Los Angeles School of Creativity and Technology

C-TECH
Los Angeles School of Creativity & Technology

Charter School Petition
for the term

July 1, 2020
to
June 30, 2025

Submitted to Los Angeles Unified School District
October 22, 2019
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Assurances, Affirmations, and Declarations

The Los Angeles School of Creativity and Technology (also referred to herein as “C-Tech” 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.
Introduction
The Los Angeles School for Creativity and Technology will be a direct-funded independent charter school and operate as, a California nonprofit public benefit corporation with 501(c)(3) tax-exempt status. The desire to develop Los Angeles School of Creativity and Technology charter has been developed by a consortium of progressive thinking educators with the desire to adequately prepare youth for the world beyond the classroom. The goal is to develop a public charter school authorized by the Los Angeles Unified School District, serving students in grades TK-8 to provide another option for school choice in the Gramercy Park/Westmont Community in South Los Angeles. C-Tech will build a community of hands-on innovative problem solvers eager to make the world a better place. C-Tech aims to empower students with knowledge in the humanities, social sciences, mathematics, science, and technology to build solutions to some of the community and the world’s most pressing problems.

C-Tech has been designed in response to concerns about the outdated school system and the overwhelming presence of chronically underperforming schools serving African American and Latino students in the Gramercy Park/Westmont Community. Moreover, the education crisis is especially acute in black communities as African American students continue to underperform all other subgroups in California, including the developmentally disabled. There is a call for immediate action.

In addition, the C-Tech founders are concerned about the future of work, as it is predicted that 45% of jobs will be automated in the next 20 years. Data Scientist, Machine Learning Engineer, UX Designer, Product Manager, Software Engineer - these are the careers in highest demand.\(^1\)

Families and students in the Westmont community are most vulnerable; as no high schools offer advanced Computer Science courses and only 2.9% of adults have a college degree.\(^2\) C-Tech believes there needs to be a rapid acceleration of high-quality schools that can prepare the students of South Los Angeles for the evolving future.

By harnessing the intellectual curiosity of students, C-Tech students will be more prepared for high demand tech careers than the average college student entering the workforce. Each C-Tech student will promote to high school on the college-ready path, having completed computer science courses, and started a company/nonprofit. C-Tech will accomplish this by providing a school model design which incorporates culturally responsive pedagogy, social emotional learning, personalized instruction, project-based learning, computational thinking, an entrepreneurial mindset, creativity and community. C-Tech feels confident that the outcomes for the C-Tech students will be achieved and the C-Tech graduates will be scholars, innovators, entrepreneurs, STEM professionals, and civic and business leaders. The C-Tech graduates will have completed advanced level courses in computer science, and having had meaningful experiential learning experiences with locally based technology companies, provided an opportunity to earn nanodegrees or micro-credentials in future-tech skills, competed in Robotics competitions, collaborated with students from abroad and pursue their passion by completing a digital portfolio.


Founding Members

C-Tech’s founding members are brilliant educators, scholars and business professionals who are dedicated to developing an educational opportunity for students from all backgrounds. Some of the founding members will also serve as the initial Board of Directors.

Table 1.1: C-Tech Founding Members

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<tr>
<th>Name</th>
<th>Chairperson of the Board</th>
<th>Member of the Board</th>
<th>Board Secretary</th>
<th>Board Treasurer</th>
<th>Member of the Board</th>
<th>Vice Chair of the Board</th>
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**Los Angeles School of Creativity and Technology**

**Dr. Brendesha Tynes – Chairperson of the Board**

Dr. Brendesha Tynes is co-founder and the Chairperson of the Board of Directors of the Los Angeles School of Creativity and Technology. She is also an associate professor of education and psychology and founding director of the Center for Empowered Learning and Development with Technology at the University of Southern California Rossier School of Education. She has a master’s degree in Learning Sciences from Northwestern University and a doctorate in Human Development and Psychology in Education from UCLA. Dr. Tynes is the recipient of numerous awards including a Ford Pre-doctoral and Postdoctoral Fellowships, the American Educational Research Association’s 2012 Early Career Contribution Award for scholars who have made significant scholarly contributions to communities of color, the 2015 AERA Early Career Award, and the Spencer Foundation Midcareer Award. She was also an honoree in the APA’s Thank-a-Scientist Campaign for 2017. Her work has been cited in the *New York Times*, the *Los Angeles Times*, *Newsweek* and several other outlets. Dr. Tynes’ app Rate My Media was rated #2 in the top apps for 2016 by *Black Enterprise*. Currently, she teaches African American Child Development, Learning and Instruction and New Media Literacies at USC. She taught high school history and global studies in Detroit, her hometown. As part of her center’s outreach, she also leads app development bootcamps for K-12 students.

**Dr. Hattie Michell, EdD – Vice Chairperson of the Board**

Hattie Mitchell is a social entrepreneur and the Founder of Crete Academy, a TK-6 school in South Los Angeles. As principal of Crete, Hattie’s mission is to serve children who are experiencing homelessness and living in poverty. Prior to founding Crete, Hattie worked for a national charter
management organization expanding their portfolio of charters. During her tenure as an educator, she has served as a second and fifth grade teacher, Dean of Students and worked on education policy at both the state and federal level. In her state role, Hattie served as Chief of Staff for Federal Programs at the Louisiana Department of Education where she oversaw the state's Race to the Top program and a billion dollars in federal funds. In her federal capacity, she interned for the Obama Administration and led the first White House Conference on Bullying Prevention. Hattie holds a bachelor's degree in Urban Learning and a Multiple Subjects Teaching Credential from California State University Los Angeles, a Master's degree in Public Policy from the Pepperdine School of Public Policy and a Doctorate degree in Educational Leadership from the University of Southern California.

**Katherine Alston – Treasurer**

Katherine Alston provides C-Tech with financial and operational management expertise critical to achieving nonprofit sustainability and financial solvency. Katherine, is a former Aerospace and Defense Engineer/Project Manager turned Entrepreneur. She has over a decade of experience leading engineering teams in the development and integration of software and hardware projects for manned and unmanned aerial systems. Her work supported Space Station, Delta IV, F-18, F-35, B-1, B-2, and Space Launch System (Mission to Mars). She has over 20 years of experience managing multi-million dollar aerospace and defense projects. She has served as a general manager for an Aerospace and Defense cable manufacturing company with annual revenue of $8 million. She oversaw budgets of all departments (Estimating, Contracts, Supply Chain, Engineering, Production, and Quality) to ensure efficiency in operations and company profitability. Katherine is now the founder of Katheral Wellness Center and Kathy's Kitchen. Katheral Wellness Center has a motto “No one deserves to live a life that is marginalized or compromised”. To support this motto, the center provides knowledge and tools to help others achieve health and wellness. Kathy’s Kitchen is a company that manufactures smoothies and juices that deliver healthy nutritional solutions, which contribute to the health and wellness of communities of color. Ms. Alston graduated from MIT with a Bachelor’s degree in Mechanical Engineering. She has a Master’s in Robotics and Control Theory from Columbia University and a Master’s in Computer Science from California State University at San Bernardino. Ms. Alston is a credentialed Project Management Professional (PMP).

**Tyler Bell – Member of the Board**

Tyler Bell is a graduate of Morehouse College where he studied Political Science. After college, Mr. Bell has actively continued to pursue his passions in people, education and technology. He has taught high school, worked on Capitol Hill, led an education technology startup to achieve incredible success serving as their Head of Talent and served as consultant for the Annenberg Foundation. Mr. Bell is currently a technical recruiter for Boingo wireless, where he is able to utilize his skills and background to scale Diversity and Inclusion efforts across the Tech and Venture Capital ecosystem in Los Angeles.

**Marlene Castaneda – Board Secretary**

Marlene Castaneda comes from a multi-generational family of teachers. Although at the start of her professional life she chose a career in immigration law, her wish to work in education never faded. Today, Ms. Castaneda is completing a M.S. in Education at Mount Saint Mary's University. She obtained two Bachelor’s degrees from the University of Washington, Seattle in Anthropology.
and Romance Languages and Literature; she also received her Juris Doctorate degree from the University of Washington School of Law. Ms. Castaneda is recognized as a teacher who enters her students' lives and positively impacts them; there are countless testimonies from her former students praising her as the teacher who inspired them to believe in themselves, their power to succeed and the strength of social justice.

**Erica Copeland – Member of the Board**
Erica brings over a decade of experience in community and parent organizing. At United Parents and Students Los Angeles, she organizes community action to reduce barriers to education by engaging residents of low-income neighborhoods through events, meetings, and phone calls. She has negotiated with LA County officials and local grocery chain to secure policy changes that improved food quality standards for residents. She has also grown the organization’s membership and volunteer network across three school sites in Los Angeles by leading a team of school principals, teachers and staff in outreach efforts to parents and students. She also oversaw outreach at West Angeles Education and Enrichment Program, and has worked at the City Scholars Foundation and as Deputy Regional Field Director at Organizing for Action. Erica earned a Master of Public Administration from the Maxwell School at Syracuse University, and a B.A. in International Development from The George Washington University.

**Roberto Vargas, MD, MPH – Member of the Board**
Roberto Vargas MD, MPH is Associate Professor of Medicine, Division of General Internal Medicine and Health Services Research, David Geffen School of Medicine at UCLA with adjunct appointments as Associate Professor of Medicine at Charles Drew University and Associate Natural Scientist at the RAND Corporation. Dr. Vargas’s professional interests combine health services research, clinical care, and community collaborative partnerships toward the design, implementation, and testing of interventions to promote equal access to quality health care and to reduce health disparities. This currently includes co-leading a Patient Navigation and Wellness Center program to reduce disparities in cancer care and outcomes in South Los Angeles and serving as Principal Investigator on a National Institutes of Health, National Institute on Minority Health and Health Disparities R24 funded partnership with Community Health Councils Inc. to improve cardiovascular disease outcomes in South Los Angeles.

Dr. Vargas is also a co-investigator in the Community Engagement Research Program (CERP) of the UCLA Clinical and Translational Science Institute (CTSI) examining health behaviors and the impact of social determinants on health in South Los Angeles. He also serves as co-chair for the Community Academic Council of the CDU/UCLA Cancer Center Partnership to Eliminate Cancer Health Disparities and is a co-investigator in the Accelerating Excellence in Translational Science (AXIS) Center at CDU. He completed a fellowship in General Internal Medicine at the Beth Israel Deaconess Medical Center, Harvard University School of Medicine and a Master’s degree in Public Health at the Harvard School Public Health. He did his residency and chief-residency in the Yale Primary Care Internal Medicine Residency Program, received his medical degree from Jefferson Medical College, and his undergraduate degree in the History and Sociology of Science from the University of Pennsylvania.
Margeaux Randolph – CEO/Executive Director
Margeaux Randolph is co-founder of The Los Angeles School for Creativity and Technology, a TK-8 public school in Westmont, South Los Angeles. She is a Manager at Mursion, Inc., a Silicon-valley based startup that trains educators using AI/VR technology. Previously, she served as Chief Program Officer at Reframe Labs, where she supported leaders of color to design and launch schools in hard to serve communities in Los Angeles while concurrently planning the launch of C-Tech. She is also a board member of Los Feliz Charter School for the Arts. Before joining Reframe, Margeaux co-founded edDataZone, a consultancy for public schools focused on strategic planning, school-market analysis, and school facilities planning. Previously, she served as director of the Louisiana state scholarship program, and as a Senior Manager at Leading Educators, where she supported expansion of teacher leadership development programs in New Orleans, Kansas City, and Washington, D.C. Margeaux has also served as a middle school math teacher and led the implementation of math software programs in the Los Angeles, Inglewood, and Fontana Unified School Districts. Margeaux earned her undergraduate degree from the Massachusetts Institute of Technology (M.I.T), and a master’s degree in Public Policy from the University of Southern California.

Qiana Patterson, Chief Academic Officer
Qiana Patterson, C-Tech co-founder is a seasoned educator. Currently, she is Vice President of Strategic Development at HopSkipDrive. With her, she brings over 15 years of experience in the education sector and a wealth of leadership and project/product management expertise in the technology industry. She was the founding COO of Edlio an LA-based K12 ed-tech company and previously served as the Interim CEO of Educational Networks, a leading content management software platform company. At Educational Networks, she served as a lead manager in almost all areas and teams of the company. Prior to that, Qiana worked as a teacher and Dean of Students for several years in the Los Angeles Unified School District. Currently, she’s the Vice-Chair of Los Feliz Charter for the Arts, and a board member of Augustus F. Hawkins High, a critical design and gaming school. She earned her Bachelor’s degree in anthropology from the University of Washington, a multiple-subject teaching credential from University of California Los Angeles and an MBA from USC's Marshall School of Business.

