<td>53.9</td>
</tr>
<tr>
<td>Redesignated Fluent English Proficient (RFEP)</td>
<td>29.0</td>
<td>19.9</td>
<td>28.3</td>
<td>21.8</td>
</tr>
</tbody>
</table>

Source: DataQuest- https://dq.cde.ca.gov/dataquest/

RWWNMS will maintain an accurate accounting of the balance of ethnic and racial students, special education students, and English Learners enrolled in the Charter School. It will also keep on file documentation on the efforts the Charter School made to achieve a balance of racial and ethnic students, special education students and English Learners that is reflective of the general population residing within the territorial jurisdiction of the District.

The Charter School will maintain a website that allows parents and students to learn about the Charter School.
ELEMENT 8. Admission Policies and Procedures

**Governing Law:** Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Ed. Code Section 47605 (c)(5)(H).

Russell Westbrook Why Not? Middle School shall admit all students who wish to attend the Charter School as outlined in Education Code, section 47605(e)(2)(A). Russell Westbrook Why Not? Middle School has no specific admission requirements. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. RWWNMS shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status. RWWNMS shall be nonsectarian in its programs, curriculum, and operations. RWWNMS does not charge tuition. RWWNMS shall adhere to all state and federal laws establishing the minimum and maximum age of students for public school attendance in charter schools. RWWNMS shall not require any child to attend the charter school. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e), and make this notice available to parents/guardians or a pupil who is 18 years of age or older: (i) when a parent/guardian, or pupil inquires about enrollment; (ii) before conducting an enrollment lottery; and (iii) before disenrollment of a pupil.

**Intent to Enroll**

Each party interested in enrolling at RWWNMS will be asked to complete an intent to enroll form (also known as a lottery form) during an open enrollment period with a specified deadline. Following the deadline, lottery forms shall be counted to determine whether any grade level has received more forms than availability.
If there are less lottery forms than availability for any grade levels, a lottery will not be necessary for those grade levels, and applicants will receive an offer of enrollment within 5 days after the deadline.

If by the lottery form deadline, the number of completed lottery forms exceeds the grade-level capacity, a random public drawing (lottery) shall be held within 14 days from the lottery form deadline, and will determine admission to the Charter School. Written information about the lottery shall be available to each interested party as described in the Lottery Procedures below.

**Open Enrollment Period**
Russell Westbrook Why Not? Middle School anticipates that the open enrollment period may start in the fall semester and last until the lottery takes place (if necessary).

**Enrollment/Lottery timeline:**

- **By December** – Establish lottery form deadline and public lottery date. Display lottery information in prominent location at the school site and on the Charter School’s website.
- **All year (ongoing)** – Implement strategic marketing efforts such as fliers, mailings (these will be sent out to families of students who live within a minimum 3 mile radius), community meetings, social media ads; distribute school information at various shopping centers, community agencies or community events such as street fairs, vaccination clinics, church luncheons/events and our food pantry; direct school recruitment at schools such as 42nd Street Elementary, Normandie Avenue Elementary, MLK Jr. Elementary, Western Avenue Elementary, Budlong Elementary and others in the neighborhood, notify school community of waiting list interest forms and post waiting list interest form on website. The Charter School will also utilize platforms such as Schola and Apply LA to reach out to interested families.
- **October-February** – Hold open house/informational meeting to inform parents of the academic program at RWWNMS. Reconfirm with families the exact date of the lottery drawing and procedures.
- **February/March** – Lottery form deadline and within 14 days of the lottery form deadline, hold public lottery.
- **April** – The complete Enrollment Packet from families is due.

Russell Westbrook Why Not? Middle School may reach out to local feeder schools, community centers, local businesses and families with information about enrollment in the Charter School. Interested families and parties, may request information about the timeline, rules and procedures that are followed during the open enrollment period and lottery processes. This information will be made available verbally, online and in print form.

