GANAS Academy Charter School

A TK-5 school for Los Angeles

Petition Respectfully Submitted to
Los Angeles Unified School District on
04/11/2018

Charter Petition for Five-Year Term, 2019-2024
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GANAS Academy Charter School

Assurances, Affirmations, and Declarations
GANAS Academy Charter School (also referred to herein as “GANAS Academy” and “Charter School”) shall:

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

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

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

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

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

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

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

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

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)
Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
Element 1: The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.
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**MATHEMATICS PLACEMENT**

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

**TRANSITIONAL KINDERGARTEN**

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

**HIGH SCHOOL EXIT EXAMINATION**

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

**WASC ACCREDITATION**

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

**ENGLISH LEARNERS**

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

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

- How Charter School’s EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English
language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum.

- How English Learners’ specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**

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

**Special Education Program**

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

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

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

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

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

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

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

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

- **CBEDS**

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

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

- **Monthly SESAC and Suspension data**

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

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

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The contact person for Charter School is:</em></td>
<td>Sakshi Jain</td>
</tr>
</tbody>
</table>
| *The contact address for Charter School is:*                                        | 6226 Villa Ryan Way  
Buena Park, CA 90620 |
| *The contact phone number for Charter School is:*                                   | (714) 366-4257 |
| *The proposed address or ZIP Code of the target community to be served by Charter School is:* | 90744 |
| *This location is in LAUSD Board District:*                                         | 7 |
| *This location is in LAUSD Educational Service Center:*                             | South |
| *The grade configuration of Charter School is:*                                     | TK-5 |
| *The number of students in the first year will be:*                                 | 120 |
| *The grade level(s) of the students in the first year will be:*                     | TK/K and 1st |
| *The scheduled opening date of Charter School is:*                                  | 08/14/2019 |
| *The enrollment capacity is:* (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency). | 360 |
| *The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:* | Traditional Single Track Extended Day and Year |
| *The bell schedule for Charter School will be:*                                     | 7:45am-4:00 pm |
| *The term of this Charter shall be from:*                                           | July 2019 – June 2024 |
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Community Need for Proposed Charter School

2. Target Neighborhood/Community to be Served

Los Angeles Unified School District (LAUSD) covers an area totaling 710 square miles and is the largest public-school system in the State of California and the second largest school district in the United States.1 LAUSD serves approximately 588,696 students in grades K - 12, in its 1,300 schools, including magnet, charter, and special education schools.2 As of the 2017-18 school year, there are 224 charter schools in LAUSD serving 154,705 students.3 The demand, however, is greater: according to the most recent data, obtained after the 2014-15 school year, there were 41,830 students on waitlists for seats in LAUSD charter schools.4

The diversity of Los Angeles is represented in the students of LAUSD. Figure 1 breaks down the ethnic and racial breakdown of the students enrolled in LAUSD.

**Figure 1: Ethnic Breakdown of LAUSD**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>74%</td>
</tr>
<tr>
<td>African American</td>
<td>8.4%</td>
</tr>
<tr>
<td>White</td>
<td>9.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>6.0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>.04%</td>
</tr>
<tr>
<td>Native American</td>
<td>.02%</td>
</tr>
</tbody>
</table>

Approximately, 75.7% of enrolled students qualify for free or reduced lunch6 and approximately 13% of LAUSD students received special education services in 2016-17. 7

During the 2015-16 school year, LAUSD set forth an ambitious goal for its students - a 100% graduation rate.8 Every year the District has come closer to achieving that goal. The class of 2017 had a graduation rate of 80.2%, which is up three percentage points from the previous year and a record for LAUSD.9

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1 About the Los Angeles Unified School District.” LAUSD, ww.achieve.lausd.net/about.
3 Ibid.
6 About the Los Angeles Unified School District.” LAUSD, https://achieve.lausd.net/about.
7 https://www.ed-data.org/district/Los-Angeles/Los-Angeles-Unified.
9 Ibid.
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In late September 2017, the State of California released the results from the California Assessment of Student Performance and Progress ("CAASPP"), commonly referred to as the Smarter Balanced Assessment Consortium ("SBAC"). The purpose of the CAASPP is to “measure how well students are mastering California’s challenging academic standards in English language arts/literacy and mathematics. The skills called for by these standards — the ability to write clearly, think critically, and solve problems — are critical to success in college and 21st-century careers.” 10 In its third year of testing, California’s annual test scores stagnated. In English, the percentage of students meeting or surpassing standards was 48% compared to 49% the previous year, and in math the percentage of students meeting or surpassing standards was 38% compared to 37% the previous year.11 LAUSD’s test scores experienced a similar trend – with 40% of students meeting or exceeding English standards vs. 39% in the previous year and 29% meeting or exceeding math standards vs. 28% in the previous year.12 These test scores indicate that approximately 60% of LAUSD students are not meeting proficiency benchmarks in English and Math and not on track to college success.

Based on this data, and aligned to the priorities of LAUSD, a need for a quality TK-5 school is undeniably clear. To spur economic and educational opportunity in zip code 90744 and the surrounding communities, it is imperative that there is a high-performing elementary choice for families that will, first and foremost, address the needs of all learners, and provide an education that will prepare all students for success in high school, college, and life.

High achieving charter schools have had a profound impact on the education landscape of the district and region, with more than 20% of the state’s charters located within LAUSD’s borders. More than 150,000 students – 16% of students in the Greater Los Angeles region – attend charter schools and are enrolled in charter schools in the county, and there are 49,840 students on charter waiting lists throughout LA County.13 Per the California Charter School Association, “The Los Angeles area is home to more charter schools than anywhere in the country, many of which are also among the highest-performing public schools in California.”14 Several of these high-achieving schools were founded by BES Fellows in Los Angeles, including Equitas Academy and Valor Academy. Both schools were recognized in their first three years of operation as California Distinguished Schools, and Equitas Academy is recognized as one of the top 10 schools in Greater Los Angeles for serving students of poverty.15 These schools serve as a model for GANAS Academy Charter School ("GANAS Academy"), and their best practices will be replicated at our campus. CREDO studies have shown that replication of high-performing schools and their strongest instructional and cultural practices allow for the most success by new charter schools.16

12 Ibid.
14 Ibid.
16 Peltason, Emily H. and Margaret E. Raymond, CREDO.
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Target Community

GANAS Academy will serve students in transitional kindergarten through fifth grade in the neighborhood of Wilmington, a community in the City of Los Angeles located in zip code 90744. The high school graduation rate for the City of Wilmington is 56.6%, compared to an 80% graduation rate in Los Angeles. The percentage of adults who possess a bachelor’s degree is 7% - compared to 30% across Los Angeles. This comparison indicates the presence of severe educational inequity in the area. Research shows that there is direct correlation between educational attainment and increased levels of income - on average, an individual with a bachelor’s degree will earn $26,000 more annually than someone with a high school diploma. GANAS Academy seeks to eradicate this educational inequity and build a school that will provide the students of Wilmington with a high-quality TK-8 education that will firmly place them on a path of opportunity and success.

Target Community Snapshot

- Population 53,815
- 89% Hispanic or Latino
- 77% speaks a language other than English, with Spanish as the primary language
- 29% of families live below the poverty line
- Median Household Income $41,569

There are eight traditional district public schools in Wilmington - seven are elementary, one is a middle school, and one is kindergarten through eighth grade. Approximately 35% of the student population are English Learners, 11% are students receiving special education services, and 90% of students qualify for free or reduced lunch. We anticipate our students at GANAS Academy to mirror these demographics.

Students enrolled in these schools fall below the state and district proficiency rates as measured by the CAASP. On the 2017 CAASP 30% of students met or exceeded English standards versus 48% in the state and 40% in LAUSD. In math, 28% of students met or exceeded math standards compared to 38% in the state and 29% in LAUSD. Figure 2 outlines the English and math proficiency rates on the 2017 CAASP at the eight schools located in the Target Community.

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18 Ibid.
21 https://www.cde.ca.gov/schooldirectory/
The proficiency rates on the CAASP for English and math are significantly lower for English Language Learners. According to 2017 CAASPP results, 12% of English Language Learners met or exceeded standards in math and English in the State of California. In LAUSD, that proficiency rate drops to 3% in English and 4% in math. In the Target Community, the percentage of students who met or exceeded standards equates to 2% in English and 8% in math. At Wilmington Middle School, less than 1% of English Language Learners met or exceeded standards in both English and math. Figure 3 breaks down English Language Learner proficiency rates in English and math at the eight schools located in the Target Community.

**Figure 3: English Learner Proficiency Rates in ELA and Math on CAASPP (2017)**

<table>
<thead>
<tr>
<th>School Name</th>
<th>EL Proficiency Rate (ELA)</th>
<th>EL Proficiency Rate (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harry Bridges Span ES</td>
<td>12%</td>
<td>20%</td>
</tr>
<tr>
<td>Broad Avenue ES</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>George De la Torre Jr. ES</td>
<td>1%</td>
<td>8%</td>
</tr>
<tr>
<td>Fries Avenue ES</td>
<td>1%</td>
<td>16%</td>
</tr>
<tr>
<td>Gulf Avenue ES</td>
<td>0%</td>
<td>12%</td>
</tr>
</tbody>
</table>

23 Ibid.
24 Ibid.
25 Ibid.
26 Ibid.
The proficiency rates for students with disabilities in the Target Community also fall below state and district averages. In the State of California, 13% of students with disabilities met or exceeded standards in English and 11% of students with disabilities met or exceeded standards in math on the 2017 CAASP. In LAUSD, that proficiency rate falls to 8% in English and 6% in math. In the Target Community the proficiency rates drop to 3% in ELA and 6% in Math. At Broad Avenue Elementary and George De La Torre Jr. Elementary, 0% of students with disabilities were proficient in English and math. Figure 4 breaks down the proficiency rates for students with disabilities in English and math at the eight schools located in the Target Community.

Figure 4: Students with Disabilities Proficiency Rates in ELA and Math on CAASPP (2017)

The residents of the Target Community have been left behind academically and economically, and education is a key lever to closing the economic gap between residents here and the rest of Los Angeles. With the current underperformance of traditional public schools, the status quo of low income and low college graduation rates in this area is unlikely to change. GANAS Academy seeks to change the status quo by providing a new, high-quality, college preparatory charter public school option for all families and all learners.

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27 Ibid.
28 Ibid.
29 Ibid.
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3. Meeting the Needs of the Community and Serving the Intent of the Charter Schools Act

GANAS Academy Charter School (“GANAS Academy”) is a school dedicated to igniting learning and spurring high academic achievement for all our scholars. Our scholars will not consider themselves kindergarteners or first graders, but rather, the Class of 2035 and Class of 2034 - the year, respectively, they will graduate from college. We will build and maintain a school that is standards-aligned, rigorous, and where the magic of learning is happening from classroom to classroom. GANAS Academy will meet the seven defined purposes of the California Charter Schools Act and serve the needs of the Target Community as outlined below.

1. Improve pupil learning.

At the forefront of our work is improving pupil learning for all our scholars. Comprised of rigorous curriculum and targeted daily supports, our educational program ensures that all students can achieve academic success. To improve pupil learning on an individual and collective basis, we will:

- Provide 150 minutes of literacy-based instruction daily for grades TK-5.
- Provide strategic intervention support for our most struggling learners, including those with disabilities, within our extended day through small group literacy rotation, small group pull out during math, and a 45 minute “choice time” block where teachers can work with students who need extra support individually or in small groups.
- Provide a two-teacher model during ELA instruction to ensure students are receiving individualized supports.
- Provide 90 minutes of rigorous math instruction daily that focuses on blending conceptual understanding with precision and accuracy.
- Provide daily science instruction that focuses on developing scientific knowledge through inquiry.
- Create an assessment system aligned to the Common Core State Standards and reflective of the rigor demonstrated on the California Assessment of Student Performance and Progress.
- Deliver instruction grounded in both designated and integrated English Language Development (ELD) and Specifically Designed Academic Instruction in English (SDAIE) strategies.

2. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

Our educational program is intentionally built to ensure academic success for the full spectrum of learners. We build into our educational program daily differentiated supports and intervention opportunities for all students, to ensure equitable access to the curriculum for all learners.
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Prior to the start of the school year we will assess all scholars using a variety of standards-aligned assessments that allow us to target individual needs based on specific literacy and numeracy skills such as letter, sound, and word recognition and counting for our youngest students. Once we identify the unique learning needs of each student, we then will create individualized learning goals so that our students continue their trajectory of grade level mastery. These goals are met through our small-group literacy rotations and small-group math instruction that occurs daily. We also will provide a full hour of daily intervention that allows our teachers to reteach objectives and provide immediate feedback to scholars who have not yet demonstrated mastery of the standard or skill being taught.

3. Encourage the use of different and innovative teaching methods.

Our innovative school design includes daily mindfulness practice twice per day for all our students. We believe that daily practice of relaxation and self-control strategies will lead to positive academic and behavioral outcomes for our students. Additionally, mindfulness practice has shown to improve executive functioning, which includes working memory, emotion regulation, and self-monitoring. Research shows that participation in a program that utilizes mindfulness practice leads to improvements in behavioral regulation and overall executive functioning in elementary school students. Additionally, we believe in building a school that fosters teacher growth, not through quick-fix professional development, but rather through developing concrete systems that allow us to build a culture of collaboration and continual improvement. Our model begins with four weeks of summer Professional Development (PD) during which teachers learn and practice instructional strategies that effectively engage all learners. Further, because we believe that teacher development must also be highly individualized to impact teacher growth and thus student growth, teachers also receive ongoing coaching and development through (a) 60 minutes of individual coaching weekly and (b) 32 days of additional professional development each year.

4. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

We firmly believe that teachers are one of the best resources to enact improved organizational change. “When teachers are included throughout the decision-making process, they are more likely to implement and sustain change with fidelity to quality practice.” Therefore, we will frequently ask teachers to identify areas of growth in our educational program during 1 on 1 meetings and through mid-year and end-of-year surveys, to ensure we are constantly improving and making GANAS Academy the best place to work. Additionally, because we will employ a slow growth school model, teachers will be encouraged and supported to take on school leadership positions as the leadership team grows. Teachers who grow with GANAS Academy will be uniquely qualified for leadership positions at GANAS Academy.

5. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public-school system.

We are a public school entering a community exhibiting great need for academically high performing school options. Families will never be forced to send their children to GANAS Academy; it is all about choice. GANAS Academy seeks to provide families with an option to attend a high-performing TK-5 charter school focused on college preparation and character development. We will provide the families of Wilmington with the support and resources to ensure that their scholars are on track to meet college and career readiness goals.

6. Hold the schools established under this part accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.

Through excellence, high-expectations, and continuous improvement, GANAS Academy will build and implement a robust performance-based assessment system that reports proficiency levels of the essential knowledge and skills necessary for college-readiness. We will monitor the progress of students daily, weekly, and monthly through formative and summative assessment systems aligned to state and national standards. Our assessments will challenge students to “think critically and analytically, to independently draw inferences and conclusions, and to solve problems.”

7. Provide vigorous competition within the public-school system to stimulate continual improvements in all public schools.

GANAS Academy is committed to the equal success of all students in Los Angeles. We recognize our role in the public-school system as one of twofold purpose: (1) to ensure the academic and personal success of our students through a college preparatory TK-5 educational program and (2) to share practices and resources with the greater educational community that will stimulate improvement, growth, and influence for our city’s students. GANAS Academy aims to partner with local traditional schools, charter schools and organizations to meet the greater needs of our community.

Surrounding Schools Demographic and Performance Data

GANAS Academy Charter School will represent the demographics of the schools in the Target Community. Demographic and performance data for eight surrounding schools is presented in Figure 5. The target community currently has no charter schools.

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## Figure 5: Surrounding Schools Demographic and Performance Data

**Address:** 105 West “I” Street Wilmington, CA, 90744

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students [2016-17]</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed Students</th>
<th>% of English Learners</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
<th>2016 CAASP ELA% Met/Exceeded</th>
<th>2016 CAASP Math % Met/Exceeded</th>
<th>2017 CAASP ELA% Met/Exceeded</th>
<th>2017 CAASP Math % Met/Exceeded</th>
<th>EL Reclassification</th>
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<tbody>
<tr>
<td>Harry Bridges Span (K-8)</td>
<td>1,183</td>
<td>88%</td>
<td>11%</td>
<td>27%</td>
<td>Latino 97.1%</td>
<td>White 1%</td>
<td>African American 0.8%</td>
<td>42%</td>
<td>36%</td>
<td>50%</td>
<td>42%</td>
<td>20%</td>
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<tr>
<td>Broad Avenue Elementary (K-6)</td>
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<td>84%</td>
<td>11%</td>
<td>18%</td>
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<td>White 2%</td>
<td>Filipino 2%</td>
<td>33%</td>
<td>30%</td>
<td>33%</td>
<td>28%</td>
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<td>George De La Torre Jr. Elementary (K-6)</td>
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<td>53%</td>
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<td>White 2%</td>
<td>African American 1%</td>
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<td>14%</td>
<td>19%</td>
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<td>White 3%</td>
<td>African American 1%</td>
<td>29%</td>
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<td>25%</td>
</tr>
<tr>
<td>Fries Elementary</td>
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<td>12%</td>
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<td>White 3%</td>
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<td>African American 0.7%</td>
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<td>Wilmington Middle School (6-8)</td>
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<td>African American 1%</td>
<td>32%</td>
<td>30%</td>
<td>32%</td>
<td>27%</td>
<td>24%</td>
</tr>
</tbody>
</table>

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[33](https://dq.cde.ca.gov/dataquest/).
GANAS Academy Charter School

Student Population to be Served

4. Target Student Population

GANAS Academy is a proposed TK-5th grade school. In compliance with the law and in alignment with our mission to serve all students, GANAS Academy welcomes all students and families residing in the State of California. Our proposed location is the community of Wilmington in the City of Los Angeles.

Based on demographic data from surrounding schools, we anticipate that approximately, 90% of our student population will qualify for free or reduced lunch. Additionally, we project that 40% our students will be English Learners and 11% will come to us eligible for Special Education services or identified to receive services while attending our school. Informed by enrollment figures at neighboring schools, we expect to enroll students with a demographic profile as follows: 94% Hispanic, 4% White, 1% Black, and 1% Asian.

GANAS Academy is a school designed to meet the needs of all learners - regardless of socio-economic level, home language, ethnicity, or school readiness. We strongly believe that socioeconomic status or demographic profile do not determine a student's ability to learn and succeed, nor should this information affect the quality of education a child should receive. Therefore, our educational program is built to address the unique needs of our entire community of learners.

5. Five-Year Enrollment Plan

GANAS Academy is a proposed TK-8th grade school at full enrollment. GANAS Academy will operate as a slow growth model: we propose to open with kindergarten (including TK) and first grade, adding one grade per year. This slow growth model will allow for high-quality startup which is essential to building a high-performing school. According to the Center for Research on Education Outcomes, “Slow Grow” models are associated with superior performance than schools with “Full-Start” models. The slow growth model will allow us to create strong school culture, strategically implement and evaluate our standards-based curriculum, build strong relationships with our students, and provide teachers with greater professional development to ensure all practices are aligned tightly to the mission and instructional vision for the school.

We propose to open with 60 kindergarten students (including TK) and 60 first grade students in August 2019. We will have two sections of kindergarten and two sections of first grade. We anticipate 30 students in each classroom with 1.5 teachers in every classroom and a dedicated science teacher. Our four classrooms will have a homeroom teacher and two teachers will provide push in support during our ELA blocks. We will add one new section and one grade level each year.

34 https://www.cde.ca.gov/schooldirectory/.
GANAS Academy Charter School

Figure 6: Five-Year Enrollment Plan

<table>
<thead>
<tr>
<th></th>
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<td>Grade 4</td>
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<td>Grade 5</td>
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<tr>
<td>Total</td>
<td>120</td>
<td>180</td>
<td>240</td>
<td>300</td>
<td>360</td>
</tr>
</tbody>
</table>

At the end of our first charter term, we plan to seek authorization to expand to include a 6th-8th grade instructional program in years 2024-2027 during a second charter term.

Goals and Philosophy


Mission

Through rigorous academics, character development, and community engagement, GANAS Academy Charter School educates students in kindergarten through fifth grade for academic success, placing them firmly on the path to college.

Vision

GANAS Academy believes that all students – regardless of zip code, race, or socioeconomic status – deserve access to a high-quality education that prepares them for success in college and career. At GANAS Academy, the path to college begins on the first day of kindergarten. In order for all our students to be firmly on the path to college from day one, GANAS Academy is designed around seven key elements.

Element 1 - A culture of high-expectations and caring for students: A school must model the behaviors and actions it wants to see from its students. In *Teaching as Leadership*, researcher Jeff Howard states that “students have been shown to achieve more when they believe their teachers and society expect that they will achieve at high levels.”35 At GANAS Academy, we model expected behaviors and set a tone of professionalism and hard work in our school. We have high academic and behavioral expectations for all our students and communicate our belief that they can rise and exceed those expectations daily. Every decision a teacher makes – from the questions they ask in class to the texts they select to read and analyze – are designed to increase student engagement, learning, and ultimately student achievement. Our teachers set ambitious academic and behavioral goals for all our students and work purposefully with them to achieve those goals.

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GANAS Academy Charter School

Building a warm-strict culture, where students are met and supported to achieve high-behavior expectations, requires a commitment to partnership with families, explicitly teaching students behavioral expectations and building opportunities for community and team-building. Setting high expectations and mutual accountability starts with our initial meetings with parents and actively continues as we partner with them throughout the year. Through individual Home Visits upon enrollment and Parent Orientation prior to the first day of school, parents learn about the GANAS Academy way, including our expectations of students and what families can expect from us. These personal and small group settings ensure parents receive this information and are comfortable asking their individual questions. Our Student and Family Handbook ends in a contract or commitment for parents, students, and the school which outlines all three parties’ commitment to the student’s success and accountability to one another. We also spend the first week of school with Student Orientation, where in addition to receiving standards based instructions students are also taught GANAS Academy’s expectations and practice the systems and routines of the school. For many of our students, this will be their first formal educational experience. This approach to conducting schoolwide, highly scripted and practiced Student Orientation days ensures our youngest, newest learners are prepared to thrive in this new, high-expectations environment. Finally, we purposefully spend time supporting the development of community through daily Morning Meetings and weekly Community Circles with the whole school. These times are spent celebrating students and homerooms for academic achievement as well as reaching distinct goals. The smaller community spaces are also a place to check-in with accountability partners around personal goals and brainstorm as a class around how to live out our BE GREAT core values.

Element 2 - Highly Trained, Excellent Teachers Make the Difference: Research affirms that effective teaching “completely changes the academic trajectory of low-achieving scholars – vaulting them from the lowest to the highest quartile.” Therefore, at GANAS Academy we seek teachers who are mission-aligned, drive towards achievement, and have high-expectations for themselves and our students. GANAS Academy believes that building the instructional capacity of our teachers is necessary for our students to learn at a high level. We build our teachers’ capacity by providing robust professional development, studying proven instructional models, and providing detailed feedback to our teachers regularly. GANAS Academy teachers utilize data to drive their instruction by studying student work and making instructional decisions that will drive student learning and results. We are committed to building an environment that fosters collaboration, shares best practices, and encourages peer to peer collaboration to increase instructional effectiveness and maximize student achievement.

Element 3 - Character Development: Character development pushes education outside the classroom walls and provides our students with the tools to navigate any environment. We believe that by developing our students’ characters strengths with the same explicitness as their academic knowledge will allow them to become confident in their ability to overcome

36 We invite families and students to sign the commitment or contract, but do not require either to do so.
GANAS Academy Charter School

any obstacle and allow them to live happy, meaningful, and productive lives. Character education teaches our students how to make smart decisions and act on them. At GANAS Academy we teach our students to **BE GREAT** by demonstrating Bravery, Excellence, Grit, Respect, Effort, Achievement, and Team. These values will serve as the framework of our school culture and are explicitly taught, modeled, and reinforced throughout our school day. During morning meetings, community circles, and daily interactions our students are celebrated for their academic growth, achievements, and positive behavior.

**Element 4 - Frequent and Focused Analysis of Student Achievement Data:** At GANAS Academy we prioritize student outcomes and set measurable goals for every student. We use rigorous assessment tools – from quizzes and tests to exit slips and homework – to collect data systematically and ask questions and obtain insight about student progress. Being data driven allows us to monitor continuous improvement and tailor instruction to the needs of each student. 38 Our frequent and focused analysis of student achievement data allows us to improve student achievement data by:

- prioritizing instructional time;
- targeting additional individual instruction for students who are struggling with particular topics;
- more easily identifying individual students’ strengths and instructional interventions that can help students continue to progress;
- gauging the instructional effectiveness of classroom lessons;
- refining instructional methods; and
- examining schoolwide data to consider whether and how to adapt the curriculum based on information about students’ strengths and weaknesses39

**Element 5 - Family Engagement:** A strong body of research shows that family engagement matters for student success. Students do better in school and in life when their parents are engaged in their education. Family engagement contributes to a range of positive student outcomes, including improved student achievement, decreased disciplinary issues, and improved parent-child and teacher-child relationships. Emerging evidence also suggests that family engagement can have important benefits for the inner-functioning of schools, including school staff having higher expectations for students, more shared ownership and trust across their faculty, and, ultimately, stronger school performance.40 To promote meaningful family engagement and build a network of support at GANAS Academy, we will41:

1. Incorporate families into decision-making opportunities related to their child’s education through frequent and clear communication. Parents will be notified of their child’s progress daily through behavior and academic trackers in addition to parent/teacher conferences that will be held at the end of every trimester. Additionally, we will hold monthly Cafecitos, an informal gathering of parents to

39 Ibid.
GANAS Academy Charter School

openly discuss topics of interest, learn about current curricular focuses, and celebrate school progress and achievement.

2. Frequently and timely communicate student progress and achievement, tailored to family’s linguistic preference.

3. Host volunteer opportunities to integrate family knowledge and experiences into our program.

4. Extend our educational program and curriculum so learning can also be accessed at home through computer adaptive technology such as Lexia, IXL, and Khan Academy.

5. Establish learning goals with families through frequent and clear communication.

6. Train our dedicated teachers and staff on how to fully support families to promote meaningful engagement.

GANAS Academy will work in collaboration with families to achieve our academic and behavioral goals for all students.

Element 6 - Extended Learning Time: We believe that an extended school day and calendar year produces greater gains in learning because it provides more time to deliver high-quality instruction. A 2014 study conducted by Stanford University demonstrates that “the typical student in a Los Angeles charter school gains more learning in a year than his or her district school peer, amounting to about 50 more days of learning in reading and an additional 79 days of learning in math.”

Our extended calendar year is comprised of 184 days and students will attend school from 7:45 am – 4:00 pm. On Fridays (abbreviated days), students will attend school from 7:45 am – 2:00 pm. Our extended school day will provide 150 minutes of targeted literacy instruction. Students will also receive a double dosage of mathematics, targeted at developing quantitative reasoning and conceptual understanding, for a total of 90 minutes per day. Additionally, during our abbreviated days, staff will participate in two hours of specific professional development based on weekly student outcomes. Annually, this accumulates to 74 hours of targeted professional development for teachers.

Element 7 - Community Engagement: Research shows that “K-12 students who participate in civic engagement are more likely to stay in school, graduate from high school, enroll in college, and earn a college degree.” These outcomes improve even more dramatically among student populations that have been traditionally underrepresented in higher education. As engaged citizens in their communities, GANAS Academy students will build empathy and leadership skills, apply what they have learned in the classroom to the real world, and realize how their actions can make a positive difference in the lives of others. We will draw on the tenets of Drs. Ladson-Billings and Edmin and the ideas of culturally responsive and reality pedagogies and will engage and involve our students in creating solutions to problems in their community. We will encourage our students to see their community, the place in which they live, as a large part of their lived experience (their

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GANAS Academy Charter School

reality). We believe that this will deeper our students’ connection to their community and will allow them to connect what they learn in school to the real world.

GANAS Academy is a school committed to the students and families of Wilmington. We will fulfill our promise to prepare all students to enter and graduate from college.

7. Characteristics of an “Educated Person” in the 21st Century

Students in the 21st century need a myriad of skills that go beyond the three Rs. In addition to being literate and numerate, they must also demonstrate that they can ask questions, problem solve, think critically, pursue investigation, and share and apply their findings through multisensory lenses. The jobs of today and tomorrow require that individuals be able to think outside of the box and problem solve from different angles. GANAS Academy will prepare self-motivated, competent, life-long learners for the 21st century. GANAS Academy’s educational program is designed to develop both the content knowledge and skills students will need to become college and career ready and become the future problem-solvers, researchers and critical thinkers of the 21st century. Our curriculum is built using rigorous state content frameworks – Common Core State Standards (CSSS) and Next Generation Science Standards (NGSS) which provide an essential foundation of skills proven to stimulate learning, problem-solving, and college and career-readiness.

Our science curriculum is hands-on and inquiry-based: during lessons students pose meaningful questions and are encouraged to solve problems by experimenting and evaluating possible solutions. Teachers will guide students to apply this newly constructed knowledge to broaden, analyze, critique, and ultimately defend new hypotheses. The teacher’s role will be that of a facilitator, guiding learners to explore their questions and decide on a course of action. Teachers will pose open-ended questions that will allow learners to deepen their thinking and investigate further, rather than respond with one correct or incorrect answer. These open-ended questions will be a pairing of the teacher’s goals and learning objectives but also will follow the lead of the children’s own thinking. Teachers will actively listen and reflect upon the thoughts of students to extend the learning. They will document the process of learning and make it visible to others through such media as photography, narratives, transcripts, videos, or audio recordings. Our inquiry-based approach to science and learning will foster problem-solving and critical-thinking and increase student engagement. Additionally, due to multiple opportunities for discourse throughout a lesson, students will be able to strengthen their literacy and language skills.

An “educated person” in the 21st century must also be technologically literate. At GANAS Academy, students will learn how to be proficient with the use of the same technology that they will be expected to utilize later in the workplace or in pursuit of their life-long learning objectives. GANAS Academy will employ online learning methods to ensure all students gain the knowledge and skills that are valued in the modern workplace and necessary for future success. Our 1:1 student to Chromebook ratio will allow each student to have access to their own personal Chromebook during core instruction and during our once a week technological

literacy block in K-4. In grade 5, our students will have a daily technology block where they will become proficient in the use of digital technology and communication tools and learn the fundamentals of computer science.

8. How Learning Best Occurs

GANAS Academy is designed upon the examples of the most successful urban charter schools throughout the country. Our Lead Petitioner, visited and analyzed more than 50 high-achieving schools that leverage their autonomies to successfully educate the students who walk through their doors. GANAS Academy is built upon the educational philosophy that all children can achieve at high levels if given the access, opportunities, and expectations to do so and these proof points and best practices of schools that are the highest-performing in their state that epitomize this philosophy. These schools, including Building Excellent School Equitas Academy in Los Angeles, and Success Academy in New York City, are schools for recognized for closing and reversing the achievement gap for high-need communities and lauded for their high-expectations of students.

Like these exemplar schools, GANAS Academy also has an unwavering belief that all students can achieve at high levels and a deep-seated commitment to providing a structured, ambitious, and supportive school community that ensures success for all scholars. Similar to the guiding principles of the State of California – including that which address community engagement, multiple measures, and equity45 – we are unapologetically relentless in our core beliefs, and all school design elements are grounded in these beliefs.