Terrance Taylor – Finance Manager
Terrance Taylor is an impact-driven leader who has spent 11 years managing finance, accounting and operations in organizations in the private and non-profit sectors. Terrance holds a B.S. in Accounting and an MBA from the University of New Orleans. Currently, Terrance serves as Principal of Taylor Glenn Consulting, where he provides business operations consulting, accounting and bookkeeping services and business strategy development. He has served as Director of Finance at St. Augustine High School, where he oversaw accounts payable, tuition, receivables, payroll, and benefits administration functions. He created the annual budget, prepared monthly financial reports for board and committee meetings, ensured audit completion and provided support to the facility director and advancement directors as needed. At Leading Educators, a national non-profit that trains teacher leaders, he served as Finance Manager where he successfully led the organization through its first audit and 990 preparation and created organizational and grant budgets. He also led the organization through payroll transition and software implementation.
Massimiliano Gasparri – Chief Technology Advisor

Massimiliano Gasparri is a partner in a software development and consulting company that collaborates and invests in early stage startups focusing on product design, engineering development, and product launch. Prior to eCare Manage, Mr. Gasparri was VP of Technology at Warner Bros. where he was responsible for the development, hosting and operations of public facing digital media applications. Mr. Gasparri was also project lead for software applications at Walt Disney Feature Animation, where he streamlined the post production and animation processes. His film credits include Tarzan, Dinosaur, Fantasia 2000, The Emperor’s New Groove, and Atlantis. Mr. Gasparri holds 16 U.S. patents and has 9 patents pending in areas such as film restoration, encoding, 3D audio, digital media identification, content playlist and distribution. He also completed his undergraduate research thesis at Boston University developing a solution to extract 3D models from photographs. Mr. Gasparri taught AP Computer Science at Crossroads School in Santa Monica. He has been a member of the program committee for the SMPTE Annual Technical Conference since 2017.
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.
**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 (“SELPA”) 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 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

- The contact person for Charter School is: Margeaux Randolph
- The contact address for Charter School is: 918 S. Oxford Ave, Los Angeles, CA 90006
- The contact phone number for Charter School is: (213) 925-6067
- The proposed address or ZIP Code of the target community to be served by Charter School is: 90047, Westmont, South Los Angeles, CA 90044
- This location is in LAUSD Board District: 1
- This location is in LAUSD Local District: West
- The grade configuration of Charter School is: TK-8
- The number of students in the first year will be: 125
- The grade level(s) of the students in the first year will be: TK-2
- Charter School’s scheduled first day of instruction in 2020-2021 is: August 12, 2020
- The enrollment capacity is: 450
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional, Single Track, Extended day
- The bell schedule for Charter School will be: 8:00 AM-3:45 PM
- The term of this Charter shall be from: July 1, 2020 to June 30, 2025

2. Target Neighborhood/Community to Be Served

The Los Angeles School of Creativity and Technology proposes to operate as a public charter school in the Los Angeles Unified School District that will ultimately serve 450 students in grades Transitional Kindergarten to grade 8, located in the Gramercy Park/Westmont Community in South Los Angeles. This area of Los Angeles was chosen as the location for the Charter School because it is an underserved community, composed of families living in high poverty struggling to overcome the economic barriers that accompany poor educational resources and cultural isolation. C-Tech will teach 21st Century Skills in all grades through alignment with California State Standards including but not limited to, the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and all other applicable state content standards (hereinafter collectively referred to as the “State Standards”) into the core curriculum.

The C-Tech team anticipates serving a high poverty, predominantly African American and Latino student population. Westmont is 60% African American and 36% Latino, with only 2.9% of adults in the area having completed college. In the surrounding elementary schools in the community (Century Park Elementary, LaSalle Avenue Elementary, Manhattan Place Elementary, and 95th Street Elementary), over 80% of students are below grade level in English Language Arts (“ELA”).

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Los Angeles School of Creativity and Technology

and over 85% of students are below grade level in Mathematics.\(^4\) That leaves over 1,700 students without options for a high quality 21\textsuperscript{st} Century elementary education. The local district middle school is Bret Harte Middle School (95.4% Socioeconomically Disadvantaged (\textquotedblleft SED\textquotedblright{}), 27.6% English Learners (\textquotedblleft EL\textquotedblright{}), 73.9% Latino, 24.6% African American) and the feeder high school is Washington Preparatory High School (93.1% SED, 20% EL, 55.5% Latino, 40.5% African American). Both are amongst the lowest performing schools in the state; at Bret Harte only 4.36\% of students met or exceeded standard mastery in Math (7.21\% ELA), and at Washington Prep, only 3.24\% of students met or exceeded standard mastery in Math (23.12\% ELA).\(^5\)

Westmont, home to about 32,000 residents, is a vibrant and dynamic multicultural community, however a majority of the population has been marginalized by larger societal and economic forces. From City-Data.com, it reports that in 2016, the median household income in Westmont ($30,972) is less than half of that in the state of California ($67,739). In this community, 32.3\% of the residents are in poverty and 26.9\% of households are on public assistance. With rising housing costs, food, and healthcare in Southern California, this makes community residents extremely vulnerable to future shifts in the economy. In addition, 34\% of births in South Los Angeles were from mothers who were 15-19 years old.\(^6\) Thus, given the large percentage of teenage mothers and single-headed households, many parents struggle to even provide basic needs for their children.

In Westmont, 39\% of residents are native Spanish speakers.\(^7\) Therefore, the language needs of all students will need to be explicitly addressed to ensure their academic success. Such language diversity will add to the rich cultural experiences for C-Tech students, and reinforces the need for a culturally relevant pedagogy that both prepares students for English language proficiency and celebrates the richness of students’ native languages.

Westmont has also been identified by the L.A. Times as one of the deadliest neighborhoods in Los Angeles County. According to recent reports, in February 2018, a 16-year was shot and killed by L.A. County Sheriff deputies. Violence and crime plague the community, and youth of color are especially vulnerable, with Blacks and Latinos four times as likely to die by gun violence in Westmont than the average Angeleno. The graphic below shows where 208 residents were killed in Westmont since 2000 as reported by the 2018, L.A. Times Homicide Report.

\textit{Graphic 1.1: 208 Homicides in Westmont since 2008 as reported by the 2018, L.A. Times Homicide Report}

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\(^5\) Imbd.


\(^7\) Data USA, 2016. [https://datausa.io/](https://datausa.io/)
C-Tech’s goal is not only to provide a high-quality education that prepares students for college and careers but also to transform the life outcomes of residents in the community. Students will be trained to develop innovations, companies, and non-profits that focus on solving some of the most complex problems in their communities and world at-large. In addition, we have built in a researched-based social emotional framework, the Comer Model, that supports the academic success of at-risk youth of color in high poverty communities.

The Achievement Gap
Gaps in the National Assessment of Educational Progress (“NAEP”) 2017 scores for California’s African American, Latino and low-income populations have widened in 8th grade math; and for African American 4th and 8th graders we see a backward slide. In addition, scores on the Technology and Engineering Literacy (“TEL”) assessment, which measures whether students are able to apply technology and engineering skills to real-life situations, show that African American students have the lowest percentage of 8th grade students who are proficient (18%; NAEP, 2014). Latino students are the second lowest at 28%. According to Ryan Smith of Education Trust-West (2018) “achievement gaps are the result of opportunity gaps, a reflection of choices we continue to make as a state. California students who have been historically underserved continue to be given less - they are denied equal access to college preparatory courses, to rigorous Science, Technology, Engineering and Mathematics (“STEM”) courses, and to the support staff that play such a vital role in supporting student success.” C-Tech will be designed to address achievement and opportunity gaps in traditional subjects and particularly in technology and engineering literacy in the Westmont-Watts corridor of Los Angeles.

In review of the resident schools’ demographic and performance data in the Gramercy Park/Westmont area, it is clear that there is a need in the community for a high-quality education that prepares students for college and careers.
### Table 1.1: Resident Schools Demographic and Performance Data in 2017-2018 from Student Accountability Report Cards

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of students</th>
<th>% Socioeconomically Disadvantaged</th>
<th>% Students with Disabilities</th>
<th>% English Learners</th>
<th>% Foster Youth</th>
<th>% Major Ethnicity 1</th>
<th>% Major Ethnicity 2</th>
<th>% Met or Exceeded 2018 SBAC ELA</th>
<th>% Met or Exceeded 2018 SBAC MATH</th>
<th>% of Students At Health Risk on Physical Fitness Test</th>
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</thead>
<tbody>
<tr>
<td>Budlong Ave Elementary (K-5)</td>
<td>871</td>
<td>96.6</td>
<td>7.1</td>
<td>36.9</td>
<td>2</td>
<td>78.4 Latino</td>
<td>18.7 African American</td>
<td>26.56</td>
<td>22.64</td>
<td>58</td>
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<tr>
<td>Century Park Elementary (K-5)</td>
<td>331</td>
<td>90.6</td>
<td>13.6</td>
<td>18.7</td>
<td>1.8</td>
<td>58.3 African American</td>
<td>39.6 Latino</td>
<td>22.14</td>
<td>16.03</td>
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<tr>
<td>La Salle Ave Elementary (K-5)</td>
<td>421</td>
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<td>12</td>
<td>6.21</td>
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<tr>
<td>Manhattan Place Elementary (K-5)</td>
<td>451</td>
<td>94</td>
<td>13.7</td>
<td>19.1</td>
<td>4.4</td>
<td>58.5 African American</td>
<td>37.7 Latino</td>
<td>18.09</td>
<td>13.83</td>
<td>36.8</td>
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</table>
The graphic below, based on U.S. Census data and SBAC data, is a visual representation of the achievement gap that exists in the District’s elementary, middle and high schools in the Gramercy Park/Westmont area. Predominant African American neighborhoods are colored in red; and predominantly Latino neighborhoods shaded in green. In this community, all the schools are ranked in the bottom 30% of California schools as measured by 2017 SBAC scores. The school options for students of color are substantially limited.

**Graphic 1.2: Gramercy Park/Westmost Area District Schools by Achievement Gap 2017, CDE**

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</thead>
<tbody>
<tr>
<td>Woodcrest Elementary (K-5)</td>
<td>818</td>
<td>95.7</td>
<td>13.7</td>
<td>39.2</td>
<td>1.8</td>
<td>66.5</td>
<td>Latino</td>
<td>30.4</td>
<td>African American</td>
<td>28.53</td>
<td>25.2</td>
<td>51.8</td>
</tr>
<tr>
<td>74th Street Elementary (K-5)</td>
<td>535</td>
<td>88.2</td>
<td>6.9</td>
<td>13.8</td>
<td>1.3</td>
<td>65.2</td>
<td>African American</td>
<td>32 Latino</td>
<td>34.53</td>
<td>26.98</td>
<td>57.3</td>
<td></td>
</tr>
<tr>
<td>95th Street Elementary (K-5)</td>
<td>973</td>
<td>97.4</td>
<td>11.2</td>
<td>43.9</td>
<td>2.6</td>
<td>73.4</td>
<td>Latino</td>
<td>23.3</td>
<td>African American</td>
<td>26.05</td>
<td>18.97</td>
<td>67.2</td>
</tr>
<tr>
<td>Bret Harte Prep Middle (6-8)</td>
<td>525</td>
<td>95.4</td>
<td>18.1</td>
<td>27.6</td>
<td>2.3</td>
<td>73.9</td>
<td>Latino</td>
<td>24.6</td>
<td>African American</td>
<td>7.21</td>
<td>4.36</td>
<td>76</td>
</tr>
<tr>
<td>George Washington High (9-12)</td>
<td>888</td>
<td>93.1</td>
<td>20.7</td>
<td>20</td>
<td>2.9</td>
<td>55.5</td>
<td>Latino</td>
<td>40.5</td>
<td>African American</td>
<td>23.12</td>
<td>3.24</td>
<td>66.8</td>
</tr>
</tbody>
</table>
C-Tech builds on recent findings from LAUSD’s task force, the Access, Equity and Acceleration (“AEA”) Advisory for African American Students (2017), which noted that African Americans had the lowest percentage of students who met or exceeded standards in English Language Arts on the 2017 Smarter Balanced Assessment Consortium (“SBAC”). Latino students had the second lowest percentage (African American 30, Latino 34, Asian 73, White 66). In addition, 19% of African Americans and 24% of Latino students met or exceeded standards in math. When considering the intersection of economic status and ethnicity, we find that African American students who are disadvantaged had the worst outcomes in math—only 16% met or exceeded standards. This is compared to 23% of Latino and 39% of Asian students similarly positioned. Disparities in performance persist with non-economically disadvantaged students; 31% of African American and 32% of Latino students met or exceeded standards versus 69% and 81% of White and Asian students, respectively. Three of the 4 elementary schools serving the Westmont community are predominantly African American; all of which more than 75% of students do not meet SBAC standards in ELA and math.

The task force also notes inequities in Advanced Placement (“AP”) enrollment and performance (AEA Advisory for African American Students, 2017). Though Latino students are 76.8% of 9-12th graders enrolled in the District, they are only 13.8% of students in AP courses. African American students are 8.6% of those enrolled, but 11.5% and Asian students make up 3.5% of the district’s students but 29% of those in AP. Qualifying scores on AP exams in 2015-16 were lowest for African Americans (23%) and Latino students (33%). White students had the highest percentage of students with qualifying scores at 58%.

Glaring inequity was also noted in special education and school suspensions. African Americans in LAUSD are more than 30% of school suspensions, the only group with rates more than three
times their percent enrolled. African Americans are also 3.5 times more likely to be identified as Students with Disabilities (“SWD”), specifically Emotionally Disturbed and 2.5 times more likely to be identified as having a Specific Learning Disability. These results mirror the Black Minds Matter Report which noted African American students are most likely to be recommended for special education and have the highest suspension rates (Education Trust-West, 2015).

African American students also feel the least connected in LAUSD schools. Only 70% of middle and 68% of high school students said they were treated with respect by teachers in the 2015-16 school year. This is compared to 87% of Asian and 86% of Latino middle school students and 84 and 87% respectively of high schoolers.

In serving this population of students, the task force notes the following is lacking:

- High quality Tier 1 instruction
- Instructional differentiation
- Early intervention
- Attention to culture and language
- Social Emotional awareness
- Progress monitoring
- Attention to disproportionality in-school suspensions, special education, etc.
- Universal screening and support systems
- Cultural proficiency among staff and administrators
- Student mentoring
- Change management
- Adequate professional development for all stakeholders
- Resources and funding

(AEA Advisory for African American Students, 2017)

3. How C-Tech Meets the Needs of the Community

C-Tech designed in deep partnership with community. Philosophically, we do not believe in designing school models in a vacuum and then finding a neighborhood in which to deploy them, a line of thinking that, unfortunately, is too common in the public education space and often leads to under-supported and under-enrolled schools. Instead, we follow a “Neighborhood First” approach rooted in the core tenants of design thinking:

- Understanding the dreams and challenges faced by students, parents, and community leaders through empathy interviews and organized events
- Examining the impact of race and implicit bias on communities and schools and building the cultural competency of our leaders
- Envisioning what Los Angeles is going to look like in 2040 so that we can identify the skills, habits, and signature learning experiences that future high school graduates will need to be ready for college, career, and life
- Piloting, prototyping, and building community relationships by running “pop-up schools,” a series of meetups, workshops, and events designed to listen, test assumptions and ideas, gather community feedback, and build an authentic base of supporters
C-Tech began conducting this work in 2017, more than two years in advance of the Charter School authorization process so that the Charter School is co-designed with the community partners.