**Lottery Preferences**
Existing students will be exempt from the public random drawing, and shall be guaranteed admission in the following school year. In the event a lottery is necessary to determine admission for the impacted grade level, admission preferences shall be given in the following order:
1) Students who live within LAUSD boundaries
2) Siblings of students admitted to or attending RWWNMS
3) Children of RWWNMS employees or LA Promise Fund employees

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

Lottery Procedures
In the event that a lottery needs to be held, it will be conducted no later than March 31st. The lottery will be conducted at the Charter School. If the lottery is not held at the Charter School, RWWNMS will ensure that the location is reasonably accessible to all interested stakeholders who wish to attend.

Families who submitted a completed lottery form by the close of the lottery form deadline will be notified in writing of the lottery’s date, time, location and rules at least five days prior to the lottery date.

Within 5 days after the lottery deadline, if there are more applicants than seats available, then the CEO will designate a neutral non-RWWNMS employee to apply the admission preferences as follows:

Segment 1: If there are applicants that meet all three preferences (#1, #2 & #3), and there are more available seats than applicants, these applicants will automatically be admitted and the number of available seats will be reduced. If there are more applicants that meet all three preferences than seats available, all applicants in this segment will participate in a lottery.

Thereafter, Segment 2: if after segment 1 students have been admitted, and there are applicants that meet the first two preferences (#1 and #2) and there are more available seats than applicants, these applicants will automatically be admitted from the remaining seats, and the number of available seats will be reduced respectively. If there are more applicants that meet the first two preferences (#1 and #2) than seats available, all applicants in this segment will participate in a lottery.

Subsequently Segment 3: if after segment 1 students and segment 2 students, there are applicants that have both preference #1 and #3, and there are more available seats than applicants, these applicants will automatically be admitted and the number of available seats will be reduced accordingly for the remaining applicants.

Subsequently Segment 4: to first admit students eligible for at least one preference who do not fit into segments 1-3—which would include students with: (i) preferences #2 & 3; (ii) preference #1; (iii) preference #2; and (iv) preference #3, and then have a final segment for all remaining students who do not qualify for any preference.

The Charter School will conduct the lottery using an automated computer system. A lottery conducted by an automated computer system, will be administered by a neutral non-RWWNMS employee designated by the CEO. The computer running the lottery will be connected to a projector so that the process is observable to those in attendance.
Applicants will be admitted to the Charter School in the order they are drawn, up to the grade level capacity.

After the acceptance list is set, a waitlist will be created and maintained. Should vacancies occur, admission will be offered to applicants on the waitlist in the order their names appear. The Charter School will continue to accept lottery forms following the end of the open enrollment period, with lottery forms held in abeyance for a subsequent lottery, if necessary.

**Communication**

The acceptance list and wait list will be made public as soon as practicable and posted at the school. Parents/guardians of applicants on the enrollment list and wait list will also receive letters from the school within 5 days after the lottery. Parents/guardians of applicants that submitted a lottery form will receive the notification letter sent to the address indicated on the form. The letter will indicate whether the child was accepted or waitlisted, and, if waitlisted, the number on the waitlist for the applicant. For students identified on the acceptance list, the letter will include steps the parents/guardians of the applicants must take to enroll the applicant in the school. The offer of enrollment will include instructions detailing how to complete and return the enrollment packet via U.S. Postal Mail or in person. The Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.

If vacancies should arise during the school year, the Charter School will notify parents/guardians of applicants on the waitlist. Typically, multiple, separate phone calls on different days are made, with accompanying documentation. If parents/guardians of applicants do not respond within ten calendar days from initial outreach, the applicant will be removed from the waitlist and the next applicant’s parents/guardians will be contacted.
ELEMENT 9. Annual Financial Audit

Governing Law: 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(c)(5)(I).)

Each fiscal year an independent auditor certified by the State of California will conduct an audit of the financial affairs of Russell Westbrook Why Not? Middle School and LA Promise Fund to verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and internal controls, as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The LA Promise Fund Board of Directors or its designated subcommittee (audit committee), will select an auditor based upon their relevant experience with school finance and charter school finance, auditing team experience, proposed fees, and other relevant criteria. Persons involved in selecting and overseeing the auditor’s work will not have a direct, personal financial stake in matters audited, and the auditors will report directly to the Board of Directors or its designated subcommittee. The LA Promise Fund Board of Directors will retain auditors to conduct independent financial audits, which will employ generally accepted accounting principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States.