We believe that learning best occurs when an environment that maximizes the potential of all learners is established – an environment that requires intentional inputs, actions, and evaluation. Our educational program is designed to academically and personally prepare each student for success in high school, college, and life. In order to fulfill our mission, we align our actions to proven practices from successful schools with similar student demographics. Our school believes that (1) high-expectations, (2) excellent teachers, (3) character development, (4) safe and disciplined environment (5) partnerships with parents and (6) community engagement all play an essential role in student achievement. Through rigorous academics, character development, and community engagement, GANAS Academy Charter School educates students in kindergarten through fifth grade for middle and high school success, placing them firmly on the path to college.

High-Expectations

At GANAS Academy we have high academic and behavioral expectations for all our students and consistently communicate our belief that they can achieve and exceed those expectations daily. Through a rigorous curriculum, extended learning time, and frequent and focused assessments, GANAS Academy will monitor, support, and grow the success of all our students.

GANAS Academy Charter School

- **Rigorous Curriculum**

A rigorous curriculum asks students to research and analyze information, weigh evidence, and solve problems relevant to the real world, and it allows students to demonstrate their knowledge and skills in an authentic way. A rigorous curriculum provides students with the knowledge and skills they will need to be successful in college and beyond. According to Michael Kirst, Professor of Education and Business at Stanford University, “thirty percent of four-year college students and 60 percent of community college students require remedial math or English.”

Furthermore, “The ACT testing organization reported in 2008 that nearly half of ACT-tested 2005 high school graduates who earned a grade of A or B in high school Algebra II were not ready for college math, and more than half of those who earned a grade of A or B in high school physics were not ready for college science.” To ensure all of our students are being prepared for excellence in middle school, high school, and college, GANAS Academy will employ the Common Core State Standards (CCSS) as our curricular foundation. The goals of CCSS are “internationally benchmarked, meaning they emulate the expectations found in high-performing systems abroad. The intention is to help students develop strong reasoning skills earlier than is now common.”

The CCSS will allow us to lay out an ambitious and rigorous set of goals for all our students in reading, writing, and math.

- **Extended Learning Time**

Extended learning time will allow our students to receive instruction rich in both depth and breadth. Research indicates that “adding time to the school day and/or year can have a meaningfully positive impact on student proficiency and, indeed, upon a child’s entire educational experience. Such enhancement can be especially consequential for economically disadvantaged students, who tend to enter school trailing behind their more affluent peers academically, continue to lag as they proceed through each grade, and have fewer opportunities outside of school for learning.” At GANAS Academy we believe that having an extended day and year will allow us to provide our students with additional learning opportunities and experiences. Our instructional calendar, modeled after high performing charter schools across the country such as Equitas Academy in Los Angeles, is comprised of 184 instructional days. Students attend school from 7:45am – 4:00 pm. Our extended day will allow us the time to deliver an aligned and rigorous curriculum that will support the academic achievement of all our students. In classrooms, our students will receive 150 minutes of literacy instruction and 90 minutes math instruction daily. In addition, students will be expected to independently read and practice math facts at least 20 minutes nightly. We believe that literacy and numeracy are the building blocks of academic success and therefore the majority of our academic minutes will be spent strengthening those skills. Research indicates that by time a student from a low socio-economic background arrives in kindergarten he has been exposed to 30 million less words than that of a student from a high

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47 Ibid.
socio-economic background.\textsuperscript{50} Through an extended day and extended time in literacy and math, GANAS Academy commits to closing this gap.

- **Frequent and Focused Assessments**

At GANAS Academy we believe that frequent and focused assessments allow us to ensure that every student is being challenged and pushed to achieve academic mastery. Our assessment model presents students with “explicit goals or outcomes of instruction, helps them assess their current position in relation to these goals, and equips them with the tools to bridge the gap between the two.”\textsuperscript{51} GANAS Academy’s philosophy on assessments is drawn from the work of Paul Bambrick-Santoyo who states that the five core drivers of effective assessments are that they are: transparent, common and interim, aligned to state tests and college readiness, aligned to instructional sequence, and reassessed.\textsuperscript{52} Assessments are the starting point of our instruction: we study and analyze the Common Core State Standards and have a clear vision of what mastery looks like for each grade and each subject. Our students take Interim Assessments in each course and have their reading level tested, using Fountas & Pinnell, every six weeks. Our assessments are designed centrally and are common to all grade-level classes in each content area. In addition, teachers are expected to assess and gather data on students informally using formative assessments such as exit tickets and student work. This information allows us to create clear and specific actionable plans for each student and deliver targeted interventions such that every student is a proficient reader by the end of third grade.

- **Highly Trained, Excellent Teachers Make the Difference**

In 2014, Harvard University and Columbia University professors published a study which found that great teaching, measured through a value-added approach, provides students with benefits well beyond their academic performance in one year with such instruction.\textsuperscript{53} The study found that students educated by great teachers are: (1) more likely to succeed in college; (2) more likely to attend highly selective colleges; and (3) more likely to have better socioeconomic futures.\textsuperscript{54} At GANAS Academy, we seek teachers who are mission-aligned, drive towards achievement, and have high expectations of themselves and their students. We believe that teaching is a skill that should be calibrated, practiced, coached and relentlessly assessed like that of a top-flight athlete; therefore, we invest a tremendous amount of time in developing and supporting the growth of our teachers.

\textsuperscript{50} https://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf.
\textsuperscript{54} Ibid.
GANAS Academy Charter School

- **Effective Professional Development**

“The most powerful way to raise student achievement is through professional learning. More than ever before, students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century.”

Teaching is not a set of procedures, and for a lesson to be effective, it needs to be studied, understood, and practiced at a high level. Teachers at GANAS Academy will receive a breadth of professional development. They will engage in 20 days of professional development before the school year begins and weekly professional development once the school year starts. Our professional development program will train and develop teachers in building systems of structure and instruction for their classrooms. Teachers will have opportunities to practice and hone teaching strategies, providing them an opportunity to engage in the same style of learning they are designing for their students. During the school year, teachers will participate in weekly professional development where they will work in a school-wide group and in grade-level teams to study and practice upcoming lessons. During these professional development sessions, teachers will think through what student misconceptions may be and how they will present the lesson in an engaging way. Teachers also will participate in “teachbacks,” during which they will take turns teaching a portion of a lesson to each other and get clear, direct feedback for improvement. Our model of professional development has been inspired by our Lead Founder’s professional experience with Success Academy, a charter network in New York whose results have made them the number one school in New York. At Success Academy, adults are the point of leverage to achieve excellence. Success Academy believes that the role of professional development should be to arm teachers with deep knowledge, an arsenal of professional skills, and the determination and know-how to help all children learn. At GANAS Academy we also believe this intense focus on adult learning is the key to student achievement.

- **Culture of Consistent Feedback**

We believe that it would be hypocritical to expect our students to learn and grow by leaps and bounds while not expecting our teachers to grow and expand their craft just as much and just as fast. During the school year, all teachers are observed by school leadership (Y1-Y2 Head of School, Y3 onwards Head of School, Principal, and/or Dean of Curriculum and Instruction of Instruction) and given feedback weekly to support and build their instructional capacity. Furthermore, because we believe that the work we are doing is urgent and every instructional minute matters, we also use speed observations to move teacher practice. School leaders will visit classrooms for five or ten minutes to provide in the moment feedback, so the teacher can make adjustments. This feedback would be provided to the teacher through either a whisper in or a note so as not to encroach on the authority of the educator in front of the students. This approach also makes feedback more frequent and

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57 Lead Petitioner, worked at Success Academy Charter Schools for 5 years as teacher and Assistant Principal.
58 Ibid.
more actionable. We believe that this culture of consistent feedback will allow our teachers to get better faster and allow students to reach academic mastery.

- Character Development

At GANAS Academy, we believe that we have a shared responsibility along with families and the community to develop positive character in our students. We believe that just like academic knowledge and content, character development must be intentionally taught. Through our BE GREAT values and systematic and structured learning environment, we prepare our students to persevere through academic and personal challenges.

- BE GREAT Values

Our BE GREAT values (Bravery, Excellence, Grit, Respect, Enthusiasm, Achievement, and Team) are our deeply held core principles and an essential component to achieving our mission of placing students firmly on the path to college. We expect all members of our community to uphold and model these values both inside and outside of the classroom. Our teachers model and teach these values intentionally in their classrooms. Beginning with Morning Meeting, and ending with a Daily Reflection, where students discuss as a class the strengths and weakness of their day and how they will make the following day even better, our core values are embedded and reinforced throughout our highly structured, yet joyful school day. Our focus on positive character development provides scholars with the tools to practice, internalize, and exemplify these core values consistently in their daily interactions, in grade level appropriate ways. From day one, students will be taught that their effort directly correlates to their achievement, and they will be recognized and celebrated for their hard work and academic success. In lower elementary, our character education program will emphasize the importance of making good choices. In third through fifth grades, accountability will be further reinforced by setting and discussing individual and collective learning goals during daily advisory. The BE GREAT framework will outline each value with tangible actions, giving our school a common language. For example, during a kindergarten table to rug transition, during which students have safely moved themselves to the rug, a teacher may exclaim, “Great job showing respect, UCLA!” A first grader who has finally been able to accurately decompose a double-digit number and write an equation after multiple attempts might hear, “Great GRIT, Sonia!” Our focus on character education will allow our students to feel safe, engaged, and respected, so that they can focus and meet their academic goals.

- Safe and Disciplined Environment

We believe that for students to achieve academically, they must have a safe and disciplined environment in which to do so. Our approach to achieving safety and discipline is also rooted in the culture of high-expectations. GANAS Academy is a school where teachers and students treat one another with respect, and behavior that is respectful of people, property, and self is the norm. At GANAS Academy, we believe that all scholars, no matter the age, can be successful if the adults master behavior management. Without tight management, little
GANAS Academy Charter School

learning can occur. It is our moral responsibility to equip teachers with tools necessary to teach scholars to independently follow directives and develop strong work habits that will set them up for college graduation and the world at large. Excellent behavior management is an ongoing effort that requires consistency and daily practice. We expect scholars to be managed within the classroom and during non-instructional activities. In our view, excellent behavior management, though necessary, is insufficient for high levels of learning when done in isolation.

In 2014, the UCLA Institute for Democracy, Education, and Access published It’s About Time, a study of the learning time and educational opportunity in California High Schools.\(^{59}\) It found that students in High Poverty Schools lost more than half an hour each day, compared to their wealthier peers, due to classroom interruptions and delays to their routine and that teachers in High Poverty Schools spend an hour more than their peers on non-instructional tasks. At GANAS Academy we will take back that time by building a systemic and structured school. GANAS Academy teachers will be trained in school-wide behavior management strategies and expected to implement them consistently.

We will hold students accountable for meeting our high behavioral expectations and communicate them to both families and students consistently. During the first week of school, all students will learn and internalize our behavioral expectations and practice school and classroom procedures. Parents will receive daily reports on their student’s behavior and teachers will be expected to call each parent biweekly. The clear communication and executions of these systems and structures will eliminate chaos, maximize learning time, and set students up for success.

- **Parents as Partners in Learning**

At GANAS Academy, we believe that parental investment is critical to our success. We simply cannot educate scholars without parents. Parents will be continuously encouraged to be engaged in their child’s education through home visits, family orientations, parent workshops, and frequent communications between school and home. Prior to the start of each school year families are encouraged to attend an orientation meeting during which they will learn about the school mission, philosophy, code of conduct, and family responsibilities. Families will also be given a Student and Family Handbook in their home language before the first day of school that outlines students’ and parents’ expectations with regards to uniform, attendance, daily bell schedule, and general conduct expectations. Families will be invited to attend workshops each trimester facilitated by the GANAS Academy team. The workshops will cover topics such as: how to help students read, do math, increase language development, and complete homework. These workshops will be bilingual, optional, and not required for families to attend. Cafecitos (or coffee talks) will occur in the morning once per month with parents, school leadership, and/or teachers, and are a time for parents and the school to communicate and build relationships all in support of the school’s ambitious and critical mission. The Head of School will facilitate these gatherings in English and Spanish. Furthermore, in accordance with our Local Control Accountability Plan (LCAP), we will also

\(^{59}\) Mirra, N., and John Rogers. It’s About Time. UCLA’s Institute for Democracy, Education, and Access. 2014.
establish a School Site Council (SSC) that will help guide our decisions that best serve our families. The school's SSC will satisfy all applicable legal requirements, including requirements related to its composition and the scope of its authority/responsibility. Our SSC will consist of the Head of School, teachers, students, parents, and may include members from our leadership team and members from the greater community. To build and sustain meaningful relationships with families, we will also establish GANAS Family Ambassadors – a group of parents and families committed to school involvement and decision-making. GANAS Family Ambassadors reinforce our commitment to building a network of support and communication with families.

9. Creating Self-Motivated, Competent, Lifelong Learners

A ‘lifelong learning’ orientation to education is crucial if students are to thrive in the knowledge rich, constantly-changing world of today and the immediate future. The aim of the educational program at GANAS Academy is to gain the ability to acquire, assess, and apply and integrate new knowledge and the establishment of the foundations for lifelong learning. At GANAS Academy we believe that reading is the basis of all learning and by developing a passion for learning in our scholars we can help them to develop into lifelong learners. “Engaged readers have interests and questions about the world. They are socially interactive: they want to talk about what they read.”\(^6\) A key aim of our literacy program is to help scholars fall in love with reading and talking about books. We dedicate 150 minutes to literacy daily and ensure that during that time scholars have ample time to read and discuss the books they are reading with their teachers and peers. Helping to develop this personal interest in reading fosters self-efficacy in students increasing their intrinsic motivation to learn and becoming empowered to take ownership over their education and future.

10. State Priorities and Education Requirements

Student academic achievement and growth is of the highest priority at GANAS Academy. Thus, our state priorities will reflect activities that align with this priority and drive student success. 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, GANAS Academy's stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds.

## LCFF STATE PRIORITIES

### GOAL #1

**Teacher Assignments and Credentialing**

100% of teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned to specific subjects and grade levels.

<table>
<thead>
<tr>
<th>Related State Priorities:</th>
<th>☒ 1</th>
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<th>☒ 7</th>
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<tbody>
<tr>
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<td>☐ 3</td>
<td>☐ 6</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Priorities:</th>
<th>☐:</th>
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</thead>
</table>

### Specific Annual Actions to Achieve Goal

1. All teacher credentials will be thoroughly checked and reviewed by the Head of School during an interview process and before officially hiring.

### Expected Annual Measurable Outcomes

**Outcome #1:** 100% of teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned to specific subjects and grade levels.

**Metric/Method for Measuring:** Hiring Process and Annual Review

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
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<td>100%</td>
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<td>100%</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>English Learners</td>
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<td>Socioeco. Disadv./Low Income Students</td>
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<td>Foster Youth</td>
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<td>Students with Disabilities</td>
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<td>American Indian/Alaska Native Students</td>
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<td>Filipino Students</td>
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<td>Native Hawaiian/Pacific Islander Students</td>
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<td>Students of Two or More Races</td>
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<td>White Students</td>
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</tbody>
</table>

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61 *defines that the subgroup is not numerically significant at this time
GOAL #2

Access to Instructional Materials

Each student will have access to instructional materials and support as outlined in our petition. All subgroups of students will receive access to resources and services that equally allow them to fully engage in our academic model.

Related State Priorities:

☒ 1  ☐ 4  ☐ 7
☐ 2  ☐ 5  ☐ 8
☐ 3  ☐ 6

Local Priorities:

☐

☐

Specific Annual Actions to Achieve Goal

1. Head of School and Operations Manager will conduct annual inventory of instructional materials and immediate purchase of necessary resources.
2. Head of School will conduct annual review of our educational program and analysis of instructional impact on learning.
3. Board, Finance Committee, and SSC will conduct annual budget review process to ensure purchase of materials.
4. Head of School will conduct weekly observations to ensure implementation of materials and alignment to CCSS.

Expected Annual Measurable Outcomes

Outcome #1: 100% of students will have access to instructional materials and support as outlined in our petition. All subgroups of students receive access to resources and services that equally allow them to fully engage in our academic model.

Metric/Method for Measuring: Annual inventory and review. Monthly observations verifying student access to instructional materials.

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>N/A</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>English Learners</td>
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<tr>
<td>Socioeco. Disadv. /Low Income Students</td>
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<td>Foster Youth</td>
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<td>Students with Disabilities</td>
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<td>American Indian/Alaska Native Students</td>
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<td>Asian Students</td>
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<td>Latino Students</td>
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<td>Native Hawaiian/Pacific Islander Students</td>
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</tbody>
</table>
All students demonstrate increased academic growth and improved English proficiency.

### LCFF STATE PRIORITIES

#### GOAL #3

1. Investment in student technology to enhance and support a student’s ability to master CA state standards.
2. Dedicated intervention time to support student’s acquisition of core content.
3. Instructional support staff whose responsibility includes but is not limited to data analysis, intervention, professional development, and English language learner development.
4. Continued investment in curriculum and academic tools to support student growth in core subject areas.

### Specific Annual Actions to Achieve Goal

#### Outcome #1: EL students will increase 1 ELPAC level from the prior year.

**Metric/Method for Measuring:** EL proficiency rates will meet or exceed the rates of LAUSD averages as demonstrated on ELPAC assessments.

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<td>All Students (Schoolwide)</td>
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</table>
### GANAS Academy Charter School

#### Establish Benchmark (2019-2020)

<table>
<thead>
<tr>
<th>English Learners</th>
<th>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</th>
<th>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</th>
<th>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</th>
<th>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</th>
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| Socioecon. Disadv. /Low Income Students | | | | |
| Foster Youth | | | | |
| Students with Disabilities | | | | |
| African American Students | | | | |
| American Indian/Alaska Native Students | | | | |
| Asian Students | | | | |
| Filipino Students | | | | |
| Latino Students | | | | |
| Native Hawaiian/Pacific Islander Students | | | | |
| Students of Two or More Races | | | | |
| White Students | | | | |

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### Expected Annual Measurable Outcomes

**Outcome #2**: School will increase reclassification rate by 1% to 5% of previous year’s rate

**Metric/Method for Measuring**: Percentage point increase in reclassification rate

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>Baseline</td>
<td>Increase between 1% - 5% of previous</td>
<td>Increase between 1% - 5% of previous</td>
<td>Increase between 1% - 5% of previous</td>
<td>Increase between 1% - 5% of previous</td>
<td>Increase between 1% - 5% of previous</td>
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<td>English Learners</td>
<td>Baseline</td>
<td>Increase between 1% - 5% of previous</td>
<td>Increase between 1% - 5% of previous</td>
<td>Increase between 1% - 5% of previous</td>
<td>Increase between 1% - 5% of previous</td>
<td>Increase between 1% - 5% of previous</td>
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</tbody>
</table>
### Expected Annual Measurable Outcomes

**Outcome #3**: Students’ proficiency in Math and ELA will increase by 10% each year as identified in the report card.

**Metric/Method for Measuring**: % of students identified as Proficient or Mastered

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>Baseline set in 2019-20</td>
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<td>English Learners</td>
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<td>Socioecon. Disadv. /Low Income Students</td>
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<td>Foster Youth</td>
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<td>Students with Disabilities</td>
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<td>African American Students</td>
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<td>American Indian/Alaska Native Students</td>
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<td>Asian Students</td>
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<tr>
<td>Latino Students</td>
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<td>Native Hawaiian/Pacific Islander Students</td>
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<td>Students of Two or More Races</td>
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<tr>
<td>White Students</td>
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</table>
GANAS Academy Charter School

### LCFF STATE PRIORITIES

#### GOAL # 4

School will fully implement CCSS in ELA, Math, and History - Social Science, and NGSS for all students, including all statistically significant student subgroups.

<table>
<thead>
<tr>
<th>Related State Priorities:</th>
<th>☐ 1</th>
<th>☐ 4</th>
<th>☐ 7</th>
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<tbody>
<tr>
<td>☐ 2</td>
<td>☐ 5</td>
<td>☐ 8</td>
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<table>
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<tr>
<th>Local Priorities:</th>
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</table>

<table>
<thead>
<tr>
<th>Specific Annual Actions to Achieve Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Head of School will conduct beginning of year review of year-long scope and sequences and assessments ensuring 100% alignment to CCSS and NGSS.</td>
</tr>
</tbody>
</table>

### Expected Annual Measurable Outcomes

#### Outcome #1: 100% of core content curricula is in alignment to CCSS.

**Metric/Method for Measuring:** Beginning of Year and Weekly Review of Lessons and Assessments

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<tbody>
<tr>
<td>All Students including all subgroups (Schoolwide)</td>
<td>N/A</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>English Learners</td>
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<td>Socioecon. Disadv. /Low Income Students</td>
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<tr>
<td>Foster Youth</td>
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**GANAS Academy Charter School**

**LCFF STATE PRIORITIES**

**GOAL #5**

Parents at GANAS Academy will be actively involved in their student’s learning.

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

**Local Priorities:**
- ☐
- ☐

**Specific Annual Actions to Achieve Goal**
1. School staff will communicate our vision for parent involvement during the student recruitment process.
2. Operations Manager will track attendance at family events.
3. Families will complete surveys twice per year that measure level of parent satisfaction with our educational program.
4. 

**Expected Annual Measurable Outcomes**

**Outcome #1:** GANAS Academy will encourage parents to attend at least 2 events each year (specific goal to be set annually in LCAP).

**Method for Measuring:** Parent Attendance logs.

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<tr>
<td>All Students (Schoolwide including all subgroups)</td>
<td>N/A</td>
<td>Establis h Baseline</td>
<td>Increase parent participation rate annually (target estimated at 2-3% annually)</td>
<td>Increase parent participation rate annually (target estimated at 2-3% annually)</td>
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Outcome #2: At least 90% of families will score our school as “satisfactory” on family surveys. 

Metric/Method for Measuring: Data from Parent Surveys

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<td>All Students (Schoolwide including all Subgroups)</td>
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<td>Greater than or equal to 90% of families will score our school as “satisfactory” on family surveys.</td>
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**LCFF STATE PRIORITIES**

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<thead>
<tr>
<th>GOAL #6</th>
<th>Related State Priorities:</th>
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<tr>
<td>School promotes a culture which is positive, engaging, calm, and supportive for students' social and emotional development.</td>
<td>☐ 1 ☐ 4 ☐ 7</td>
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<td>☒ 2 ☒ 5 ☒ 8</td>
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<td>☐ 3 ☒ 6</td>
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<td>Local Priorities:</td>
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**Specific Annual Actions to Achieve Goal**

1. School-wide programs and staff professional development to ensure ongoing positive school climate.
2. Creation of experiences in school which empower students and support their growth socially and emotionally.
3. Providing students with positive incentives for 100% attendance or improved attendance.
4. Frequent and clear communication between parent and GANAS Academy staff.

**Expected Annual Measurable Outcomes**

**Outcome #1:** School will maintain a 95% or greater ADA.

**Metric/Method for Measuring:** Average Daily Attendance

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**Outcome #2:** No more than 1% of students will experience an incident of suspension.
**GANAS Academy Charter School**

| Metric/Method for Measuring: % of students who experience an incident of suspension |
|-----------------------------------------------|----------|----------|----------|----------|----------|
| All Students (Schoolwide) | TBD | ≤1% | ≤1% | ≤1% | ≤1% | ≤1% |
| English Learners | TBD | ≤1% | ≤1% | ≤1% | ≤1% | ≤1% |
| Socioecon. Disadv. /Low Income Students | TBD | ≤1% | ≤1% | ≤1% | ≤1% | ≤1% |
| Foster Youth | * | * | * | * | * | * |
| Students with Disabilities | TBD | ≤1% | ≤1% | ≤1% | ≤1% | ≤1% |
| African American Students | * | * | * | * | * | * |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | * | * | * | * | * | * |
| Filipino Students | * | * | * | * | * | * |
| Latino Students | TBD | ≤1% | ≤1% | ≤1% | ≤1% | ≤1% |
| Native Hawaiian/Pacific Islander Students | * | * | * | * | * | * |
| Students of Two or More Races | * | * | * | * | * | * |
| White Students | * | * | * | * | * | * |

**Outcome #3** No more than 1% of students will be expelled.

**Metric/Method for Measuring: % of expelled students**

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**Outcome #5:** 90% or more of the students rate the school “strong” overall in school survey  
**Metric/Method for Measuring:** Student Satisfaction Survey Report

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**LCFF STATE PRIORITIES**

**GOAL #7**

100% of students, including all significant subgroups will have access to a broad course of study in mathematics, ELA, history/social sciences, science, physical education, enrichment, and technological literacy.

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

**Local Priorities:**
- ☐
- ☐

**Specific Annual Actions to Achieve Goal**
1. School will plan and provide strategic course offerings and curriculum that allows all students to access a broad course of study.

**Expected Annual Measurable Outcomes**

**Outcome #1:** 100% students, including all significant subgroups, have access to a broad course of study in mathematics, ELA, history/social sciences, science, physical education, enrichment, and technological literacy.
### Instructional Design

#### 11. Curricular and Educational Design of the Instructional Program

“All skills begin with the basics of reading and math, which are supposed to be learned in the early grades of our schools. Yet for too long, for too many children, those skills were never mastered.”

- President George W. Bush

At GANAS Academy our mission is to prepare every student for academic success, placing them firmly on the path to college. We have an unwavering focus on student performance and achievement to ensure that all scholars are developing the foundation necessary for achievement in middle and high school, college, and life. Our curricular and instructional design draws upon proven practices from schools that have demonstrated strong results. Research shows that “high poverty, high-performing schools do not achieve high performance by doing one or two things differently. They must do a number of things differently, and all at the same time, to begin to achieve the critical mass that will make a difference in student outcomes—in other words, high-poverty schools that achieve gains in student performance engage in systemic change.”

This systematic change has five common elements:

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64 Ibid.
Focus on Student Achievement

We have researched instructional practices used by high-performing charter schools to bring students to proficiency and close the achievement gap. GANAS Academy will use proven research-based instructional strategies to bring all of its students to proficiency. Strategies will be varied throughout the day to maximize learning and address the different needs of different students. Teachers will also vary the strategies they use in response to frequent formative and regular summative assessments. The following are the key strategies that teachers will employ to support all scholars in becoming literate and numerate and develop mastery of core content knowledge. We believe that by building a strong foundation in literacy and math we can put all our scholars on the path to academic success in high school, college, and life.

- **Standards-based curriculum and instruction:** Our curriculum is based on and fully aligned with the national Common Core Standards as adopted by the State of California. Under the leadership of the Head of School (Y1), and Dean of Curriculum and Instruction (Y3), all teachers will begin each school year by closely examining state content standards and interim assessment that correspond to their respective grade level and content area. To ensure mastery of these standards, teachers will meet weekly to conduct lesson studies - concrete explorations of instructional strategies that will lead to the achievement of the goals they have set forth for their students. We will employ multiple instructional methods to ensure that all students are being supported. Our assessment cycle will ensure that we are on pace to cover academic standards, as determined by state standards.

- **Direct instruction in essential knowledge and skills:** GANAS Academy will emphasize direct instruction in essential skills and knowledge, especially in ELA and math. In ELA, for example, we will explicitly teach phonics, decoding skills, vocabulary and comprehension. In math, we will ensure that students are able to perform basic operations such as the ability to count, perform mathematical operations, and recognize patterns of both numbers and shapes. Teachers will set clear goals for students and make sure that they understand these goals. Instruction will be focused with brief and clear explanations and will follow an ordered sequence. Lessons will be carefully structured. Teachers will check for understanding frequently. Students
GANAS Academy Charter School

will have many opportunities for practicing what they have learned, including homework for all students from kindergarten onwards.

- **Opportunities to develop critical thinking and problem-solving skills:** GANAS Academy will balance direct instruction with instruction that provides students with opportunities to apply the concepts that they have learned to new situations. The curricula that we have chosen to offer allows for many such opportunities. For example, students will develop reading comprehension through activities such as retelling stories in their own words or working in a small group to dramatize a text. In writing workshops, they will develop their own ideas for a written piece and present the finished product to their peers.

- **Differentiated instruction:** Teachers will use multiple instructional strategies in order to differentiate instruction for students with different needs as demonstrated by frequent formative assessments. Flexible grouping will be a key strategy. Teachers will differentiate at the level of content, providing direct instruction to students who need help mastering basic skills while providing more complex material, such as reading material at a more advanced level, to students who have already mastered these skills. For example, our guided reading groups will be strategically grouped according to reading level. This supportive set up will allow students to work on developing reading strategies that are not out of reach as the teacher will be supporting the students as they purposefully move through the text. In addition, teachers will vary the time spent on different tasks for different students, providing more class time or using homework to provide practice time for students who need more support to master basic skills while accelerating instruction for other students.

- **Cognitively Guided Instruction (CGI):** This instructional approach to teaching math will allow students to draw on their intuitive understanding of grouping and numbers to solve real world problems and learn new strategies from their peers. In a CGI lesson, students will be presented with a word problem or “Number Story” and given paper, pencil, and manipulatives to solve the problem and represent their work with pictures and the standard algorithm. CGI is effective at increasing students’ conceptual understanding of math and their standardized test scores and is a critical component of a Common Core-aligned math program.65 TK-5 students will have CGI lessons five times per week, for a total of 150 minutes each week.

- **Response to Intervention program:** GANAS Academy will use a Response to Intervention (RTI) model to address the needs of students who are struggling academically. Students who are identified as needing additional help will be assigned to level 1 and will receive interventions targeted to their weaknesses provided by classroom teachers in the classroom setting. In level 2, students who continue to struggle will work in small groups in the classroom during “choice time.” If frequent assessments show that that a student needs more intensive intervention, the student

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GANAS Academy Charter School

will be assigned to level 3 and will work with a teacher or our Student Services Manager outside the classroom during the school day or after school in small groups of not more than three students to one teacher for an extended period. **Emphasis on improvement:** We will drive student achievement by systematically using data to diagnose and support our students’ progress toward meeting college-prep learning standards. The two questions that will guide all strategic planning are: “Are students learning?” and “Are teachers growing? The Head of School, Student Services Manager, and Dean of Curriculum and Instruction will routinely analyze data using multiple metrics to assess the academic and organizational performance of the school and identify areas for improvement to further increase student achievement.

**Clear Curriculum Choices**

Our curriculum is designed around and aligned to California’s Common Core State Standards (CCSS), in every grade, providing a robust and rigorous educational foundation that prepares all scholars for college and career. Our educational program is centered on mastery of foundational skills in core content areas of literacy, mathematics, science, and social studies, all based on the California content standards including the Common Core and new Next Generation Science Standards. We put additional attention and have a schoolwide focus on literacy and mathematics to ensure all scholars have a strong academic foundation that allows them to have higher levels of achievement throughout their academic learning experiences and in college and career.

Our curriculum design and instructional strategies are rooted in scientifically-based research and follow the examples of the highest-performing schools in California, New York, Massachusetts, and New Jersey. These high-achieving, high-poverty charter schools’ successful practices and intentional instruction serve as models for GANAS Academy. Teachers will use research-based, standards-aligned scope and sequence developed specifically for our school and modeled on multiple research-based resources and include the nationally recognized resources from Success Academy Charter Schools, a New-York based charter network that consistently outperforms their traditional public-school counterparts and Equitas Academy in Los Angeles. We will develop and design our ELA and Mathematics curriculum based on California’s Common Core State Standards (CCSS) by using resources from Success Academy Charter Schools and Equitas Academy during our planning year. We will also utilize existing curriculum such as Readers and Writers Workshop, History Alive, and Full Options Science System.