**Community Engagement Efforts**

C-Tech was born from families and community members demanding a school and a set of learning experiences that would excite their children and prepare them for college and the workforce of the future. In conjunction with Pastor D.K. Redmond at Sunnyside Baptist Church (94th St and Budlong Ave), the founding team began working in Westmont in March 2017, leading a “$1000 School Hack Challenge” (i.e. a “Shark Tank for kids”). The success of this event led to community requests to continue the work, which C-Tech did in the form of a Coding Camp in Summer 2017 and later, a Robotics Camp in Summer 2018.

At West Angeles Church in the Crenshaw community, the founding team led a Parent Design Workshop in December 2017 (attended by 12 parents) to collect feedback on the school model design. Beyond expressing frustration at the chronic underperformance of local public schools, these parents expressed extreme interest in schools that prepared students for future tech careers, college, and entrepreneurship. They also expressed concerns around race and socioeconomic issues and want schools where their children can thrive, have appropriate social emotional supports, and not feel pressured by the color of their skin.

To further test the “future tech” focus requested by these parents, C-Tech has led several *Youth and Tech* camps in partnership with Girls Club of Los Angeles focused on coding, app development, and entrepreneurship at Helen Keller Park in South Los Angeles. These camps have allowed the team to test aspects of the C-Tech model, learn, and then iterate based on feedback. 106 students have attended these events. As a result of these pop-up school efforts, Pastor Redmond, parents, and local community members requested that a tech-themed school, paired with effective social emotional learning strategies, be opened to improve the life outcomes of both children and adults in the community. C-Tech is a response to this request.

The community engagements efforts continue. The team serves as active listeners and participants at neighborhood gatherings and celebrations, such as the First 5 LA Fair and the Community Coalition South L.A. Powerfest. With each event, the base of local support continues to grow, and the team continues to iterate based on a foundation of feedback from actual students and families.

Locals refer to the Westmont neighborhood as “Death Alley,” as in recent years it has had the highest murders in one square mile in all the United States (Cruz, 2014). Many of the young men become involved with gangs and drug-related crimes at an early age. The community is in dire need of a school that will radically change outcomes for all youth as well as adults. Thus, C-Tech has been inspired to co-design a learning model that leverages the assets of the community, supports an entrepreneurial spirit, and provides social emotional supports and interventions so that students can thrive.

C-Tech believes in-school learning time is critical as are supportive adult relationships. Approximately 182 parents have signed in support of C-Tech, and we will continue to partner
with the Los Angeles County of Parks and Recreation, Girls Club of Los Angeles, West Angeles Church, and Sunnyside Baptist Church to plan community engagement events over the next year.

**Meeting the Socioemotional and Academic Needs of the Community**

<table>
<thead>
<tr>
<th>Gaps Identified by the LAUSD Task Force</th>
<th>How C-Tech Will Meet this Need</th>
</tr>
</thead>
</table>
| High quality Tier 1 instruction        | ● Reading and Math Labs will be led by two instructors with a focus on small group instruction and 1:1 tutoring  
                                           ● Well qualified teachers will deliver an integrated math and science and humanities curriculum  
                                           ● Teachers will use research-based learning tools to support students with academic remediation and enrichment  
                                           ● Curriculum will incorporate computational thinking (“CT”) |
| Instructional differentiation          | ● Students will have an Individualized Learning and Development Plan (“ILDP”)  
                                           ● Students will meet in weekly advisories with their Academic Coaches  
                                           ● Instruction will center around personalized learning and mastery-based progression  
                                           ● Students will complete an academic portfolio |
| Early intervention                     | ● Student achievement and social emotional indicators will be monitored weekly by Academic Coaches  
                                           ● Implement a robust Response to Intervention (“RtI”) system to address student needs |
| Attention to culture and language      | ● Culturally relevant pedagogy will be designed to celebrate the experiences of students of color  
                                           ● Celebration and mastery of native languages  
                                           ● Support culture collaboration in international exchanges with students at partner schools |
| Social Emotional awareness             | ● The Comer Model of School Development will support implementation of a robust social emotional model  
                                           ● Use the Caring School Community curriculum to train school leaders, parents, staff and other important stakeholders in the social emotional development of students |
| Progress Monitoring                    | ● Data-driven instructional approaches  
                                           ● Use GoogleClassroom and other tools to monitor the academic progress of students  
                                           ● Use rigorous assessments such as the Northwest Evaluation Association (“NWEA”) Measures of Academic Progress |

“*A Community of 21st Century Innovators*”
C-Tech’s goal is not only to provide a high-quality education that prepares students for college and careers but also to transform the life outcomes of residents in the community. Students will be trained to develop innovations, companies, and non-profits that focus on solving some of the most complex problems in their communities and world at-large. In addition, we have built in a
researched-based social emotional framework, the Comer Model, that supports the academic success of at-risk youth of color in high poverty communities.

C-Tech will meet the needs of the community, serve the intent of the California Charter Schools Act as well as the District’s mission, vision and strategic goals. C-Tech will help accomplish the intent of the California Charter Schools Act as follows:

a. **Improve pupil learning.** A school structure and curriculum that are responsive to student needs, research-based instructional methods, the hiring and ongoing training of teachers enthusiastically committed to C-Tech’s vision and increased student participation in creative innovations and technology are some of the Charter School’s key characteristics that will improve pupil learning at the Charter School.

b. **Increase learning opportunities for all pupils,** with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving. While any student can enroll in C-Tech to take advantage of its distinctive learning opportunities, the Charter School targets a student population that has typically been primarily academically low achieving in non-charter public schools.

c. **Encourage the use of different and innovative teaching methods.** Few schools serving low socioeconomic status areas have succeeded in achieving a truly progressive instructional approach, e.g., the use of Computational Thinking, Individualized Learning and Development Plans, Comer Model, and Caring School Community curriculum, embedded with the State Standards in authentic, relevant contexts, an emphasis on content application and development of higher order thinking skills, student voice, and strong social-emotional skill development. It is the aim of C-Tech to hire staff who believe wholeheartedly in giving students a sense of purpose, meaning, and voice, and who use the curriculum as a means to provide an educational experience that is transformative for the student and ultimately for the greater community.

d. **Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.** There are few opportunities for teachers committed to serving typically academically low-achieving students in low socioeconomic areas with progressive educational methods.

e. **Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.** As described above, C-Tech will provide parents with a choice that is currently not available to most.

f. **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, whereby many sections of the California Education Code are waived for charter schools, but they can be closed for not performing. This goal is achieved through charter school legislation and reflected in Elements 2 and 3 of this petition.

g. **Provide vigorous competition within the public school system** to stimulate continual improvements in all public schools. This goal is also embedded in the structure of Charter Schools, by allowing alternatives like C-Tech to exist and exemplify effective practices that other public schools may wish to emulate.

C-Tech is committed to fulfill the District’s mission to embrace the “diversity to educate L.A.’s youth, ensure academic achievement and empower tomorrow’s leaders” as previously described.
in C-Tech’s discussion of meeting the needs addressed by the LAUSD’s task force, the Access, Equity and Acceleration Advisory for African American Students (2017). The efforts of C-Tech will support the authorizer and the Resident Schools to achieve the District’s vision to “be a progressive global leader in education” by “providing a dynamic and inspiring learning experience where all students graduate ready for success.” C-Tech believes there needs to be a rapid acceleration of high quality schools that can prepare the students of Westmont for the evolving future in support of the District’s vision. C-Tech will support the strategic goals of the District through the identified educational philosophy, programs, curriculum and instruction, parent and community engagement opportunities and school safety plans to include social emotional learning.

The predominant occupations in Westmont are in retail services, cleaning, personal care, food services, and administration (DATAUSA, 2016); careers that make residents especially vulnerable to job loss due to automation and rapid advances in technology. With a focus on technology and entrepreneurship, C-Tech will not only prepare students to enter and succeed in college, but also to pursue 21st century STEM careers as well as launch enterprises to develop the local economic ecosystem. Since the future of work over the next 20 years; 45% of jobs will be automated, with low-income communities of color most vulnerable. C-Tech understands that the youth must be prepared for jobs that do not yet exist. In order to do that, C-Tech has designed innovative, adaptive, and collaborative learning experiences that are fully integrated with students’ passions and needs of the community which will include Artificial Intelligence (AI).

The majority of Westmont residents who attend college, attend 2-year for profit private universities. At C-Tech, the goal is to prepare students to ultimately enter some of California and the nation’s most competitive universities in the STEM, business, social sciences and humanities fields. The TK-8 curriculum is designed to support students in completing a rigorous A to G curriculum in high school so that they may attend universities such as California State University (“Cal State”), UCLA, USC, California Institute of Technology (“Caltech”), Georgia Tech and MIT.

**Student Population to Be Served**

**4. Target Student Population**

C-Tech will be open to ALL students, in grades TK-8, regardless of gender, ethnicity, national origin, sexual orientation, or religion, who seek an exceptional education in a culturally diverse setting where creativity and interest in innovation is respected and welcomed. The student population to be served will focus on students who experience high poverty, are children of color and have a variety of linguistic, housing and ability needs. The Charter School will focus on developing 21st century innovators fueled by student choice, computational thinking, entrepreneurship, and global immersion which will undoubtedly address student interest. C-Tech anticipates serving a student population that will be about 94.8% SED, 13.8% SWD, 26.08% EL, and 2.64% Foster Youth (“FY”). The races in Westmont from City-Data.com report that in 2016, the community was 47.9% African American, 47.8% Latino, 1.6% White, 1.2% Two or More Races, 0.4% Other Race, 0.2% Native Hawaiian or Pacific Islander, 0.1% Asian and 0.07% Native American.
C-Tech feels confident that the community demand for a high-quality Charter School will continue and that the demand to attend C-Tech will exceed the space provided. At the beginning of the charter term, C-Tech will fill grades TK/K, 1 and 2 so that the students can benefit from the comprehensive elementary school experience. In the second year of the initial charter term, C-Tech will add grade 3. In the third year of the charter term, C-Tech will add grade 4. In the fourth year of the charter term, C-Tech will add grade 5, thus completing the elementary school enrollment through matriculation. In the final year of the initial charter term, C-Tech will add grade 6 beginning the middle school enrollment. In the second term of the charter, C-Tech will complete enrollment through 8th grade. In the first year of the second term, C-Tech will add grade 7. In the second year of the second term, C-Tech will add grade 8. In the third year of the second term, C-Tech will fill with capacity with 50 students or two classes with an average of 25 students to 1 teacher. The goal of C-Tech is to have students attend the Charter School for nine years or 10 years if the student begins in TK. The focus will be to enroll students in the noted grades and then add students due to matriculation as per the Admission Process outlined in Element 8 of this petition.

“*A Community of 21st Century Innovators*”
5. Five-Year Enrollment Rollout Plan

Table 1.5: Enrollment Projections from 2020-2025 for First Charter Term

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<td>TOTAL</td>
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Table 1.6: Enrollment Projection from 2025-2030 for Second Charter Term

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<tr>
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<th>2027-2028</th>
<th>2028-2029</th>
<th>2029-2030</th>
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Goals and Philosophy

6. Vision and Mission

MISSION
The mission of the Los Angeles School of Creativity and Technology (C-Tech) is to build a school community of 21st century innovators fueled by student choice, computational thinking, entrepreneurship, and global immersion. C-Tech will graduate hundreds of workforce-ready computer science students in South Los Angeles.

VISION
The vision of C-Tech is to empower the next generation of innovative global leaders to build the future and create a better world. C-Tech’s impact goals include higher earning potential for graduates; earned revenue for alumni led ventures, fueling the economic ecosystem of Los Angeles; and overall improved education, social and mental health outcomes for subsequent generations.

7. What It Means to be an Education Person in the 21st Century
C-Tech believes that the educated person of the 21st Century has been best defined by the KnowledgeWorks Foundation’s three elements for the new foundation for readiness:
1. Future work characteristics, which describe likely features of any future work landscape;
2. Core social-emotional skills, which outline the foundational skills that will enable people to thrive in future workplaces; and
3. Foundational cognitive and metacognitive practices, which represent knowledge, skills and dispositions that will help people navigate, adapt and grow in the emerging work environment.

The graphic below describes the new foundation for college and career readiness which describes how future work will be grounded in relating, modularized and recombined, market-driven and user-centered, data and metrics driven, and interwoven with learning. The future worker has to have core social-emotional skills with individual awareness, social awareness and self-discovery. In additional, the future worker will need to develop foundational cognitive and metacognitive practices in order to complete the future work which includes the use and application of technology.
Therefore, an educated person has core social-emotional skills with a strong individual awareness, social awareness and self-discovery who can use foundational cognitive and metacognitive practices while understanding how future work will advance. The educated person in the 21st Century can regulate emotions, show empathy, take on perspectives and have a deep self-knowledge. The educated person will use foundational and metacognitive practices to solve problems, think differently, take initiative, self-advocate, make friends with people and machines, cultivate inclusive communities, learn anything anywhere, communicate and create with numbers and thrive in ambiguity and uncertainty. The educated person understands that future work will be grounded in relating, modularized and recombined, market-driven and user-centered, data and metrics driven and interwoven with learning.