The LA Promise Fund Chief Executive Officer or designee, and when applicable, in collaboration with the organization’s business services provider, will be responsible for contracting and overseeing the independent financial audit. Designated staff will provide auditors with all the required documentation for audit execution.

To the extent required under applicable federal laws for audits of the major federal programs, the audit scope will expand to be in compliance with the requirements described in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year.

The audit committee will review any school audit findings and report recommendations on resolution to the Board’s School Committee. The findings and report recommendations will be incorporated in a timely manner (within 60 days of the end of the audit) and fully implemented prior to the end of the fiscal year following the year under audit. The Board of Directors will submit a report to LACOE describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of LACOE. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law. The independent fiscal audit of the LA Promise Fund Charter Schools is a public record, to be provided to the public upon request.
ELEMENT 10. Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian, or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” Ed. Code § 47605(c)(5)(J).

Suspension and Expulsion Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School’s policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed
annually as part of the Student/Parent Handbook which will clearly describe discipline
expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal
punishment includes the willful infliction of or willfully causing the infliction of physical pain on
a student. For purposes of this Policy, corporal punishment does not include an employee’s use of
force that is reasonable and necessary to protect the employee, students, staff or other persons or
to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are
notified in writing upon enrollment of all discipline and involuntary removal policies and
procedures. The notice shall state that this Policy and its Procedures are available upon request in
the main office.

Suspended or expelled students shall be excluded from all school and school-related activities
unless otherwise agreed during the period of suspension or expulsion.

**Discipline Policy**

Students shall not be suspended or expelled for academic failure. Students shall only be
suspended or expelled for enumerated offenses outlined in the Suspension and Expulsion Policy
and Procedures, included herein and in the RWWNMS Student/Parent Handbook.

Upon enrollment and at the beginning of each school year, RWWNMS families will each receive
a copy of the Student/Parent Handbook in their Enrollment Packets and be asked to review the
Handbook and agree in writing to abide by the provisions of the Student/Parent Handbook,
including the Charter School’s Suspension and Expulsion Policy and Procedures.

Teachers will be trained during professional development meetings to use effective classroom
management strategies to maximize instruction and minimize student misbehavior, and there will
be school-wide systems for assigning both positive and negative consequences. Positive
consequences include privileges such as lunch with teachers and free dress. Students who do not
adhere to stated expectations for behavior and who violate the school’s rules may expect
consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the School Director or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension
- Expulsion

Any student who engages in repeated violations of the Charter School’s behavioral expectations,
or a single severe infraction, will be requested to attend a meeting with the Charter School’s staff
and with their parents. The Charter School will prepare a specific, written agreement outlining
future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

RWWNMS will be a positive and progressive place of learning. The discipline system is designed to create a culture of learning and the Code of Conduct is created to be preventative. Teachers will use a range of lower-level consequences (nonverbal cues, conferencing with student, loss of privileges, etc.) before resorting to more serious consequences. However, the Charter School shall maintain clear policies and procedures governing suspension and expulsion, as outlined below. Suspended students will be responsible for making up all missed work within specified timetable.

The Charter School is shifting towards a positive approach to managing student behavior and using Positive Behavioral Interventions and Support and restorative justice practices. PBIS is an evidence-based framework for developing behavior in order to create a positive environment for learning. Our Charter School encourages good behavior. By adopting this schoolwide approach, our collective assumptions, which guide both administration and staff are the following: (a) we can effectively teach appropriate behavior to all students, (b) we must intervene early, (c) use a multi-modal approach and tiered delivery of a range of services, (d) monitor student progress, and (e) use multiple sources of data to make informed, intuitive, and empathic decisions that are sound and grounded and in the students’ best interest.