- **ELA:** Nothing is so fundamental to a school’s mission as teaching young children to read and love reading. Teaching our scholars to be great readers and writers is the foundation to everything we do at GANAS Academy. We take a balanced literacy approach to teaching our scholars to read, including reading and writing workshops,

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66 Through the BES Fellowship, Lead Petitioner visited, studied, and developed a strong understanding of nationally recognized, high-achieving charter schools such as Brooke in Boston; BES school South Bronx Classical in New York; and North Star Valisburg Elementary in Newark, NJ. These schools have an average of 70% students who qualify for free/reduced lunch and 94% are students of color. South Bronx Classical outperform the highest-performing district, Chappaqua, on the PARCC exam. Brooke Charter Schools are the highest performing schools in the State of Massachusetts; North Star schools consistently outperform other schools in New Jersey.
guided reading, read aloud, and shared text. Our approach is fully aligned with The California Content Standards. While our pedagogical approach is student-centered, and we differentiate instruction as much as possible, our general scope and sequence follows that of the Common Core State Standards. Our language arts curriculum will utilize school created curriculum, and a variety of supplementary resources to enhance student learning such as leveled classroom libraries and educational software.

GANAS Academy will have a robust literacy program ensuring that all scholars are on grade level in reading by the end of third grade. We begin in TK/Kindergarten by using emergent storybook reading, based on the research of professor Elizabeth Sulzby. During emergent storybook reading, teachers read a book to scholars multiple times so that they can become familiar with the story and then scholars read the book with their partners (not decoding but retelling the stories based on their familiarity with them), acting them out with gestures and story languages from the book. Emergent storybook reading allows students to get a handle on meaning and story structure, so they are ready for print when we begin independent and guided reading in late fall.

During our English language blocks, we introduce the basics of reading in TK/Kindergarten, exposing students to a range of literature (stories, drama, and poetry) and informational texts (historical, scientific, and technical texts, and literary nonfiction). Students learn to ask and answer questions about key details in a text with prompting and support. They also learn to retell familiar stories, demonstrating their ability to identify characters, settings, and major events. In addition, they begin to understand the mechanics of reading as well, learning to follow words from left to right and recognize uppercase and lowercase letters along with the corresponding sounds. Our main purpose during literacy is to ensure that we are teaching our scholars how to become critical thinkers. We believe our obligation is to teach our scholars to think and give them abundant practice in class at doing that. We want all our scholars to love reading, understand books at a deep level and be able to communicate elegantly.

The more time students have time to write, the stronger writers they will become. In our lower and upper elementary grades, we devote 30 minutes daily to writing to ensure that scholars are developing their stamina in writing. During our writing block, TK/K students combine drawing, dictating, and writing to express ideas and narrate events. They begin to show a command of the English language, regarding grammar and usage, when writing and speaking. They hone their speaking skills by participating in collaborative discussions with different partners about the texts or key topics covered in class.

Each subsequent grade builds upon the reading, writing, speaking, listening and language skills introduced in TK/K. The instruction at each grade level includes

67https://www.jstor.org/stable/747854?seq=1#page_scan_tab_contents
increasingly complex reading materials and as the students develop stronger skills, they assume more independence in their work assignments. Students will be able to apply grade-level phonics and word analysis in decoding words. By 5th grade, the students will have developed the critical thinking skills necessary to compare and contrast using quotes and evidence from complex and rigorous texts.

**Mathematics**: It is a core mission of GANAS Academy that every scholar be prepared to be a confident user of mathematics, a powerful quantitative thinker, and a productive problem solver. Our mathematics program balances mathematical skills, concepts and applications, with instructional practices that emphasize explanation, justification and number sense. We devote 90 minutes to mathematics instruction daily and are committed to building a mathematics program built on teaching and learning that actively engages students in learning experiences that stimulate curiosity, inquiry, joy and deep understanding of the mathematics outlined in the Common Core. Our mathematics program employs these ten effective strategies and beliefs:68

1. **High level intellectual preparation by the adults**: An effective lesson provides multiple opportunities for student learning and must be carefully planned. Prior to teaching a lesson, teachers must:

   - Have a clear understanding of the mathematical concept, the specific learning expectations for their students and how and where these expectations fit in to the larger unit;
   - Try out the set of problems, tasks and/or activities that support the specific learning expectations;
   - Identify a key set of questions and expected student responses that support the problems, tasks and/or activities;
   - Consider the errors that students are likely to make and misconceptions that students are likely to have, and prepare strategies that address these errors and misconceptions; and
   - Identify how student mastery will be assessed.

2. **The heart of effective mathematics instruction is an emphasis on thinking, problem solving, and reasoning**. Nearly every survey of business and industry addresses the need for current and prospective workers to be able to reason, question and solve problems. Thus, the focus on problem solving as the heart of mathematics will give our students the foundation that will ultimately yield a real world competitive advantage. Effective instruction will consistently include opportunities for students to formulate questions and problems, make hypotheses and conjectures, gather and analyze data and draw and justify conclusions.

3. **Effective mathematics instruction balances and blends conceptual understanding and basic math skills.** Real mathematical literacy is as much about understanding the concept of division, knowing when and why to divide, and being able to interpret the meaning of a remainder as it is about knowing how to use an algorithm to find a quotient. Too often, the focus of instruction is on the one right way to get a single right answer, at the expense of understanding why this is the appropriate mathematics, how it relates to other mathematics, and when such mathematics should be used. For this reason, effective instruction balances a focus on conceptual understanding (e.g., the meaning of area and perimeter and how they are related) with a focus on mathematical skills (e.g., how to find the area and perimeter of plane figures).

4. **Effective mathematics instruction relies on flexibility and multiple representations.** At nearly any moment in nearly any class, we know that students are not necessarily processing the content in the way the teacher is processing the content. For example, the teacher may be visualizing “three-quarters” as three out of four slices of a small pizza, while one student “sees” three quarters or 75 cents, another student “sees” three red balloons out of a total of four, and still another student “sees” three-quarters of an inch on a ruler. Effective instruction recognizes that students conceptualize mathematical (and scientific!) concepts in different, but often equally appropriate, ways. Effective instruction requires a deep understanding and deliberate attention to such multiple representations, as well as to accommodating the diverse learning styles within every class.

5. **Effective mathematics instruction uses concrete context and connections to engage students and make content relevant.** Teachers cannot rely on abstractions and rules that are not connected to realistic situations, e.g. F when S = 81 is the function of F = 4 (S - 65) + 10. Teachers must take abstraction and embed them in realistic contexts and situations that bring the mathematics and science to life. In this example, telling students that the speeding fine in a particular state is “$4 for every mile per hour over the 65-mph speed limit plus a $10 handling fee for the Police Department” and asking first for the fine when a driver is going 81 mph and then determining a driver’s speed if they received a fine of $102.

6. **Effective mathematics instruction invests time in students’ ability to communicate their reasoning and critique the reasoning of others.** The active, engaged, thinking classroom is a classroom of questions and answers, of inquiry and explanations, of conjectures and justifications, and of written and oral discourse. We know that writing helps to clarify our thinking and that teaching another strengthens our own learning. That is why effective classrooms put vibrant student discourse front and center in the form of explanations, dialogues, arguments and presentations.
7. **Effective mathematics instruction incorporates on-going cumulative review.** One of the most effective strategies for fostering mastery and retention of critical skills is daily, cumulative review at the beginning of every lesson. Teachers will do this as part of a daily warm-up that focuses on recent instruction or as a daily “mini-quiz” containing 4 to 6 problems that keep skills sharp, review vocabulary and reinforce conceptual understanding.

8. **Effective mathematics instruction employs technology to enhance learning.** Calculators, computers, and scientific instruments are increasingly important tools for supporting learning and making instruction more relevant. Graphing calculators that link symbolic, tabular, and graphical representations of functions help develop critical understandings of algebra. Smartboards significantly enhance the impact of such software. But it is not the mere use of technology that enhances learning, any more than it is the use of manipulative materials that “teach.” Rather, it is the deliberate use of technology to support the development of mathematical understanding that impacts learning.

9. **Effective teachers use the results of assessment to drive, and constantly refine instruction.** While tests and quizzes will continue to be important components of assessment, it is how the results of these quizzes and tests are used to assess the impact of teaching, plan re-teaching, prepare individual instruction, and design additional diagnosis that translates into better teaching and learning. In addition, effective teachers use tools like observations, student work, and exit slips, to monitor the quality of learning. Finally, the results of a carefully aligned system of quizzes and end of trimester assessments are regularly analyzed to make curricular and instructional modifications.

10. **Plan-teach-reflect-refine: Effective teachers of mathematics are self-reflective.** Effective teachers replay their instruction, reflect on what worked and what did not, and analyze student responses and work as part of an ongoing cycle. Effective teachers do not do this in isolation; rather, they work collaboratively with colleagues and school leadership to reflect on their teaching and make real-time improvements.

- **Science:** Scholars at GANAS Academy receive science instruction four days per week. Our science curriculum is based on the Next Generation Science Standards (NGSS) and provides an inquiry-based approach to science. At the core of this inquiry approach is the ability to identify, ask, and answer scientific questions. During our inquiry-based science lessons, teacher present an open-ended problem, and scholars explore solutions by defining a process, gathering data, analyzing the data and the process, and developing an evidence-supported claim or conclusion. Science presents a unique

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opportunity to foster children's natural curiosity and we believe that it is our job to inspire scholars to fall in love with science through inquiry and discovery.

- **History and Social Studies:** Our history and social studies curriculum is aligned to the CCSS. We will implement the curricular framework recommended by the California Department of Education. This progression of knowledge complements student development and understanding of society. In each grade level, core literacy practices, such as reading and writing, are embedded in the curriculum.

- **Technological Literacy:** Technology will be built into the curriculum in every subject so that students develop familiarity with different applications and confidence in using them. In addition, every Friday, scholars will have a course in technological literacy that will be adapted from the Fresno County Office of Education Recommended Digital Literacy and Technology Skills.

- **Physical Education:** Because childhood obesity is a major problem in Los Angeles, our education program emphasizes physical education. Scholars will have 30 minutes of physical education every other day. We will also emphasize physical activity, with a recess period and short movement breaks throughout the school day. Our physical education curriculum will reflect the California State Standards and teach students about a fit and healthy lifestyle. The curriculum will prepare students for the California FitnessGram Physical Education test.

**Elective(s):** We believe in exposing our scholars to a wide variety of arts and athletics programming allowing them to explore their passion and talents. In our elementary academies, students will have enrichment every other day for 30 minutes that will alternate with physical education instruction.

**Frequent Assessment of Student Progress with Multiple Opportunities for Improvement**

High-performing schools provide rigorous, regular assessments and use those results to drive their instructional decisions and intentional student supports. At GANAS Academy, we use high-quality national, state, and internal assessments to measure student achievement and strategically plan our differentiated instruction. We believe in frequent and multiple assessments to identify and target specific skill-gaps tailored to each student. We select assessments that will provide us with ongoing sources of data that allow us to evaluate individual students' subgroups, grade level, and schoolwide performance throughout the school year. Data is gathered from multiple sources: state assessments in all tested areas at all grades as required; ELPAC; national assessments in reading and mathematics, including NWEA MAP and F&P; and school-created, standards-based assessments such as our interim assessments and daily exit tickets in all content areas in all grades. We will continually


71 To be fully compliant with state law and to gain valuable information about programmatic efficacy, GANAS Academy Charter School will adhere to all of the same testing and academic performance standards as established by law and regulation for statewide
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evaluation of our data tools and make necessary changes to reflect the most relevant, rigorous assessments. We will consistently use data to drive our instruction and action and respond quickly to analyze information and trends, identify individual students and gaps in learning, and create action plans that offer opportunities for improvement and mastery.

An Emphasis on Writing

Critical and analytical thinking are essential to academic success, and writing consistently can help students drastically improve these skills. Writing requires students to organize their ideas, provide evidence and analysis to support these ideas, grapple with complex topics, and clarify and reflect on their thoughts. All of these tasks sharpen critical thinking skills, giving students the tools they need to excel academically.

At GANAS Academy, writing will be a means of inquiry, critical thinking, expression for learning in all grades and disciplines. Writing will be a time when we set scholars up to become skilled, passionate writers who convey their ideas with clarity and purpose. By providing opportunities for scholars to receive feedback, revise, and publish their work, we will build authentic engagement and teach scholars the habits of great writers.

Our writing program is closely coordinated with the reading program and will use mini-lessons, workshops, and interactive writing. One of the fundamental components of the writing process is offering choice to students. In writing workshops, students will generate their own ideas for writing and learn ways to choose one idea. They will learn to develop their idea, prepare drafts, revise their work, and edit their final product. Finally, writers will share their work with the class or with a wider community. They will receive individualized help throughout the process, in one-on-one conferences and in small groups. Interactive writing will also promote social interaction.

Our assessments will require written response across all disciplines. This will allow our teachers to clearly assess students’ understanding of the objectives because it requires students to articulate their thinking. Research indicates that “[t]he uses of written responses [helps] teachers obtain better diagnostic information about students, and certainly helps students demonstrate the thinking process that they employed to find a correct (or even an incorrect) response to an academic challenge.” By providing students with consistent opportunities to express complex ideas and problems on paper, we will prepare our students for academic success in high school and college.

Collaborative Scoring of Student Work

At GANAS Academy, we will build a culture of collaboration focused on reflective practice to improve student learning. We will develop a calibration process that makes scoring student work more consistent and more aligned to the standards upon which rubrics and scoring criteria are based. Teachers will use professional development days to norm and score

assessments administered to public school students in California. We will participate in all required statewide assessments and the outcomes of our statewide assessment testing will be measured and reported by the California Department of Education.

assessments collaboratively. This will provide an unbiased judgement of proficiency measures in core academic subjects and will allow us to make immediate improvements in our academic program.

*Curriculum and Instruction*

**12. Curriculum**

GANAS Academy’s educational plan will focus intently on bringing all students including students with disabilities and English Language Learners (ELLs) to proficiency in the four core subjects, English Language Arts (ELA), math, social studies and science using curricula that combine rigorous direct instruction in essential knowledge and skills with opportunities for independent work and problem-solving.

In selecting course offerings and reviewing curricular materials, we considered the following factors:

- alignment with the California State standards;
- research-based curricula with evidence of success in raising achievement in urban schools;
- embedded assessments that allow quick identification of students who are struggling;
- curriculum units that develop independent thinking through making individual choices (for example, in writing workshops) and through real-life problem solving;
- curricula that encourage the development of critical thinking skills by introducing more complex concepts and encouraging higher order thinking; and
- curricula that build in multiple opportunities for student interaction and cooperation to practice and strengthen social skills.

Our curriculum is shaped by and aligned to the California Common Core Standards (CCCS) and the new Next Generation Science Standards and is aligned with the college- and career-readiness mandated by the State of California and prioritized within LAUSD's priorities and plans and the California Assessment of Student Performance and Progress (CAASPP), California’s statewide assessment system. We supplement these academic rigorous standards by using other standards from high-performing public charter schools and networks. Our standards are aligned vertically across all grade levels, to ensure one grade is supporting the next. Our standards are also aligned horizontally at each grade level to support integrated learning opportunities and advance mastery at the grade level.

We will start first with the California Common Core State Standards (CCSS) and the frameworks for instructional design, all of which drive the creation of lesson plans and the assessment of both student and teacher achievement. Purchased curricular materials will be used as a basis upon which teachers will build. Curriculum will be developed using purchased curricular materials and using resources from Success Academy and Equitas Academy, by the Head of School (Years 1 and 2) and by the Head of School and Director of
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Curriculum and Instruction (Year 3 and beyond). We will use SRA Reading Mastery\textsuperscript{73} to teach phonics, leveled libraries and guided reading (based on Fountas and Pinnell's Guided Reading), curriculum from Lucy Caulkins Reading and Writing Workshop, Eureka Math, California Treasures ELD, History Alive, and Full Options Science System. Leadership will develop scope and sequences, unit plans, daily lessons plans, and assessments for all content across grade levels. In turn, teachers will be responsible for being intellectually prepared to execute each lesson at a high level. We define being intellectually prepared as studying and practicing lesson plans, writing exemplars, identifying student misconceptions, and inserting turn and talks. To ensure fidelity to the academic standards and rigor all curriculum is centralized across all grade levels and content.

Our comprehensive course selection outlined in Figures 7-8 has been modeled after schools with similar demographics and those that have demonstrated strong academic outcomes. Before the end of each school year, the Head of School, Dean of Curriculum and Instruction, and lead teachers will evaluate areas of improvement and adjust these lists accordingly to best serve our scholars.

**Figure 7: Lower Elementary (TK/K-2) Instructional Blocks**

<table>
<thead>
<tr>
<th>Subject</th>
<th>TK/Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td>Phonics Instruction</td>
<td>Guided Reading</td>
<td>Guided Reading</td>
</tr>
<tr>
<td></td>
<td>Shared Text</td>
<td>Read Aloud</td>
<td>Shared Text</td>
</tr>
<tr>
<td></td>
<td>Reading Workshop</td>
<td>Writing Workshop</td>
<td>Reading Workshop</td>
</tr>
<tr>
<td><strong>English Language Development</strong></td>
<td>Designated and integrated ELD instruction</td>
<td>Designated and integrated ELD instruction</td>
<td>Designated and integrated ELD instruction</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Morning Math</td>
<td>Counting Jar</td>
<td>Morning Math</td>
</tr>
<tr>
<td></td>
<td>Number Stories</td>
<td>Math Workshop</td>
<td>Number Stories</td>
</tr>
<tr>
<td></td>
<td>Math Workshop</td>
<td></td>
<td>Math Workshop</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Integrated Science</td>
<td>Integrated Science</td>
<td>Integrated Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Learning and Working Now and Long Ago</td>
<td>A Child's Place in Time and Space</td>
<td>People Who Make a Difference</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td><strong>Technological Literacy</strong></td>
<td>Technological Literacy</td>
<td>Technological Literacy</td>
<td>Technological Literacy</td>
</tr>
<tr>
<td><strong>Enrichment</strong></td>
<td>Enrichment</td>
<td>Enrichment</td>
<td>Enrichment</td>
</tr>
</tbody>
</table>

\textsuperscript{73} Reading Mastery, a reading instruction programs published by The McGraw-Hill Company, SRA designed to produce fluent, independent, and highly skilled readers. Curriculum is utilized by thousands of schools. More information can be found at https://www.sraonline.com
Figure 8: Upper Elementary (3-5) Instructional Blocks

<table>
<thead>
<tr>
<th>Subject</th>
<th>3rd Grade</th>
<th>4th grade</th>
<th>5th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td>Guided Reading Shared Text</td>
<td>Guided Reading Shared Text</td>
<td>Guided Reading Shared Text</td>
</tr>
<tr>
<td></td>
<td>Read Aloud</td>
<td>Read Aloud</td>
<td>Read Aloud</td>
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<tr>
<td></td>
<td>Reading Workshop</td>
<td>Reading Workshop</td>
<td>Reading Workshop</td>
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<tr>
<td></td>
<td>Writing Workshop</td>
<td>Writing Workshop</td>
<td>Writing Workshop</td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>Grammar</td>
<td>Grammar</td>
</tr>
<tr>
<td><strong>English Language Development</strong></td>
<td>Designated and integrated ELD instruction</td>
<td>Designated and integrated ELD instruction</td>
<td>Designated and integrated ELD instruction</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Morning Math</td>
<td>Morning Math</td>
<td>Morning Math</td>
</tr>
<tr>
<td></td>
<td>Number Stories</td>
<td>Number Stories</td>
<td>Number Stories</td>
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<tr>
<td></td>
<td>No Hesitation Math</td>
<td>No Hesitation Math</td>
<td>No Hesitation Math</td>
</tr>
<tr>
<td></td>
<td>Math Workshop</td>
<td>Math Workshop</td>
<td>Math Workshop</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Integrated Science</td>
<td>Integrated Science</td>
<td>Integrated Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Continuity and Change</td>
<td>California History</td>
<td>U.S. History and Geography</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
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<tr>
<td><strong>Technological Literacy</strong></td>
<td>Technological Literacy</td>
<td>Technological Literacy</td>
<td>Technological Literacy</td>
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<tr>
<td><strong>Enrichment</strong></td>
<td>Enrichment</td>
<td>Enrichment</td>
<td>Enrichment</td>
</tr>
</tbody>
</table>

English Language Arts

At GANAS Academy we believe that literacy is the foundation to academic success. We know that reading development is most crucial in the earliest grades of school as early literacy, language development, and reading skills are the foundation of all future learning. Our ELA curriculum is aligned with the California Common Standards in reading, writing, listening, and language. The aim of our ELA program is to develop within all our scholars the knowledge and skills of a literate person of the twenty-first century. Scholars who demonstrate these knowledge and skills show the following capabilities:

- They demonstrate Independence
- They have strong content knowledge
- They can respond to varying demands of audience task, purpose, and discipline
- They can comprehend as well as critique
- They value evidence


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- They use technology and digital media strategically and capably
- They understand other perspectives and cultures

Our comprehensive ELA program is designed around the five essential components of reading instruction. These are:

- **Phonemic Awareness** – ability to manipulate sounds and words
- **Phonics** – knowledge of relationships between written letters and sounds
- **Vocabulary** – understanding the meaning of words in reading and in written and spoken language
- **Fluency** – ability to read rapidly
- **Comprehension** – ability to gain meaning while understanding

GANAS Academy is committed to building a literacy program that provides all students a strong literacy foundation starting in kindergarten (including TK). We know that “one in six children who are not reading proficiently in third grade fail to graduate from high school on time, four times the rate for children with proficient third-grade reading skills.” To change our students’ trajectory, we will emphasize each essential literacy strand and prioritize skill development within our literacy instruction.

Our language arts curriculum will utilize state adopted textbooks and research-proven, balanced literacy programs, such as SRA Reading Mastery and adaptive computer-based literacy program Lexia. When diagnostics determine students’ academic strengths and weaknesses, teachers supplement the curriculum with additional resources, such as those from Reading A-Z and school created curriculum.

Each subsequent grade builds upon the reading, writing, speaking, listening and language skills introduced in kindergarten. In total, GANAS Academy will devote 150 minutes of instructional time daily in grades TK-5 to strategically ensure student mastery of these essential areas through our comprehensive literacy instructional model. We will structure our curriculum and instruction beginning in kindergarten (including TK) to instill the essential literacy building blocks for first grade such as decoding regularly spelled one-syllable words and demonstrating command of standard English grammar. By third grade, scholars are reading on or above grade level with fluency and comprehension.

By fifth grade, scholars will command a robust vocabulary, read with appropriate phrasing and intonation, comprehend fiction and non-fiction grade level texts, and write multi-paragraph essays within a variety of genres, including persuasive, expository, and narrative. This extensive focus on literacy in the early grades will provide a strong foundation for middle school.

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We will proactively address any gaps in learning that scholars have upon enrollment by providing targeted, differentiated support. We know reading development is most crucial in the earliest grades of school, as early literacy, language development, and reading skills are the foundation of all future learning. Therefore, the central purpose of our two-teacher model in every TK-2 classroom will be to ensure every scholar can read proficiently; we will do this through a reduced teacher-scholar ratio within differentiated reading groups to maximize small-group intervention, individualized supports, and targeted remediation within the classroom in real time.

By intensely utilizing our curriculum to meet the individual needs of scholars, we will be able to optimally support the diversity of our learners and provide sufficient support to all scholars - particularly those scholars with special needs, English Learners, and scholars below and above grade level.

By building a strong literacy foundation in all our scholars and ensuring that all scholars are proficient readers by third grade, GANAS Academy will firmly place scholars on the path to college.

Grades K-2 Literacy Program

“Reading skills provide a crucial piece of the foundation for children’s academic success. Children who read early and well, experience more print exposure and consequent growth in numerous knowledge domains.” In contrast, children who do not develop foundational reading skills early may experience the Matthew Effect, in which poor reading skills impede learning in other academic areas which increasingly depend on reading across the school years. Our lower elementary literacy program at is intentionally designed to drive scholars towards reading mastery. Scholars have extended time in literacy to become fluent readers and move from learning to read to reading to learn. Additionally, we believe that by building a strong literacy foundation in the lower elementary grades scholars will be able to access rich and engaging text in the upper elementary grades. “Reading proficiently by the end of third grade can be a make-or-break benchmark in a child’s educational development. We know that low achievement in reading has important long-term consequences in terms of individual earning potential, global competitiveness, and general productivity.” At GANAS Academy, our goal is to ensure all scholars are reading and writing at or above grade level by third grade, or after they have been enrolled in the school for three years.

The TK-2 schedule devotes 150 minutes daily to our literacy program, including daily lessons in phonics, guided reading, reading workshop, Read Aloud, and writing workshop. Our literacy block in TK-2 is broken into five core literacy components, two of which include small group instruction with no more than ten (10) students per group. Small group instruction is provided during a three-period rotation through guided reading, phonics

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79 https://pdfs.semanticscholar.org/e669/9f2e8b333940001ef26b6115a8b63f410220.pdf.
80 Ibid.
instruction and, blended learning on an adaptive, literacy-based, research-based computer program such as Lexia. Each classroom of 30 students will rotate in groups of 10 through guided reading, phonics instruction, and adaptive, literacy based computer program. During this time there will be two teachers in the classroom providing instruction and classroom management. We will follow a balanced literacy approach, believing every element of our design reinforces one another. **Figure 9** explains each component of our literacy program.

Our goal is to ensure that all students have the literacy skills to read and write at or above grade level when they enter third grade, or after they have been with us for three years. Our students will develop decoding and reading fluency, and we will lay the foundation for their expression of critical thought through writing.

**Grades 3-5 Literacy Program**

Our upper elementary literacy program will build on the foundational skills and knowledge scholars have gained in TK/K through grade two. Scholars will transition from learning to read to reading learn and engage with texts that are “more varied, complex, and challenging both linguistically and cognitively.”

82 This is a critical transition because “if children are unable to make the transition from [learning to read to reading to learn], their academic success is usually severely challenged.”

In grades 3-5, our literacy block is 150 minutes and reading instruction continues the process of creating critical thinkers. The reading program will be literature-based, drawing from a variety of short stories, poems, novels and non-fiction resources. Class lessons will build upon established reading strategies (connecting, predicting, questioning, visualizing, and summarizing) as students will read with a deeper understanding. Socratic discussions, small group work, as well as independent projects, will provide opportunities for students to be more engaged in the reading process as they gain a deeper understanding of the text.

Our upper elementary writing program will provide experiences writing in various genres. Students will continue to write informal narratives as well as expository texts using a variety of text styles. Creating thesis statements and justifying arguments through opinion and persuasive writing formats will be a focus. The writing program will focus on detailed, accurate writing that shows an awareness of the rules of the English language. Specific skills will include phonics, spelling, vocabulary development, grammar and syntax, speaking and listening skills, handwriting and reference skills. The writing process will be as follows: first draft, revision, editing, proofreading, and final copy. Word choice, organization, presentation, sentence fluency, voice, ideas, and conventions are discussed and practiced. **Figure 9** explains each component of the 3-5 literacy program.

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83 Ibid.
### Figure 9: The Literacy Program at GANAS Academy: TK-5

<table>
<thead>
<tr>
<th>Program Elements</th>
<th>Element Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonics Instruction</strong> (K-2 only)</td>
<td>Phonics Instructions will allow us to build foundational reading skills in our scholars. Teachers will meet daily with a small group of scholars who are on a similar proficiency level when it comes to phonics and decoding. Teachers will provide direct instruction in phonemic awareness, phonics, comprehension and fluency. Scholars will practice reading with accuracy, fluency, and comprehension in the context of decodable books. Teachers will ensure that these foundational reading skills transfer to any time scholars are reading independently, as they will grow so much faster when those connections are made.</td>
</tr>
<tr>
<td><strong>Guided Reading</strong></td>
<td>During guided reading, the teacher will pull small groups of scholars reading at the same level to read and discuss books that are appropriate to their reading levels. During this instructional block, scholars will focus on reading comprehension and will learn problem-solving strategies to figure out words they do not know, deal with difficult sentence structure, and understand concepts or ideas they have never before encountered in print. By coaching scholars in these groups, teachers will give scholars the tools to ultimately tackle books at this level on their own. As a result, students will be able to rapidly ascend reading levels and gain confidence as a reader and thinker.</td>
</tr>
<tr>
<td><strong>Shared Text</strong></td>
<td>During Shared Text scholars will read a short text together as a class. Collectively, the class will work through the meaning of the text by engaging in a rich discussion of what the text is about and will identify and discuss what moves the author made to convey his or her idea. By analyzing and studying a text together, we will show scholars how to authentically apply habits of great readers, so that they can independently tackle any text they encounter. Then, scholars will further deepen their understanding by writing about the text.</td>
</tr>
<tr>
<td><strong>Read Aloud</strong></td>
<td>The purpose of read aloud is to build critical thinking skills and passion for reading by reading engaging books aloud to scholars. These books will be rich, challenging, and more sophisticated than what scholars can currently read on their own. Through powerful discussions we will guide scholars to understand these books at the deepest level. Our goal is for scholars to apply these same critical thinking skills to understand books they read independently.</td>
</tr>
<tr>
<td>Program Elements</td>
<td>Element Description</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Reading Workshop</td>
<td>During reading workshop teachers will use texts of various genres to directly teach and model the tactics of great readers, after which scholars will independently read books at their appropriate level while applying the tactics of great readers. Teachers will circulate the classroom and listen to scholars read and coach them to become more fluent readers. After students have independently read for a sustained period of time, they will then discuss their books with their partner and as a whole class to think critically about texts and share the joy of reading. During this time, teachers will also provide instruction in vocabulary development and spelling.</td>
</tr>
<tr>
<td>Writing Workshop</td>
<td>In writing workshop scholars will be immersed in various types of writing and evolve into writers of both fiction and non-fiction. During writing workshop scholars will go through the writing process—brainstorming, drafting, editing, revising and publishing. Each week, teachers will introduce specific writing skills through mini-lessons and re-teaching that have extensive and explicit connections to math, science, and social studies. Our writing curriculum is designed to have scholars produce writing with excellent organization of ideas, elaboration, and flow in multiple genres and contents.</td>
</tr>
<tr>
<td>Grammar (Grades 3-5)</td>
<td>In addition to learning grammar holistically through the writing process (drafting-revising-editing-publishing), students in grades 3 through 5 will also study grammar in a more scaffolded and systematic way through explicit instruction once per week. We will use the Sadlier-Oxford Series Grammar Workshop to provide instruction in the conventions of standard English, along with providing time for abundant practice. Each grade level text will mimic that of the prior year but will add more content and complexity as the grade level increases. We will hold scholars accountable for applying the skills they learn in Grammar to all their written work and in their speech patterns.</td>
</tr>
</tbody>
</table>

**Mathematics**

“...The mathematical skills scholars learn in elementary school are the foundational skills upon which all higher-level mathematics courses build. It is highly beneficial that scholars master previous mathematics concepts, applications, and skills, prior to learning algebra and other higher level mathematical courses.”

At GANAS Academy, we believe that the foundational math skills that are built in elementary schools are critical to future academic success. We will take a balanced approach to teaching mathematics, ensuring that students are

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84 [http://ideaexchange.uakron.edu/cgi/viewcontent.cgi?article=1182&context=honors_research_projects](http://ideaexchange.uakron.edu/cgi/viewcontent.cgi?article=1182&context=honors_research_projects).
developing computational skills and recall of facts while also learning to explain how they arrived at a solution and considering more than one way of solving a problem. Our comprehensive math curriculum provides 90 minutes of math instruction and focuses on teaching conceptual understanding, developing children's procedural literacy, and promoting strategic competence through meaningful problem-solving investigations. This approach to mathematics will ensure that our students are not learning procedures without meaning but rather developing an understanding of the concepts they are studying before they apply these ideas to procedural strategies. Figure 10 provides an overview of our mathematics program.