The 21st Century learner uses a variety of means to acquire knowledge to solve problems in an innovative manner. Faced with what may appear to be insurmountable challenges, including those of a global nature, the educated person is prepared by a strong academic base to approach problems with an attitude of collaboration, openness, and confidence. The learner should be able to identify problems, be self-motivated to evaluate them, and then become a catalyst for change because of the ability to think creatively.

C-Tech believes that an educated person in the 21st Century possesses the personal and language skills needed to respectfully communicate across cultures and generations. A life-long learner is continuously pursuing individual passion and growth while exploring diplomatic answers to world problems that impact individuals, cultures, and the natural world. The 21st Century Learner is prepared for life who competently balances work, leisure, family, and community. The 21st Century Learner seeks knowledge, appreciates the arts, is proficient in English, is prepared to productively participate in the economy and is self-motivated to set and achieve goals.
The Partnership for 21st Century Learning (“P21”) is the leading organization advocating for 21st Century Learning for every student. P21 advocates for changes to our nation’s educational system to better prepare today’s students for a 21st century global economy:

America’s system of education was built for an economy and a society that no longer exists. In the manufacturing and agrarian economies that existed 50 years ago, it was enough to master the “Three Rs” (reading, writing and arithmetic). In the modern “flat world,” the “Three Rs” simply aren’t enough. If today’s students want to compete in this global society, however, they must also be proficient communicators, creators, critical thinkers and collaborators (the “Four Cs”). (www.p21.net.)

C-Tech believes that an educated person in the 21st century is one that has mastered the “The four Cs” as identified by P21. These skills are Critical thinking, Communication, Collaboration, and Creativity. In addition, the State Standards also emphasize the mastery of Information, Media, and Technological Skills as well as Life and Career skills for the educated person in society. Thus, C-Tech will empower students with the knowledge and tools to transform the social and economic paradigm for themselves and the communities of South Los Angeles.

The “Four Cs” that C-Tech believes are essential to educated persons:

**Critical Thinking and Problem Solving**

*Reason Effectively*
- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

*Use Systems Thinking*
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

*Make Judgments and Decisions*
- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

*Solve Problems*
- Solve different kinds of unfamiliar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

**Communication**

*Communicate Clearly*
- Articulate thoughts and ideas effectively using oral, written and non-verbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Use multiple media and technologies, and know how to assess impact and their effectiveness a priority
- Communicate effectively in diverse environments (including multilingual and multicultural)

Collaboration
Collaborate with Others
- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Creativity
Think Creatively
- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate original ideas to improve and maximize creative efforts

Work Creatively with Others
- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation are part of a long-term, cyclical process of small successes and frequent mistakes

Implement Innovation
- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur


In order to prepare the students for college and career in order to demonstrate 21st Century Learning skills, C-Tech is committed to ensuring that students will be college and career ready while incorporating technology. The example below explains how one student learns on the continuum. In TK-2, Maya learns to use her imagination to create LEGO models to represent objects for others. In grades 3-5, Maya learns to design and joins the LEGO Robotics Team to make her models move. In grades 6-8, Maya makes the connection between people and technology and designs a shock-resistant wheelchair for her grandmother as her capstone project in the C-Tech Engineering Academy. By the time C-Tech students enter high school, students like Maya will be inspired by her capstone project. Maya interns with UCLA’S Biomedical Engineering Department to design
innovations for the Paralympics. In college, Maya designs a mouth guard that detects concussion level impact from football and boxing and starts her own company.

*Graphic 1.1: Continuum of a 21st Century Learning for College and Career Readiness*

8. How Learning Best Occurs

C-Tech believes that learning best occurs when students are empowered across three tenets: Empowered Learning, Social Emotional Development, and Creativity.

**Empowered Learning, Development and Creativity**

The model for C-Tech---Empowered Learning, Development and Creativity in K12 Schools (Tynes, 2018)---draws on and extends cutting-edge theories from multiple disciplines that include the learning and developmental sciences. It also builds on models of personalized learning, educational technology, culturally responsive computing, social-emotional learning, computational thinking and evidenced based models of school operations. The C-Tech model centers the histories, cultures, interests, developmental needs and assets of the students we serve. Despite the fact that our students will come to school with a host of challenges, including possibly having early educational experiences in some of the lowest performing schools in the district, they have strengths that can be utilized to enhance achievement and ultimately close longstanding gaps. By centering students’ interests and developmental needs/assets we nurture their unique genius and create an ecosystem of innovation.

The International Society for Technology in Education (ISTE) provides a roadmap for innovating in K-12 classrooms. Their standards include empowering learners to be able to set personal goals and leverage technology to develop strategies to achieve their goals. They are also able to reflect on the learning process as well as build networks and customize their learning environments. Students demonstrate their learning in multiple ways and are able to use technology to seek feedback. In addition, they understand fundamental technology operations and can transfer knowledge of current technologies to emerging technologies. C-Tech draws on these standards to enhance learning and creativity for all of our students.

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8 International Society for Technology in Education. Iste.org, 2018.
Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

The C-Tech model meets these standards and goes far beyond in order to ensure that every student lives out their full potential.

EMPOWERED LEARNING
The C-Tech Learning model empowers students to take ownership of their learning. C-Tech capitalizes on the rich reservoir of cultural and developmental assets students bring to the classroom. To accomplish this, we focus on:

- **Personalization** to address student needs and develop individual assets
- **Blended learning** for targeted instruction
- **STEAM centered, project-based learning to** empower student passions and a love of learning
- **Computational thinking** to prepare students for the workforce of the future
- **High expectations** to ensure that all learners reach their full potential

**Personalization to address student needs and develop individual assets**
Findings from the Gates Foundation report show that personalized learning has positive effects on students in 62 charter schools’ math and reading scores across a two-year period compared to their district counterparts. The results are promising, particularly for the lowest performing students. C-Tech’s approach draws on this research and includes tailoring instruction to address each individual student’s needs, interests and skills. In addition, C-Tech will incorporate and extend strategies as outlined in the 2015 Gates Foundation report.

**Blended Learning for Targeted Instruction.** C-Tech’s instructional program uses blended learning strategies. Lisa Delpit argued that students (especially those who are typically underserved by public schools) must have explicit instruction on skills and skills development. Students must be able to work independently and with their peers to complete complex tasks. We believe that moving beyond books through online curriculum is a critical support/intervention that will accelerate student learning.

**STEAM Centered, Project-Based learning to empower student passions and a love of learning** Project based learning provides high levels of engagement for learners of varied ability levels and from diverse backgrounds. Students who struggle in traditional instructional settings may excel when working on a project, because the inquiry-based and collaborative setting better matches their learning style. At the family level, parents will be provided with written information about each SEL module. This information will include suggestions and activities for incorporating SEL at home. Community level strategies will include collaboration with community organizations to further promote the tenets of SEL. Systemic SEL instruction and activities at multiple levels will allow for skills to be taught, modeled, rehearsed, and adapted to multiple situations so that students can fluidly incorporate them into their daily activities.

At C-Tech we take an inquiry-based approach to learning and problem solving. Middle school students will receive a curriculum with a rigorous humanities and STEAM (Science, Technology, Engineering, Arts, and Mathematics) focus. Our teachers focus on collaborative design and work to create an interdisciplinary curriculum, where topics are integrated across academic subjects.

**Computational Thinking to prepare students for the workforce of the future** In response to the ever-changing future of technology and rapid acceleration of Artificial Intelligence, computational thinking will be embedded into the academic curriculum and experiential learning experiences for all students at C-Tech. Computational thinking (CT) is essential for building computer solutions to problems. It is defined here as “the thought processes involved in formulating problems and their solutions so that the solutions are represented in a form

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that can be effectively carried out by an information-processing agent”\textsuperscript{13}. In addition to solving problems, it is designing systems and understanding human behavior by drawing on concepts fundamental to computer science. This concept goes beyond teaching students to program computers and includes facilitating their ability to think at “multiple levels of abstraction” across subject areas. Other examples of computational thinking described in the literature include decomposition, pattern matching, recursive thinking, algorithmic thinking, heuristic reasoning, cooperativity and creativity\textsuperscript{14}.

We will advance computational thinking through our Innovation Labs by offering app development, coding, robotics and other tech classes. Research has shown, for example, that when students are engaged in robotics learning just two hours per week for at least 11 weeks that CT scores improve dramatically by the end of the course\textsuperscript{15}.

**High expectations to ensure that all learners reach their full potential**

All students at C-Tech will be encourage to strive for excellence in their academic and extracurricular pursuits. As a school community, we will celebrate students’ assets, support their academic growth on Individual Learning and Development Plans. Our learning model facilitates and encourages the uniqueness and creativity of each of our students.

**EMPOWERED DEVELOPMENT**

C-Tech holds as its mission the positive development of the whole child, including the student’s academic, creative, physical, social, and emotional self. The development aspect of our model draws on decades of developmental science and evidenced based systemic reform models. It is guided in part by the Comer School Development Program\textsuperscript{16}, research on beliefs about intelligence, motivation, self-regulated learning and positive youth development. The programs, models and research that inform this component of the model have demonstrated success in developing the social emotional competencies of underrepresented and underserved youth of color in urban schools.

**Social Emotional Learning to empower students to know themselves and engage with others**

The goal of social and emotional learning (SEL) is to foster the development of five interrelated sets of cognitive, affective, and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making\textsuperscript{17}. These competencies are


\textsuperscript{14} Barr, Valeria and Stephenson, Chris. *Bringing Computational Thinking to K-12: What is Involved and What is the Role of the Computer Science Education Community?* Computer Science Teachers Association.


\textsuperscript{16} Lunenburg, Fred C. *The Comer School Development Program: Improving Education for Low-Income Students*. Sam Houston State University, 2011

\textsuperscript{17} Durlak, Joseph et. al. *The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions*. Collaborative for Academic, Social, and Emotional Learning, 2011.
correlated with positive developmental outcomes, including mental health, academic achievement, and overall well-being. SEL can be viewed as a protective mechanism that buffers students exposed to risk factors from engaging in maladaptive behaviors. Durlak and his colleagues (2011) state that it is the integration of frameworks that enhance academic performance with those that promote youth development by creating protection and fostering positive adjustment. C-Tech will implement SEL using the Caring School Community curriculum which has been proven to increase SEL and academic outcomes for at-risk students in California.

**Fostering Growth Mindsets**
A central component of how students think and learn involves their beliefs about intelligence. If students believe that intelligence is malleable, they are said to have an incremental or a growth mindset. Those who have more fixed ideas or endorse the idea that it is innate tend to be more vulnerable to negative feedback and have performance as opposed to learning goals. Whereas those with intelligence beliefs that can change may perform better on problem-solving and cognitive tasks.

Teachers will be trained to foster a growth mindset in students through short-term interventions, giving students a sense of control over the learning process, using strategies/approaches that include problem-based learning, independent study, research apprenticeships. Also in teachers’ everyday interactions with students, they will foster growth mindsets in culturally specific ways. For example, it is suggested that teachers not attribute academic successes to ability in the general population. However, Professor Luke Wood argues that because African American (and Latino) student consistently questioned and undermined, they need to be told they have the ability and that it can be enhanced.

**Community building to empower parents to support the academic success of students**
We bring together the community to promote social, emotional, and physical health. Every summer we lead events supported by the community. Students will be required to complete 100 hours of community service before they graduate. Teamwork and collaboration is critical to the culture of C-Tech and the success of each student. It is essential that we build a culture of respect amongst students, teachers, and school leadership. Parent Engagement is a Critical component, as our students will be several grade levels behind. Research has shown that parent engagement can improve attendance rates and academic achievement.

**Wellness to empower the physical and emotional health of students**
Mindfulness practices, meditation, dance, tai chi and yoga as elements of a wellness program at C-Tech will be present in our first year, given the considerable body of research documenting the value of mindfulness in educational settings. The goal is to embed whole body and mind wellness into our school day. Our first and most important step will be in cultivating teacher support for a

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19 Caring School Community: Principles and Structures to Develop Social Skills. [https://www.collaborativeclassroom.org/programs/caring-school-community/](https://www.collaborativeclassroom.org/programs/caring-school-community/)
take 30 as a practice to start every class period. Implementing, this simple thirty-second pause to breathe, focus, and be present in the moment that we practice at the start of every class and meeting to encourage and improve our staff and student personal and collective well-being, learning, and relationships.

**EMPOWERED CREATIVITY**

“Creative genius isn’t rare, but the conditions that nurture it are” – Krueger, 2018

C-Tech will be a place that nurtures every child’s unique genius. Each student will have multiple opportunities to solve problems in their communities using technology and draw on their interests, experiences and strengths. Our students may decide, like Hannah, the 13 year-old whose story was documented in the Empowered Learner magazine, grew tired of going to the emergency room each time she had an asthma attack. She was able to design and 3D print a prototype for a handheld device that could measure her lung capacity in real time\(^{21}\). Other students like Chance, a 15 year-old who attended one of our app development bootcamps in the community we plan to serve, wanted to get PC parts at a discount and created an app prototype that would make these parts available to others. Still others like Sariah, an 11-year old from our camp, wanted to learn about Africa so she created a web application that would allow users to explore the histories, cultures and geography of countries in Africa. She noticed she did not come across this information in her school so she wanted to make it available for herself and interested others.

**Design thinking to empower students to build, create, and prototype solutions to problems**

We support freedom and expression of ideas, and we invest in them. Often schools are designed with a one-size fits all mentality. But through our portfolio defense, entrepreneurship lab, media arts, extracurriculars, we encourage students to pursue their passions and design a unique experience for them during their years at C-Tech. We want students and teachers to be excited about coming to school everyday. Design thinking schools to address learning issues and curriculum design. We will measure and track students’ growth in creativity using the VIA IS assessment.