However, when warranted, there are times when the Charter School will offer in-school suspensions and Saturday School. In school suspension will consists of (a) students completing reflective logs and written work on self-awareness and self-regulation, (b) 1 to 1 coaching sessions with an administrator, counselor or appropriate staff member, (c) community beautification projects, (d) completion of the day’s classroom assignments, and/or (e) assignments and tasks deemed appropriate to match the situation given by the Principal and/or Dean of Students. Unlike, the conventional and punitive approach to Saturday School, which focused on punishment, in extreme cases where students are given a Saturday School the focus will be on developing emotional intelligence, self-awareness and social skills. Thus, the time spent will be center around articles, readings, videos, and assignments on self-regulation, given in the form of a workshop. Saturday School will run no more than 3 hours in duration. Start and end times shall be determined by the Principal and notified to the student and their parents/guardians.

**Students with Disabilities**
A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

**Involuntary Removal**
No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform the student, the student’s parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student’s parent/guardian, or educational rights holder’s right to request a hearing to challenge the involuntary removal. If a student’s parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

**Procedures**

A. **Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. **Enumerated Offenses**

1. **Discretionary Suspension Offenses.** Students may be suspended when it is determined the student:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force or violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

   e) Committed or attempted to commit robbery or extortion.

   f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student’s own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not
limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 6 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 6 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 8, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
   ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
   iii. Causing a reasonable student to experience substantial interference with their academic performance.
   iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device,
computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:
   (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
   (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
   (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.
   (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
   (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal/Director of Schools or Principal/Director of Schools’ designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

   b) Brandished a knife at another person.

   c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

   d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force or violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

   e) Committed or attempted to commit robbery or extortion.

   f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

   g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student’s own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

p) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 6 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 6 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 8, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
   ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
   iii. Causing a reasonable student to experience substantial interference with their academic performance.
   iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.
(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a
certificated school employee, with the Principal/Director of Schools or Principal/Director of Schools’ designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal/Director of Schools or designee’s concurrence.

   b) Brandished a knife at another person.

   c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

   d) Committed or attempted to commit a sexual assault or committed a sexual battery, as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.

If it is determined by the Charter School Discipline Committee and/or School Committee that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure
Suspensions shall be initiated according to the following procedures:
1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal/Director of Schools or the Principal's/Director of Schools’ designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal/Director of Schools or designee.

The conference may be omitted if the Principal/Director of Schools or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal/Director of Schools or Principal/Director of Schools’ designee, the student and the student’s parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student’s parents, unless the student and the student’s parents fail to attend the conference. Suspensions shall not exceed 20 days per school year. The designated administrator and teachers will make the necessary arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension including homework, tests and other
applicable assignments.

This determination will be made by the Principal/Director of Schools or Principal/Director of Schools’ designee upon either of the following: 1) the student’s presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student’s suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student’s return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student’s overall grade in the class.

5. Suspension Appeals

The suspension of a student will be at the discretion of the Principal of RWWNMS or the Principal’s designee. Parents and/or guardians will be notified at the time of suspension by the Charter School as described in Section 2 above, and of the right to appeal a student’s suspension. In cases where the Principal’s designee suspended a student, the Principal will hear the suspension appeal, and the Principal’s decision shall be final. In cases where the Principal suspended a student, the appeal will be heard by the LA Promise Fund Governing Board School Committee, and the School Committee’s decision shall be final.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Committee following a hearing before it or by the Charter School Committee upon the recommendation of a neutral and impartial Charter School Discipline Committee, to be assigned by the School Committee or their designee as needed. The Charter School Discipline Committee shall consist of at least three (3) members which at a minimum will include one RWWNMS teacher, but not a teacher of the student nor a member of the School Committee. Each entity shall be presided over by a designated neutral hearing chairperson. The Charter School Discipline Committee may recommend expulsion of any student found to have committed an expellable offense, and the School Committee shall make the final determination.
E. Expulsion Procedures
Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal/Director of Schools or Principal/Director of Schools’ designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Charter School Discipline Committee hears the case, it will make a recommendation to the School Committee for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room
for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation
or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Charter School Discipline Committee to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the School Committee or Charter School Discipline Committee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Charter School Discipline Committee shall be in the form of written findings of fact and a written recommendation to the School Committee, which will make a final determination regarding the expulsion. The School Committee may accept, alter, or reject the Charter School Discipline Committee’s recommendation (unless the State mandates that, due to the misconduct, the School Committee must expel the student).