**Figure 10: The Math Program at GANAS Academy-TK-5**

<table>
<thead>
<tr>
<th>Program Elements</th>
<th>Element Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning Math</strong></td>
<td>The purpose of Morning Math is for scholars to wake up their minds, and practice a skill, or specific standard. Each day, Morning Math will focus on a different routine. Examples of Morning Math routines will include: counting around the class, number strings, true false number sentences, today's number, time and money strings, etc.</td>
</tr>
<tr>
<td><strong>Counting Jar</strong> (TK-2 Only)</td>
<td>Counting is the foundation of all math. Jar helps scholars to become fluent with number names, number sequence, and understand the way in which numbers correspond to objects. Scholars will begin with Counting Jar, in which they will learn the basics of counting and then move toward strategies involving grouping. Next, they will move on to Money Jar, in which they will develop knowledge of money and grapple with the pre-multiplication concept of grouping.</td>
</tr>
<tr>
<td><strong>Number Stories (CGI)</strong></td>
<td>Our Conceptual Understanding &amp; Quantitative Reasoning block will be grounded in &quot;CGI&quot; math or Cognitively Guided Instruction that includes a daily word problem and teaches students to read, retell, visualize, problem solve and will be based upon the book by the same name. The purpose of CGI is that rather than showing scholars how to solve a problem and then directing them to copy the teacher’s approach, CGI will challenge scholars to come up with their own strategies and become increasingly flexible thinkers and problem solvers.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Program Elements</th>
<th>Element Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Hesitation Math</td>
<td>No Hesitation Math (NHM) will ensure that scholars can quickly, accurately, and flexibly solve mental math facts. Scholars will begin by becoming automatic with addition and subtraction facts. Beginning in third grade, they will expand to multiplication and division. NHM will allow scholars to see the relationships between facts, which in turn will encourage fluency.</td>
</tr>
<tr>
<td>Math Workshop</td>
<td>Math workshop will combine small group practice, whole group discussion, and individual practice and will engage students using math games and manipulatives. The concepts and skills that students will be taught will be organized into the same strand as the Common Core State Standards and strands will be taught either in isolation or two at a time. The gradual increase in meaningful understanding on mathematical content can be illustrated with the example of geometry. Starting in TK/K, students will learn the names of basic shapes. In first grade, they will be able to identify the main characteristics that distinguish shapes (straight versus curved exterior, number of sides, etc.) and will be able to draw shapes. They will partition shapes to form “halves” or “fourths.” In second grade, they will deepen their understanding of shapes’ attributes further to include angles. In third grade, students will realize that shapes can be grouped into classifications according to their attributes, such as rhombuses and rectangles being quadrilateral shapes. Students also will begin to grasp the idea that by partitioning shapes into different equal parts, the sub-parts will have equal “areas.” By fourth grade, students will elevate their understanding of shapes’ classifications and will be able to draw shapes based on their lines and angles, including symmetry and asymmetry. As a culminating application, students will learn to graph points on a coordinate system with two axes in order to solve real-world math problems.</td>
</tr>
</tbody>
</table>

Students in all grade levels will supplement instruction with skills practice on IXL, a Common Core aligned, web-based, adaptive learning site.
GANAS Academy Charter School

Science

We will implement a science program that is focused on curiosity, questioning, and the desire to seek out answers in creative ways. Our science curriculum will be grounded in and aligned to Next Generation Science Standards for California Public School. Students will receive science instruction four days per week with a dedicated science teacher. Students will use evidence gathered from their investigations to defend their thinking and become better scientists. Inquiry and mastery will not be separate in our science classrooms; instead, we believe that true inquiry leads to deep understanding of core scientific knowledge. Teachers will use the Full Options Science Systems (FOSS), to provide a hands-on, project-based instructional program that allows scholars to develop and master scientific knowledge and skills. We will integrate reading, writing, and math skills into our science coursework for additional practice and skill development.

In Kindergarten, students will acquire basic knowledge about energy flow, understanding that animals need food to survive, while plants will need water and light. They will be introduced to weather and climate concepts and will grasp the meaning of natural resources and natural hazards. Teachers will organize activities that help students understand humans’ impact on our environment. Students will learn about motion and stability, connecting the push-pull dynamic. Many of the science standards covered in TK/K will simultaneously help them to comprehend “cause” and effect.” For each subsequent grade, teachers will employ scaffolding techniques to build students’ science knowledge and to foster their sense of curiosity about the physical world they live in and the energy forces they observe. At culmination of our program, students’ understanding about energy flow, a topic first introduced in TK/K, will deepen to the point that they realize that energy from food was once energy from the sun, which was captured through photosynthesis by plants. They will appreciate the interdependence of ecosystems. Students will comprehend gravity and the effect of the sun on earth given its proximity compared to other stars. Students will learn that matter can be subdivided into particles and understand that chemical reactions can occur when different substances combine. As a highly valuable long-term skill, they will learn the principles of engineering design and are able to identify problems and strategies to test for solutions.

Our science curriculum will build in our scholars a strong understanding of scientific knowledge, concepts, and the scientific method. This will be a critical component of college-preparatory education, as it will allow scholars the opportunity to develop a strong foundation in an ever-changing 21st century and global community, with rapidly changing technological advancements.

Social Studies

Our social studies program, grounded in and aligned to the CCCS standards, will allow scholars to “acquire core knowledge in history and social science, and develop the critical thinking skills that historians and social scientists employ to study the past and its
Teachers will rely on primary and secondary sources to bring the past to life and engage students in thoughtful debate around critical questions related to community, state, and national history. We will teach students how to decode and understand non-fiction texts, how to take clear notes – a required skill for student success in later grades and college. We will explore expository writing skills through frequent short-answer paragraphs, and will participate in education field studies, including trips to California missions, as part of our social studies instruction.

We will use the *History Alive!* Textbook series published by the Teacher’s Curriculum Institute to addresses multiple strands in social studies, including social studies skills which will be infused throughout the curriculum. The curriculum will provide detailed guided notes for students, a project-based approach to learning, as well as student questioning at high levels of Bloom’s Taxonomy to extend student thinking. Students in our early elementary academy (TK/K-2) will learn about basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. Students will learn about the broad concepts of rights and responsibilities in the contemporary world and will explore the stories of extraordinary people from history whose achievements have touched them, directly or indirectly.

As they progress to our upper elementary (grades 3-5), students will learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society. Students will learn the story of their home state, unique in American history, and will examine California in the context of the rest of the nation. Students will study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came.

**Physical Education**

“A student who participates in physical education is more likely to become a healthy adult who is motivated to remain healthy and physically active throughout his or her life.” Our Physical Education (P.E.) course develops fundamental and advanced motor skills, improves scholars’ self-confidence, and will provide opportunities for increased levels of physical fitness that are associated with high-academic achievement. Our P.E. program will begin in TK/K and will extend through fifth grade. During this course, scholars will learn about healthy eating habits, receive adequate exercise, and discuss character qualities through activity-based team building. Our physical education curriculum will reflect the California State Standards and will prepare scholars for the California FitnessGram Physical Education test.

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Digital Literacy/Coding

Students in the 21st century need to be technologically literate; that is, they need to know how to use the computer in the ways that professionals use it daily. Students will have a course in technological literacy that will be adapted from the Fresno County Office of Education Recommended Digital Literacy and Technology Skills.

Character Education

The GANAS Academy curriculum will incorporate a rigorous and developmentally appropriate program of values and character education to prepare students to thrive in school, college, and the world. This curriculum will guide all students with the life skills necessary to create self-motivated, competent, and lifelong learners. We will hold students accountable for demonstrating excellent behavior, and we will specifically teach them the character skills needed for their success. We will strategically develop in scholars the school’s BE GREAT core values - Bravery, Excellence, Grit, Respect, Enthusiasm, Achievement, and Team - and the values will be lived out through the daily actions of staff and scholars. Beginning with Morning Motivation, a daily homeroom meeting for all grades, our core values will be reinforced throughout our highly structured, yet joyful school day. These values will be the basis of a school culture that provides a safe and productive environment necessary for the academic, social, and emotional growth of every student.

Our character education block will occur weekly during our abbreviated instructional days and students will have 30 minutes each week to intentionally build character and leadership skills. During Character Education, teachers will discuss a different character trait with students. Our character education course will complement our rigorous academic curriculum and will build the habits of success necessary to graduate from college fully prepared for the workplace.

In our lower elementary grades (TK-2), students will receive clear expectations for accountability. Through structured routines such as daily homework submission and breakfast cleanup, students will quickly buy into our expectations, come to believe in them, and, most importantly, buy into their own success as students. For our youngest scholars, our character education program will emphasize the importance of making good choices. In our upper elementary grades (3-5), accountability will be further reinforced by setting and discussing individual and collective learning goals during daily advisory sessions. The BE GREAT framework will outline each value with tangible actions, giving our school a common language. For example, during a kindergarten table-to-
GANAS Academy Charter School

rug transition during which students have safely moved themselves to the rug a teacher may exclaim, “Great job showing respect, UCLA!” A first grader who has finally been able to accurately decompose a double-digit number and write an equation after multiple attempts might hear, “Great GRIT, Sonia!” Figure 11 outlines examples of specific actions of our BE GREAT values.⁹⁰

**Figure 11: BE GREAT Core Values**

<table>
<thead>
<tr>
<th>Core Value</th>
<th>Tangible Action</th>
</tr>
</thead>
</table>
| **Bravery** | • Told the truth regardless of the consequence  
• Did not give in to negative peer pressure  
• Stood up for someone who was being mistreated |
| **Excellence** | • Produced high-quality work  
• Turned in all assignments on time  
• Helped others in need |
| **Grit** | • Stuck with a project or activity for more than a few weeks  
• Tried very hard even after experiencing failure  
• Stayed committed to goals  
• Kept working hard even when s/he felt like quitting |
| **Respect** | • Remained calm even when criticized or otherwise provoked  
• Allowed others to speak without interrupting  
• Was polite to adults and peers  
• Kept temper in check |
| **Enthusiasm** | • Actively participated  
• Approached new situations with excitement and energy  
• Asked questions to learn better  
• Took an active interest in learning |
| **Achievement** | • Finished all my homework on time  
• Read Independently every day  
• Came to school on time and prepared |
| **Team** | • Expressed appreciation by saying thank you  
• Helped others  
• Celebrated the success of others  
• Cheered someone up when they were down |

Our focus on character education will allow our students to feel safe, engaged, respected- so they can meet their academic goals.

⁹⁰ Adapted from Character Lab’s Character Growth Card: https://characterlab.org/measures.
Curricular and Instructional Resources

**Figure 12** is a comprehensive list of resources and instructional materials we will use across every grade level and subject.

**Figure 12: Curricular and Instructional Resources**

<table>
<thead>
<tr>
<th>Instructional Resources</th>
<th>Subject(s)</th>
<th>Early Elementary</th>
<th>Upper Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>Math</td>
<td>Science</td>
</tr>
<tr>
<td>ABCya!</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Accelerated Reader</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California Treasures</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achieve 3000</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Code Academy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discovery Education</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Eureka Math</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FOSS (Science)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Google Applications</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Investigations Math</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Khan Academy</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kuta Software</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lexia</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lucy Calkins</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NoRedInk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Educational Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading A-Z</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Mastery</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scratch</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TCI History Alive</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Technology Literacy Collaborative</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
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Innovative Curricular Components

**Slow growth model of growing one grade level each year:** Our model of growing just one grade level per year after launching with TK/Kindergarten and first grade will prove to be a tremendous boost to our ability to develop capacity over time and make improvements and refinements to our program based on data. Our small school environment with small class sizes will help foster a child-centered approach to learning in which children form meaningful relationships with several adults and receive individualized instruction and attention. Students, parents, teachers and staff will develop an important sense of “belonging” in our school community, a powerful force in combating the challenges faced outside our school walls.

**Mindfulness in the Classroom:** During morning meeting and after lunch, our scholars will engage in Mindfulness. During Mindfulness a teacher may turn the lights off and instruct students: “Take a few deep, slow, clearing breaths. Let your body release and relax; let any parts of you that need to wiggle, or stretch do so. Now feel the gentle pull of gravity, allow the chair beneath you to support you without any effort on your part. Just let go and allow yourself to be silent and not do anything for a few minutes. You may want to focus on your breathing, allowing it to flow in and out without effort.” Research has shown that mindfulness can reduce levels of stress and anxiety, increase focus and academic performance, and improve self-regulation and sleep.91

**Choice Time:** We will dedicate 45 minutes per day, four days per week, to Choice Time. Choice Time will be a dedicated time in our schedule that focuses on play. During Choice Time, scholars will choose among stations dedicated to sensory materials (clay, play dough), building materials (Legos, tinker toys), dramatic play, art, reading, creative writing, and board games. In early elementary (TK-2) this may look like students engaged in structured play with legos or participating in a creative arts station such as art or creative writing led by a teacher. In upper elementary (3-5) this may look like students engaged in age appropriate board games or participating in in a creative arts station such as art or book club led by a teacher. Choice time will give our scholars a chance to demonstrate greater self-advocacy, conflict resolution, problem-solving, and communication skills. It will also give our English language learners another opportunity to practice their listening and oral skill thus helping them to acquire vocabulary more rapidly. At Success Academies Charter School,92 where choice time is a regular part of the daily schedule, teachers have noticed that the addition of choice time has scholars are generating more creative story ideas in emergent writing and are performing better on math performance tasks, particularly those that reflect the kind of applied measurement they do with blocks. Teachers also report that having more creative playtime in the schedule is helping them get to know scholars better earlier in the year, allowing them to build stronger relationships and more effective supports for scholars who face challenges in and/or out of school. Perhaps most importantly, kindergarteners are happier; because teachers report that scholars are happier, they’re more willing to take risks

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92 Lead Founder and proposed Head of School served as teacher and Assistant Principal at Success.
when faced with academic challenges. Choice time is part of our instructional day and thus will be managed by a teacher with valid credentials. Additionally, it fits within the jurisdiction of a definition of an educational activity as defined by Education Code 49010.

Field Studies: We believe in the development of the whole child. Part of this development will include field-based experiences, or field studies, that will give scholars an opportunity to connect curriculum to contemporary problems outside of their classroom. Field studies will include field trips (outside of the building), assemblies (inside of the building), college visits, overnight trips, and team building outings.

Los Angeles has a lot to offer and, with the Field Studies program, we will ensure that our scholars have the same opportunities as their peers across the city. The primary objectives of field studies will be to:

- Infuse joy into the learning process
- Connect classroom curriculum with real world experiences
- Encourage parent involvement
- Teach scholars to become responsible members of society, both by encouraging civic engagement and teaching appropriate public behaviors
- Develop a strong, engaged school community

Enrichment and Intervention

We will present multiple opportunities throughout the school day for our students to receive individual and small-group support. During our literacy rotations, students will be exposed to 60 minutes of guaranteed small group instruction. During our mathematics blocks, students will receive individual support from teachers during independent practice. Additionally, during our choice time blocks, students needing extra support will receive additional small group instructional support. Each teacher works with students based on identified skill-gaps on recent assessments and exit tickets. Students will have an enrichment class such as art that will alternate in day with their physical education class.

13. Course Offerings

Not Applicable.

14. Instructional Methods

GANAS Academy believes in high-quality instruction for all our students. To ensure that all scholars are being set up for success in middle and high school, college, and beyond, our scholars must be fluent readers, critical thinkers, and strategic problem solvers. Hence, we

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93 https://www.linkedin.com/pulse/we-must-close-play-gap-between-poor-affluent-children-eva-moskowitz/?trackingId=NQVdOy55Ht63BThKdwjenaA%3D%3D.
94 https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=27.&chapter=6.&article=5.5.
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will implement and train teachers on effective instructional strategies that have the greatest positive effect on student achievement and culture. Aligned to our mission, we therefore will prioritize instructional strategies meant to enable diverse learners to achieve.

Figure 13 outlines key instructional strategies to be used in our classrooms as informed by the Community Training and Assistance Center. Our teachers will be supported with both the “when” and the “how” when selecting and implementing these strategies into lessons to consistently promote a culture of achievement in their classrooms.

**Figure 13: Instructional Strategies at GANAS Academy**

<table>
<thead>
<tr>
<th>Instructional Strategy</th>
<th>Description</th>
<th>Classroom Implementation</th>
</tr>
</thead>
</table>
| **Accountable Talk**   | Students will ask one another about their thinking and build on the responses of others. They will cite evidence, ask for elaborations and clarifications, and extend understandings by using the statements they have heard from their classmates to form new ideas. | Students will listen, add on to each other’s comments, and use clarifying questions to make sure they understand what others are saying. Teachers will facilitate and develop students’ skill in accountable talk through modeling their own thinking and using sentence stems such as:  
  - I wonder why...  
  - I have a question about...  
  - I agree/disagree with...because...  
  - That reminds me of...  
  - I don’t understand...  
  - I predict...  
  - On page ____ it says____ so I think...  
  - ____ could you please clarify what you mean when you said____  
  - I would like to add to what ____ was saying  
  - I had a different opinion to what ____ was saying because I thought ____  
  - I came to the conclusion ____ because |
| **Analysis of Student Work** | Teachers will meet in grade level teams or with instructional coaches to examine student work. | Teachers will meet within their grade level teams and/or during professional development to discuss student progress, develop future strategies for instruction, and evaluate student learning. |
| **Cooperative Learning** | Scholars will have opportunities to work together in pairs and small groups. | Through shoulder partners and small group tasks, students will have opportunities to learn from each other. Group collaboration will be seen during problem solving tasks, small-group literacy rotations, debates, and think-pair-share opportunities. |

96 Ibid.
## Instructional Strategy

### Effective Questioning

Teachers will use hints and questions to activate prior knowledge and deepen students understanding.

Teachers will be thoughtful about how to build background knowledge and active prior knowledge in scholars. They will plan questions and information into their lesson plans that help support the needs of all students.

### Homework and Practice

Teachers will provide scholars with opportunities to increase their understanding outside of the classroom through homework.

Students will have opportunities to practice the essential skills and concepts learned in lessons. Homework will be given daily and will reinforce learned concepts throughout the week, as well as concepts needing review throughout the school year. Families will be informed of the goals and objectives of Homework and they will be asked to sign assignments after accurate and neat completion nightly.

### Targeted Feedback

Teachers will provide concrete feedback to improve student achievement.

Teachers will meet with students 1 on 1, in small groups to set goals and receive concrete feedback on their work. Targeted feedback will be seen during all core academic components.

## Instructional Taxonomies

To equip all of our teachers to execute lessons at a high level and use every instructional minute to drive student mastery, we will use taxonomies outlined in research by the New Teacher Project[^97] and Lemov's *Teach Like a Champion*.[^98] The implementation of the actions below will allow teachers to be more successful in their classrooms.

### Figure 14: Instructional Taxonomies

<table>
<thead>
<tr>
<th>Skill</th>
<th>Type</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 Percent</td>
<td>Academic &amp; Behavioral</td>
<td>This technique ensures 100% of students are meeting a given expectation.</td>
<td>Teacher will tell students to raise their white board above their heads and reveal their solution to problem #4.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher will scan to ensure 100% compliance and accurate responses.</td>
</tr>
<tr>
<td>Positive Framing</td>
<td>Behavioral</td>
<td>Strategy that guides students to achieve high-quality work while motivating them with constructive feedback through a positive tone.</td>
<td>Teacher will inform students to work independently to build practice. One student, Brian, is not on task.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher will respond by saying, “Brian, this is important. Show me your absolute best!”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill</th>
<th>Type</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strong</strong></td>
<td>Academic &amp; Behavioral</td>
<td>An action that builds and maintains control of the classroom through firm authority in the form of verbal and nonverbal habits.</td>
<td>When a teacher wants to gain control of the classroom or student, they will: stand straight and symmetrically, demonstrate a quiet pause, speak in a no-nonsense voice, use as few words as possible to convey their message, and then stop talking.</td>
</tr>
<tr>
<td><strong>Voice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What to Do</strong></td>
<td>Academic &amp; Behavioral</td>
<td>Teacher issues specific, clear, sequential directions guiding students precisely what to do.</td>
<td>Teacher will provide clear, succinct directions on how to properly write solution to math problem. \“First, you will identify and label the critical pieces of information. Second, you will write an equation that matches the word problem and use a variable for the missing information. Third, you will demonstrate your visual thinking and solve for the missing variable. The final step is to write your solution in a complete sentence. I will be circulating and looking for all four steps.\”</td>
</tr>
<tr>
<td><strong>Do It Again</strong></td>
<td>Academic &amp; Behavioral</td>
<td>Prompting students to repeat an action in order to build mastery through repetition.</td>
<td>Teacher will identify common student error and addresses the whole class. \“Class, I’m seeing a common error on problem #4. Let’s tackle this specific skill together. I will demonstrate a different example on the board, and you will practice three times independently as I walk around and observe your work. This is an important skill, so we need to make sure 100% of our team can do it!\”</td>
</tr>
<tr>
<td><strong>No Opt Out</strong></td>
<td>Academic</td>
<td>Technique that ensures all students, particularly reluctant ones, take responsibility through learning by rehearsing success.</td>
<td>After student cannot correctly answer question, teacher will ask another student and then return to initial student for correct response. \Teacher: “How do you know the slope of the line is 2?” \Student #1: “I don’t know. 3?” \Teacher asks another student. \”</td>
</tr>
</tbody>
</table>


### 15. Implementation and Student Mastery of the California Standards

GANAS Academy will fully implement California Common Core State Standards (CCSS), the Next Generation Science Standards, the English Language Development standards, and other state content standards. We will integrate Common Core Literacy Standards across all aspects of our TK-5 educational program. Our science, math, and history/social science curricula will be complemented by standards that assess reading, writing, speaking, listening, and language.

To ensure alignment in all content areas and to support and train teachers on the implementation of these rigorous learning standards, the Head of School (Years 1 and 2) and Dean of Curriculum and Instruction (Year 3 and beyond) will begin by backwards-mapping the scope and sequence of each subject to ensure alignment between and across grade levels. With adequate planning tools in place, teachers will receive the following professional development and ongoing support:

- During our 20 days of teacher summer training program, we will study and explore how to implement the CCSS.
- Throughout the year, we will provide individual coaching and training on instruction.
- During Data Days (5 days), teachers will examine summative assessments such as NWEA MAP and interim assessments, both of which are aligned to the CCSS.
- We will ensure and support collaboration between teachers in the same grade level and in the same content area.
16. Use of Technology and Development of Technology-Related Skills

To prepare our students for 21st century careers, we recognize that technology fluency is imperative. Students will have access to computers in the classrooms. Students and their families will be able to access information about assignments, their own progress and achievement, and more via a web-based platform. Technology will be built into the curriculum in every subject so that students will develop familiarity with different applications and confidence in using them. In addition, scholars will have a course in technological literacy that will be adapted from the Fresno County Office of Education Recommended Digital Literacy and Technology Skills.

20. Transitional Kindergarten Program

GANAS Academy will comply with all applicable requirements regarding transitional kindergarten, including alignment to the four domains outlined in the California Preschool Learning Foundations.99

GANAS Academy will implement a strong transitional kindergarten program. Our two-year kindergarten program will differentiate instructional and social needs for each student whose fifth birthday falls between September 1st and December 1st and will ensure that each student has an age and developmentally appropriate experience. We will employ strong practices in early childhood development, such as language development, positive teacher-student relationships, social skills development, fine and gross motor development, foundational background in mathematics, science, and social studies. The transitional kindergarten program will use the same curriculum as our kindergarten program (curriculum program detailed in Curriculum section above), but pacing and instructional delivery will be monitored through the differentiated needs of the students and use of data collection. For instance, transitional kindergarten students may not progress in their guided reading levels as quickly as their kinder counterparts, and the teacher would plan guided lessons particular to the needs of the transitional students.

Academic Calendar and Schedules

21. Academic Calendar

The GANAS Academy academic calendar is similar to an LAUSD single-track calendar, but it provides additional instructional days and minutes. The calendar is divided into three trimesters with a total of 184 instructional days, 147 of which are regular instructional days and 37 of which are abbreviated days. During the abbreviated days, professional development is provided to faculty. In addition to professional development provided during abbreviated days, there are 32 full professional development days built into the calendar, including 20 days of summer professional development and an additional 12 days

strategically built into the school year to support teacher development and student achievement. Our calendar is built to support our mission of firmly placing students on the path to college.

There is no school for students during full professional development days or Data Days. These days are spent adjusting and developing instruction and curriculum based on coaching feedback and major benchmark assessment results in reading and math. There are also designated breaks for Thanksgiving, winter recess, spring recess, and the following designated holidays: Martin Luther King, Jr. Day, Presidents’ Day, Cesar Chavez Day, and Memorial Day.
### 2019 – 2020 Academic Calendar Year

<table>
<thead>
<tr>
<th>May 2019</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Sun</td>
<td>Mon</td>
<td>Tues</td>
<td>Wed</td>
<td>Thurs</td>
<td>Fri</td>
</tr>
<tr>
<td>5</td>
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<td>7</td>
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</table>

**Instructional Days:** 21

<table>
<thead>
<tr>
<th>June 2019</th>
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<tbody>
<tr>
<td>Sun</td>
<td>Mon</td>
<td>Tues</td>
<td>Wed</td>
<td>Thurs</td>
<td>Fri</td>
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<tr>
<td>2</td>
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</tbody>
</table>

**Instructional Days:** 19

<table>
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</thead>
<tbody>
<tr>
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<td>Mon</td>
<td>Tues</td>
<td>Wed</td>
<td>Thurs</td>
<td>Fri</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
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<td>21</td>
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<tr>
<td>28</td>
<td>29</td>
<td></td>
<td></td>
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</tbody>
</table>

**Instructional Days:** 13

<table>
<thead>
<tr>
<th>August 2019</th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun</td>
<td>Mon</td>
<td>Tues</td>
<td>Wed</td>
<td>Thurs</td>
<td>Fri</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
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<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

**Instructional Days:** 0

### Key

- **No School**
- **Staff PD**
- **First/Last Day of School (Students)**
- **Abbreviated Days**
- **Family Events**

### Instructional Days Count

- **January 2020:** 16
- **February 2020:** 18
- **March 2020:** 21
- **April 2020:** 19
- **May 2020:** 14
- **June 2020:** 17

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**GANAS Academy Charter School**

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Our student and teacher schedules are designed to reflect our mission to prepare all of our students for high school success and place them firmly on the path to college. Our goal is to foster a love of learning in all our scholars and to create an environment in which scholars are doing thinking work and truly engaged in learning. We believe that building foundational skills in literacy and numeracy are critical to achieving this goal and thus we devote increased amounts of instructional times to those components.

Our school day begins at 7:45 am and ends at 4:00 pm, with the exception of every Friday, which ends at 2:00 pm.

**Figure 15: Sample Daily Schedule (Regular), Grades TK-2**

<table>
<thead>
<tr>
<th>Start Time</th>
<th>End Time</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:25 am</td>
<td>7:45 am</td>
<td>Doors Open</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arrival, Breakfast, Morning Work</td>
</tr>
<tr>
<td>7:45 am</td>
<td>7:50 am</td>
<td>SCHOOL DAY BEGINS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Morning Procedures</td>
</tr>
<tr>
<td>7:50 am</td>
<td>8:00 am</td>
<td>Morning Meeting/Mindfulness</td>
</tr>
<tr>
<td>8:00 am</td>
<td>8:15 am</td>
<td>Morning Math</td>
</tr>
<tr>
<td>8:15 am</td>
<td>8:45 am</td>
<td>Guided Reading</td>
</tr>
<tr>
<td>8:45 am</td>
<td>9:15 am</td>
<td>Phonics Instruction</td>
</tr>
<tr>
<td>9:15 am</td>
<td>9:45 am</td>
<td>Counting Jar/CGI</td>
</tr>
<tr>
<td>9:45 am</td>
<td>9:55 am</td>
<td>Shared Text</td>
</tr>
<tr>
<td>9:55 am</td>
<td>10:15 am</td>
<td>Read Aloud</td>
</tr>
<tr>
<td>10:15 am</td>
<td>10:30 am</td>
<td>Snack/Bathroom</td>
</tr>
<tr>
<td>10:30 am</td>
<td>11:00 am</td>
<td>Writing Workshop</td>
</tr>
<tr>
<td>11:00 am</td>
<td>11:40 am</td>
<td>Science</td>
</tr>
<tr>
<td>11:40 am</td>
<td>12:10 pm</td>
<td>Lunch/Recess</td>
</tr>
</tbody>
</table>
### Monday, Tuesday, Wednesday, Thursday

<table>
<thead>
<tr>
<th>Start Time</th>
<th>End Time</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:10pm</td>
<td>12:20pm</td>
<td>Mindfulness</td>
</tr>
<tr>
<td>12:20 pm</td>
<td>12:45 pm</td>
<td>Readers Workshop</td>
</tr>
<tr>
<td>12:45 pm</td>
<td>1:30 pm</td>
<td>Math Workshop/NHM</td>
</tr>
<tr>
<td>1:30 pm</td>
<td>2:00 pm</td>
<td>Social Studies</td>
</tr>
<tr>
<td>2:00 pm</td>
<td>2:45 pm</td>
<td>P.E./Enrichment</td>
</tr>
<tr>
<td>2:45 pm</td>
<td>3:45 pm</td>
<td>Choice Time /ELD</td>
</tr>
<tr>
<td>3:45 pm</td>
<td>4:00 pm</td>
<td>Reflection, Pack up</td>
</tr>
<tr>
<td>4:00 pm</td>
<td>Dismissal</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**TOTAL: 425**

### Friday

<table>
<thead>
<tr>
<th>Start Time</th>
<th>End Time</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:25 am</td>
<td>7:45 am</td>
<td><strong>Doors Open</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arrival, Breakfast, Morning Work</td>
</tr>
<tr>
<td>7:45 am</td>
<td>7:50 am</td>
<td><strong>SCHOOL DAY BEGINS</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Morning Procedures</td>
</tr>
<tr>
<td>7:50 am</td>
<td>8:10 am</td>
<td>Morning Math</td>
</tr>
<tr>
<td>8:10 am</td>
<td>8:40 am</td>
<td>Guided Reading</td>
</tr>
<tr>
<td>8:40 am</td>
<td>9:10 am</td>
<td>Phonics Instruction</td>
</tr>
<tr>
<td>9:10 am</td>
<td>9:40 am</td>
<td>Counting Jar/CGI</td>
</tr>
<tr>
<td>9:40 am</td>
<td>10:10 am</td>
<td>Technological Literacy</td>
</tr>
<tr>
<td>10:10 am</td>
<td>10:20 am</td>
<td>Snack/Bathroom</td>
</tr>
<tr>
<td>10:20 am</td>
<td>10:50 am</td>
<td>Writing Workshop</td>
</tr>
<tr>
<td>10:50 am</td>
<td>11:20 am</td>
<td>Math Workshop</td>
</tr>
<tr>
<td>11:20 am</td>
<td>11:40 pm</td>
<td>Lunch/Recess</td>
</tr>
<tr>
<td>11:40 pm</td>
<td>12:00 pm</td>
<td>P.E.</td>
</tr>
<tr>
<td>12:00 pm</td>
<td>12:20 pm</td>
<td>Readers Workshop</td>
</tr>
</tbody>
</table>