**Entrepreneurial mindset to empower students to lead in their communities and the 21st century workforce**

At C-Tech we plan to foster a spirit of collaboration, risk taking, creativity and problem solving. All students will be required to take Entrepreneurship Lab before they complete grade 8. Students will be scheduled to take Entrepreneurship Lab in grade 8 which will occur in the second term of the Charter. They will use design thinking strategies and computational thinking to solve real-world problems and build innovative solutions. They will be judged by how well they can build, scale, and market any innovative solution to a problem. They may build a product, business, or nonprofit organization. This experience is modeled after the open-source, online *How to Start a Startup* course at Stanford University. Students will work in teams to solve problems.

\(^{21}\) Preparing Students for an AI-driven World. iste.org, 2018.
9. Enabling Students to be Self-Motivated, Competent and Life-Long Learners

C-Tech aims to enable students to become self-motivated, competent, lifelong learners by creating and maintaining an environment where learning and creating is engaging, supportive, personalized, and meaningful. Each C-Tech student will complete Grade 8 with a deep understanding of what it takes to be successful in high school to include meeting A to G requirements, taking advanced computer science courses and developing an entrepreneurial skillset in order to be workforce ready and competitive for admission to some of the most selective universities and engineering programs at MIT, Caltech, Georgia Tech, USC, Cal State and UCLA. C-Tech students will be more prepared for high school and later for the high demand tech careers than the average college student entering the workforce.

The C-Tech Lifelong Learning Continuum

The graduate profile of C-Tech students will be:

- **Scholars**: Students will not only demonstrate mastery in core subjects, but also deep knowledge in the humanities, mathematics, and sciences, as evidenced by their portfolio and research work in Upperclassman Research Opportunity Program (“UROP”). Students will have the opportunity to engage deeply in topics with the support and guidance for practicing research scholars at universities.

- **Innovators**: Students will design and create works, products, and solutions that are aligned with their passions and will move humanity forward.

- **Entrepreneurs**: All students will participate in the Entrepreneurship Lab and have developed the skills necessary to create a product or service and deliver it to customers to solve a problem. The goal is for C-Tech alumni to build companies or non-profits that have an impact on thousands in their community, nation, and world.

- **STEM Professionals**: C-Tech prepares students to pursue careers in all areas, but students will be prepared for careers in STEM, where people of color are underrepresented. With a focus on a Science, Technology, Robotics, Engineering, Arts and Mathematics (“STREAM”) curriculum, C-Tech will provide students with the option to pursue a high school pathway, college major and future careers in a variety of STEM fields.

- **Civic and Business Leaders**: C-Tech will empower students to be next generation of civic and business leaders by collaborating with local government, community organizations and private companies to solve problems, and transform the communities of Los Angeles and the world for the better.

10. Table 1.1 “LCFF State Priorities Table” assumes that C-Tech will be a similar representation to the community as previously discussed; therefore, it is anticipated that the following significant subgroups will be the following: English Learners, Socioeconomically Disadvantaged students, Foster Youth, Students with Disabilities, African American students, Latino students and possibly Students with Two or More Races.
Table 1.1: LCFF State Priorities Table

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<tr>
<td>GOAL #1</td>
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<td>All students will receive instruction from teachers fully credentialed in the assigned subject area(s), will have sufficient access to standards-aligned instructional materials, and learn in a well-maintained school environment.</td>
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<td>Related State Priorities:</td>
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<td>Local Priorities:</td>
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<td>:</td>
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<tr>
<td>Specific Annual Actions to Achieve Goal</td>
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<tr>
<td>• Maintain a teaching staff of well qualified, fully-credentialed, and appropriately assigned.</td>
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<tr>
<td>• Ensure sufficient standards-aligned instructional materials are available to students in print and/or digital format.</td>
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<tr>
<td>• Maintain school facilities in good repair.</td>
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<tr>
<td>• Employ a part-time Custodian who will be in charge of maintenance, inventory, and facility upkeep.</td>
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<td>• Inspect facilities regularly and conduct annual School Accountability Report Card (“SARC”) compliance with health department requirements as evidenced through facility reports.</td>
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<tr>
<td>Expected Annual Measurable Outcomes</td>
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<td>Outcome #1: 100% of teachers will be appropriately credentialed aligned with their assignment.</td>
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<td>Outcome #2: 100% of students will have access to standards-aligned instructional materials.</td>
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<td>Metric/Method for Measuring: Credential Audit, Instructional Material Inventory</td>
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<td>All Students (Schoolwide)</td>
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<td>Students with Disabilities</td>
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<td>African American Students</td>
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<tr>
<td>Native American/Alaska Native Students</td>
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“A Community of 21st Century Innovators”
### Outcome #2

100% of Facilities will be cleaned at least three times weekly and 100% of all necessary repairs will occur within two business days or as soon as contractor is able.

**Metric/Method for Measuring:** Daily Schedule of Custodian, SARC, Facility Reports

#### APPLICABLE STUDENT GROUPS

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<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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<td>White Students</td>
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**GOAL #2**

All English Learners will make at least one year of growth toward English Proficiency and the number of EL reclassifications will increase at or above the level of the District for the grade levels served.

**Related State Priorities:**

- ☒ 1
- ☒ 4
- ☐ 7
- ☒ 2
- ☐ 5
- ☐ 8
- ☐ 3
- ☐ 6

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“A Community of 21st Century Innovators”
Specific Annual Actions to Achieve Goal

- Provide Professional Development for teachers and staff to understand and be able to teach core curriculum aligned to ELD Standards using SDAIE strategies and best practices for EL students.
- Provide daily instruction in ELD to ELs to ensure that they gain English Language Proficiency.
- Monitor progress of ELs on a weekly basis and communicate quarterly progress to parents.
- 100% of teacher of EL students will be appropriately credentialed and certified in SDAIE and will hold a CLAD or BCLAD.
- Designated teacher or administrator will track EL student progress to ensure EL students are making academic gains toward standard mastery and put interventions in place for struggling EL students including Individual Learning and Development Plan, Learning Opportunities, Parent Meetings, or tutoring.
- Establish an English Learner Advisory Council for parents of EL students.

Expected Annual Measurable Outcomes

**Outcome #1:** 100% of ELs will use standards aligned materials (matrix of approved texts, concept map in each core course that link to State Standards, including ELD standards

**Outcome #2:** 100% of teachers of EL students will be appropriately credentialed and certified in SDAIE and will hold a CLAD or BCLAD and will receive quality Professional Development on core curriculum aligned to ELD Standards using SDAIE strategies and best practices for EL students.

**Outcome #3:** 100% of ELs will receive daily instruction in ELD to ELs by an appropriately credentialed and certified teachers.

**Outcome #4:** 100% of EL students’ progress will be tracked to ensure academic gains toward standard mastery on a weekly basis and communicate quarterly progress to parents. 100% of EL students who are struggling academically will receive interventions including Individual Learning and Development Plan, Learning Opportunities, Parent Meetings, or tutoring.

**Metric/Method for Measuring:** Instructional Material Inventory, Classroom Observation, Credential Audit, Professional Development Sign-In Sheets, ELD Progress Reports, ELPAC Results, Individual Learning and Development Plans, Intervention/Tutoring Rosters and Student Reports, Parent Meeting Sign-In Sheets

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**Outcome #5:** There will be a 5% increase annually in the number of EL students who are reclassified as Reclassified Fluent English Proficient (“RFEP”) for the grade levels served.

**Metric/Method for Measuring:** ELPAC Initial Assessment Results, ELPAC Summative Assessment Results, Reclassification Rate, Reclassification Paperwork and Evidence of Meetings, CALPADS Report
GOAL #3

Parents and guardians will be involved in the Charter School to include making decisions for the Charter School to improve student achievement, to be involved in and support the school community, and to support their own child(ren).

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

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

- Employ a variety of media to communicate with parents about school events, including Charter School website, Parent and Student Handbook, Monthly Newsletter, Phone Calls and Emails.
- All materials sent home to families will be in English and Spanish and other languages as needed.
- Parents and Guardians will participate in school events and complete an annual satisfaction survey.
- Establish a Parent Teacher Organization, School Site Council.

Expected Annual Measurable Outcomes

Outcome #1: 100% of information about Charter School events will be posted on the website’s online calendar, sent home in Monthly Newsletters within one month, and reminders will be sent out via phone calls and emails with a minimum of 2 days’ notice.

Outcome #2: 100% of materials will be sent home in English and Spanish and other languages as needed.

Metric/Method for Measuring: Website, Charter School Calendar, Translated Flyers and Announcements, Phone and Email Logs

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---|---|---|---|---|---|---
African American Students | 100% | Maintain 100% | Maintain 100% | Maintain 100% | Maintain 100% | Maintain 100%
---|---|---|---|---|---|---
Native American/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A
---|---|---|---|---|---|---
Asian Students | N/A | N/A | N/A | N/A | N/A | N/A
---|---|---|---|---|---|---
Filipino Students | N/A | N/A | N/A | N/A | N/A | N/A
---|---|---|---|---|---|---
Latino Students | 100% | Maintain 100% | Maintain 100% | Maintain 100% | Maintain 100% | Maintain 100%
---|---|---|---|---|---|---
Native Hawaiian/Pacific Islander Students | 100% | Maintain 100% | Maintain 100% | Maintain 100% | Maintain 100% | Maintain 100%
---|---|---|---|---|---|---
Students of Two or More Races | 100% | Maintain 100% | Maintain 100% | Maintain 100% | Maintain 100% | Maintain 100%
---|---|---|---|---|---|---
White Students | N/A | N/A | N/A | N/A | N/A | N/A

**Outcome #3:** The percentage of families who participate in at least one school event per year to include but not limited to Orientation, Parent/Teacher Conferences, Student Performance, Back to School Night, or Open House and/or will serve on an advisory committee for the Charter School will increase by 5% over the prior year.

**Outcome #4:** The percentage of parents or guardians will complete an annual satisfaction survey to provide input on the LCAP, school program and overall satisfaction will increase by 5% over the prior year.

**Metric/Method for Measuring:** Event Sign-In Sheets, Event Observation, Advisory Sign-In Sheets, Annual Survey Results.

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<td>All Students (Schoolwide)</td>
<td>20-21 determine baseline</td>
<td>Baseline</td>
<td>5% increase over baseline</td>
<td>5% increase over prior year</td>
<td>5% increase over prior year</td>
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<tr>
<td>English Learners</td>
<td>20-21 determine baseline</td>
<td>Baseline</td>
<td>5% increase over baseline</td>
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<tr>
<td>Socioeconomically Disadvantaged Students</td>
<td>20-21 determine baseline</td>
<td>Baseline</td>
<td>5% increase over baseline</td>
<td>5% increase over prior year</td>
<td>5% increase over prior year</td>
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<tr>
<td>Foster Youth</td>
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<td>Baseline</td>
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<td>5% increase over prior year</td>
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“A Community of 21st Century Innovators”
### GOAL #4

All students, including significant subgroups, will demonstrate at least one year of growth toward meeting grade level standards in English Language Arts and Mathematics and the overall percentage of met and exceeded standard mastery will be at or above the level of Resident Schools in the District for the grade levels served.

#### Specific Annual Actions to Achieve Goal

- Utilize State Standard aligned curriculum with quality supplemental materials to explicitly instruct students while scaffolding the content for all students to be successful.
- Identified students will receive intensive and strategic interventions in ELA or Math based on NWEA MAP scores, SBAC scores, CAASPP Interim Comprehensive Assessments, CAST scores, standard mastery, curriculum-based assessments and other factors.
- Parents will be informed of each student’s instructional level, intervention and progress. The Charter School will suggest strategies to parents to support their child at home.

#### Expected Annual Measurable Outcomes

**Outcome #1:** There will be an increase of at least 2% over baseline in 2022-23 SBAC ELA, with each additional year showing increase based on the previous year’s scores, which will result in a total of a 6% increase over 2021-22 scores by 2024-25 scores. or the second year of SBAC testing.
**Outcome #2:** There will be an increase of at least 2% over baseline in 2022-23 SBAC Math, with each additional year showing increase based on the previous year’s scores, which will result in a total of a 6% increase over 2021-22 scores by 2024-25 scores. or the second year of SBAC testing.

**Metric/Method for Measuring:** SBAC ELA Scores, SBAC Math Scores, CAST Scores starting in 2023-24 for grade 5, CAASPP Interim Comprehensive Assessments

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<td>All Students (Schoolwide)</td>
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<td>4% increase over baseline</td>
<td>6% increase over baseline</td>
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<td>English Learners</td>
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<td>2% increase over baseline</td>
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<tr>
<td>Socioeconomically Disadvantaged Students</td>
<td>N/A</td>
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<td>2% increase over baseline</td>
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<tr>
<td>Foster Youth</td>
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<td>Baseline</td>
<td>2% increase over baseline</td>
<td>4% increase over baseline</td>
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<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
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<td>2% increase over baseline</td>
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<tr>
<td>African American Students</td>
<td>N/A</td>
<td>Baseline</td>
<td>2% increase over baseline</td>
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<td>Native American/Alaska Native Students</td>
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<td>Filipino Students</td>
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<td>Latino Students</td>
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<td>Baseline</td>
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<td>Native Hawaiian/Pacific Islander Students</td>
<td>N/A</td>
<td>Baseline</td>
<td>2% increase over baseline</td>
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### Students of Two or More Races

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<td>White Students</td>
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**Outcome #3:** There will be an increase of at least 2% over baseline on the NWEA MAP assessments for ELA, with each additional year showing an increase based on the previous year’s scores, which will result in a total of a 6% increase over 2021-22 scores by 2024-25 scores.

**Outcome #4:** There will be an increase of at least 2% over baseline on the NWEA MAP assessments for ELA, with each additional year showing an increase based on the previous year’s scores, which will result in a total of a 6% increase over 2021-22 scores by 2024-25 scores.