The final decision by the School Committee shall be made within ten (10) school days following the conclusion of the hearing. The decision of the School Committee may be appealed to the LA Promise Fund Board of Directors, as described below.

If the Charter School Discipline Committee decides not to recommend expulsion, or the School Committee ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The School Committee may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student’s previous educational program under a probationary status and rehabilitation plan to be determined by the School Committee. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The School Committee may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School’s rules and regulations governing student conduct. If the School Committee revokes the suspension of an expulsion order,
the student may be expelled under the terms of the original expulsion order. The School Committee shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The School Committee shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

**J. Written Notice to Expel**
The Principal/Director of Schools or Principal/Director of Schools’ designee, following a decision of the School Committee to expel, shall send written notice of the decision to expel, including the School Committee’s adopted findings of fact, to the student and student’s parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; (b) Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School; and (c) Appeal procedures.

The Principal/Director of Schools or Principal/Director of Schools’ designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student’s name; and (b) The specific expellable offense committed by the student.

**K. Disciplinary Records**
The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

**L. No Right to Appeal**
The student shall have no right of appeal from expulsion from the Charter School as the School Committee decision to expel shall be final.

**M. Expelled Students/Alternative Education**
Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion. During the parent/guardian meeting, the Principal shall provide the family with a list of schools for alternative consideration based on the current address given. The Charter School will assist with ensuring the family has final grades, transcripts, and the correct addresses and phone numbers to the alternative schools.

**N. Rehabilitation Plans**
Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the School Committee 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 (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

**O. Readmission or Admission of Previously Expelled Student**
The decision to readmit a student after the end of the student’s expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student’s expulsion term.
term, shall be in the sole discretion of the School Committee following a meeting with thePrincipal/Director of Schools or Principal/Director of Schools’ designee and the student and student’s parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal/Director of Schools or Principal/Director of Schools’ designee shall make a recommendation to the School Committee following the meeting regarding the Principal/Director of Schools’ or designee’s determination. The School Committee shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student’s readmission is also contingent upon the Charter School’s capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student’s IEP would reflect this change), and to progress toward meeting the goals set out in the child’s IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student’s file, including the child’s IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:
a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or

b. If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child’s disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child’s disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.
In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal/Director of Schools or Principal/Director of Schools’ designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student’s interim alternative educational setting shall be determined by the student’s IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School’s disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to
one of the child’s teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child’s teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.
ELEMENT 11. Retirement Systems

**Governing Law:** 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 (c)(5)(K)

Staff at RWWNMS will have access to appropriate retirement plans as outlined below. RWWNMS accepts and understands obligations to comply with Education Code Sections 47611 and 41365.

**Retirement Rights and Systems**

RWWNMS will not participate or offer coverage in the California State Teachers’ Retirement System (“CalSTRS”) or the California Public Employees’ Retirement System (“CalPERS”).

The Charter School retains the option to elect CalSTRS coverage at a future date. Contributions will be made at the rate established by the Teacher’s Retirement Board. The Charter School will complete all required documentation (including an amendment to the charter to include the election of CalSTRS) prior to the effective date of coverage and before reporting contributions to CalSTRS.

All classified and certificated employees will be covered by Medicare and Social Security and the Charter School will make the required contributions. Full-time employees may elect to participate in a 401k retirement contribution plan.

The LA Promise Fund Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

The Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, CalSTRS, CalPERS, and/or federal social security.

If the Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 15 to the contrary, the Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If the Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code.

**Staff Responsible for Ensuring Coverage of Benefits**

The LA Promise Fund President/CEO and Operations team are responsible for ensuring that appropriate arrangements for coverage are made.
ELEMENT 12. Attendance Alternatives


RWWNMS is a school of choice. No student is required to attend. Pupils who reside within the District who choose not to attend the Charter School may attend any of the existing public schools that service their address of residence in accordance with the admission and attendance requirements of any such school and school district, or at another school district or school within the District through the District’s intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admission forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.
ELEMENT 13. Return Rights of Employees

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. (Ed. Code § 47605(c)(5)(M).)