**TOTAL:** 425
### Figure 17: Sample Daily Schedule (Regular), Grades 3-5

<table>
<thead>
<tr>
<th>Start Time</th>
<th>End Time</th>
<th>Activity</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:25 am</td>
<td>7:45 am</td>
<td><strong>Doors Open</strong></td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arrival, Breakfast, Morning Work</td>
<td></td>
</tr>
<tr>
<td>7:45 am</td>
<td>7:50 am</td>
<td><strong>SCHOOL DAY BEGINS</strong></td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Morning Procedures</td>
<td></td>
</tr>
<tr>
<td>7:50 am</td>
<td>8:00 am</td>
<td>Morning Meeting/Mindfulness</td>
<td>10</td>
</tr>
<tr>
<td>8:00 am</td>
<td>8:10 am</td>
<td>Morning Math</td>
<td>10</td>
</tr>
<tr>
<td>8:10 am</td>
<td>8:40 am</td>
<td>Guided Reading</td>
<td>30</td>
</tr>
<tr>
<td>8:40 am</td>
<td>9:10 am</td>
<td>CGI</td>
<td>30</td>
</tr>
<tr>
<td>9:10 am</td>
<td>9:25 am</td>
<td>Shared Text</td>
<td>15</td>
</tr>
<tr>
<td>9:25 am</td>
<td>9:45 am</td>
<td>Read Aloud</td>
<td>20</td>
</tr>
<tr>
<td>9:45 am</td>
<td>10:00 am</td>
<td>Snack/Bathroom</td>
<td>n/a</td>
</tr>
<tr>
<td>10:00 am</td>
<td>10:45 am</td>
<td>Writing Workshop</td>
<td>45</td>
</tr>
<tr>
<td>10:45 am</td>
<td>11:15 am</td>
<td>Science</td>
<td>30</td>
</tr>
<tr>
<td>11:15 am</td>
<td>11:45 pm</td>
<td>Lunch/Recess</td>
<td>n/a</td>
</tr>
<tr>
<td>11:45 pm</td>
<td>11:55 pm</td>
<td>Mindfulness</td>
<td>10</td>
</tr>
<tr>
<td>11:55 pm</td>
<td>12:40 pm</td>
<td>Readers Workshop</td>
<td>45</td>
</tr>
<tr>
<td>12:40 pm</td>
<td>1:25 pm</td>
<td>Math Workshop/NHM</td>
<td>45</td>
</tr>
<tr>
<td>1:25 pm</td>
<td>1:55 pm</td>
<td>Social Studies</td>
<td>30</td>
</tr>
<tr>
<td>1:55 pm</td>
<td>2:40 pm</td>
<td>P.E./Enrichment</td>
<td>45</td>
</tr>
</tbody>
</table>

Total: 315
GANAS Academy Charter School

### Monday, Tuesday, Wednesday, Thursday

<table>
<thead>
<tr>
<th>Start Time</th>
<th>End Time</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:40 pm</td>
<td>3:40 pm</td>
<td>Choice Time / ELD</td>
</tr>
<tr>
<td>3:40 pm</td>
<td>4:00 pm</td>
<td>Reflection, Pack up</td>
</tr>
<tr>
<td>4:00 pm</td>
<td></td>
<td>Dismissal</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TOTAL: 430</strong></td>
</tr>
</tbody>
</table>

**Figure 18: Sample Daily Schedule (Shortened Day), Grades 3-5**

### Friday

<table>
<thead>
<tr>
<th>Start Time</th>
<th>End Time</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:25 am</td>
<td>7:45 am</td>
<td>Doors Open</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arrival, Breakfast,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Morning Work</td>
</tr>
<tr>
<td>7:45 am</td>
<td>7:50 am</td>
<td><strong>SCHOOL DAY BEGINS</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Morning Procedures</td>
</tr>
<tr>
<td>7:50 am</td>
<td>8:00 am</td>
<td>Morning Math</td>
</tr>
<tr>
<td>8:00 am</td>
<td>8:30 am</td>
<td>Guided Reading</td>
</tr>
<tr>
<td>8:30 am</td>
<td>9:00 am</td>
<td>Grammar</td>
</tr>
<tr>
<td>9:00 am</td>
<td>9:30 am</td>
<td>CGI</td>
</tr>
<tr>
<td>9:30 am</td>
<td>10:00 am</td>
<td>Technological Literacy</td>
</tr>
<tr>
<td>10:00 am</td>
<td>10:10 am</td>
<td>Snack/Bathroom</td>
</tr>
<tr>
<td>10:10 am</td>
<td>10:40 am</td>
<td>Writing Workshop</td>
</tr>
<tr>
<td>10:40 am</td>
<td>11:10 am</td>
<td>Math Workshop</td>
</tr>
<tr>
<td>11:10 am</td>
<td>11:30 pm</td>
<td>Lunch/Recess</td>
</tr>
<tr>
<td>11:30 am</td>
<td>12:00 pm</td>
<td>P.E.</td>
</tr>
<tr>
<td>12:00 pm</td>
<td>12:20 pm</td>
<td>Readers Workshop</td>
</tr>
<tr>
<td>12:20 pm</td>
<td>12:40 pm</td>
<td><strong>BE GREAT Character</strong></td>
</tr>
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<td>Education</td>
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<tr>
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<td>Professional Development</td>
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## 23. Instructional Days and Minutes Calculator

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<th># of Early Dismissal Days</th>
<th># of Minutes Per Early Dismissal Day</th>
<th># of Min. Days</th>
<th># of Minutes Per Min. Day</th>
<th># of Minutes Per [Other] Days</th>
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Professional Development

25. Recruiting Qualified Teachers

Talented teachers must be found, recruited, and developed. We will dedicate resources, both time and finances, to our teacher recruitment efforts, utilizing the networks of the Founding Team. In addition to teachers who have signed this charter petition as meaningfully interested teachers, upon authorization, we will continue recruiting teachers to be a part of the founding instructional team of GANAS Academy. Open positions and job requirements will be publicized through our school website, LinkedIn, EdJoin, Teach For America (“TFA”), and various college and university alumni networks, focusing on schools in the Los Angeles area. We will attend and host events to promote GANAS Academy and provide information about available teaching positions. There are a large number of colleges and universities in the Los Angeles area that regularly host job fairs for recent and soon-to-be graduates. We will participate in these events and work to develop relationships with the faculty and staff organizers of such events to continue to recruit teachers as the school grows. Although we firmly believe in growth and developing teachers, we will ensure that the teachers to whom we extend offers for employment are fully qualified, cleared, and certificated to meet the expectations of the job. Our application and hiring process will provide us with an understanding of the mindset and competency of candidates. We will know whether candidates are aligned with our mission, vision and core beliefs - a requirement for employment.

In order to select the most qualified and talented candidates to fill our teaching positions, we will establish the following application process:

1. Candidates will submit a resume and cover letter
2. Initial phone screen with Head of School
3. First round interview (in-person) with Head of School
4. Sample lesson during first-round interview
5. Feedback provided on sample lesson
6. Reteach of sample lesson based (implementation of feedback)
7. Second-round interview (in-person) with Head of School and Dean of Curriculum and Instruction
8. Conduct background check, review references, examine transcripts, etc.
9. With completed background check, references, and transcripts in place, provide offer letter

26. Professional Development

At GANAS Academy we believe that great teaching requires focus, practice, and feedback. Teachers engage in ongoing professional development that is coherent, intentional, and rigorous and strategic in order to meet the ambitious goals for student academic growth and achievement set forth by our accountability plan. We have developed a professional development program that trains our teachers to:
set and maintain high expectations for behavior and academic tasks;
- effectively communicate with parents to build meaningful relationships;
- internalize the skills and knowledge embedded in curriculum for their respective grade; and
- reflect on their instructional practice and analyze techniques of master practitioners.

The professional development program at GANAS Academy is a combination of, new staff onboarding, summer preparation, designated non-instructional days, weekly team meetings, and individual coaching cycles between teachers and the Head of School. Our teachers receive 20 days of professional development annually in addition to weekly coaching and feedback. Each component is described in further detail below.

**Teacher Excellence Training:** Teacher Excellence Training (TET) will occur during the four weeks before the start of the school year. TET sets the stage for the upcoming school year and clearly outlines the expectations staff members will be held to. Our goal during TET is two-fold. First, we will develop a strong adult culture and ensure that all staff members have deeply internalized the mission and vision of GANAS Academy. Second, we will ensure that teachers have time to learn and practice key instructional taxonomies, routines and procedures. By the end of TET, all teacher will deeply understand and know how to implement the GANAS Academy way.

The first week of TET will focus on learning about the mission, vision, school design, and core values of GANAS Academy and key instructional taxonomies that we will implement in our classrooms. During the second week we will take a deep dive into building systems and routines into the classroom, allowing ample time for practice and instructional planning. The last week of TET will continue with practicing systems and routines, working in grade level teams to plan instruction, and set up classrooms. Each day, various team building activities will be incorporated in order to build a strong and unified adult culture.

**Non-Instructional Professional Development Days:** Along with participating in the 20 days of Teacher Excellence Training in the summer, staff will participate in 12 designated non-instructional professional development days throughout the school year. These additional professional development days will allow us to continue to develop teacher practice, evaluate and modify current systems and routines and come together as a whole school to reflect, analyze, and action plan towards student achievement. These professional development days will be especially critical for cultural reset after scholars return from extended holidays (e.g. Winter or Spring break).

**Data Days:** At GANAS Academy we believe that a strong culture of data use is critical to ensuring routine, consistent, and effective data-based decision making. Following the administration of major assessments (F&P, NWEA MAP, and Interim Assessment), and as part of our 12 days of PD during the school year, staff will come together to review and

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analyze data. Teachers will use the data to develop hypotheses about factors that affect students’ learning, identify trends in student progress and gaps in skills and proficiency levels, and create instructional action plans for individual students, sub-groups, classes, and grade levels. These identified gaps will also help teachers identify any instructional modifications they need to make to increase student achievement. GANAS Academy’s commitment to analyzing data allows us to continually assess if we are meeting our mission and vision by consistently evaluating our instructional programs and practices.

**Individual Coaching:** At GANAS Academy we believe in developing “a strong instructional culture: a culture that prioritizes, protects, and develops great teaching above all else. In order to accomplish this, we will have a weekly professional development cycle designed to support the individual growth needs of each teacher. For each teacher, the weekly cycle will consist of a: 20-minute classroom observation; 20-minute conference to discuss initial observation and action plan how to improve instruction; 20-minute coaching session based on the weekly action plan; and review of their effectiveness in implementing steps from the weekly action plan. This professional development cycle will be led by the Head of School until a Dean of Instruction and Curriculum is hired in Year three – at which point the responsibility will be shared amongst the leadership team. In addition to the formal cycle, the Head of School will also observe and provide feedback to teachers informally during daily walk-throughs.

**Weekly Professional Development:** Every Friday afternoon, the school has time allocated for team development within an abbreviated schedule. Students will leave at 2:00 pm, and staff professional development will be facilitated from 2:30 pm - 4:30 pm. The purpose of these weekly meetings will be to build staff culture, discuss school successes and areas of growth, and collaborate across grade teams and contents. Weekly schoolwide professional learning meetings will follow a prescribed format with the following components:

- **Key Learning:** Core objective planned and documented in a written agenda.
- **Focus:** This will be an inspirational quote or video designed to refocus everyone on the mission of the school.
- **Shout Outs:** Each week, the Head of School will recognize faculty who have gone beyond what is expected to make a significant contribution to the school.
- **Professional Development:** Each week, staff will receive professional development based on an established timetable, though this timetable may be modified to suit the needs of teachers and students.
- **Closing:** Review of agenda and action plan, reiteration of mission.

**Meeting the Needs of all Students**

GANAS Academy is committed to providing a high-quality TK-5 public education to all students. Every student will receive the necessary supports required to flourish in a rigorous academic environment. To serve the diverse needs of Special Education students, English Language Learners (ELLs), Gifted and Talented learners, and those students performing below grade level, GANAS Academy will provide the differentiated supports necessary for all
GANAS Academy Charter School

students to access and grow in our academic curriculum and strong culture and be firmly on the path to college.

*English Learners*

**27. Meeting the Needs of English Learners (ELs)**

At GANAS Academy, we are in alignment with LAUSD in our belief that “the mastery of standard, academic English is an issue of access, equity, and social justice.”

We believe all teachers are language teachers and we are committed to ensuring that all students are attaining the language skills necessary to access an academic rigorous curriculum. We will comply with federal, state, and District mandates regarding EL education and re-designation of English Learners. We will meet all requirements of federal and state law relative to equal access to the curriculum for English Learners. To support the learning, development, and success of English Learners at our school, we will adopt and implement LAUSD’s English Learner Master Plan. In alignment with the District’s plan, we will achieve the academic and linguistic goals set forth by LAUSD by implementing the highest quality, evidence-based programs and services for all students.

We have structured our curriculum and instructional program to meet the needs of a significant EL population with respect to language development. EL students respond well to a plan of instruction in which each aspect of the language builds on another, with plenty of opportunities for practice. The goal is for EL students to gain fluency in English as quickly as possible in a supportive setting. Our EL program addresses the process for student identification, curriculum, assessments, reporting, and re-designation as well as professional development and teacher qualifications for working with our EL students. Supporting our EL students, almost all of whom are Spanish speaking, requires that we take an approach that ensures the quickest acquisition of English. It also requires that we respect the culture and home language of our students. To reach the goal of strong English fluency and respect for the mother language of our native speakers, we provide a developmentally appropriate and highly structured approach to teaching English in our core academic classes. GANAS Academy teachers and leadership will communicate to parents in Spanish as needed but will use English instruction for the content areas in the classroom.

Our English Language Learners Program is guided by the six principles outlined in LAUSD’s English Learner Master Plan.

- English learners are held to the same high expectations of learning established for all students.
- English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students.

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103 Ibid.
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- English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students.
- English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels.
- English learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students.
- The academic success of English learners is a responsibility shared by all educators, the family, and the community.
- We will implement our English Language Learner Program through small group and individual intervention, full inclusion in content classes, designated and integrated ELD instruction, and trained classroom teachers. We will prepare all students for success in middle and high school and firmly place them on the path to college.

Based on the data of surrounding District schools in Wilmington serving similar grade levels, we are predicting that an average of 40% of our student body will be EL students. Since the anticipated number of ELs enrolled at our school will be greater than 21, we will establish an English Learner Advisory Committee (ELAC) with the appropriate number of members based on our final EL student population.

**Process for Identifying English Learners**

Every student who enrolls at GANAS Academy will receive a Home Language Survey (HLS) that allows parents and families to identify primary languages spoke at home, by students and adults. (Cal. Education Code § 52164.1) If the answers to any of the first three questions on the HLS indicate a language other than English or a combination of English and another language then students will be assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results. The ELPAC assessment will take place within 30 days of the start of the school year or within two (2) weeks after the date of the student’s first enrollment at GANAS Academy.

Our Head of School and Student Services Manager, who will be trained in this process, will lead the identification of ELs. During our family orientation, we will discuss the elements of our EL program. GANAS will notify parents of the school’s responsibility to conduct ELPAC testing and will inform parents of ELPAC testing results within 30 calendar days following receipt of test results. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. Every identified English Learner will also be required to take the ELPAC summative assessment each spring to provide accurate information on progress and status. Communication with families during the identification and reclassification process of ELs is one of our top priorities. We will frequently communicate and outline the steps in detail for families. Our responsibility is to
our students and their success; therefore, we will also meet with families to discuss ELPAC results and the supports students will receive to achieve reclassification.

**Educational program(s) for English language acquisition, including how, where, and by whom the English Learner program components will be provided**

We believe that the most effective instructional approach for a school with a high EL population is to embed English Language Development (ELD) principles in all aspects of the curriculum and to provide designated and integrated ELD instruction during a portion of the day based on students’ Proficiency levels. We will follow the California English Language Development Standards and implement ELD and SDAIE strategies in all courses. Explicit ELD instruction will take place during Choice Time blocks. In addition, EL students will have English language tutoring time during “choice time” in small groups twice weekly. Classroom instruction will focus on developing oral and written language, grammatical constructs, and academic vocabulary in English.

Our core instructional program is designed to meet the needs of ELs, and all students, particularly ELs, will benefit from our intense focus on literacy. GANAS Academy commits to providing our English Learners with an exceptional education, transitioning them into English Proficiency by providing effective supports and instructional approaches.

Teachers at GANAS Academy will use the California Department of Education’s new English Language Development standards to inform curriculum and lesson planning and to assess the progress of our EL students on an ongoing basis. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. All instruction will take place in English; on occasion, targeted primary language support may be provided to students. All teachers will use Specially Designed Academic Instruction in English (SDAIE) strategies to enhance the English Language development of all of our students, and all teachers will receive additional professional development by our Student Services Manager. Incorporating SDAIE strategies, teachers will develop and execute lesson plans that deliver grade level appropriate content and skills that fall within students’ zone of proximal development. GANAS Academy will use California Treasures ELD for ELD curriculum.

**How the program(s) will meet the current state English Language Development (ELD) standards and use the results of the ELPAC**

GANAS Academy’s English Learner program is based on the California English Language Development standards. GANAS Academy will administer the ELPAC to assess students’ ELD level and structure specific supports.

EL instruction will be grounded in the best available research on supporting ELs in an English Immersion environment and guided by the CA ELD Standards. Instruction for English Learners will be in an environment of English Immersion with rich texts throughout the classroom and opportunities for students to read, write, and speak in the English language. Students will be expected to advance at least 1 ELD level, or the equivalent ELPAC Proficiency
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Level Descriptor, annually as measured by the ELPAC. Additionally, teachers of ELs will assess student progress towards attainment of the standards using a standards-based guide, for example, EL portfolios.

If students are not making sufficient academic progress as indicated through ELPAC data, we will modify our EL program as needed.

GANAS Academy will ensure that teachers are qualified and supported to meet the needs of ELs. We will hire teachers that are CLAD/BLAD certified and will place a priority on hiring teacher(s) that speak Spanish and English and can provide strong instruction within a structured immersion classroom. We also will support teachers by providing professional development on structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, language development, monitoring, and assessment of ELs. We will provide monthly professional development specifically addressing instructional effectiveness, reviewing assessment data, and revising curriculum to meet our EL students’ needs.

Parents will be notified regarding their child’s English Language Development along with ELPAC scores every progress report or every trimester and/or as often as needed.

**Services and supports for ELs, including instructional strategies and intervention**

Specific SDAIE strategies that GANAS Academy teachers will incorporate into daily lessons will include supporting verbal explanations with nonverbal cues and designing appropriate learning sequences, such as building upon prior knowledge. In addition to employing these specific SDAIE strategies, teachers also will provide students with differentiated designated and integrated ELD instruction. Teachers will use the California English Language Development standards for a focused approach on language development to design lessons that build academic language, both vocabulary and structure, provide fluency or language practice, and encourage students towards appropriately rigorous language outputs.

The school will also use proven instructional strategies to support our EL students. Examples of instructional strategies that may be employed to support our EL students include:

- Pre-teaching of key vocabulary
- Use of think alouds
- Use of prior knowledge
- Use of appropriate wait time
- Use of bilingual handouts and cue lists when appropriate
- Use of different modalities to support instruction
- Use of graphic organizers
- Peer tutoring with students who demonstrate more advanced English skills
- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Supportive culture of high-expectations and discipline
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- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Use of scaffolded instruction
- Use of culturally relevant materials
- Word walls to reinforce academic vocabulary
- Labeling items in classrooms and school in different languages
- Books on tape
- In-school tutoring to meet students’ academic and developmental needs at each grade level
- Phonics, decoding, and fluency groups during literacy rotations and Enrichment and Intervention
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student’s level
- Systematic writing and grammar instruction
- Frequent use of “think-pair-share” and other cooperative learning strategies

Beyond using the ELPAC to monitor students English Language development, we will use the English Language Development Content Standards to monitor the levels at which students are performing in reading, listening, speaking, and writing. This information will particularly guide teachers in differentiating instruction, such as the level of questioning for struggling EL students who are not progressing on pace through the English language development levels. To further support students who are not progressing through the English language development levels, the following instructional strategies may be used:

- Small group workshops and tutoring sessions focused on development of vocabulary, oral language skills, and comprehension skills
- Small group work to lower the affective filter and target specific areas of growth
- Increasing collaborative time to increase the amount of interaction spoken in English
- Pre-teaching content vocabulary and frontloading concepts
- Echo reading and choral reading
- Offering at-home development support, such as providing packets, games, CDs, and other tools aligned with students’ English levels to take home for additional language practice
- Using technology for literacy support that has proven successful with EL students

Educational program(s), Services, and Supports for English language acquisition

Our English Learner program will be led by our Student Services Manager (SSM). Our SSM will be responsible for intervention assignments and classroom placements. S/he will also facilitate student/teacher/parent conferences when necessary. Our EL conferences with families will be held twice per year, or more frequently if required. During our beginning of year meeting, we will discuss identification, placement, and overall support. During our end of year meeting, we will discuss annual growth and possible reclassification. The progress of students who have exited the English Learner education program will be monitored for
two years, and these students will continue to receive language and other supports as part of our full inclusion model.

**Process for annual evaluation of the school’s EL programs, progress, and supports**

Teachers will regularly evaluate student progress by reviewing EL data from formative and summative assessments. Teachers will use the results of this data to change their instructional practices to better serve each student. To document progress, all teachers will receive an ELD folder for each of their EL students, which will be used to monitor individual progress at their targeted ELD level. These folders will include the ELD standards by level (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced). Teachers will use these folders to collect student work samples, and check of mastery towards each ELD standard. Portfolios will be submitted for review three times per year. In addition to ELD folders, a Master Plan folder will be created for each student and kept in their cumulative folder. This Master Plan folder will document their EL status, tests taken to date, parental notifications to date, and final reclassification decisions. It also will serve as an archive for ELPAC Scores and ELD folders from previous levels and years, and benchmark reading levels from previous years. It will include all relevant information such as attendance, CAASPP scores and class programs. The master folder for each student will be reviewed by the teacher early in the fall to provide teachers with most accurate reflection of their student’s progress to date. The goal is for each student to progress by at least one level per year on the ELPAC until s/he is able to be reclassified. Every year, the teacher, leaders, administration, and Board will review the school’s EL program, surveying teachers, students, and parents, analyzing reclassification rates, and examining assessment data to evaluate whether the GANAS Academy EL program is effectively meeting the needs of our students.

**Process and specific criteria for reclassification**

EL student reclassification criteria will include:

- California Education Code Section 313[f] required criteria for reclassification:
  - Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
  - Teacher evaluation, including but not limited to, a review of the student’s curriculum mastery
  - Parent opinion and consultation
  - Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age

- LAUSD English Learner Master Plan reclassification requirements for English Learners:
  - Annual ELPAC
  - Teacher evaluation based on student grades/progress report marks
  - Parent consultation and approval
Basic Skills Assessment

Students scoring Level 3 or 4 on the ELPAC are considered for possible reclassification. If a student scores below Level 3 on any subtest (Listening, Speaking, Reading, Writing), he/she will no longer be considered for reclassification despite an overall score of Level 3 or Level 4. Teachers will submit ELD folders and work samples for each student that was administered the ELPAC regardless of score.

Annual Review of Student Progress begins mid spring, after ELPAC scores become available and just after the second submission of ELD folders and work samples. All student ELD folders will be initially reviewed by the ELD coordinator. If the standards check off sheet and work samples indicate Average Progress or Advanced Progress for their identified ELD level and ELPAC scores also meet the requirements listed above, the student will move forward on to the second step of the Reclassification process.

The reclassification team, which will include a teacher, an administrator, and may include a parent, will review the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards, and benchmark/summative assessment type tests. The reclassification team will also discuss if the student has met sufficient goals. If a student has satisfied all of these requirements, they will then be recommended for reclassification pending the release of CAASPP scores for that year. If a student scores Proficient or above on the ELA test, they will be officially reclassified and their file will be updated to reflect R-FEP in that academic year. A student will continue to be monitored by the reclassification team - for two years after official reclassification.

Process for monitoring progress of ELs and reclassified (RFEP) students

GANAS Academy will use a systematic process to monitor ELs’ progress toward English proficiency. Teachers will assess student progress, both formally and informally, throughout the year. Assessment data will be used to determine individual proficiency levels and to modify instruction to meet students’ needs. Teachers will compile student work samples and assessments and evaluate progress using ELD portfolios each trimester. Teachers will regularly examine student progress toward ELD standards in order to tailor instruction to ensure that students meet annual goals. Teachers will review ELD portfolios to determine focus ELD standards for the following trimester. The school will also monitor the progress of students reclassified as RFEP for two years following reclassification to ensure that they maintain English proficiency. We will retest any students who appear to not maintain proficiency and may reclassify these students as ELs once again if indicated by the school’s criteria as subject to and as permitted by applicable law.
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Process for monitoring progress and supports for Long Term English Learners (LTEls)

GANAS Academy will track student performance of both students currently classified as ELs, including LTEls, and those who are reclassified English Proficient. Daily explicit language and literacy development across the curriculum will be embedded through our program. Supports such as: intervention, one-on-one, whole group, small group will be given if needed for each student. Because the needs of LTEls are varied, we will work with our Student Services Manager to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. Students and their parents/guardians will be made aware of their LTEl status, the characteristics of LTEl students, and the risks associated with LTEl status, as well as students’ specific barriers to reclassification and ways to address them.

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

28. Meeting the Needs of Gifted and Talented Students and Students Achieving Above Grade Level

While we expect that the majority of students’ needs will be met by the wide variety of school wide supports already in place, GANAS Academy is committed to challenging all students, including students who are performing above grade level to help them achieve at expected levels and continuously grow.

High-achieving students will be referred for a SST meeting if they meet the following criteria:

- performing more than one level above his/her actual grade level
- earning 4 on rubrics (or A on letter grades) of content learning standards in core content learning standards

For students achieving above grade level, a meeting with the parent, teacher, and the Head of School or designee is used to document goals and objectives to accelerate a student achieving above grade level. These students will be provided differentiated instruction or placed in appropriately flexible ability groups which accelerate the pace and amount of instruction the student receives. Students in this subgroup will receive modified classroom instruction and assignments with appropriate levels of difficulty to provide personalized academic rigor. Teachers will also provide identified students with advanced activities during the regular school day. Such activities may include: additional assignments, advanced worksheets, and projects, adjusted to the student’s developmental level. Through customized assignments and tailored learning goals, an individual program is assembled for high achieving students to accelerate their learning. Students will not be assessed for GATE eligibility.
GANAS Academy Charter School

Student Achieving Below Grade Level

29. Meeting the Needs of Students Achieving Below Grade Level

GANAS Academy is committed to working with students who are achieving below grade level in order to help them achieve at or above expected levels. Our instructional program, as described above, is designed to address and close achievement gaps to ensure that students are successful in our academically rigorous curriculum. We will identify low-achieving students on a weekly basis to ensure all students are receiving adequate supports. The SST will work together with students and families to create the best possible plan of action to support the student’s unique needs. Students who are new to GANAS and enroll after the start of the school year will take an internal diagnostic exam that assesses grade-level performance.

A student at GANAS will be considered low-achieving if s/he meets the following criteria:

- Performing one level or more below his/her actual grade level on class assignments and assessments, including an Achievement Level score of “Standard Not Met” or “Standard Nearly Met” on the CAASPP/SBAC, and equivalent scores on nationally normed assessments
- Earning below 70% in English or Math on progress reports and report cards therefore signifying the danger of qualifying for retention
- Not on track to make at grade level of growth in reading as measured by F&P levels

Low-achieving students will be strategically grouped for small-group teacher-led instruction during math and ELA courses. Student data will be monitored both by individual teachers as well as the Head of School and reviewed during professional development sessions. Families of low-achieving students will be notified and a conference with parents and guardians will be held to discuss the student’s current grade level performance, the program supports available at GANAS Academy, and action steps for the student, family, and teachers.

In the event that struggling students fail to make satisfactory academic progress despite receiving Tier I, II, and III supports, and having exhausted all general education supports, and if appropriate the SST team may decide to refer the student for special education assessment, a 504 Plan, and/or reexamine a student’s English Learner status.

Socio-Economically Disadvantaged / Low-Income Students

30. Meeting the Needs of Socio-Economically Disadvantaged / Low-Income Students

The school design of GANAS Academy is intentionally geared towards the needs of socioeconomically disadvantaged students. We will provide the structural, programmatic, and curricular elements that will enable teachers to bridge their students’ academic gaps and demonstrate strong academic achievement at all grade levels - regardless of a student’s socio-economic status. Instructional methods and educational components at GANAS
GANAS Academy Charter School

Academy are designed to address the needs of this population. The Head of School will review data of students in these subgroups. Using this data GANAS Academy will be able to generate strategic action plans addressing student needs. Regular check-ins will ensure that the action plans are effective. Adjustments will be made when necessary.

Students from low-income households or socio-economically disadvantaged backgrounds will be identified through the federal lunch program based on eligibility for free or reduced-price meals. According to 2016-17 school year data from surrounding schools, we anticipate that approximately 90% of our students will be eligible based on economic status.

To meet the needs of these students, we will provide strategic supports and services to maximize daily learning potential. We believe in the potential for all our students and not believe that income levels should define opportunities. Thus, we will provide the following services and supports to ensure our students are healthy, engaged, and prepared:

- Free uniform shirt for each scholar
- 1:1 student to Chromebook ratio (access to technology)
- Robust, small-group literacy support
- Provide college tours
- Healthy, state-approved meals

**Students with Disabilities**

Please see District Required Language outlining the necessary provisions.

**Students in Other Subgroups**

**31. Meeting the Needs of Students in Other Subgroups**

Students in other subgroups such as Standard English Learners, Foster Youth, and Homeless Youth will be immediately identified through our registration and enrollment process. Our trained staff will identify students in these subgroups and we will communicate support and services we will offer with individual families. We will partner with and solicit services from other institutions and agencies based on individual student need.

Our model will be particularly supportive to students such as those in foster care. Students will have access to loving, caring adults who believe in and will support their potential. Foster students will also have access to support services that will focus on their emotional wellbeing. We recognize that students in foster care may require special mental health services because of issues in their home life and therefore, our Student Services Manager will ensure that these students are provided the necessary supports. We will provide support of students’ basic needs, from referrals to external service providers.

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104 Our uniform shirt will have our logo on it. Therefore, we will provide all students with one uniform shirt.
“A Typical Day”

32. Brief Narrative Describing A “Typical Day”

A typical day at GANAS Academy begins at 7:15 am when teachers arrive for the day. From 7:15 am to 7:30 am teachers are setting up their classroom for arrival and preparing for scholars to arrive. Doors open at 7:30 am for students to arrive and have breakfast.

From 7:30 am, the Head of School arrives at the front entrance to shake hands with each scholar and welcome them to school. The Head of School shakes hands until 7:44 am.

Starting at 7:30 am, students enter the school building and silently walk to their classrooms. School staff are posted throughout the school building to ensure students are walking to their classroom silently and urgently. As they walk the halls, college pennants and our BE GREAT values can be seen posted in every direction. Students walk proudly into their homeroom designated by a specific four-year university. Upon arrival, teachers warmly greet students at the homeroom door with a handshake, a smile, and a “Good morning.” Upon entrance, scholars unpack, drop off their homework folder in a designated area, collect their breakfast and morning work, and begin to eat and work at their desk while classical music is playing in the background.

At 7:45 am the teacher calls all students to attention using a call response such as “One Two” and students respond, “Eyes on you.” When the teacher has the class’s attention she has them clean up their breakfast and turn in their morning work. At 7:50 am all students transition to the carpet for Morning Meeting and Morning Math. Morning Meeting is a time for teachers and scholars to build community in their classroom. Morning Meeting begins with reading and discussing the daily message from the teachers. The daily message is connected to both the academic and social life of the classroom and is a chance for students to practice their literacy skills. After the daily message, students set goals for the day and discuss as a class how they will know they have had a successful day. This is followed by 3 minutes of mindfulness, during which the teacher guides scholars through a mindfulness exercise allowing them to start their day calmly and peacefully.