**Metric/Method for Measuring:** NWEA MAP ELA scores, NWEA MAP Math scores, NWEA MAP Progress Monitoring Scores

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<td>N/A Graded TK-2 served</td>
<td>Baseline</td>
<td>2% increase over baseline</td>
<td>4% increase over baseline</td>
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<tr>
<td>English Learners</td>
<td>21-22 determine baseline</td>
<td>N/A Graded TK-2 served</td>
<td>Baseline</td>
<td>2% increase over baseline</td>
<td>4% increase over baseline</td>
<td>6% increase over baseline</td>
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<tr>
<td>Socioeconomically Disadvantaged Students</td>
<td>21-22 determine baseline</td>
<td>N/A Graded TK-2 served</td>
<td>Baseline</td>
<td>2% increase over baseline</td>
<td>4% increase over baseline</td>
<td>6% increase over baseline</td>
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<td>Foster Youth</td>
<td>21-22 determine baseline</td>
<td>N/A Graded TK-2 served</td>
<td>Baseline</td>
<td>2% increase over baseline</td>
<td>4% increase over baseline</td>
<td>6% increase over baseline</td>
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<td>Students with Disabilities</td>
<td>21-22 determine baseline</td>
<td>N/A Graded TK-2 served</td>
<td>Baseline</td>
<td>2% increase over baseline</td>
<td>4% increase over baseline</td>
<td>6% increase over baseline</td>
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<tr>
<td>African American Students</td>
<td>21-22 determine baseline</td>
<td>N/A Graded TK-2 served</td>
<td>Baseline</td>
<td>2% increase over baseline</td>
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<td>Filipino Students</td>
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GOAL #5

All students will be actively engaged in a caring school community as evidenced by social emotional learning, survey completion, enrichment participation, and positive daily attendance.

### Specific Annual Actions to Achieve Goal

- The Caring School Community curriculum and program will be utilized at the Charter School. The teachers and staff will receive professional development on Caring School Community that is ongoing and sustained so that the program is fully implemented.
- Students will complete an annual satisfaction survey.
- Students will participate in enrichment course during the instructional day.
- Students will attend school on-time daily.

### Expected Annual Measurable Outcomes

**Outcome #1**: 100% of Caring School Community curriculum and program will be utilized and implemented in every classroom and in the school.

**Outcome #2**: 100% of teachers and staff will receive ongoing and sustained training on the Caring School Community program.

**Outcome #3**: All students will be provided an opportunity to complete an age appropriate satisfaction survey.

**Outcome #4**: All students will have access to enrichment courses during the instructional day.

**Metric/Method for Measuring**: Caring School Community Curriculum, Professional Development sign-in sheets and initial/trimonthly evaluations, Student Surveys, Course Schedules

### Applicable Student Groups

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<td>All Students (Schoolwide)</td>
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<tr>
<td>All Students (Schoolwide)</td>
<td>Baseline</td>
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<tr>
<td>English Learners</td>
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<td>% increase over baseline to 97%</td>
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<td>% increase over baseline to 97%</td>
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<tr>
<td>Socioeconomically Disadvantaged Students</td>
<td>Baseline</td>
<td>% increase over baseline to 97%</td>
<td>% increase over baseline to 97%</td>
<td>% increase over baseline to 97%</td>
<td>% increase over baseline to 97%</td>
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<tr>
<td>Foster Youth</td>
<td>Baseline</td>
<td>% increase over</td>
<td>% increase over</td>
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Outcome #5: The attendance rate will increase to or maintain at 97% Average Daily Attendance (ADA). Metric/Method for Measuring: Attendance Logs, Attendance Reports, Parent/School Attendance procedures.
### Outcome #6: The number of students absent 10 days or more will decrease by 3%.

**Metric/Method for Measuring:** Attendance Logs, Attendance Reports, Parent/School Attendance procedures

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<td><strong>All Students (Schoolwide)</strong></td>
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<td>3% decrease over baseline</td>
<td>3% decrease over prior year</td>
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**GOAL #6**

All students will be actively engaged in computer science education as identified by the California computer science K-12 standards.

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<th>Local Priorities:</th>
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**Specific Annual Actions to Achieve Goal**

- The California computer science K-12 standards will be implemented using the Planet Bravo curriculum and program at the Charter School. The teachers and staff will receive professional development from Planet Bravo that is ongoing and sustained so that the program is fully implemented.
- Students will complete an annual computer science performance assessment.
- Students will participate in enrichment course during the instructional day.

**Expected Annual Measurable Outcomes**
Outcome #1: 100% of the computer science curriculum and program will be utilized and implemented in Innovation Labs at least twice a week.

Outcome #2: 100% of teachers and staff will receive ongoing and sustained training in teaching computer science principles.

Outcome #3: All students will be provided an opportunity to complete a computer science performance assessment.

Outcome #4: All students will have access to enrichment courses during the instructional day

Metric/Method for Measuring: Computer Science Performance Assessment, Professional Development sign-in sheets and evaluations, course schedules

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INSTRUCTIONAL DESIGN

11. Curricular and Instructional Design

The C-Tech educational program’s overall curricular and instructional design has been developed to create an environment that models the vision for 21st century learning. The Charter School will be structured with well qualified teachers, support from paraprofessionals, small class sizes, engaged parents and community, high quality instruction and State Standards aligned curriculum. The C-Tech learning experience is personalized in time and space as well as in academic mastery. The school structure allows for academic teams to collaborate and prepare for the day, de-brief about prior school day progress and collaborate to enable students to receive more personalized real-time adjustments to their learning plans as necessary.

The C-Tech planning team has performed extensive research in designing the school’s curriculum and instructional program. In addition to researching literature, founding team members visited several charter schools in California and nationwide to learn about successful models that maximize student achievement and teacher effectiveness. These schools include Renaissance Arts Academy, Watts Learning Center, Wilder’s Preparatory School, and Ocean Charter School.

The educational program has been developed with these tenets at the forefront:

- Personalization
- Blended Learning
- STEAM-Centered, Project-Based Learning
- Social and Emotional Learning

Education Program Overview

<table>
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<tr>
<th>Instructional Strategies</th>
<th>Implementation</th>
<th>Staff Development</th>
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| **Personalization**      | Teachers review Individualized Learning and Development Plans (ILDPS) at least twice a year with students and parents at the beginning, middle, and end of the school year  
Students identify and track weekly academic and SEL goals during advisory meetings  
Year-long Capstone projects are completed in the 8th grade | After the first two weeks of school, teachers draft initial ILDPs for each student, based on performance of diagnostic academic and VIA Character strength assessments |
| **Blended Learning**     | Station and Flex Rotation models implemented in the classroom at least 3 times a week with direct instruction/assessment supported for the remainder of the week  
Students engage in teacher-led instruction, differentiated online learning, and project-based learning activities | Teachers complete the Relay Graduate School of Education Blended Learning online training22  
Teachers periodically observe peers in blended-learning classrooms |

22 Canvas Network. [https://www.canvas.net/browse/relay/](https://www.canvas.net/browse/relay/)
Each week students complete formative assessments to track mastery of common-core standards

PBL is a core of one of the station rotations, with students completing at least one project per week per course
All subjects integrate a common-core aligned STEAM-based project as part of core course requirement

Whole class SEL lesson at the start of each school day
Advisory once a week to review ILDPs and progress towards goals
VIAs administered beginning and end of the school year

Teachers use resources from the Stanford K-12 Lab to design projects focused on the design thinking process
Teachers collaboratively design PBL lessons each week
All teachers attend at least one PBL workshop at a conference each year and implement best practices

Teachers are trained in the Caring School Community curriculum SEL model

A. Personalization

C-Tech will employ a personalized learning model that combines whole-class and individualized instruction. C-Tech expects teachers to serve as learning coaches and to support students as they take ownership in their learning.

i. Individualized Learning and Development Plan (ILDP). The ILDP includes the individual strengths, academic and social emotional learning goals and progress of each child. Teachers will use the data in the ILDP to leverage students’ strengths and experiences to enhance learning. During the first advisory meeting of each semester, teachers and students set goals, and track progress towards those goals throughout the year. The ILDP is also shared with and signed off by parents. The ILDP sets students up early for college and career readiness at a young age. The plan will include examples of students’ projects: prototypes, code, writing, quizzes, 3D printed objects, business plans, websites, research designs, test scores, and grades. The ILDP will be accessible via Google Classroom so that teachers and students may update throughout the year.

Students will be taught explicitly by teachers in Grades TK-8 how to develop and compose goals and action plans. They will also be taught methods to reflect on their progress and amend their action plans. Teachers will model successful ILDPs by providing options and choices for students to consider the next reasonable steps to achieve their goals and will monitor the student’s journey towards reaching their targets. The planning process will help students learn how to prioritize, organize and make productive decisions about their learning paths.

Students are promoted from the primary grades through the intermediate grades and finally in middle school, these plans will become more complex. In Grades TK/K-2, ILDPs will be simple. Each plan minimally will include a one sentence goal and a one sentence action plan which the teacher initiates through a sentence frame and which may have to be dictated by the student to the teacher. By grades 3-8, the written learning plan will include the following goal areas:

a. Academic Skills
b. Character Education/Behavioral Dispositions
c. Project-Based Learning
d. Short and Long-term Interests
e. Capstone Project

ii. Capstone Projects. All students will complete a Capstone Project before matriculating from 8th grade at C-Tech. These projects will emerge from the Entrepreneurship Lab, which will be a business or organization that the student envisions, tests, and develops. This project must meet these standards to be deemed a success:

1. The idea must be original and originated by the student;
2. The idea must solve a problem faced by more than one person;
3. The idea must use an innovative technological solution to the problem;
4. The student must demonstrate a thorough understanding of the problem faced by their specific market;
5. The idea or solution must be validated through market testing; and
6. The student must present his/her idea articulately to an audience of their peers and/or expert advisors.

All of these project features will be introduced and practiced many times through the student’s years at C-Tech. Students will also be able to draw upon the advice of their teachers and the mentorship of advisors.

B. Blended Learning

C-Tech’s instructional program uses blended learning strategies. Lisa Delpit argued that students (especially those who are typically underserved by public schools) must have explicit instruction on skills and skills development. Students must be able to work independently and with their peers to complete complex tasks. We believe that moving beyond books through online curriculum is a critical support/intervention that will accelerate student learning.

Blended learning strategies are designed to increase fluency with core subject matter concepts for all students. After various levels of direct instruction, students will rotate among one-on-one digital instruction, guided small group instruction, and peer-based small group assignments. This approach provides many points of access to concepts for students with diverse learning styles, opportunities for reflection, and deepening understanding while teaching staff intervene or enrich in real time. C-Tech teachers will implement blended learning rotation models, at least three days

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a week, in both core and non-core subjects that blend traditional and innovative learning methods to accommodate the learning needs of diverse students:

i. **Station Rotation Model** (Grades TK/K-5): In the Station Rotation model, students rotate through stations on a fixed schedule, where at least one of the stations is an online learning station. The elementary grades will engage in a three-pronged station rotation model blending teacher-led instruction, online instruction, and collaborative STEAM-based project activities.

   a. *Example of an English Language Arts Lesson for 3rd grade students:* The objective for the week is to: ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. For the first half hour, all students convene for whole group instruction in the first station to review key skills, and engage in a teacher-led class discussion. Students then split into two groups and join one of the other two stations each for a half hour. The teacher and/or teaching assistant rotates to each station supporting student needs. Students log-on to Google Classroom to view their assignments. In the online learning station, students independently review a text using Achieve 3000 software, and complete an assessment, demonstrating mastery. In the STEAM-based PBL station, students work on writing a short essay about what career they want to pursue when they grow up, which will be included as a part of a published online classroom blog, due at the end of the week. Students will review one of their peers’ essays, offer comments and answer questions posed by the teacher, citing the text to support their answers.

ii. **Flex Rotation Model** (Grades 6th-8th): The Flex Rotation model supports students to function more independently, progressing on flexible schedules among learning activities according to their needs. Online learning is the backbone of student learning in a Flex model. Teachers provide support and instruction on a flexible, as-needed basis while students work through course curriculum and content. This model gives students a high degree of control over their learning. Teachers will assess student mastery using JumpRope, a standards-based teaching and learning platform. Students meet each week to set S.M.A.R.T. goals aligned to their ILDPs and complete formative assessments to track mastery of common core aligned learning objectives.

   a. *Example of a Math Lesson for 6th grade students:* The standard for the week is to: find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. Students will log-on to JumpRope and review the assignments the teacher has created for the week. Throughout the class period, the teacher and/or teaching assistant rotates to each station supporting individual student needs. One assignment involves students completing three online courses focused on area from Khan Academy, where they must demonstrate at least 80% mastery. Their next assignment may involve participating in a student led Socratic discussion where the group reads and discusses a text on the history of the Pythagorean theorem and each student
writes a one-page reflection on its impact in modern times. Finally, their STEAM-based project is to work in teams with 2-3 other students to approximate the area of the school building. The team must submit a diagram, a video narrative, and written mathematical solution to the problem. On Friday, all teams present their projects to the class.

Blended learning will serve C-Tech’s diverse student population well, allowing for personalization and differentiated instruction. Blended learning environments have been proven to help bridge the academic achievement gap experienced by English Learners, as demonstrated by proven success in districts such as the Round Rock ISD. Online or software-based learning programs can give English Learners the ability to read and hear the instruction (often at the same time), while utilizing their schema to help create connections between the English words and their meaning. Even if the student is struggling to understand the words of the instruction, he or she can see and hear the visual/auditory cues and utilize their context clues to help grasp the concept(s) and the verbiage.