No public school district employee or LACOE employee shall be required to work at the Charter School. When an employee leaves a public-school district to work at RWWNMS and subsequently chooses to return to that public school district or LACOE, the specific return rights afforded the employee will be governed by the policy of that public school district or LACOE, including but not limited to whether the employee may carry over any unused sick/personal leave and/or earn service credit (tenure) in the district for the time worked at RWWNMS. Charter School employees shall have any right upon leaving the school district to work in the Charter School that the school district may specify, any rights of return to employment in a school district after employment in the Charter School that the school district may specify, and any other rights upon leaving employment to work in the Charter School that the school district determines to be reasonable and not in conflict with any law.

Former school district employees must consult with the applicable district or LACOE to determine their eligibility for leave. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.
ELEMENT 14. Mandatory Dispute Resolution

*Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Ed. Code § 47605(c)(5)(N).*

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

The Charter School and LACOE will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and LACOE, Charter School staff, employees and Board members of the Charter School and LACOE agree that the party who claims there is a dispute shall first frame the issue in written format (“dispute statement”) and shall refer the issue to the County Superintendent and Principal of the Charter School, or their respective designees. This dispute statement shall identify the issue with specificity and with supporting facts. The other party shall provide a written response to the identification of the issue within 20 business days. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Principal, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Principal, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Principal, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Principal, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

At any time that LACOE believes the dispute relates to an issue that could lead to revocation of the Charter School’s charter, the parties will no longer be subject to this process. LACOE may proceed immediately with the revocation procedures as set forth in law and stated below if it believes the Charter School:
1. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter
2. Failed to meet or pursue any of the pupil outcomes identified in the charter
3. Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement
4. Violated any provision of law. (Education Code Section 47607(f).)

**Internal Disputes**
The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School’s policies and internal dispute resolution process. LACOE shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

**ELEMENT 15. Charter School Closure**
*Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Ed. Code § 47605(c)(5)(O).*

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the Los Angeles County Office of Education, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights
and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask LACOE to store original records of Charter School students. All student records of the Charter School shall be transferred to LACOE upon Charter School closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to LACOE promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School, and, upon the dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from LACOE or LACOE property will be promptly returned upon Charter School closure to LACOE. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendices II.1 and II.2 the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.
MISCELLANEOUS CHARTER PROVISIONS

Budget and Financial Reporting

*Governing Law:* The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. *Ed. Code § 47605(h).*

Attached, as Appendices II.1 and II.2, please find the following documents:

- Budget narrative
- A projected budget
- Financial projections and cash flow for three years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.

2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to LACOE shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System (“CBEDS”), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (“SARC”), and the LCAP.

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.
Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

**Administrative Services**

*Governing Law: The manner in which administrative services of the charter school are to be provided. Ed. Code § 47605(h).*

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

At any time the Charter School may discuss the possibility of purchasing administrative services from the County. If the County is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the County and subject to County availability and willingness to provide such services.

**Facilities**

*Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Ed. Code § 47605(h).*

The Charter School shall continue to be located at 1700 W. 46th Street, Los Angeles, CA 90062.

The school is currently co-located at a LAUSD site, the school has 9 classrooms, 1 office, 1 parent center/IT Office and 1 PBIS room. The school has use of basketball courts, track and field, indoor/outdoor cafeteria, and large MPR with bleachers and modern audio equipment.

**Potential Civil Liability Effects**

*Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Ed. Code § 47605(h).*

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.
Further, the Charter School intends to enter into a memorandum of understanding with the County, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School’s Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

Insurance amounts shall be determined by recommendation of the County and the Charter School’s insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

**Amendments**

Any material amendments to this charter will be made by the mutual agreement of the Los Angeles County Board of Education and the LA Promise Fund Board School Committee, in accordance with the standards, criteria, and timelines in California Education Code sections 47605 and 47607.