At 8:05 am students transition into Morning Math. The purpose of Morning Math is for students to wake up their minds, and practice a skill, or specific standard. During this time, a kindergarten class might be working on adding to their number line and practicing counting to one hundred.

At 8:20 am scholars transition into their literacy group. During these small-group, 30-minute literacy rotations, students transition between Guided Reading and Phonics instruction. During Phonics Instruction (TK-2) and Guided Reading, a visitor will observe a teacher differentiating instruction for a group of ten students. Based on the teacher’s checks for understanding, they will also be providing immediate feedback to students.

At 9:20 am scholars transition into their first math block of the day. For kindergarten students, that means transitioning into Counting Jar. During Counting Jar scholars learn the
basics of counting. Beginning in first grade, this block is used for Number Stories. During Number Stories, scholars solve and discuss realistic problems. Rather than showing scholars how to solve a problem and then directing them to copy the teacher’s approach, Number Stories challenges scholars to come up with their own strategies and become increasingly flexible thinkers and problem solvers.

At 9:50 am, students move into Shared Text. During Shared Text scholars read a short text together as a class. Collectively, the class works through the meaning of the text by engaging in a rich discussion of what the text is about, and what moves the author made to convey his idea. Then, scholars deepen their understanding by writing about the text.

From 10:00 am -10:20 am, students are in Read Aloud. During Read Aloud teachers can be seen reading to a whole class, while asking guiding questions about the text. The teacher uses effective strategies to engage all learners such as “turn and talk” and “think time.” Using sentence starters posted on the wall, the teacher supports students to speak and respond in complete sentences.

At 10:20 am, the early elementary academy (grades TK-2) takes a 20-minute bathroom and snack break. During this section of time, students eat snacks quietly as they listen to soft classical music played by the teacher. Ten minutes are devoted to snacks and another ten minutes to bathroom use.

At 10:40 am, students transition to Writers Workshop. During Writers Workshop, scholars are immersed in various types of writing and evolve into writers of both fiction and non-fiction. In kindergarten, scholars may be working on portraying their ideas through pictures, letters, and/or words by writing a book on a topic of their choice. During this time, scholars also have the opportunity to read their writing to their partner and receive feedback.

From 11:10 am – 11:55 am, students are in science. Our science curriculum is taught by a dedicated science teacher and is focused on the development of curiosity, questions, and the desire to seek out answers in creative ways. Our science curriculum asks our students to defend their thinking with the evidence gathered from their investigations. In kindergarten, students may be exploring how to use their senses to discuss the world around them.

From 11:55 am – 12:25 pm, students have lunch and recess. During lunch, students are fueling their bodies to continue their afternoon of learning. Scholars also have 15 minutes of recess, to socialize with their peers.

At 12:25 students come back to the classroom and have ten minutes to reset and engage in a mindfulness activity, where teachers lead students through a mindfulness activity – designed to help them relax and recharge for the afternoon.

At 12:35 pm, students transition into Readers Workshop, which is a time during which scholars independently read and have an opportunity to discuss what they are reading with their partners. Readers Workshop is a time during which students can fall in love with
reading. At GANAS Academy, we believe that if a child loves reading and reads exceptionally well, s/he can teach herself anything!

At 1:00 pm, students transition into their second math block of the day. During this block, scholars master new math content each day, practice math strategies in a variety of ways, and reflect on learning through verbal or written sharing. Students are exposed to all Mathematical Practice and Content Standards that cover all topics aligned to each grade level as defined by California State Standards and Common Core.

At 1:45 pm, students move into Social Studies where they are working on a California social studies standard such as: Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts. They discuss the different types of jobs people have in the community and how those help and improve the communities we live in.

At 2:15 pm, students transition into either P.E. or enrichment.

From 3:00 – 3:45 pm, students participate in “Choice Time.” During this block, students participate in structured play with their peers or receive additional interventions from their teacher.

At 3:45 pm, students meet on the rug and share their highs and low of the day, give shout outs to their peers, and reflect on how they will make the next day even better. At 3:50 pm, students pack up and transition to dismissal. Teachers walk students out towards multiple exits based on the following: students walking home with parents, students being picked up by automobile, and students staying after school.
Element 2: Measurable Pupil Outcomes and Element 3: Method by which Pupil Progress toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

**STANDARDIZED TESTING**

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

**Measurable Goals of the Education Program**

**1. Measurable Goals and Objectives of the Educational Program**

A chart detailing the school’s annual goals, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d) can be found in **Element 1, Goals and Philosophy**. The chart in that section also details the specific annual actions the school will take to achieve each of the identified annual goals.
GANAS Academy Charter School

Measurable Pupil Outcomes: Summative Assessment Performance Targets

2. Performance Targets Aligned to State Priorities

A chart detailing the school’s annual goals, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d) can be found in **Element 1, Goals and Philosophy**. The chart in that section also details the specific annual actions the school will take to achieve each of the identified annual goals.

3. Other Performance Targets

All Performance Targets aligned to state priorities, along with other performance targets, are outlined in the State Priorities table included in **Element 1**. We outline all formative assessments below.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

4. Monitoring and Measuring Student Progress

GANAS Academy uses data to drive all instructional and curricular decisions. To ensure that all scholars are firmly on the path to college, we consistently monitor and analyze student performance data. Data analysis allows us to build high levels of student support and drive all students toward mastery. GANAS Academy will employ a variety of school-level, state, and national assessments. Each assessment is purposely chosen or designed to give us a clear picture of student performance and help us better understand scholar strengths and skill gaps.

GANAS Academy will adhere to all of the same testing and academic performance standards as established by law and regulation for statewide assessments administered to public school students in California. We will administer the Smarter Balanced Assessment (SBAC), California Alternate Assessments (CAAs), and California Science Test (CAST) for every applicable subject (Language Arts, Mathematics, and Science) and in every applicable grade (Grades 3-8). The outcomes of our statewide assessment testing will be measured and reported by the California Department of Education.

GANAS Academy will use the Fountas & Pinnell Benchmark Assessment System (F&P) as a literacy assessment to gain accurate information on scholars’ reading growth. This assessment will provide us with critical data on scholars’ oral reading rate, accuracy rate, fluency, and comprehension. We will use this data to create reading groups, set goals for students, measure progress, and build support for students not making adequate progress. **Figure 19** demonstrates our advancement of reading levels. This schedule ensures 100% of students are reading on grade level by the third-grade. Students who are not on progressing along this schedule will receive additional supports and intervention.
Additionally, we will also use a nationally-normed test, the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), for use in every grade for baseline data. This data will be used to measure yearly academic growth. We will administer the MAP test during the first week of school, at mid-year, and at end of year testing windows. This will give us a complete and stable snapshot of student performance. Furthermore, the use of a nationally normed test will enable us to compare and analyze performance against students across the country and ensure that our students are competitive both statewide and nationwide.

**Figure 20** provides an overview of our assessments administered by subject area, grade level, and frequency.

### Figure 20: Summary of Major Assessments

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Frequency</th>
<th>Grades Administered</th>
<th>Subject Areas</th>
<th>Purpose</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC</td>
<td>Annually</td>
<td>Grades 3-8</td>
<td>ELA &amp; Math</td>
<td>SBAC is a criterion referenced test – measuring students’ content knowledge on a discrete set of ELA and Math standards as designated by the California Common Core State Standards</td>
<td>There is a 10% increase every year in students reaching proficiency.</td>
</tr>
<tr>
<td>NWEA MAP</td>
<td>Beginning, middle, and end of each year</td>
<td>Grades TK-5</td>
<td>ELA &amp; Math</td>
<td>Normed referenced test that allows the school to determine the mastery level and progress of students relative to grade level peers in English and Math</td>
<td>Demonstrate grade level growth annually according to RIT scores</td>
</tr>
<tr>
<td>Fountas &amp; Pinnell Benchmark</td>
<td>5 times a year</td>
<td>Grades TK-5</td>
<td>ELA</td>
<td>F&amp;P is a formative reading assessment that measures decoding.</td>
<td>See Figure 19 for schedule of F&amp;P levels</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Frequency</th>
<th>Grades Administered</th>
<th>Subject Areas</th>
<th>Purpose</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment System</td>
<td></td>
<td></td>
<td></td>
<td>fluency, vocabulary, and comprehension skills for students in kindergarten through 5th grade</td>
<td>indicating grade level benchmarks</td>
</tr>
<tr>
<td>Daily Exit Tickets</td>
<td>Daily</td>
<td>Grades TK-5</td>
<td>All Subjects</td>
<td>Formative assessments that are administered by teachers at the end of every instructional block to gauge student mastery of lesson objective. Teachers will use results to inform instructional for the following day and create intervention groups.</td>
<td>80% demonstrates proficient in subject area</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>Weekly</td>
<td>Grades K-5</td>
<td>All Subjects</td>
<td>Weekly quizzes will be used to assess mastery of objectives taught throughout the week. Results will be used to inform what skills need to be retaught and if individual scholars need further support through small group or individual instruction.</td>
<td>80% demonstrates proficient in subject area</td>
</tr>
<tr>
<td>Interim Assessments</td>
<td>End of each trimester</td>
<td>Grades K-5</td>
<td>All Subjects</td>
<td>Formative Assessments that measure student progress during five stages of the year and determine whether students are on track to meet end of year benchmarks.</td>
<td>80% demonstrates proficient in subject area</td>
</tr>
<tr>
<td>ELPAC</td>
<td>Upon enrollment; twice annually for all ELs</td>
<td>Grades K-5</td>
<td>ELA/ELD</td>
<td>ELPAC, a state test for English language proficiency that must be given to students whose primary language is other than English, is used to measure a</td>
<td>Each student will grow at least one performance band annually and demonstrate</td>
</tr>
</tbody>
</table>
Data Analysis and Reporting

At GANAS Academy, we believe that data-driven instruction is the key to achieving academic excellence. We will use both external and internal standards-based assessments to measure student performance, analyze data closely, and convert results into specific measurable action plans that support strong academic achievement for every student. All core components – language arts, mathematics, science, social science, and English language development – are assessed in a comprehensive and dynamic system. This comprehensive approach to data analysis allows teachers to know which standards need to be effectively re-taught or reinforced; school leaders to know the most appropriate professional development supports needed for teachers as a whole and teachers as individuals; and most importantly, empowers the entire staff to develop and execute a data-driven action plan to ensure that every child learns.

We believe that student achievement can greatly increase via the creation of rigorous assessments, strong analysis of the results, effective instructional action based on the results, and a culture in which data-driven instruction thrives.\textsuperscript{106}

A key lever for informing our data-driven culture and ensuring academic excellence is the use of Interim Assessments (IA). IAs for all core subjects will be developed prior to the school year by leadership and teachers and cover test content from the California content standards, Common Core and NWEA/MAP assessment. IAs will be created centrally for each core subject to ensure that we are setting a high bar for student achievement.

Interim Assessments will be scored and analyzed during school data days. During data days, teachers and leadership will complete an analysis on the results of the IA to identify students’ strengths and weaknesses and determine what specific steps need to be taken to achieve the goals we have set forth for our students.

Teachers with the support of leadership will conduct item analysis processes, where they correlate each question to a standards-based objective, assess student mastery per the objectives, and determine specific misunderstandings that may exist with groups of students or individual students to guide their re-teach plans. As they go through the item analysis process teachers will use the questions below to guide their analysis\textsuperscript{107}:


\textsuperscript{107} Ibid.
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- Did students all choose the same wrong answer? Why or why not?
- Did students do similarly on every question within the standard or were some questions harder? Why?
- Do results in one influence the other?
- Are there questions that separate proficient and non-proficient students?
- Are there anomalies occurring within certain students?

**Figure 21: Sample Assessment Analysis Sheet and Instructional Plan**

<table>
<thead>
<tr>
<th>Standards Analysis</th>
<th>Analysis of Why Students did not Learn Standard</th>
<th>Instructional Plan—What Techniques will you use to address these standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Standards warrant more time for whole-class instruction, re-teaching, and review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole Class Instruction:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Small Group Instruction**

<table>
<thead>
<tr>
<th>What Standards warrant more time for small group instruction and review</th>
<th>Instructional Plan—How or when will you Structure Small-Group Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teachers will use the results from their analysis to develop action plans that are based on which objectives need to be retaught, reviewed, or retaught in a way that addresses specific misunderstandings per the mistakes from groups of students.

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108 Ibid.
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Parents will participate in data analysis at several points during the year. During Annual LCAP planning, Family/Teacher Conferences, and SSC meetings, parents will be asked to review data and provide comments to the Head of School/Principal. The Head of School/Principal will lead discussions with families around adjustments or enhancements to instruction. Parent input will be taken into consideration when setting annual school goals.

We will also use data to inform oversight by our Board of Directors. Academic dashboards, including interim and comprehensive assessment data, will be reported to the Academic Achievement Committee and the Board as a whole. This will provide the Board a comprehensive picture of school performance throughout the year to go along with the summative performance reports from F&P, MAP, and Smarter Balanced assessments.

All student achievement data and student information data is kept in a school information system like Illuminate will be available for reporting purposes including the School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by numerically significant subgroups including but not limited to ethnicity, gender, English Learner, socio-economically disadvantaged students, and students with disabilities.

**Grading, Progress Reporting, and Promotion/Retention**

GANAS Academy’s grading policy is based on demonstration of mastery of Common Core State Standards (CCSS). Grades include student performance on in-class work, homework, and assessments. Teachers will formally report student progress to parents three times each year (at the end of each trimester), using progress reports. Teachers will conduct parent conferences each trimester so that parents have regular opportunities to discuss their child’s progress. In addition, parents will have the opportunity to login and receive up to the minute, real time grades for their student through our online SIS system.

Student achievement will be evaluated against state standards and the school’s stated outcomes and will reflect student progress on a continuum toward mastery of the concepts and skills at each grade level. Progress reports will include a letter grade and a score on a scale of 1-4 indicating the student’s level of mastery in each standard. The goal is for every student to prove mastery on each standard, indicated by a score of 3. If a student proves mastery above and beyond grade level, the student will earn a 4 on that standard. Students scoring less than 70% or a rubric score of 0 or 1 will not have demonstrated mastery and will receive additional supports and interventions. In addition to a scale score on a continuum toward mastery, teachers will include verbal narrative evaluations regarding the completeness, quality, and level of understanding of student work as well as descriptions of attitudes and behaviors at school during parent teacher conferences. Figure 22 outlines our grading policy.
Figure 22 - GANAS Academy Grading Policy

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Rubric Score</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
<td>4</td>
<td>A student earning an A or 4 in a course is consistently demonstrating advanced levels of mastery with the content standards.</td>
</tr>
<tr>
<td>A</td>
<td>93-97%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
<td>3</td>
<td>A student earning a B or 3 in a course is consistently demonstrating proficiency of the content standards.</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
<td>2</td>
<td>A student earning a C or a 2 in a course is consistently demonstrating basic competency of the content standards.</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Below 70%</td>
<td>0 or 1</td>
<td>A student earning less than 70% in a course has not demonstrated a basic level of mastery with the content standards.</td>
</tr>
</tbody>
</table>

During our summer professional developments teachers will be trained on how to use our grading systems and how to assess for mastery.

GANAS Academy is committed to creating an environment where all our scholars are successful and are acquiring the skills they need to move on to the next grade level. We do not believe in promoting scholars to the next grade based on non-academic factors. For students in our Early Elementary Academy (grades TK-2), one academic metric will be used to determine promotion or retention: reading achievement. In kindergarten (including TK) through second grade, we will use progress on the Fountas & Pinnell Benchmark Assessment System to assess student readiness for the next grade. For students in grades three through five (grades 3-5), two academic metrics will be used to determine promotion or retention: (1) reading achievement at grade level standards, as assessed on the state’s SBAC assessment and through student achievement in school; and (2) mathematics achievement at grade level standards, as assessed on the state’s SBAC assessment and through student achievement in school. Student performance on the ELA and Mathematics portions of the California statewide assessments will be used to determine eligibility for Summer Academy, in conjunction with the school’s attendance requirement and the school’s requirement that students achieve a minimum average grade of 70% in reading and mathematics during the last trimester in the grade. Specific provisions of an Individualized Education Program (IEP) may amend promotion or retention criteria, on a case-by-case basis.

In the case that a student becomes a candidate for retention the school notifies the parent in writing and also contacts the child’s parent by phone. Before March 1 of the current year, the child’s teacher consults with the Head of School and parent in each case concerning possible retention. In all cases, parents will be encouraged to remain involved throughout the process. After intensive interventions have been implemented and the results documented, a collaborative decision by Head of School, teachers, and parents to retain may be made. As needed, a determination will be made whether assessment for special education services is needed. If a recommendation for retention is made, the family can appeal once notified. To
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do so, the family should submit, in writing to the Board of Directors, by the specified date, that they disagree with the decision to retain their student. If a family has a difficult time expressing themselves in writing, the school will provide translation services to support them with the appeal. The written notification shall state evidence supporting why the family believes a recommendation for retention is unwarranted. The Board of Directors will review the presentation of facts and make a final determination within 20 days of the receipt of the family's appeal letter. Parents will be notified of the decision through an in-person meeting with the Head of School and a letter explaining the decision. All records and documents pertaining to retention will be kept in the student’s file.
Element 4: Governance

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

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.109

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with

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109The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.
GANAS Academy Charter School

federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (“Section 504”), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.
**Responding to Inquiries**

Charter School, including its nonprofit corporation, shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School’s public funds shall be subject to all necessary and appropriate District charter school oversight.

**Notification of the District**

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

**Student Records**

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.
**Parent Engagement**

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

**Federal Program Compliance**

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

1. School Governance Structure

GANAS Academy Charter School ("GANAS Academy") is a direct-funded independent charter school and will be governed by GANAS Academy, Inc. in accordance with California’s Charter Schools Act and the Nonprofit Public Benefit Corporation Law. Upon authorization, GANAS Academy, Inc. will apply to the IRS for 501(c)(3) status as a U.S. tax-exempt nonprofit organization. Our complete school governance structure is outlined in **Figure 23**.

**Board of Directors Responsibilities**

GANAS Academy Charter School will be governed by the Board of Directors of GANAS Academy, Inc., which holds the Charter and are legally, ethically, and fiscally responsible for the Charter School. The Board of Directors is a policy-making board and supervises the leadership and performance of the school. The board delegates all school management decisions such as hiring teachers and school staff, day-to-day school management, and adherence to school policy to the Head of School. Ultimately, the board is responsible for school oversight.

Specifically, the Board of Directors will oversee:

- **Mission, vision, and policy**: The Board of Directors will implement, and review all board, personnel, fiscal, and school policies to ensure they are aligned to the school’s mission and vision, in compliance with all federal, state, and district requirements.
and regulations, and execute a strategic plan with clear accountable tools to achieve goals outlined in the charter.

- **Finances:** The Board of Directors will review and approve the annual budget, oversee the annual audit, oversee all monthly financials to ensure strong short- and long-term health, and support all fund development priorities as they are developed over time.

- **Legal and regulatory compliance:** The Board of Directors will act in compliance with all state laws and regulations and regularly evaluate its function to meet all legal and regulatory requirements. The Board of Directors will select the Head of School and formally evaluate that role annually using specific performance criteria. Through its guidance and support, the board will ensure that the Head of School meets the school’s academic, organizational, and fiscal goals.

- **Promotion and accountability to the public:** The Board of Directors will promote the school to the public, expand the school's networks and relationships, respond to community and stakeholder concerns, and participate actively in Wilmington.

**Board of Directors Officers and Committees**

To ensure sound governance, the Board of Directors will annually elect four officers: Chair, Vice Chair, Treasurer, and Secretary. It will establish standing committees - the Governance, Academic Achievement, Finance, Development, and Audit Committees. The make-up of these committees is strictly restricted to board members and each committee will have two to three board members.

- **Governance Committee:** The responsibility of this committee is to ensure the health and work of the board, and to maintain and grow the strength of the composition of the board. The committee will develop an objective rubric and protocol to routinely evaluate the strength of the board to accurately identify development opportunities to board members, as needed. The Governance Committee will also be responsible for the identification, recruitment, nomination, verification, and training of all new members. Representatives of this committee should possess skills and expertise that includes, but is not limited to, management, human resources, school leadership, and prior successful board membership.

- **Academic Achievement Committee:** The responsibility of this committee is to review the school’s progress toward all academic goals and evaluate student performance outcomes. The committee will examine assessment results, as measured on internal and external assessments. The evaluations of this committee are directly linked to the review of the Head of School. Representatives of this committee should possess skills and expertise that includes, but is not limited to, education, consulting, school leadership, and law.
GANAS Academy Charter School

- **Finance Committee:** The responsibility of this committee is to oversee the school’s fiscal management and viability. The committee operates closely with the Chair of the Board, Head of School, Operations Manager, and the Financial Back Office Provider. The Finance Committee reviews cash flow and budget statements monthly, prepares financial reports as needed, and presents financial materials to the Board of Directors. Representatives of this committee will possess skills and expertise that includes, but is not limited to, finance, consulting, accounting, and business ownership.

- **Development Committee:** The responsibility of this committee is to work with the Head of School to establish fundraising strategies, increase public awareness about the school, develop stronger partnerships with key political, financial, and business allies, and develop marketing materials. Representatives of this committee will possess skills and expertise that includes, but is not limited to, finance, consulting, marketing, public relations, advertising, prior board experience, fund development, campaign or political management experience, and human resources.

- **Audit Committee:** This committee is tasked with the evaluation and hiring recommendation of potential auditor. Actual hiring will be ratified by the Board at an official meeting. The Audit Committee monitors the progress of the annual fiscal audit and reviews and resolves any findings and/or oversees the implementation of any recommendations forthcoming from the audit.

**Head of School and Principal Responsibilities**

The Head of School (HOS) will be responsible for the implementation and execution of the day to-day program at GANAS Academy. The HOS will report directly to the board during monthly meetings through detailed academic reports, financial statements, and management updates and in full compliance with the Brown Act. In addition to the implementation of the educational program, the HOS will also be responsible for hiring, supporting, and evaluating all school staff. The HOS will act as the primary campus leader and instructional coach in years 1-3, until the TK-5 Principal is hired in year 4. In year 4, the HOS will take on duties similar to that of an Executive Director role and will oversee the organizational and academic performance of the school, while managing the TK-5 Principal.
**Governing Board Composition and Member Selection**

The Board shall consist of seven to fifteen members and will conduct business in accordance with its bylaws. The governance work of the Board will be led by Board officers, which include a Chair, Vice Chair, Secretary, and Treasurer. Each officer shall serve a term of two years. The Board shall conduct certain work through committees of less than a quorum of Board members, which may be established by Board resolution that sets forth the scope and authority of each committee. However, committees may not take official action on behalf of the Board without a formal vote in compliance with the bylaws and the Brown Act. Standing committees shall consist of an Academic Achievement Committee, Development Committee, Finance Committee, and Governance Committee. Committees shall be formally established, and members appointed, by the Board after authorization. The calendar for regular meetings of standing committees will be adopted by the Board. Standing committee meetings will be subject to the Brown Act as if they were meetings of the entire Board.

The Founding Board is comprised of seven individuals who represent a diverse range of experience and industries, such as education, finance, technology, and law. Collectively, the board possesses the necessary skills to provide strategic direction and effective oversight of
GANAS Academy Charter School

our finances, organizational development, and academic programming. Each member has committed to devoting their time and energy, without any compensation, to ensuring that the mission and vision of GANAS Academy is fulfilled and that the promises made to the public and to the authorizer in this charter are carried out in accordance with the law. All members of the Founding Board will become members of the governing Board.

The Board will consist of seven to fifteen members, and will maintain an odd number for voting purposes. The exact authorized number will be fixed by the Board from time to time by resolution. The Board will convene an annual retreat to set a calendar, goals, and strategic plan for the upcoming year. Additionally, the annual retreat provides an opportunity for the Board to review and receive training on state, federal, and District requirements. Prior to authorization, the Board has convened to receive training on charter school governance responsibilities (financial, legal, and academic) and public responsibilities under the Brown Act. The determination of need to add Directors will be based on an evaluation of the current needs of the Board, along with skillsets provided by members currently in place. In seeking out additional Directors, the Board will look for the following:

- Commitment to GANAS Academy’s mission and vision
- Commitment to public education and the belief that every child deserves a meaningful education
- Capacity to complete the work required of a Director
- Record of and commitment to collaboration and teamwork
- Good moral character and good standing professionally
- Specific expertise in law, finance, TK-5 teaching, TK-5 school leadership, TK-5 school operations, marketing, human relations, fundraising and development, real estate, community outreach, or non-profit management.

2. Governance Procedures and Operations

Meetings shall be held at a place accessible by the community, generally at the school site, and designated within LAUSD’s boundaries as set forth in the notice of the meeting. All meetings of the board shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

All meetings of the board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The board shall meet annually for the purpose of setting strategic directives, approving budgets, electing officers, and the transaction of such other business as may be properly brought before the meeting. During this meeting, the board will also establish the annual calendar of board and committee meetings for the subsequent year. All meetings will operate in accordance with the Brown Act and the public will receive notice at least seventy-two (72) hours before a regular meeting. This meeting shall be held at a time, date, and place as noticed by the board in accordance with the Brown Act.

Regular meetings of the board, including annual meetings, shall be held at such times and places as set by the board, at least ten times annually. The board or its designee shall post an
agenda containing a brief general description of each item of business to be transacted or discussed at the meeting at least seventy-two (72) hours before said meeting. The agenda shall be posted in a location that is accessible to the public/constituents.

Minutes of each meeting shall be kept and shall be filed with the corporate records. The board may adopt rules for the governance of any committee as long as the rules are consistent with this Charter if the board has not adopted rules, the committee may do so.

Special meetings of the board for any purpose may be called at any time by the Chair of the Board or by a majority of the Board of Directors. The party calling a special meeting shall determine the place, date, and time thereof. In accordance with the Brown Act, special meetings of the board may be held only after at least twenty-four (24) hours’ notice is given to the public, through posting the call and notice of the meeting in a location that is freely accessible to members of the public and on the school’s website.

3. Decision-Making Procedures

Board action may only be taken at a properly called, public meeting at which a quorum is present. In accordance with the Bylaws, a majority of the members then in office shall constitute a quorum. At meetings where a quorum is present, the Board may generally take action by majority vote, unless a greater proportion of votes is required by the Bylaws. Action will be taken during open meetings or via written action in accordance with the Brown Act.

The board may elect to use teleconferencing for all purposes in connection with any meeting of the board. If the board elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in full compliance with the Brown Act and in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the board directly at each teleconference location. During the teleconference, at least a quorum of the members of the board shall participate from locations within the boundaries of the territorial boundaries of LAUSD. Participation in a meeting through use of teleconferencing constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call. "Teleconference" means a meeting of the board, the members of which are in various locations, connected by electronic means, through either audio or video, or both. Nothing stated here shall prohibit the corporation from providing the public with additional teleconference locations.

4. Stakeholder Involvement Plan and Process

At GANAS Academy, we believe that families and parents are our partners and critical stakeholders in our work. Our partnership with parents begins during student recruitment where we discuss with parents the goals and aspirations they have for their children and
GANAS Academy Charter School

how GANAS Academy will work with them to make those aspirations a reality. When new students enroll at GANAS Academy, members of the school’s leadership team will conduct Home Visits with each family before the school year begins. During these Home Visits, the school leadership team will discuss with each family the mission and vision of GANAS Academy and learn about the academic goals the family has for their child. These visits can also be held in a local public location, such as a neighborhood library, at the family’s preference. No family will be required to have a Home Visit, and no child will be denied enrollment based on their family’s preferences regarding completion of a Home Visit. Each year thereafter, every new family to the GANAS Academy school community will be invited to participate in a Home Visit at a location of their choice.

Prior to the beginning of the school year, we also will hold an annual Family Orientation, offered at two times to allow for wide access to our families and from which families can select the best time that works for them. The purpose of this orientation will be for families to meet the GANAS Academy team and receive information on our academic and behavioral expectations, support services, and promotion requirements. During orientation, parents will also have an opportunity to tour our space and watch model lessons conducted by our teachers so that they can understand our instructional approach. For schedule of our two annual Family Orientations, please see our Annual Calendar in **Element 1**.

We will communicate with parents about their student’s progress daily through a variety of means, including but not limited to: our website, phone call homes, daily written updates, and parent conferences. We will update our website regularly with pertinent information and ensure that it is available to view in the parent’s native language. We will send home weekly updates on a student’s academic and behavior performance. After every trimester, we will also hold parent conferences, which will be led by teachers to discuss with parents their child’s performance and progress and provide a space for parents and teachers to solidify their partnership and support student learning. Please see our Annual Calendar in **Element 1**, for schedule of these conferences.

To deepen and further enrich the relationship between school and family on behalf of student success, GANAS Academy will host monthly Cafecitos, which will be informal gatherings of parents to openly discuss topics of interest, learn about current curricular focuses, and celebrate school progress and achievement. All parents and members of the greater community are welcome to attend, as our goal is to create an additional avenue for parent feedback and ideas. Cafecitos will be hosted by the Head of School (HOS) and/or Principal(s). For the Cafecitos schedule, please see our Annual Calendar in **Element 1**.

To ensure parents are consistently engaged, GANAS Academy will conduct semi-annual family surveys, collecting data on family satisfaction with curriculum, culture and staff. We believe that having family buy-in and building capacity is critical in promoting positive student outcomes. Results of these surveys will be provided to the Board and will inform the annual evaluation of the Head of School.
GANAS Academy Charter School

LCAP Development

In planning to draft the LCAP, leadership referred to CA Education Code 47606.5 GANAS Academy will engage the School Site Council, ELAC, staff, students, parents, and other community stakeholders regarding the annual LCAP. Engagement will consist of surveys and meetings to ensure that stakeholders have multiple opportunities to provide input on the LCAP. Feedback from stakeholders will be documented, reviewed, and analyzed in finalization of GANAS Academy’s LCAP. In May, after a preliminary school budget, LCAP, and associated goals are completed, the Head of School will present drafted plans to staff. After reviewing staff input, plans are presented to the School Site Council, students, parents, and other stakeholders for review and public comment, in preparation for formal adoption by the public vote of the Board in June.

School Site Council

The GANAS Academy School Site Council (SSC) will ensure that the voices of families, teachers, and the community are heard throughout the school’s decision-making process. The SSC is comprised of ten members of the school community and includes the Head of School, teachers, parents, and other staff members. There will be 4 faculty seats, 1 seat for Head of School and 5 seats for parents or community members. SSC members are nominated and elected by their peers and serve two-year terms. Members will be elected for a two-year term, with elections for half the members held in even years and half in odd years. This practice ensures that the SSC will not be composed entirely of new members each year. Information from the SSC meetings will be communicated at board meetings through parent representative or minutes that will be shared by the Head of School. The SSC is one of the important groups providing feedback on the development of each annual LCAP.

GANAS Family Ambassadors

GANAS Family Ambassadors is a group of dedicated parents carrying out the singular mission of strengthening school community and culture through parental involvement. Our Family Ambassadors contribute to the success of our school by assisting with student recruitment efforts, organizing parent volunteers, and hosting or requesting relevant workshops for other parents and the greater community. Serving as a GANAS Family Ambassador is strictly a voluntary position and there are no requirements to join. There is also no cap on the number of members who can participate. The Head of School and/or Principal(s) will work closely with the GANAS Family Ambassadors to build on school success and address challenges and obstacles that families may be facing. Our school will provide adequate space and resources for monthly meetings and new families will be encouraged to attend and participate.