The adaptive technology component within C-Tech’s online learning programs (e.g. ST Math) allows for students to progress to higher levels and objectives at their own pace to achieve proficiency. Using diagnostic assessment results, teachers will set up students to work on objectives that are appropriate to their level, thus essentially providing every child a virtual tutor to help him/her move as quickly or slowly as their performance dictates. Moreover, the ability of software and online learning tools to frequently assess student progress gives teachers real-time information about whether a student is mastering a concept or requires additional teacher attention and instruction.

Blended learning strategies are designed to increase fluency with core subject matter concepts for all students. After various levels of direct instruction, students will rotate among one-on-one digital instruction, guided small group instruction, and peer-based small group assignments. This approach provides many points of access to concepts for students with diverse learning styles, opportunities for reflection, and deepening understanding while teaching staff intervene or enrich in real time.

C. STEAM Centered, Project-Based Learning

C-Tech’s project-based curriculum will be structured to allow students to pursue individual educational goals while at the same time requiring them to collaborate with others on a shared objective. Classroom learning is organized in meaningful, purposeful ways though rich, cross-disciplinary subject matter that corresponds to State Standards. C-Tech’s STEAM-based project-based learning (PBL) helps students develop the character, habits, and skills vital to our 21st century workforce. C-Tech teachers will collaboratively identify projects that challenge students to work individually or in groups to create plans, solve problems they encounter, test their ideas, and raise their hands to Texas.

and present their projects to peers. The effectiveness of the PBL implementation will be assessed by analyzing teacher and student engagement.

In the real world, concepts from math, science, English Language Arts, history, technology, engineering and the arts often intersect. Through PBL, students will participate in cross-disciplinary projects that integrate core subjects mirroring what they will find in the real world. This will give students opportunities to lead teams and create artifacts of social value. Diverse projects will enable students to learn via active engagement and “doing.” Through PBL, our students will engage in complex and challenging tasks and problem-solving, both independently and in small groups, engaging in a depth of learning that creates true understanding beyond rote memorization of facts. We will infuse PBL into all of our core subject matters: English Language Arts, Mathematics, Social Studies and Science Instruction. For example, students who are studying physical science may have a project to develop a school garden, learn the life cycle of plants, and write an essay about their experience. Skills students need to learn through a standards based curriculum will be taught explicitly and monitored through student application in PBL units of study. Teachers will draw from research-based PBL resources including the Stanford K-12 Lab and TeachEngineering from the University of Colorado.

Our project-based environment structures learning around: 1) goals and guiding activities, 2) a variety of resources (e.g., museums, libraries, Internet, videos, lectures) and time for students to share, reflect, and apply resources; 3) participation structures and classroom norms that increase the use of evidence and a culture of collaboration; 4) formative assessments that evaluate “soft” skills such as emotional regulation and social participation, as well as “harder” conceptual skills that provide opportunities for reflection and revision; and 5) summative assessments, supporting students to take initiative to promote their own progress.

i. Goals of C-Tech PBL Lessons
Through projects, teachers will be able to accomplish a number of objectives in an engaging, relevant way for students of all ages so that they:

- **Acquire, communicate, and investigate knowledge as connected to other knowledge domains, their own lives, and the world at large.** Instead of dividing instruction into disconnected learning blocks, students will be able to view school subjects as connected and interrelated, much like real life. As students will explore topics in a variety of ways and through various sources, and learn to relate what they are learning to their own lives. When students view their learning as having personal relevance, they put more effort into their schoolwork and achievement. Activities will be assigned for home exploration that will help students bridge school learning and their lives at home, with the intent of helping students develop problem-solving and decision-making skills.

- **Integrate reading, writing, listening, speaking, and thinking across the curriculum.** Extensive research documents the power of reading and writing across the curriculum to create “active readers and writers by engaging students in authentic literacy tasks that emerge naturally from interesting and worthwhile topics and ideas.”  

thematic instruction. As noted by the current California Science Standards Framework: “Effective science programs use standards-based connections with other core subjects to reinforce science teaching and learning. Reading, writing, mathematics, and speaking skills are all needed to learn and do science. In self-contained classrooms, teachers incorporate science content in reading, writing, and mathematics.”

- **Make choices, interact, collaborate, and cooperate.** Students will explore topics individually, in small groups, and together as a whole class. As part of their project work, they will research and discover new knowledge, evaluate that knowledge, and make critical choices to synthesize that knowledge into the required artifact. They will then work with their teachers to evaluate their choices and their collaboration to improve either in extensions to that assignment or in future assignments. In doing so, they will develop self-reliance, a powerful intuition, and team management skills. This will occur by teachers being intentional about choosing projects that lend themselves to individual and group instruction as well as dedicating the time needed for students to work in groups of their peers and teaching staff.

- **Participate and learn, regardless of ability, level of language development, or background.** An advantage of project-based instruction is that it provides opportunities for teachers to implement a variety of instructional approaches that best meet the students where they are in their conceptual, intellectual, social, and emotional development. For example, while some students may need extra practice with developing a problem-solving strategy, other students may need additional time for discovery or independent research. Project based learning allows students to individually construct their own path to a solution, from start to finish. Further, it allows students to collectively address their weaknesses, while learning from each other. Finally, it also provides the opportunity for the teacher to act as “guide” and model a variety of successful approaches.

ii. **The Sources of C-Tech Project Based Lessons**

The Project-based lessons will come from resources such as the Stanford University K-12 Lab and TeachEngineering, which both offer common-core Next Generation Science Standards (NGSS) aligned curricula. Teacher will collaboratively design project based lessons during weekly professional development sessions.

*Evaluation of Projects*

Each project selected will come with a teacher-designed evaluation rubric. This rubric will be used to evaluate:

- The process used to develop an answer to the problem
- Levels of collaboration, if project is group-based
- The students recorded evaluations of their emotional management
- The creativity of their problem-solving approach
- The completeness of their solution

iii. **Selection of C-Tech PBL Lessons**

C-Tech’s highly engaging project-based learning model will emphasize the 4Cs of 21st Century Learning: communication, collaboration, creativity, and critical thinking and problem-solving abilities crucial for success in secondary school, college and the global workforce. We believe that this engagement and opportunity for truly deep understanding will inspire our students and motivate them to deepen their learning and skills for learning. The 4C’s will be operationalized through a teacher’s choice of an age-appropriate project. Projects will be chosen using stringent criteria:

- The project addresses a problem, requiring a critical evaluation of the question at hand and the means of solution;
- The project solution and artifacts produced will require applying models to solve and thereby be creative;
- The projects will provide the opportunity to communicate with peers and organize small groups to solve the problem. This should not be read to imply that all projects will be group projects, only that many projects will be collaborative; and
- The project artifacts will require communication of not just the solution to the problem, but the means towards solving the problem.

iv. PBL in our Daily Schedule
We anticipate that all core subjects will include at least one Project Based lesson per week. The Project Based lesson will occur during the individual, full class, small group instruction or the group project rotation of the class. The teacher will determine when students during an instructional block will work on their project. Students will often be encouraged to work on their projects at home. Through their home visits teachers will be keenly aware if a student’s home is conducive for study and suggest accommodations for families to meet the student’s needs.

v. Real-world Engagement
A key feature of C-Tech is its approach to how it builds on students’ existing experience and knowledge. C-Tech encourages a high degree of student involvement, both imaginatively and in practical problem solving. Drawing on the curriculum, using the environment and social subjects as a stimulus to explore, wonder and make meaning in the context of the student’s lived experiences. To enhance students learning, required participation in experiential learning opportunities will be a central aspect of the way in which students learn. Engaging with the world and connecting time and place is deeply embedded in the project-based learning approach of the school. Students will not be limited to their own communities for learning and engaging, but a variety of methods to bring the world to C-Tech. Rotating real word installations of art, science and more in the form of weekly talk to an expert sessions, virtual reality experiences, international partnerships with students in schools around the world, and working with STEM professionals to provide student input to new discoveries and challenges. C-Tech has partnered with STEAM: Coders, Women in Technology Hollywood, Girls Club of Los Angeles, and the Artificial Intelligence Los Angeles (AILA) groups to connect with STEM professionals.

D. Social and Emotional Learning
A key component of the Social Emotional Learning Framework is the Advisory Course, through which we will implement the Caring School Community SEL program.

i. **Advisory Course**

Advisory Courses will take place in the morning as an energizing way to start the day, build a strong sense of community and set students up for success socially and academically. During morning meetings, students and advisors will meet for 15 minutes and interact with one another in the context of four components:

- **Greeting:** Everyone learns to look at and greet one another by name and practices critical listening and empathy
- **Sharing:** Students share information about important events in their lives. Listeners offer empathetic comments and/or ask clarifying questions
- **Lesson:** Direct lessons of social skills to include learning and following classroom and school rules and procedures; self-management skills to include reflecting on personal behavior and asking for help when needed; interpersonal skills to include including and sharing work equitably; and, executive function skills to include monitoring attention and refocusing attention when needed.
- **Mindfulness:** Students and staff practice a mindfulness activity that reinforces engaged learning, presence of mind that is crafted to help students focus on the learning that they will do in school that day
- **Optimistic Closure:** Student and staff will close the daily Advisory experience in an intentional way as they highlight their individual and shared understanding of the importance of the work and can provide a sense of accomplishment and support forward-thinking. The optimistic closure may be reflective of the learning, help identify next steps, or make connections to one’s own work.

Advisory will serve as a safe place to build trusting relationships, academic mindset, health and wellness, and 21st Century skills. C-Tech’s advisory course will foster personalization for each student and aims to teach social-emotional skills in addition to the following:

- Set and track progress towards goals for Individual Learning and Development Plans (ILDP)
- Provide developmental guidance (formal and informal)
- Foster communication between peers, staff, and others
- Encourage supportive peer relationships
- Practice conflict resolutions
- Promote collaboration, effective listening and problem solving
- Prepare and support students for daily transitions and life transitions like elementary to middle school, middle school to high school, high school to college and career
- Promote character development and explore moral and societal dilemmas
- Develop cross-age buddy activities which allows students to work together with older or younger students in other grades to develop a schoolwide culture and community
- Host weekly class meetings to address common concerns and current issues
- Provide weekly Home Connection Activities to help students talk with family members about the social development focus of the week
12. Curriculum and Instruction

A. English Language Arts (Core Subject)

The English Language Arts curriculum for all grade levels at C-Tech is aligned to the Common Core State Standards and aims to cultivate literacy through a cohesive, comprehensive, and progressive learning sequence. The curriculum balances oral and written language and encompasses all ELA foundations including reading, writing, speaking, and listening. Students at C-Tech learn to read critically, analyze text thoughtfully, write clearly and purposefully, as well as use academically relevant listening and speaking skills in a wide variety of contexts.

Connected to these purposes is the interdisciplinary expectation that the development of each student’s literacy skills is a shared responsibility. Every teacher at C-Tech works collaboratively to develop the reading, writing, speaking, and listening skills of all students. ELA curriculum, as with all courses at C-Tech, is delivered in fully inclusive classrooms in which learners of all abilities participate. Appropriate differentiation is provided for students at all learning levels, this includes support services offered outside of the classroom.

Table 1.2: English Language Arts Curriculum Scope and Sequence

Kindergarten- Language Arts - Core

<table>
<thead>
<tr>
<th>Concepts:</th>
<th>Role of the author, reading workshop and writing workshop routines and rituals, picture walks, what good readers do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generalizations (Conceptual Understanding): My students Understand that...</td>
<td>Guiding Questions to Build Conceptual Understanding:</td>
</tr>
<tr>
<td><strong>Factual</strong></td>
<td><strong>Conceptual</strong></td>
</tr>
<tr>
<td>Readers and writers ask and answer questions about stories. Readers and writers describe familiar people, places, things, and events.</td>
<td>What words describe people, places, things, and events in stories? How do drawings help us add details?</td>
</tr>
<tr>
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</tr>
<tr>
<td>Writers tell, draw, and write their stories. Writers tell true stories from their lives.</td>
<td>What are ways to add details to your stories? How do we write the sounds we hear? How do we write what happened in the beginning, middle, and end?</td>
</tr>
<tr>
<td>Letters have names and sounds. We can say words slowly to hear sounds.</td>
<td>How can our names help us learn about letters and sounds? What parts sound the same in words? (rhyming, first letter)</td>
</tr>
<tr>
<td>College and Career-Ready Capacities</td>
<td>● Demonstrate independence ● Build strong content knowledge ● Respond to the varying demands of audience, task, purpose, and discipline ● Comprehend as well as critique ● Value evidence ● Use technology and digital media strategically and capably ● Come to understand other perspectives and cultures.</td>
</tr>
</tbody>
</table>

**Grade 1-Language Arts - Core**

<table>
<thead>
<tr>
<th>Concepts:</th>
<th>Story structures, role of the author, monitoring fluency, reading workshop and writing workshop routines and rituals, picture walks, independent reading structures, what good readers do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generalizations (Conceptual Understanding): <em>My students understand that...</em></td>
<td>Guiding Questions to Build Conceptual Understanding:</td>
</tr>
<tr>
<td><strong>Factual</strong></td>
<td><strong>Conceptual</strong></td>
</tr>
</tbody>
</table>