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110 https://www.cde.ca.gov/fg/aa/co/ssc.asp.
Element 5: Employee Qualifications

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

**EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees based on race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

**ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

**Employee Positions and Qualifications**

1. **School Employees**

GANAS Academy Charter School (“GANAS Academy”) will strategically recruit, hire, and train a staff of professionals committed to executing the school's mission and vision. We will search for and employ individuals who believe that all children, regardless of zip code or family income, deserve the life-changing opportunities of a world-class education. Our staff will align their actions to build and deliver a rigorous curriculum, provide consistent high-quality instruction, and foster an environment where students positively develop their character. The staff chart outlined below was strategically created to ensure our academic and cultural programming function at the highest levels through all years of operation.

The following staff structure and timeline parallels our slow-growth enrollment model. Additional teachers and support staff will be added to complement a growing student body from operating years two through five, until we reach full enrollment. All organizational roles and hires will serve to advance the mission and vision of GANAS Academy.
GANAS Academy Charter School

Figure 24: School Staff Structure

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<td>Enrichment Teachers</td>
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<td>Community Engagement Specialist</td>
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2. Job Descriptions of School Employees

Head of School (Administrator)

GANAS Academy Charter School’s Head of School is hired, evaluated by, and held accountable to the Board of Directors regarding all aspects of the school’s academic program, financial management, and organizational health. The Head of School is entrusted with advancing the school’s mission, maintaining the organization’s financial viability, and determining the school’s future direction in accordance with the mission.
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Head of School Qualifications

- A master’s degree in education and at least five years of educational experience preferred
- Strong commitment to, belief in, and alignment with school’s mission and vision
- Experience in leadership and management of adults and scholars
- Minimum of a Master’s Degree, with all accompanying verification provided as part of the personnel file
- Knowledge of or experience in education, school finance, governance, management, or law
- Ability to assess data, find trends, and use information to make strategic decisions
- Experience in budgetary planning, accounting, and effective allocation of school resources
- Exceptional verbal and written communication skills
- Strong organizational skills and ability to multi-task
- Spanish speakers preferred

Head of School Responsibilities

- Recruit and hire mission-aligned and results-oriented individuals to fill the positions outlined in Figure 24
- Create, monitor, and sustain culture of academic excellence through consistent implementation of systems and structures to maximize student learning
- Train the Principal (Y4) and Dean of Curriculum and Instruction (Y3) through the observation and practice of curriculum and assessment development, teacher coaching and support, delivery of professional development, and lesson plan feedback and review.
- Lead the development and adaption of a rigorous curriculum and the management of data-driven instruction designed to improve student achievement
- Create clear and measurable internal standards aligned to the CCSS and influenced by other rigorous state learning standards
- Manage and oversee the Operations Manager, Office Manager, as well as all other staff, including representatives of all outsourced business functions
- Lead staff development and administrative meetings
- Manage and direct recruitment, hiring, training, and retention of all staff members, including salary, contract, and benefit orientations; involve other leadership positions when applicable
- Observe all teachers weekly and twice-weekly for new teachers, as well as conduct daily “drop in” observations (observations are done with Dean of Curriculum and Instruction in Y3)
- Draft and provide evaluations of all staff members (working with the Dean of Curriculum and Instruction, Y3, or the Operations Manager when evaluating positions that also fall under their management)
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- Implement all personnel policies
- Implement all student discipline, code of conduct, and behavior standards in conjunction with other administrative and teaching staff
- Serve as primary spokesperson for school to internal and external constituents including media, community members, parents, elected officials, and visitors
- Support and work with the Board and its committees, providing information, data, reports, and context necessary and as requested to assist in effective school governance
- Manage and allocate school resources, including financial resources, in alignment with school values; work with the Operations Manager to evaluate the accuracy of all financial documents
- Coordinate, manage, and ensure compliance with state-mandated instruction, assessment, and reporting, including requirements for English Learners
- Hire and supervise personnel who provide contracted serviced (e.g. speech therapy)
- Work with all school stakeholders, specifically with Operations Manager and Board of Directors, to acquire and collect resources, both financial and in-kind, for instructional, extracurricular, and enrichment needs
- Ensure appropriate facility is in place in all years to meet the school’s needs and develop financial plan for capital needs to secure a permanent facility
- Supervise and direct culture of school by monitoring academic program and implementation of school’s discipline code to ensure safe, and focused school environment
- Develop and communicate strategic plan for the school
- Serve as authorizer liaison

Principal / (Administrator)

The Principal will start in year 4 and be responsible for providing instructional leadership to teachers and support TK-5 staff and students. The Principal is responsible for ensuring the ultimate academic success of the school, overseeing and supporting teachers, informing the Head of School’s evaluation of teachers, and reports directly to the Head of School. An ideal candidate will have at least five (5) years of instructional knowledge and success.

Principal Qualifications

- CA teaching credential, highly qualified according to applicable federal and state requirements, and demonstrated expertise
- Administrative credential favorably considered
- Knowledge regarding California State Standards including Common Core
- Experience in education, strategic planning, and staff development
- Ability to assess data, find trends, and use information to make strategic decisions
- Marked success with quantifiable and objective student performance gains that surpass state and local district averages
- Experience having led teachers preferred
- Experience having developed and led professional development preferred
- Detail-oriented, organized professional with ability to manage multiple priorities
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- Bachelor's Degree required; Master's or advanced degree preferred
- Spanish speakers preferred

Principal Responsibilities

- Commit to the mission and vision of the school
- Mediate and manage conflicting demands of the teaching staff
- Be highly organized and self-sufficient
- Differentiate training and action plans for teachers with varying degrees of expertise and performance
- Set and monitor the teaching schedule for the core faculty
- Develop school systems and structures that maximize student learning
- Create, monitor, and sustain a disciplined culture of high academic and behavioral standards
- Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators through an academic achievement dashboard
- Monitor the grading policy
- Supervise teacher communication to parents and ensure all parents are fully informed of student progress
- Implement and monitor the school’s academic standards, benchmark assessments, and curriculum
- Coordinate the administration of the CAASPP, ELPAC (both Initial Identification Assessment and Summative Assessment), and other state and national norm-referenced tests
- Implement and run professional development for teachers
- Make weekly reports to the Head of School regarding academic and school culture data, as well as the professional development progress of staff

Dean of Curriculum and Instruction (Administrator)

The Dean of Curriculum and Instruction is hired, supervised, evaluated by and held accountable to the Head of School. Evaluation is primarily based on student achievement, quality of curriculum development, and his/her growth in supporting teacher performance and development. The Dean of Curriculum and Instruction is entrusted with advancing the mission of the school through the management and development of a standards-aligned curriculum; participation in the evaluation, support, and development of teaching staff; and collaboration with the Head of School on areas of instructional and/or curricular need at the school.
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Dean of Curriculum and Instruction Qualifications

- Strong commitment to, belief in, and alignment with mission and vision of school
- Minimum of three years working in urban education with history of significant gains in scholar performance and/or growth
- Bachelor’s Degree Required, Master's Degree preferred, with all accompanying verification provided as part of the personnel file
- Highly qualified as determined by applicable federal and state requirements, with all accompanying verification provided as part of the personnel file
- Experience in leadership and management of both adults and scholars
- Ability to assess data, find trends, and use information to make strategic decisions
- Strong knowledge of Common Core State Standards in all relevant grades and subjects
- Knowledge of national content standards
- Exceptional verbal and written communication skills
- Strong organizational skills and ability to multi-task
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation
- Spanish speakers preferred

Dean of Curriculum and Instruction Responsibilities

- Embody mission, vision, core beliefs and strategic direction of the school
- In consultation with Head of School, help to develop and monitor a curriculum (scope and sequence, planning, etc.) that maximizes and enhances student learning in all core subjects
- Observe facilitation of staff professional development and begin to deliver staff professional development beginning in Year 3 and help to coordinate professional development sessions as needed from outside resources
- In conjunction with the Head of School, serve as one of the instructional coaches for the faculty through providing regular observations and feedback, conducting meetings, and responding to additional metrics of support to provide a quality instructional program to students
- Research and develop best practices to be implemented and supported in the school
- Analyze student achievement data as well as teacher performance data on variety of metrics, both quantitative and qualitative, and use information to collaborate with the Head of School on strategic plan and short- and long-term vision for school
- In consultation with Head of School, coordinate and manage administration of all standardized student assessments and evaluations, including state assessments, interim assessments, and nationally normed assessments
- Review report cards for every student and provide feedback to teachers before report card review done by the Head of School
- Co-manage assigned aspects of school-wide routines such as lunch procedures and before and after-school plans
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Operations Manager (Classified)

The Operations Manager is hired, supervised, evaluated by, and held accountable to the Head of School. Evaluation is primarily based on his/her performance and growth, organization, and business and internally created operations and performance measures. The Operations Manager is entrusted with advancing the mission of the school through assisting in the creation and implementation of a budget and coordination of external and internal operations. Each of these responsibilities will be done in collaboration with the Head of School.

Operations Manager Qualifications

- Strong commitment to, belief in, and alignment with mission and vision of school
- Possession of, at minimum, a Bachelor’s degree, with all accompanying verification provided as part of the personnel file
- Minimum of three years of experience in operations and finance preferred
- Proficiency or advanced knowledge in Microsoft Excel and other financial management and human resources software (required)
- Knowledge of school finance, budgetary planning, and accounting principles (preferred)
- Experience in school finance, governance and fundraising (preferred)
- Excellent technical writing and organizational skills required
- Excellent data management and reporting abilities
- Demonstrated ability to multitask effectively and prioritize strategically
- Prior leadership roles with demonstrated strong results
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness
- Strong communication and interpersonal skills
- Spanish speakers preferred

Operations Manager Responsibilities

- Create and maintain high standards of financial management and oversight with regard to budgets, cash flow statements, expenditures, and revenues
- Ensure compliance with generally accepted accounting principles as well as all other requirements, federal, state, and local
- Provide regular feedback to the Head of School on tools and resources that may strategically improve the school's financial management
- Working closely with contracted vendors, supervise daily accounting needs of the school, including but not limited to, accounts payable and receivable, cash receipts, payroll and benefits, general ledger, taxes, and allocation of non-financial resources in collaboration with the Head of School
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- Prepare all relevant reports, evaluations, and data to both internal and external agencies, funding sources, and parties for review by the Head of School
- Supervise and monitor daily inputs and outputs of the school, including but not limited to, accounts payable and receivable, cash receipts and disbursements, payroll/benefits, taxes, staff, and school supplies
- Report to and collaborate with the Head of School throughout the annual budgetary process including establishment of priorities and maintenance of financial outputs on daily and/or weekly basis
- Coordinate food service bids and contract for all student meals and snacks in conjunction with vendor selected and with the Head of School
- Coordinate and implement strategy for teacher and student recruitment in collaboration with the Head of School
- Conduct community outreach and engagement
- Oversee facility layout and equipment needs
- Oversee resources provided to all staff, including classroom resources and copy services
- Provide verbal and written financial reports at all Finance Committee meetings, and at full Board meetings as needed, in coordination with the Head of School
- Monitor daily student attendance
- Manage Illuminate, our Student Information System (SIS)

Office Manager (Classified)

The Head of School will hire and delegate supervision of the Office Manager. The Office Manager will primarily be supervised and held accountable to the Operations Manager. Evaluation will be primarily based on performance and growth and completed by the Head of School and Operations Manager. The Office Manager is entrusted with advancing the mission of the school through the organization and running of all administrative tasks including phone calls, copies, translation, newsletter drafts, filing, and recordkeeping.

Office Manager Qualifications

- College degree preferred but may be substituted for relevant experience
- Three or more years of customer service or administrative experience
- Strong organizational abilities
- Detail-oriented
- Experience in clear, respectful communication with both adults and children
- Preferred experience working in urban settings
- Knowledge of office equipment and services including computers, printers, copiers, fax machines, phones, and software
- Familiarity with Microsoft Office, especially Word, Excel, and PowerPoint
- Open to feedback, willingness to take personal responsibility
- Spanish speakers preferred
Office Manager Responsibilities

- Strong commitment to, belief in, and alignment with mission and vision of school
- Maintain accurate, complete, neat, and organized files for every student
- Coordinate lottery, admissions, enrollment, and waitlist procedures for the school
- Conduct community outreach and engagement
- Collect, enter, and maintain school data in administrative database
- Create purchase orders, track shipments, and follow-up on administrative needs with vendors, including ordering, receipt and maintenance of supplies
- Work with Operations Manager to maintain accurate attendance records and follow-up with families when students are not present at school
- Coordinate all school mailings
- Ensures strict confidentiality of personal student and staff records and data
- Make copies as needed
- Support Operations Manager in operational duties, including lunch distribution, recess and inventory and distribution of supplies
- Maintain enthusiastic greetings of all school stakeholders (in person, by phone, through email, and through mail) and provides information and directs communication thoughtfully
- Communicate to all school stakeholders in thoughtful, calm, and knowledgeable way.
- Remain familiar with school policies, procedures, and operations
- Draft, edit, and translate documents, as needed
- Complete other responsibilities as requested by the Head of School

Student Services Manager (Certificated)

The Student Services Manager is hired, supervised, evaluated by, and held accountable to the Head of School. Evaluation is based on performance and growth, student achievement, and quality of student support. The Student Services Manager is entrusted with advancing the mission of the school through the development of our Special Education and EL Programs. He or she will collaborate with the Dean of Curriculum and Instruction (Y3) on areas of instructional and/or curricular support at the school, especially in relation to English Learners and students with special needs.

Student Services Manager Qualifications

- Strong commitment to, belief in, and alignment with mission and vision of the school
- Minimum of a Bachelor’s degree, with all accompanying verification provided as part of the personnel file
- California state teacher credential or certification eligibility, with all accompanying verification provided as part of the personnel file
- California State Certification in Special Education
- CLAD or equivalent
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- Highly qualified as determined by applicable federal and state requirements, with all accompanying verification provided as part of the personnel file
- Minimum of one year working in urban education with a history of significant gains in scholar performance and/or growth
- Experience in writing excellent Individual Education Plans (IEPs) and communicating the contents in an accessible way to multiple audiences
- Experience compiling and managing special education reporting data
- Excellent verbal and written skills
- Experience or familiarity analyzing data and using data to inform decisions and/or instruction
- Strong organizational skills
- Openness to feedback, desire to continue development as professional, and willingness to take responsibility for scholar outcomes and achievement
- Spanish speakers preferred

Student Services Manager Responsibilities

- Serve as the point of contact for all matters involving special education due process
- Draft and revise IEPs as necessary to ensure that needs of special education students are being served
- Maintain detailed, meticulous student IEPs, 504 plans, and EL records according to state and federal guidelines
- Working with the Head of School, prepare, budget, and solicit funds to provide financial support for programs and equipment
- Prepare and submit documentation to secure funding through IDEA and the State of California
- Provide on-going training to staff and school administrators on special education and EL compliance and instructional best practices
- Ensure compliance with all state-mandated instruction, assessments and reporting
- Hire and supervise contracted vendors who provide services such as, but not limited to, speech therapy, occupational therapy, and counseling, in coordination with the Head of School
- Embody mission and vision of the school
- Coordinate annual or biannual formative and summative evaluations of the special education program
- Create standards-aligned curriculum including scope and sequence documents, annual curricular plan, unit plans, and lesson plans; develop interim, midterm, and final assessments as needed
- Provide academic support and tutoring to small groups or individual students as needed/scheduled
- Assist with interviewing of special education teachers and related service professionals
- Analyze student achievement data in collaboration with the Dean of Curriculum and Instruction (Year 3) and Head of School
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- Implement data tracking system and use data to inform instructional development and delivery
- Collaborate with other staff members and actively participate in all professional development and learning activities
- Work to continuously improve effectiveness in all instructional practices, using school's teacher performance rubric as a guide
- Provide direct student services as needed
- Use feedback to make productive changes in performance
- Complete all administrative requirements before given deadlines

**Special Education Teacher (Certified)**

Under the direction of the Student Services Manager and Head of School / Principal, the special education teacher plans and provides for appropriate learning experiences for students with disabilities. The person in this position is responsible for creating a flexible program and learning environment that provides specialized instruction for students with disabilities, such that the students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aides, accommodations, and other needed supports.

**Special Education Teacher Qualifications**

- Strong commitment to, belief in, and alignment with mission and vision of the school
- California State teacher credential
- Minimum of a Bachelor’s degree
- California State credential in special education
- CLAD or equivalent
- Highly qualified as determined by applicable federal and state requirements
- Minimum of one year working in urban education with a history of significant gains in scholar performance and/or growth
- Experience in writing excellent Individual Education Programs (IEPs) and communicating the contents in an accessible way to multiple audiences
- Experience compiling and managing special education reporting data
- Excellent verbal and written skills
- Experience or familiarity analyzing data and using data to inform decisions and/or instruction
- Strong organizational skills
- Openness to feedback, desire to continue development as professional, and willingness to take responsibility for scholar outcomes and achievement
- Spanish speakers preferred
Special Education Teacher Responsibilities

- Deliver instruction using variety of targeted learning modalities in order to develop necessary skills (motor, language, cognitive, memory) using methods to enhance student achievement
- Create and maintain a system for monitoring and compliance, ensuring that all federal and state rules and policies are followed with regards to special education
- Create and coordinate an annual schedule for IEPs
- Embody mission and vision of school
- Teach and enforce school-wide systems, rules and consequences, disciplinary codes, and rewards at all times
- Facilitate review of intake assessments for incoming students
- Facilitate the evaluation/reevaluation process
- Develop and implement ambitious and standards-aligned lesson plans with the end goal of student performance at or above grade level
- Coordinate push-in and pull-out schedules with special education instructional consultants and general education teachers
- Ensure compliance with all Federal and District SPED regulations regarding parent/guardian consent
- Work directly with general education teachers on issues that may arise in classroom settings
- Maintain up-to-date Welligent records
- Provide Welligent data analysis for all Modified Consent Decree meetings
- Communicate regularly and proactively with students and families
- Draft student report cards and revise as required
- Participate in additional activities including field trips, intensive academic support sessions, and other required programs as needed throughout the year

General Education Teacher (Certificated)

Teachers will report to the Head of School

General Education Teacher Qualifications

- Minimum of a Bachelor’s degree
- CLAD or equivalent
- California State teacher credential
- Teachers teaching TK must possess credentials that authorize instruction in transitional kindergarten classrooms as outlined by the Commission on Teacher Credentialing and shall by August 1, 2020 have one of the following: (1) at least 24 units in early childhood education, or childhood development, or both; as determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph; a child development permit issued by the CTC
- Highly qualified as defined by applicable federal and state requirements
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- Minimum of one year working in urban education with a history of significant gains in scholar performance and/or growth (preferred)
- Excellent verbal and written skills
- Experience or familiarity analyzing data and using data to inform decisions and/or instruction
- Strong organizational skills
- Openness to feedback, desire to continue development as professional, and willingness to take responsibility for scholar outcomes and achievement
- Strong commitment to, belief in, and alignment with mission and vision of school
- Spanish speakers preferred

**General Education Teacher Responsibilities**

- Plan, implement, and execute engaging and rigorous daily standards-based lessons to ensure that all students master the required content
- Assess students frequently through formal and informal measures
- Create comprehensive chapter and/or unit tests
- Reinforce school-wide rules and expectations
- Complete other tasks as directed by the Head of School and Principal
- Identify students who are academically at risk and initiate effective intervention strategies
- Communicate frequently with parents
- Provide supervision before school and after school and during student lunch as assigned in order to maintain student safety; in line with OSHA recommendations, all teachers have a thirty-minute duty-free lunch every day that may not occur at the same time as student lunch

**Enrichment Teacher (Certificated)**

Enrichment Teachers will be responsible for developing our scholar’s talent. Teachers will report to the Head of School; once Principal is in place, this role will report directly to the Principal

**Enrichment Teacher Qualifications**

- Strong commitment to, belief in, and alignment with mission and vision of school
- California State teacher credential
- Credential in Enrichment Subject being taught (Ex: Art Credential)
- Minimum of a Bachelor’s degree
- Highly qualified as defined by applicable federal and state requirements
- Minimum of one year working in urban education with a history of significant gains in scholar performance and/or growth (preferred)
- Excellent verbal and written skills
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- Experience or familiarity analyzing data and using data to inform decisions and/or instruction
- Strong organizational skills
- Openness to feedback, desire to continue development as professional, and willingness to take responsibility for scholar outcomes and achievement
- Spanish speakers preferred

**Enrichment Teacher Responsibilities**

- Preparing/implementing lesson plans that lead to student mastery of enrichment content (i.e. art, dance, theatre, or music)
- Plan, implement, and execute engaging and rigorous daily standards-based lessons to ensure that all students master the required content
- Regularly assess student progress to refine instruction and meet student needs
- Participating in professional development opportunities and collaborative meetings
- Communicate frequently with students, families, colleagues, and other stakeholders
- Reinforce school-wide rules and expectations
- Complete other tasks as directed by the Head of School and Principal as hired
- Provide supervision before school and after school and during student lunch as assigned to maintain student safety.

**Grade Level Leader (Certificated)**

The Grade Level Leader will function as manager of the culture and academics of his or her grade level team. Each grade will have a Grade Level Leader resulting in nine Grade Level Leaders when the school grows to capacity. As a classroom teacher, a Grade Level Leader will receive an annual stipend for their additional responsibilities.

**Grade Level Leader Qualifications**

- Successful member of the grade level, with strong relationship with students, classroom management, and student results
- Ability to work well with a team and to inspire and lead others towards ambitious goals

**Grade Level Leader Responsibilities**

- Analyze grade level culture and academic data
- Develop action plans, in concert with the grade level team, to address culture and academic trends at the grade level
- Facilitate interdisciplinary planning and horizontal articulation of grade-level curriculum.
- Meet weekly with grade-level teachers to provide support
Teaching Assistant (Classified)

Teaching Assistants are hired and evaluated by the Head of School and Principal. Teaching Assistants provide support to third, fourth, and fifth grade students, primarily in a one-on-one or small group capacity. Teacher Fellows collaborate with grade level teachers around data analysis processes, instructional goals and methods, and curricular development to ensure the support provided is strategic. Grade-level Teachers and Teaching Assistants identify the needs of scholars who are struggling with skills or who need additional challenge, and Teaching Assistants are incorporated in the action plans to provide this necessary support.

Teaching Assistant Qualifications

- Must meet federal and state requirements in accordance with Title I funding parameters: (1) completed two years of study at an institution of higher education; (2) obtained an associate’s (or) degree; or (3) met a rigorous standard of quality and are able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing and mathematics (or as appropriate, reading readiness, writing readiness and mathematics readiness)
- Must be organized, creative, independent and self-motivated, enthusiastic, dependable, detail-oriented, flexible in scheduling and prioritization, and driven by excellence
- Must possess excellent communication skills to present facts and recommendations effectively in oral and written form, including accurate grammar and business correspondence knowledge
- Must have strong interpersonal skills to establish and maintain effective relationships the demonstrated ability to communicate in situations requiring tact and poise;
- Must be skilled in confidentiality and discretion
- Must present a neat, professional appearance
- Must be able to adjust tasks and focus with composure, and in accordance with changing deadlines and priorities
- Spanish speakers preferred

Teaching Assistant Responsibilities

- Provide intervention support, primarily in a one-to-one or small group capacity, for students in grades 3-5
- Supervise students in all indoor and outdoor activities ensuring a safe environment, especially during transitions and bathroom breaks
- Supervise students during breakfast, lunch, and snack time, encouraging good eating habits
- Assist in teaching students to become responsible for their decisions and actions
- Guide students’ behaviors in a positive way that teaches self-respect along with respect for others and the community
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- Encourage students to interact positively with other children and people around them
- Provide a wide variety of age-appropriate activities that offer physical and emotional growth
- Prepare instructional materials needed to implement the daily activity plans with the classroom teacher
- Maintain open lines of communication with the classroom teacher and team to ensure individual needs of all students are met
- Prepare and distribute healthy snacks as necessary for students
- Help and supervise during any field trip and school-related activities

**Director of Development (Classified)**

The Director of Development is responsible for the implementation of our school fund development plan as well as for building and maintaining strong relationship with all community partners and friends of the school. This role works closely with the Development Committee of the Board on setting development priorities, the Board as a whole as requested, and with the Head of School in implementation of all priorities and plans. This role reports directly to the Head of School.

**Director of Development Qualifications**

- Bachelor's degree required, Master's degree preferred
- Minimum 5-8 years of directly related experience, preferably in a development department of a non-profit or educational organization
- Demonstrated success in developing and implementing effective fundraising strategies
- Proven track record of developing successful partnerships with other companies and organizations
- Extensive knowledge of the corporate and foundation community
- Experience managing a capital campaign
- Excellent verbal and written communication skills. Ability to serve as an ambassador and spokesperson for the organization and articulate our mission to external constituents
- Strong strategic planning and project management skills
- Excellent computer skills, including Microsoft Office and database management
- Self-starter with a proven ability to meet and complete multiple tasks with solid deadlines
- Flexible, people-oriented team player who is committed to the mission of GANAS Academy
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Director of Development Responsibilities

- Develop relationships with and directly solicit current and potential funders and partners that lead to increased contributed revenue for the organization
- Be accountable for organization's development goals
- Work closely with the Board of Directors and Head of School to cultivate donor relationships and other partnerships leading to a more robust individual giving program
- Manage participation of the Head of School and members of the Leadership Team as appropriate in development activities
- Work closely with Head of School in developing and implementing a capital campaign for school facilities
- Plan and evaluate financial needs and fundraising plans for the organization's future
- Develop budget in conjunction with the Head of School and manage development budget
- Manage the progress of the capital campaign, by developing and maintaining regular management reports. Recommend plans to address emergent gaps.
- Manage grants calendar and grant writing consultants
- Collaborate internally on special projects and provide leadership and strategic insight on cross-functional teams

Community Engagement Specialist (Classified)

The Community Engagement Specialist’s primary responsibility is to work with parents and community members to inspire and motivate families to join the GANAS Academy community and to support them post-enrollment as members of our school community. This position will build and maintain relationships with internal and external stakeholders, take charge of the student recruitment and enrollment process, and manage school-wide marketing and communications.

Community Engagement Specialist Qualifications

- Bachelor’s degree in marketing, business, communications or related field preferred
- Experience working in schools or other social service provider, and a familiarity with public education in Los Angeles is preferred
- Ability to communicate effectively across various cultures
- Positive and outgoing nature; outstanding interpersonal skills and ability to build relationships with various cultures and communities
- Knowledge of and cultural competence with local parent and student community
- Graphic design and editing skills
- Excellent written and verbal communication skills
- Excellent organizational skills and ability to prioritize work and meet deadlines
- Meticulous attention to detail and passion for well-run process
- Desire to continue professional development.
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- Excellent teamwork skills and ability to collaborate closely with colleagues, parents, and student
- Excellent work ethic, positive attitude, flexibility and willingness to perform tasks assigned. Flexibility to work evenings and weekends
- Demonstrates ethical behavior and confidentiality of information about students in school environment and community

Community Engagement Specialist Responsibilities

- Represent GANAS Academy at community and outreach events.
- Act as the lead point of contact for prospective and incoming families.
- Develop extensive knowledge of GANAS Academy mission, vision and school culture
- Maintain clear branding strategy and marketing approach to recruit, enroll and retain students and families
- Build and maintain relationships, engage with community organizations, conduct school tours, create marketing and outreach campaigns
- Conduct field work in the neighborhoods we serve to meet with our partners, community organizations and directly with students and families
- Own the student enrollment system and integrity of process, including procedures and logistics
- Maintain student enrollment system data, manage lottery, waitlist, and verify accurate and complete student registration.
- Develop and execute communications strategy including website, social media, monthly newsletter
- Coordinate messaging to ensure consistent and accurate information to all stakeholders
- Maintain continuous communication to families through weekly school communication.
- Create and revise branded school recruitment materials including brochures, flyers, ads, and forms
- Coordinate monthly board packet and other key board communications
- Communicates effectively, both orally and in writing, with students, parents, and other professionals on a regular basis.
- Collaborate with peers to enhance the instructional environment
- Model professional and ethical standards when dealing with students, parents, peers, and community
- Meet professional obligations through efficient work habits such as: meeting deadlines, honoring schedules, coordinating, etc.
- Perform other duties and responsibilities as assigned
Element 6: Health and Safety Procedures

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

**HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.
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Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

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

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

**CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-
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**SAFE PLACE TO LEARN ACT**

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

**SUICIDE PREVENTION POLICY**

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school’s pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

**Custodian of Records**

In accordance with California Department of Justice requirements, the Operations Manager will serve as GANAS Academy Charter School’s custodian of records. In accordance with California Department of Justice requirements, The Head of School will serve as the custodian of records until the Operations Manager is hired in Y1.

**Student Health and Wellness**

GANAS Academy Charter School (“GANAS Academy”) will implement and maintain a comprehensive set of health, safety, and risk management policies that will be carefully reviewed by the school’s stakeholders – staff, students, parents, the governing board, and insurance carriers. Our Health, Safety, and Emergency Plan will be kept on file and secured in the main office. The plan and policies will be made available upon request. In order to ensure the daily health and safety of our scholars, staff will be trained annually on our health and safety procedures. These procedures include, but are not limited to:

- Policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations shall be maintained, and staff shall honor County requirements for periodic Mantoux Tuberculosis (TB) tests.
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, and EPA.
GANAS Academy Charter School

- Requirement that each employee of the School to submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.
- Policy that the school will be housed in facilities that has a valid certificate of occupancy. Periodic inspections shall be undertaken, as necessary, to ensure such applicable safety standards are met.
- Policies relating to the administration of prescription drugs and other medicines.
- Policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- Policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies,
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policy that details pest management at the school that is in compliance with the Healthy Schools Act (Ed Code §17608).

Nutritional School Lunch Program

GANAS Academy Charter School (“GANAS Academy”) will participate in the National School Lunch Program (NSLP) – a federally funded meal program. Each school day, NSLP will provide a nutritious and balanced reduced or free lunch to students. GANAS Academy and its approved vendors will comply with all federal and state regulations of the program. Additionally, food of little nutritional value, or “junk food,” will not be served or distributed on campus, and students will further be discouraged from obtaining and bringing such items onto campus.

Prescription Medications

GANAS Academy will adhere to Education Code Section 49423 regarding administration of medication in school.
Element 7: Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

GANAS Academy Charter School (“GANAS Academy”) values diversity and believes in its power to enhance the educational experience of our students. Students and families of all backgrounds will be welcomed and respected at GANAS Academy.

The Target Community, centered in the Wilmington community of Los Angeles, will be the focus of our recruitment and outreach efforts. Based on the most recently available demographic data from the U.S. Census Bureau, the Target Community is approximately 87% Hispanic or Latino, 6% White, 5% Asians, 3% Black or African American, and 1% other. We will strive to meet the District’s Racial and Ethnic Balance goals of a 70:30 or 60:40 ratio (representing the percentage of Predominantly Hispanic Black Asian Other compared to Other White).

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We plan to open in the Fall of 2019 with 60 students in Transitional Kindergarten and Kindergarten and 60 students in first grade. With our enrollment goal at the forefront, the GANAS Academy Founding Team has developed a strategic recruitment plan to engage with families in our Target Community. These efforts include, but are not limited to:

- Marketing materials that are developed in both English and Spanish
- Effective use of social media and school website to notify parents and families of enrollment opportunities and important application and lottery dates
- Canvassing (door-to-door outreach) of households within a one-mile radius of the central location of the future school site
- Community outreach to local businesses, companies, and organizations such as grocery stores, medical & wellness centers, apartment complexes, faith-based organizations, public libraries, shopping plazas, social services centers, and parks.
- Information sessions at local community centers and organizations that maintain a high presence of TK-5 children, such as the Boys and Girls Club of Wilmington.

Our efforts are centered on providing equal opportunities to all residents of the District, regardless of racial and ethnic background. The backgrounds of our student body will consist of Latino/a, Caucasian, and African-American among others. GANAS Academy will keep on file documentation of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school. GANAS Academy seeks to serve the families of Los Angeles, with a particular emphasis on reaching out to and recruiting in the underserved community of Wilmington. The local public school population has a high Latino/a demographic, as well as a high socio-economically disadvantaged population; as such, GANAS Academy seeks to serve that population.

In preparing the charter petition, we have engaged in the critical work of building awareness for the school and connecting with scores of future families and students. We will continue and amplify these efforts going forward, which we anticipate will continue to grow the depth of our community support leading up to the proposed school’s launch in the Fall of 2019. A list of outreach activities conducted thus far is provided in Figure 25.

**Figure 25 Community Outreach Events**

<table>
<thead>
<tr>
<th>Outreach Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/13/2017</td>
<td>Boys and Girls Club of LA Harbor, Annual GALA</td>
</tr>
<tr>
<td>10/21/2017</td>
<td>SBCC Thrive LA Annual GALA</td>
</tr>
<tr>
<td>11/4/2017</td>
<td>Wilmington Art Walk</td>
</tr>
<tr>
<td>11/8/2017</td>
<td>SBCC Thrive LA Idea Lab</td>
</tr>
<tr>
<td>1/24/2018</td>
<td>Port of Los Angeles High School Open House</td>
</tr>
<tr>
<td>1/24/2018</td>
<td>Presentation at Wilmington Neighborhood Council Meeting</td>
</tr>
<tr>
<td>1/25/2018</td>
<td>Presentation at Best Start Wilmington Partnership Meeting</td>
</tr>
<tr>
<td>2/08/2018</td>
<td>Presentation to parents at Children's Institute</td>
</tr>
<tr>
<td>2/08/2018</td>
<td>Health and Wellness Fair @ Wilmington Clinic</td>
</tr>
<tr>
<td>2/28/18</td>
<td>Presentation to parents at Children’s Institute</td>
</tr>
<tr>
<td>3/11/2018</td>
<td>Family Outreach at Northgate Market on Avalon Blvd</td>
</tr>
</tbody>
</table>
### GANAS Academy Charter School

<table>
<thead>
<tr>
<th>Outreach Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/15/2018</td>
<td>Presentation at Best Start Wilmington Partnership Meeting</td>
</tr>
<tr>
<td>3/17/2018</td>
<td>Family Outreach at Northgate Market on Avalon Blvd</td>
</tr>
<tr>
<td>3/31/2018</td>
<td>Family Outreach at Northgate Market on Avalon Blvd</td>
</tr>
<tr>
<td>4/7/2018</td>
<td>Family Outreach at Northgate Market on Avalon Blvd</td>
</tr>
<tr>
<td>4/8/2018</td>
<td>Family Outreach at Northgate Market on Avalon Blvd</td>
</tr>
</tbody>
</table>
Element 8: Admission Requirements

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

**DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

**HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

**NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
Admission Requirements

Our school is committed to serving academically low-achieving and economically disadvantaged students to offer them a seamless path to success in college and life. Our school will serve a community where on average 90% of the students in our target population qualifies for free or reduced-price lunch according to federal guidelines. We are dedicated to making sure that all community members are equally aware of the alternative we will be providing to students within the communities we intend to serve.

Student Recruitment

Our school recruiting team conducts student outreach activities throughout the calendar year. A variety of techniques are utilized including home mailers, postering, flyering, local school visits, community-based organization visits, presentations at various multi-ethnic events, public business tabling (sitting outside markets and other businesses that allow us to pass out flyers to the public) and various advertising, including in Los Angeles-based English and Spanish publications. All promotional materials are also available in Spanish, to inform non-English speaking populations about our school.

To ensure that we attract low-achieving, economically disadvantaged and special education students, we will conduct our outreach in the surrounding communities with similar demographics. Our marketing and recruiting materials highlight that our program is available to all students with a variety of needs and backgrounds. Our recruiting teams are trained to ensure all families are notified that our program currently serves a large population of economically disadvantaged students and that we will accept students regardless of past academic performance.

Lottery Preferences and Procedures

Lottery Exemptions

Currently attending GANAS Academy students will be exempt from the lottery.

Lottery Preferences

If the number of students who wish to attend Charter school exceeds Charter school's capacity, all general applicants will be entered into a lottery drawing based upon the below lottery preferences stated in priority order:

1. Students whose address of residence lies within the boundaries of the LAUSD.

112 During any period of discretionary grant funding from the U.S. Department of Education, Charter School will comply with the Charter Schools Program Non-Regulatory Guidance (CSP NRG) regarding lotteries. In the event any provisions included here are deemed to conflict with the CSP NRG, Charter School will modify its lottery procedures to ensure compliance and eligibility for federal funding.
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2. Siblings of currently enrolled students, defined as one of two or more individuals having one or both parents in common; a brother or sister.
3. Children of GANAS Academy employees (as long as that number does not exceed 10% of charter school's total enrollment).

Lottery and Waitlist Procedures

GANAS Academy will comply with all District policy related to designation of Founding Parents.

Students and their parent(s)/guardian(s) must complete a lottery form available from GANAS Academy's school office and online and submit it directly to GANAS Academy. Lottery forms are accepted during an open application period each spring from approximately January 1 to March 31 for enrollment in the following school year. The open application period is advertised on the GANAS Academy website, on banners hanging outside the Charter School building, and on fliers passed out in public areas in the community surrounding the Charter School. If the number of lottery forms received is less than capacity, all the students are accepted for enrollment. On the other hand, if the number of lottery forms received exceeds capacity, a lottery is held and only lottery forms received by the open enrollment deadline are included in the lottery.

When a parent submits a lottery form they receive a receipt which includes the date, time, and location of the drawing, as does GANAS Academy's website. GANAS Academy communicates the timeline and rules and procedures to be followed during the lottery process by letter to all families that have completed lottery forms. This information is also posted on our website and in our school newsletter. An automated telephone call is made to all families with children eligible for the lottery highlighting the process; this call includes the time and location of the lottery.

The drawing is held at the Charter School site on the second Monday in April unless a lottery occurs in year-one prior to a school site being secured. The location of the lottery shall be publicly available, in or near the target community large enough to accommodate interested families, and ADA compliant to allow for full public access. If this date falls during spring break, then the lottery will be held on the first Monday following spring break.

Families and the public are invited to attend the public lottery, but attendance is not a requirement for being selected in the lottery and offered an open seat. Translation services will be provided so that English and Spanish speaking individuals may fully access to proceedings. Student names will be pulled from the lottery by an uninterested third party selected by the Head of School. To ensure the fairness and propriety of the enrollment lottery, the following process shall be followed:

- Student names will be printed on slips of paper and placed into a box, with enrollment preferences identified by visible mark.
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- Upon being drawn, student names will be read aloud twice and recorded in chronological order, to include student name, an assigned number corresponding to the order they were drawn, student contact information, and any preference identifiers.

- The recording and review lottery results will be conducted by an uninterested third party different from and unrelated to the individual who conducted the public lottery.

Student names will be drawn until all open seats are filled. Remaining names will be pulled and placed in the order drawn to populate the waitlist. Students applying for enrollment after the lottery will be added to the waitlist in the chronological order in which they apply. At any time, a family may request to be removed from the waitlist, which such request shall be granted. Waitlists shall be valid for the duration of the applicable school year for which the lottery populating the waitlist took place.

Families of students included in the lottery will be notified of enrollment and waitlist status by written letter delivered through U.S. mail and phone call to the number provided by the family on application forms from the Head of School or his/her designee. Families have 72 hours to respond to the office manager by phone, email, or in person at the Charter School site. If a child gains admission, any siblings who are also applying are automatically given the next enrollment slot if available for their grade or move to the top of the waiting list for their grade (behind any other already drawn siblings on the waiting list). If vacancies occur during the school year, the vacancies are filled according to placement on the waiting list.

Following the lottery, and within two weeks of distributing initial notification enrollment status based on the lottery, the school will hold an information session for families to have outstanding questions answered prior to the deadline for submitting enrollment documents.

If a seat becomes available for students on the waitlist, families will be notified by written letter delivered through U.S. mail and phone call to the number provided by the family from the Head of School or his/her designee and offered an open seat in order from the waitlist. Families notified of an open seat from the waitlist up until two weeks prior to the start of the school year must confirm enrollment and complete enrollment documents within ten (10) business days of notification. In the event a family declines an offer for a seat, the next student in order on the waitlist shall be offered a seat until the seat is filled. In no event shall a waitlist be applicable for more than one school year. Students on a waitlist who are not offered a seat prior to the conclusion of a given school year must apply for enrollment the following year.

GANAS Academy shall maintain records of applications, lottery, waitlists, enrollment, and notifications related thereto. Policies related to enrollment and lottery shall be available at the school site. Records of lottery, enrollment, and waitlists shall be made available, upon
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request, for public viewing; provided, however, that student identification information, including identification numbers, shall not be included in such records.
Element 9: Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

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

In addition:

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

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

Annual Audit Procedure

GANAS Academy Charter School (“GANAS Academy”) will be a fiscally independent, directly funded charter school. Each fiscal year, a CA certified independent auditor shall verify the accuracy of the school’s financial statements, attendance, and enrollment accounting practices, and internal controls.

The Board treasurer oversees selection of an independent auditor.

GANAS Academy’s Operation Manager is responsible for working with the auditor to complete the audit.
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GANAS Academy’s Operation Manager provides the GANAS Academy Board treasurer with a link to the State Controller’s Office’s list of approved educational audit providers. The treasurer recommends an auditor on this list to the full Board, which has final approval on the appointment.

The annual audit will be completed and forwarded to LAUSD, the County Superintendent of Schools, the State Controller, and to CDE by the 15th of December of each year. The president will review any audit exceptions or deficiencies and present recommendations to resolve them to the Ingenium Schools Board of Trustees. The Board will submit a report describing how the exceptions and deficiencies have been or will be resolved to LAUSD’s satisfaction along with an anticipated resolution timeline. Audit appeals or requests for summary review will be submitted to the Education Audit Appeals Panel in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

The Operations Manager is responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline.

The independent fiscal audit of GANAS Academy is public record, and a copy of each year’s audit will be maintained in the school’s office and provided to the public upon request.
Element 10: Suspension and Expulsion Procedures

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

**GENERAL PROVISIONS**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

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

**STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s
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Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

**Notification of the District**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
  - Copy of parental notice of expulsion hearing
  - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
  - If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
  - If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
    A. Was the misconduct caused by, or directly and substantially related to the student's disability?
    B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).
OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

REINSTATEMENT

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.
1. School's Discipline Philosophy and Approach to School Climate

At GANAS Academy Charter School ("GANAS Academy"), our approach to discipline fully aligns with LAUSD’s Discipline Foundation Policy and School Climate Bill of Rights. In all years, we will implement a culture of discipline that is built on positive behavior interventions.\textsuperscript{113} We believe that every scholar “has the right to be educated in environments that support all aspects of their well-being.”\textsuperscript{114}

We will create and maintain a school culture that focuses on solutions rather than on punishments and meets our children where they are. We do not believe in issuing suspensions and expulsions at the first sign of trouble. “Instead, we ask the tough questions: What do our kids need from us as supporters and educators? What actions can we take to ensure they learn from their actions and aren’t only punished for them? What tactics are most effective at bringing students back together after conflict arises?”\textsuperscript{115}

Therefore, we have designed a school that focuses on a positive school climate consistent with the School Climate Bill of Rights resolution.

We will use alternatives to suspensions to support students when behavioral missteps occur, which include teacher conversation using Love and Logic and redirection. Our discipline policy is not discriminatory, arbitrary, or capricious, and follows the general principles of due process. The policy may be adapted as needed in regard to the discipline of a student with special needs as determined by the provisions of the IDEA.

Discipline System

The goal of our discipline policy is to (a) maintain a physically, emotionally, and intellectually safe learning environment for our students and (b) help students develop into positive, engaged members of their communities who embody our BE GREAT (Bravery Excellence, Grit, Respect, Enthusiasm, Achievement, and Team) values. Our positive school culture will ensure that all students can thrive academically and are able to develop the intellectual and character skills necessary for success in middle and high school and be firmly on the path to college because they are clear on the intellectual and behavioral expectations we have for them and they have the necessary supports to be successful.

Our BE GREAT values are our core principles and an essential component to achieving our mission of placing all students firmly on the path to college. We expect all members of our school community to uphold and model these values, both inside and outside of the classroom. Students will have ample opportunities to demonstrate these values throughout our school day.

\textsuperscript{113} https://achieve.lausd.net/Page/1192
\textsuperscript{114} Ibid.
Every day at GANAS Academy begins with a Morning Meeting, where students come together as a whole class to set goals for the day. Our BE GREAT values frame these goals. At the close of each Morning Meeting, all students engage in a “mindful moment” - two minutes of silent meditation, which allows students a moment to decompress, release stress, and get ready for the school day. At weekly Community Meetings we celebrate students who demonstrate and are growing in their development of our BE GREAT values through shout outs and cheers. Student success is also celebrated with positive phone calls home, special lunches with the Head of School, shout outs in the classroom, and other positive interventions.

Because we know families are our partners, our approach to positive behavior support begins before the start of the school year with annual Family Orientations and post-enrollment Home Visits to ensure clarity around expectations for student behavior, the ways that we celebrate student success through our school’s values, and the consequences for misconduct. This approach allows families to ask questions and take preventative measures before students begin the school year, establishing a collaborative problem-solving approach with families. Each family is also provided with a copy of our Student and Family Handbook in their home language, which thoroughly outlines the details of our discipline policy and a tiered system of consequences for misbehavior. The Student and Family Handbook will outline our philosophy and approach to behavioral supports and consequences and include our discipline policy. The Board will review and approve an updated Handbook annually, ensuring all details reflect all current and applicable legal requirements.

We know that student misbehavior has variety of sources and we will consistently seek to address the root cause of student misconduct. By weaving academic intervention opportunities into the school day, we expect to alleviate much of the student misconduct typically rooted in low academic achievement. Students will receive daily support in their classes, during daily Choice Time, and during targeted math and literacy classes to allow them to feel and be academically successful and engaged. Attendance-related concerns will be addressed proactively through collaborative problem-solving with parents, ensuring that we work with families to have their child(ren) in school each day, as we students who are not present cannot learn.

Our behavior support approach is based on the development of our core values, paired with a tiered system of consequences and interventions, including but not limited to:

1. Non-verbal cue from teacher to correct behavior
2. Teacher conference with student
3. Detention (served during lunch)
4. Loss of privileges
5. Referral to Head of School or Principal
6. Parent phone call or letter home
7. Parent conference
Our goal is student success; therefore, we intervene with the lowest tiered consequence to help and support each student to be successful and only as needed move thoughtfully through each tier.

While our approach to student discipline is focused on proactive strategies and positive reinforcement, there are specific, succinct consequences for student misconduct. We will seek to “address student misconduct and harm in a way that strengthens relationships and focuses on the harm done rather than only rule-breaking,”116 connecting student choices to our core values and the effect they have on our learning community. Our tiered-level of consequences are consistently enforced without discrimination across the entire school. We understand the need to have a schoolwide approach to discipline, as quality instructional time must be maximized. Therefore, teachers are trained before the start of each school year to address misbehaviors through strong and positive classroom management techniques such as non-verbal cues to students. Our focus will be on quickly addressing misbehavior through minimally invasive corrective actions. Slight, or low-level, misbehaviors will be addressed within the classroom by the classroom teacher. Teachers will implement a standard schoolwide conduct system that visually shows where students are behaviorally at any given time. For slight misbehaviors, students may move from “green” to “yellow” on a color chart, and as they move further they may lose certain privileges such as social lunch with their peers. If the consequence imposed is not effective, staff members may ask the Head of School or Principal as hired in subsequent years to intervene.

Teachers will notify the Head of School or Principal as hired of any significant or repeated discipline issues and seek support in finding ways to modify student behavior where needed. Students who repeatedly struggle to make the right choices will have a meeting with the Head of School and a parent/guardian to develop a behavior plan with personal goals, a timeline for achieving them, and appropriate consequences for continued misconduct and incentives for positive behavior. Our tiered system of consequences outlined above seeks to support the individual growth and development of each child while preserving a safe and supportive learning environment for the school community.

Professional Development

At GANAS Academy, we believe that the culture of a school is established in the classroom, and that the effectiveness of our teachers has a tremendous impact on the behavior of our students. Our teachers play a critical role in preventing misbehavior before it occurs, and effectively addressing small misbehaviors so that temptations towards larger misbehaviors never present themselves.

Teachers will receive annual training during our four weeks of summer professional development and throughout the first two months of the school year on our system of Restorative Justice and high-leverage classroom management techniques, including those

outlined in *Teach Like a Champion*.[117] Teachers will spend time practicing prevention strategies and quick behavioral corrections that will allow students to maximize distraction-free instructional time.

We are in strong agreement that “relationships are essential to building a successful school community”[118] and will ensure that every GANAS Academy employee is working to build positive relationships with students. Our approach to behavior, like academics, is always warm and strict, sending a consistent message to students that we will hold them to high expectations because we care about them and know they can succeed.

**In-School Suspension**

2. **How the School Will Authorize and Implement In-School Suspension**

At GANAS Academy, we will have systems to prevent out-of-school suspension to the greatest extent possible while maintaining the integrity of the learning environment.

We believe that a student should not be removed from the general class environment unless his or her presence is a continual distraction to others or the student is at risk of harming themselves or others. We seek to minimize the use of in-school suspension.

A student who exhibits continuous distractions or poses a risk of harming themselves or others will first earn a set of suspension-preventative consequences and behavioral supports that will require the student to reflect and reset before rejoining their peers. In-school suspensions are given as an alternative to out of school suspensions and are held in the Head of School’s office or other location designated by the Head of School. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. The student is monitored by a member of the leadership team. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated.

At the time of in-school suspension, the Head of School shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense(s) committed by the student. In addition, the notice will contain the length of the in-school suspension. If the Head of School wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall note that the parents are required to respond to this request without delay.

The grounds for in-school suspension are the same as out-of-school suspension with the exception of mandatory suspensions. A single suspension may not be issued for more than 5 consecutive school days. The total number of days for which a student, including students

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[118] Ibid.
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with a 504 Plan, may be suspended from school shall not exceed 20 days. Students with an IEP shall not be suspended for more than 10 school days in any school year.

Grounds for Out-of-School Suspension and Expulsion

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

Suspension

3. Offenses which Must or May Cause a Student to Be Suspended

Suspended or expelled students shall be excluded from all Charter School and Charter School-related activities unless otherwise agreed by the Charter School and the student’s parent/guardian during the period of suspension or expulsion.

A student may be suspended or expelled for any of the acts enumerated in California Education Code 48900 related to school activity or school attendance that occur at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During the lunch period whether on or off the campus
- During, or while going to or coming from, a school-sponsored activity

Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessing, selling, or furnishing a firearm
b) Brandishing a knife at another person
c) Selling a controlled substance
d) Committing or attempting to commit a sexual assault or sexual battery as defined in Section 48900 of the Education Code
e) Possession of an explosive
f) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Head of School’s concurrence.
Discretionary Suspension Offenses

Students may be recommended for suspension for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force or violence upon the person of another, except self-defense.
c) Unlawfully possessed, used, sold 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.
g) Stole or attempted to steal school property or private property.
h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k) Knowingly received stolen school property or private property.
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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
n) 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.
o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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

2. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, or image.
   ii. A post on a social network Internet Website including, but not limited to:
      a) Posting to or creating a burn page. A “burn page” means an Internet Website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
   iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
   v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
   w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School’s concurrence.
4. Offenses which Must or May Cause a Student to Be Expelled

Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force or violence upon the person of another, except self-defense.
c) Unlawfully possessed, used, sold 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.
g) Stole or attempted to steal school property or private property.
h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k) Knowingly received stolen school property or private property.
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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
n) 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.
o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an
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educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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

   1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

      i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

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

ii. A post on a social network Internet Website including, but not limited to:

   a) Posting to or creating a burn page. A “burn page” means an Internet Website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

   b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

   c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

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

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School’s concurrence.
Non-Discretionary Expellable Offenses

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

   a) Possessing, selling, or furnishing a firearm
   b) Brandishing a knife at another person
   c) Selling a controlled substance
   d) Committing or attempting to commit a sexual assault or sexual battery as defined in Section 48900 of the Education Code
   e) Possession of an explosive
   f) Possessed, sold, or otherwise furnished any firearm or explosive unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Head of School’s concurrence.

If it is determined by an Administrative Panel during an expulsion hearing or the Board of Directors in an expulsion appeal that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means: (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means: (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Out-of-School Suspension Procedures

5. Rules and Procedures for Student Suspension from School

Suspension Procedure (for in-school and out-of-school suspensions)

Suspensions shall be initiated according to the following procedures.

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Head of School with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Head of School. The conference
may be omitted if the Head of School or Principal 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. The Head of School has authority to suspend a student.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days of when the student committed the offense, unless the pupil’s parent/guardian waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The student and parent/guardian will be afforded the opportunity to respond to the allegations prior to the issuance of the suspension. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Head of School shall make a reasonable effort to contact the parent/guardian by telephone or in person when the parent comes to school. Whenever a student is suspended, the Head of School shall notify the parent/guardian in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. If the student denies the charges, Charter School will provide explanation of the evidence that supports the charge. In addition, the notice shall also state the date and time when the student may return to school. If the Head of School wishes to ask the parent/guardian to participate in another meeting or phone conference regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

6. Maximum Number of Days for Suspension

**Suspension Time Limits/Recommendation for Expulsion**

Out-of-school suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Suspensions shall not exceed twenty (20) school days in one school year, unless for purposes of adjustment, a pupil enrolls in another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed thirty (30) school days in any school year. For students with disabilities, suspensions may not exceed ten (10) days per school year.
Upon a recommendation of expulsion by the Head of School or Principal as hired, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Head of School, Principal as hired, or designee upon either of the following: (1) the pupil's presence will be disruptive to the education process; or (2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

7. Providing the Student with Meaningful Access to Education during Term of Suspension

The student will receive meaningful access to education during suspension and will have the opportunity to complete instructional activities missed due to his or her suspension. Suspended students will be able to communicate with designated classrooms teacher(s) or administrator(s) for any questions and for evaluation of work and shall receive homework assignments and modified instruction through classroom teacher during their suspension and be provided the opportunity to make up any missed exams. All assignments will be provided by the teacher and available for pick-up or mailed to the child's home. The method in which assignments will be delivered will be decided on a case-by-case basis and prior to the end of the 1st day of suspension.

Expulsion Procedures

8. Rules and Procedures for Student Expulsion

Authority to Expel

As required by Education Code Section 47605(b)(5)(f)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.
Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled.

The student shall receive a hearing. Unless postponed for good cause by the Head of School, family, or Administrative Panel, the hearing shall be held within thirty (30) school days after the Head of School determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student through his or her representative makes a written request for a public hearing no later than three (3) days prior to the hearing. Written notice of the hearing shall be forwarded by the Head of School or Principal to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

a. The date, place and time of the expulsion hearing;

b. A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based;

c. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;

d. 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;

e. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

f. The right to inspect and obtain copies of all documents to be used at the hearing;

g. The opportunity to confront and question all witnesses who testify at the hearing;

h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses;

i. A statement that the pupil’s parent/guardian may request a postponement of the hearing for good cause;

j. A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

Special Procedures for Expulsion Hearing 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 Administrative Panel. Copies of these sworn declarations, redacted to delete the name and identity of the witness, shall be made available to the pupil.
a. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five-day notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

b. The Charter School must also provide the complaining witness a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

c. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

d. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

e. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

f. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand/area where the witness will be seated during the hearing.

g. 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 Administrative Panel member presiding over the hearing (“presiding official”) shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

h. 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 hearing during that testimony.

i. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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. A copy of the recording is available to the pupil, parent, or guardian with five (5) business days of a written request.

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, such as but not limited to testimony or documentary evidence of a similar nature as that used in other types of hearings or official proceedings. A determination by the Administrative Panel to expel must be supported by substantial evidence presented at the hearing or in another format 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 Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact. If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Head of School or Principal as hired, following a decision of the Administrative Panel to expel, shall, within seven (7) calendar days of the decision, send written notice of the decision to expel, including the Administrative Panel’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific
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offense(s) committed by the student; (b) Notice of appeal rights/procedures; and (c) Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School. The notice will also include information regarding the rehabilitation and reinstatement eligibility and the term of the expulsion. The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student’s name; and (b) The specific expellable offense committed by the student.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

Right to Appeal Suspensions or Expulsions

Parents/guardians will be notified by the Head of School through a telephone call and in writing in regard to the enactment of the in-school suspension, suspension, or expulsion and can appeal a student’s in-school suspension, suspension or expulsion. A parent may appeal a suspension if the parent disagrees or feels that the suspension is not justifiable. When issuing a suspension of any type, the Head of School shall, along with the Pupil Suspension Notice, provide the “Student Suspension Appeal Form” with instructions to the parent.

The appeal for any type of suspension shall be handled at the school level. A suspension appeal may be made in writing\textsuperscript{119} to the Board of Directors. The written appeal shall be reviewed by the Board of Directors and a final determination of whether the student committed the offense(s) serving as the basis of the suspension and then submit his/her written determination to the student’s parents/guardians within three (3) school days of considering the appeal. Following due consideration, the decision will be considered final.

Parents/Guardians may appeal the expulsion decision of the Administrative Panel by making a written request\textsuperscript{120} and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened within thirty (30) days at which time the parent(s)/guardian(s) (or student aged 18 or over) must attend to present their appeal. Hearing procedures will be substantially similar to those offered during the original hearing. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing. The Head of School or Principal as hired will send written notice to the student or parent/guardian of the Board’s decision within seven (7) calendar days of the appeal hearing. The Charter School Board's decision shall be final. If the Board overturns the expulsion, the pupil shall immediately be returned to his/her educational program.

\textsuperscript{119} School will provide translation services for parents who need assistance.

\textsuperscript{120} IBID
Expelled Students/Alternative Education

The school will help provide the parent necessary information and a list of placement options. The Charter School shall work with LAUSD, the County or the student’s school district of residence for a post-expulsion placement of a student.

9. Rehabilitation Plans and Reinstatement

Criteria for the rehabilitation plan will include (a) enrollment in another school, (b) upholding academic and behavioral expectations, and (c) upholding acceptable attendance. GANAS Academy shall mail written notification to parents within 30 days prior to the end of the expulsion term. The notification will request parent to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan.

The Board of Directors shall review the reinstatement documentation and vote to reinstate or not. If the Board of Directors votes to reinstate the student, GANAS Academy shall remove record of the student’s expulsion from the student’s records. If the student does not meet the requirement of their rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year. Students who are not reinstated will be sent written notification of such, including specific reasons why reinstatement was denied; and will be given a new eligibility review date.

For students expelled from other districts, we will obtain the rehabilitation plan from the expelling district and providing supports and interventions to assist these students in successfully enrolling and attending GANAS Academy.
Element 11: Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Certificated, Classified, and Other Staff Members

To support the life planning and retirement needs of employees, GANAS Academy Charter School ("GANAS Academy") will participate in Social Security and a 403b plan. GANAS Academy will not participate in CalSTRS or CalPERS. GANAS Academy retains the option to elect the CalSTRS coverage at a future date. In the event that the school should elect CALSTRS coverage in the future, contributions will be made at the rate established by the Teacher's Retirement Board. GANAS Academy will obtain all necessary prior authorizations and complete all required documentation (including seeking approval to amend the charter to include the election of CalSTRS) prior to the effective date of coverage and before reporting contributions to CalSTRS. GANAS Academy acknowledges that, if Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code.

All full-time employees, whether certificated classified or other, will be covered under Social Security and the 403b plan. The Head of School, with support from the Operations Manager, will ensure that coverage is appropriate and timely. GANAS Academy accepts and understands its obligations to comply with CA Ed. Code §47611.
Element 12: Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

GANAS Academy is a school of choice. All parents and students will be informed of public school attendance alternatives during the enrollment process.
Element 13: Rights of District Employees

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
Element 14: Mandatory Dispute Resolution

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

**GENERAL PROVISIONS**

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

**PROPOSITION 39 DISPUTES**

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:
2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.
NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Sakshi Jain
GANAS Academy Charter School
6226 Villa Ryan Way
Buena Park, CA, 90620

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.
Element 15: Charter School Closure Procedures

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

Revocation of the Charter

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

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

Closure Action

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.
The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**
Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

**Notification of Closure Action**
Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELP A) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as
applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students’ school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record and other records, including but not limited to grade
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer
Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student
is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I record (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School’s employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets
The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of
any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).
This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The Head of School, Principal, and Board will serve as closure agents.
Additional Provisions

**Facilities**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

**District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-Location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.
Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing**: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  1. Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by
the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third-party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising from the Facilities:**
  - (i) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  - (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred
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maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance**: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Occupancy and Use of the Site**: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance**: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School
shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management**: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

**INSURANCE**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
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2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of
coverage as approved by the District. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance
Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of
Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

**FISCAL MATTERS**

**District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

**Third Party Contracts**

Charter School shall ensure that all third-party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

**Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in-lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in-lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.
**Student Body Funds**
Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

**Audit and Inspection of Records**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

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

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

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

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

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

**Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)
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ADDENDUM

Assurances, Affirmations, and Declarations

GANAS Academy Charter School (also referred to herein as “GANAS” and “Charter School”) shall:

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

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

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

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

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

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

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

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

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

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

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

Element 1 – The Educational Program

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

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

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

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

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

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

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

**STUDENTS WITH DISABILITIES**

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

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

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

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

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

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:
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- **End of Year Suspension**
  
  District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

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

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

- **CBEDS**

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

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

- **Monthly SESAC and Suspension data**

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

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.
Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

**Measurable Goals of the Educational Program**

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

**Standardized Testing**

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.
Element 4 – Governance

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

General Provisions

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

Legal and Policy Compliance

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.121

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws.

121 The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.
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nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (“Section 504”), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.
RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School’s public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

**Element 5 – Employee Qualifications**

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

**EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

**ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.
Element 6 – Health and Safety Procedures

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

**HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.
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**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

**CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.
SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school’s pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.
Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School’s Calendar
h. Statistical Report – monthly according to Charter School’s Calendar of Reports
   In addition:
   • P1, first week of January
   • P2, first week of April
   i. Instructional Calendar – annually five weeks prior to first day of instruction
   j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.
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Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

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

**STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

**NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
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- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
  - Copy of parental notice of expulsion hearing
  - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
  - If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
  - If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
    A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
    B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

**Outcome Data**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**Rehabilitation Plans**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.
READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

REINSTATEMENT

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.
Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to
pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

**PROPOSITION 39 DISPUTES**

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Sakshi Jain  
GANAS Academy Charter School  
6226 Villa Ryan Way  
Buena Park, CA, 90620

2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic
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confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
GANAS Academy Charter School

Los Angeles, California 90017

Sakshi Jain  
GANAS Academy Charter School  
6226 Villa Ryan Way  
Buena Park, CA, 90620

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.
Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

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

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.
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**CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure
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Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

**Records Retention and Transfer**
Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School’s employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

Financial Close-Out
After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter
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School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets
The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
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4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing**: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities**:  
  
  (i) **Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
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(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language
to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

INSURANCE

Insurance Requirements
No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
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Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
Evidence of Insurance
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.
Cash Reserves
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds
Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School’s annual audit as a stand-alone item.

Audit and Inspection of Records
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

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

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

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

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

Fiscal Policies and Procedures
Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)