“A Community of 21st Century Innovators”
| Readers build good thinking habits around reading. | What books are right for me, and how do I know? What are all the things I do during reading workshop? | How do I stay focused on reading? What are key details? |
| Students communicate in a certain way in my class community. | What do good listeners sound like and look like? What do good speakers look like and sound like? | How do I ask and answer questions in this community? |
| Writers build good habits by writing, drawing, or revising daily. | What do I do during writing workshop? What are ways I can keep working during workshop? | What are some stories that happened to me in my life? How can I make pieces longer or more thoughtful? |
| Students build their language in the class community. | Where do I find new language in the room? Where do I put spaces in my writing? | What words am I learning and trying in class? What can I do so people can read my writing? |
| College and Career-Ready Capacities | ● Demonstrate independence  
● Build strong content knowledge  
● Respond to the varying demands of audience, task, purpose, and discipline  
● Comprehend as well as critique  
● Value evidence  
● Use technology and digital media strategically and capably  
● Come to understand other perspectives and cultures. |
<table>
<thead>
<tr>
<th>Concepts:</th>
<th>Establishing routines and rituals for reading workshop, writing workshop, good listening skills, class discussions, selecting just-right books, using reading logs and writing notebooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generalizations (Conceptual Understanding): My students Understand that...</td>
<td>Guiding Questions to Build Conceptual Understanding:</td>
</tr>
<tr>
<td>Careful readers have good habits: reading with stamina, engagement, accuracy, and comprehension.</td>
<td>Factual</td>
</tr>
<tr>
<td>How can you stay focused during reading time? How can you be a word solver? How do you make sure your reading makes sense?</td>
<td>Why (or when) do you make a mind movie with your book? Why do you ask yourself, “Does it look right? Does it sound right? Does it make sense?”</td>
</tr>
<tr>
<td>We talk about new words, retell stories, and share our favorite parts of reading and writing.</td>
<td>How do you and your partner decide who speaks? How do you listen to your partner? How do you retell stories?</td>
</tr>
<tr>
<td>Writers create small moments: writing and illustrating to tell stories through details, thoughtful ideas, and words</td>
<td>How do we choose topics? How can we add to your work?</td>
</tr>
<tr>
<td>Students recognize when they do not understand words or paragraphs and use a variety of strategies to solve words and build language.</td>
<td>What are different strategies to read longer tricky words? What are strategies readers used to figure out words or phrases?</td>
</tr>
</tbody>
</table>
| College and Career-Ready Capacities | ● Demonstrate independence  
● Build strong content knowledge  
● Respond to the varying demands of audience, task, purpose, and discipline  
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● Value evidence  
● Use technology and digital media strategically and capably  
● Come to understand other perspectives and cultures. |

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**Grade 3-Language Arts - Core**

<table>
<thead>
<tr>
<th>Concepts:</th>
<th>Establishing routines and rituals for reading workshop, writing workshop, good listening skills, class discussions, selecting just-right books, using reading logs and writing notebooks</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Generalizations (Conceptual Understanding): My students Understand that...</th>
<th>Guiding Questions to Build Conceptual Understanding:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Factual</th>
<th>Conceptual</th>
</tr>
</thead>
</table>

- Readers infer and grow ideas about stories with thoughtful predictions: They use context clues, connect to what they know, question, and determine meanings of unfamiliar words.
- Why is language that pertains to time, sequence, and cause and effect important? What is a lesson or moral?
- How are fables, folktales, and myths alike, and how are they different? How do you visualize what you read or what is said?

- Reading and writing partners support each other with their engagement and their skills by thinking and talking about their work.
- How do you refer to texts when you ask and answer questions? How do you work together to figure out words? What questions do you ask your partner to help him or her understand characters’ feelings?
- Why are characters important to story development?
Writers write narratives using effective techniques, descriptive details, and clear event sequences.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does making timelines help you organize your stories?</td>
<td>What are good ways to lead stories (or hook your readers)? What are different complications that could happen in the story, and how could they be resolved? What have you done with your characters to make readers want to read about them?</td>
</tr>
<tr>
<td>Why do authors write narratives: How do character traits relate to the characters' struggles? Why is dialogue important, and when do you use it?</td>
<td></td>
</tr>
<tr>
<td>Why do you use past tense for stories, and when would you not use past tense? What are linking words? What are names and titles that are capitalized?</td>
<td>Why are details so important in narratives? What is orientation, and why is it important? Why are geographical locations capitalized but cardinal directions not?</td>
</tr>
</tbody>
</table>

Narrative writers build their capitalization skills to communicate clearly and recognize language features with active, feeling, and thinking verbs, past tense, linking words, dialogue in different tenses, descriptive language, and first or third person.

<table>
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<tr>
<th>Question</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Why do you use past tense for stories, and when would you not use past tense? What are linking words? What are names and titles that are capitalized?</td>
<td>Why are details so important in narratives? What is orientation, and why is it important? Why are geographical locations capitalized but cardinal directions not?</td>
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</table>

College and Career-Ready Capacities

<table>
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<tr>
<th>College and Career-Ready Capacities</th>
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</table>
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| ● Comprehend as well as critique  
| ● Value evidence  
| ● Use technology and digital media strategically and capably  
| ● Come to understand other perspectives and cultures. |

Grade 4-Language Arts - Core

<table>
<thead>
<tr>
<th>Concepts:</th>
<th>Reading workshop, writing workshop, the writing process, working in collaborative groups, group talk, independent reading structure, rituals and routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generalizations (Conceptual Understanding): My students Understand that...</td>
<td>Guiding Questions to Build Conceptual Understanding:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factual</th>
<th>Conceptual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readers use cues and clues: They use a variety of strategies to think within, beyond, and about texts.</td>
<td>How do you determine characters’ struggles? What do characters’ actions and dialogue tell you?</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Readers and writers talk and think about character development and stories’ messages.</td>
<td>How do the way characters talk (dialect) contribute to what you know about them? Why do retelling, asking questions, and making predictions with your partner help you understand?</td>
</tr>
<tr>
<td>Narrative writers weave internal stories into sequences of actions, giving cohesive, focused accounts.</td>
<td>What literary devices or descriptive clauses could you weave into your stories to make them better?</td>
</tr>
<tr>
<td>We use known words and word parts to read, write, and understand new words</td>
<td>What parts of words do you know that can help you read and write longer words?</td>
</tr>
</tbody>
</table>
| College and Career-Ready Capacities | • Demonstrate independence  
• Build strong content knowledge  
• Respond to the varying demands of audience, task, purpose, and discipline  
• Comprehend as well as critique  
• Value evidence  
• Use technology and digital media strategically and capably  
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### Grade 5-Language Arts - Core

<table>
<thead>
<tr>
<th>Focus</th>
<th>Module 1</th>
<th>Module 2a</th>
<th>Module 2b</th>
<th>Module 3a</th>
<th>Module 3b</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becoming a Close Reader and Writing to Learn</td>
<td>Researching to Build Knowledge and Teaching Others</td>
<td>Researching to Build Knowledge and Teaching Others</td>
<td>Considering Perspectives and Supporting Opinions</td>
<td>Considering Perspectives and Supporting Opinions</td>
<td>Gathering Evidence and Speaking to Others</td>
<td></td>
</tr>
<tr>
<td>Module Title</td>
<td>Stories of Human Rights</td>
<td>Biodiversity in Rainforests of the Western Hemisphere</td>
<td>Inventions that Changed People’s Lives</td>
<td>Sports and Athletes Impact on Culture</td>
<td>Balancing Competing Needs in Canada</td>
<td>Natural Disasters in the Western Hemisphere</td>
</tr>
</tbody>
</table>

### Grades 6-8-Language Arts - Core

<table>
<thead>
<tr>
<th>GRADE 6</th>
<th>Module 1: Close Reading and Writing to Learn</th>
<th>Module 2A: Working with Evidence</th>
<th>Module 3A: Understanding Perspectives</th>
<th>Module 4: Research, Decision Making, and Forming Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Texts*</td>
<td>RL—The Lightning Thief, Rick Riordan</td>
<td>RL—Bud, Not Buddy, Christopher Paul Curtis</td>
<td>RL—Dragonwings, Laurence Yep</td>
<td>RL—Frightful’s Mountain, Jean Craighead George</td>
</tr>
<tr>
<td>Writing Tasks**</td>
<td>Literary Analysis—Connecting Themes in Cronus and The Lightning Thief (RL.6.2, W.6.2, 6.9)  • My Hero’s Journey Narrative (RL.6.3, W.6.3)  • Argument: How Does Bud Use His Rules— to Survive or to Thrive? (RL.6.3, W.6.1, 6.9)  • Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2)</td>
<td>• Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9)  • Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)</td>
<td>• Research Simulation (W.6.7, 6.8,6.9)  • Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE 7</th>
<th>Topic</th>
<th>Working Conditions</th>
<th>Slavery: The People Could Fly</th>
<th>Screen Time and the Developing Brain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Texts*</td>
<td>Journeys and Survival</td>
<td>Working Conditions</td>
<td>Slavery: The People Could Fly</td>
<td>Screen Time and the Developing Brain</td>
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<td>Journeys and Survival</td>
<td>Working Conditions</td>
<td>Slavery: The People Could Fly</td>
<td>Screen Time and the Developing Brain</td>
</tr>
<tr>
<td>Central Texts*</td>
<td>RL—A Long Walk to Water, Linda Sue Park</td>
<td>RL—Lyddie, Katherine Patterson</td>
<td>RI—Narrative of the Life of Frederick Douglass (excerpts)</td>
<td>No text purchase required; students will read articles only about the</td>
</tr>
</tbody>
</table>

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“A Community of 21st Century Innovators”
Reading Lab
The Reading Lab is a skills class designed to assist middle school students in improving their reading comprehension and vocabulary through lab work. Teachers assess all students at the beginning, middle, and end of year to measure their reading skills and apply the appropriate interventions and technology tools. Reading Labs are held for one-hour periods each day. In the Reading Lab, students will read non-fiction texts independently as well as engage in small group and one-on-one instruction with a certified reading specialist. The lab provides students with individual reading tasks designed for additional practice and mastery of concepts presented in
class. The lab includes computers, books, and workbooks which cover a variety of reading skills and levels.

Reading instruction offered in our ELA instructional block incorporates four main components:

- Shared Reading
- Guided Reading
- Letter and Word Study and
- Independent Reading

Within this framework, teachers are able to incorporate different strategies and approaches daily in order to meet the diverse needs of students. Students will receive direct instruction, work with partners and small groups working on PBL units, and engage in independent work, all of which provide for multi-level learning. Teachers will explicitly teach reading comprehension skills and strategies, and then provide authentic opportunities for students to practice throughout the rotational ELA instructional block described above.

As students progress, reading instruction will focus on “reading to learn” rather than “learning to read,” though C-Tech recognizes that many students will struggle with the demands of grade level text. To address this, differentiated instruction will be provided through rotating small group instruction in which students will apply learned skills to text at their independent reading level and will receive systematic decoding and fluency instruction if appropriate. Teachers, the Resource Specialist, and Paraprofessionals all work to move struggling students towards grade-level reading proficiency.

**Shared Reading**: Focusing on comprehension, teachers will choose text for a particular purpose, and then demonstrate using and applying a particular comprehension strategy. In the early grades, shared reading may focus heavily on applying decoding strategies, in addition to those used to construct meaning. Texts used may include big books, trade books, decodable texts, magazines and newspapers, anthologies, poems, and selections from social studies and science texts. During shared reading, teachers will model the appropriate use of strategies by employing “think alouds” to allow students the chance to explicitly learn what is generally a more implicit process. Students will be given the appropriate vocabulary to identify the strategies they are learning and using, and teachers will reinforce and encourage students to share their thinking processes (metacognition) and articulate what strategies they are using. Teachers might also teach particular comprehension skills during shared reading by demonstrating the use of a specific graphic organizer such as a Venn Diagram to compare and contrast.

**Guided Reading**: Teachers will target instruction based on the individual needs of students through guided reading. As a whole class, reading instruction might be focused on the reading strategy of asking questions. During guided reading time, the teacher will choose texts that provide opportunities to guide students in the use of this strategy based on the appropriate instructional levels of individual students. Students will all be working on the same objective, but using different texts; for example, texts related to projects students are working on in other subject matters. At other times, reading groups might be working on different strategies, again based on need. Because students are more likely to reveal questions, tentative hypotheses,
inferences and connections to past learning in small groups rather than in front of the whole class, teachers will regularly observe and assess the reading habits and progress of students. In the upper grades, in addition to guided reading, teachers will employ literature circles and discussion groups. Both of these activities encourage student exploration of complex themes in text, enhance oral language and higher-level cognition, provide a chance for students to freely explore ideas, and deepen students’ understanding of what they read, while creating more enthusiastic and engaged readers. The cooperative and heterogeneous grouping practices used in these activities are also beneficial to English Learners who may be less hesitant to practice and perform in smaller groups where peer interaction is more natural and comfortable.

**Letter and Word Study:** Major research studies have shown that systematic, explicit phonics instruction is the most effective type of instruction, especially for those students who are considered “at risk” for academic failure. Therefore, Letter and Word Study in the primary grades (K-2) -- including on-line learning -- will focus primarily on phonics instruction in which sounds/spellings are introduced systematically and sequentially, taught in isolation, blended into whole words, and practiced in decodable texts. Further, spelling instruction and word-work activities allow students to practice sound/spelling patterns by building, manipulating, and sorting words to reinforce decoding and word attack skills. Dictation activities connect the process of encoding to decoding, as students learn that their sound/spelling knowledge allows them to read as well as communicate through writing. Primary grades also include high frequency word instruction to help students become fluent readers. By the end of 2nd grade, students will be expected to have mastered 400 high frequency words taken from the Dolch Basic Sight Vocabulary and Fry’s Instant Words. Students will chant, spell-out, visualize, hunt for and highlight these words in texts in addition to practicing them at home. Classroom word walls will contribute to a print-rich environment, and word wall games and activities will reinforce learning.

In all grades, letter and word study will include spelling instruction and targeted vocabulary development, including academic vocabulary. Spelling instruction will be based on a student’s developmental stage, as determined by administration of Words Their Way Qualitative Spelling Inventory. Spelling requires a higher level of precision than reading, so when teachers consider the developmental reading and spelling stages of a child, instructional strategies can be implemented which foster overall literacy development. Spelling lists will be grouped by pattern (sound, visual, or meaning) and presented in a systematic sequence. Teachers will then engage students in activities such as making words, word sorting (closed, blind, and speed), and word hunts which allow them to actively analyze and categorize words, thereby discovering spelling rules and generalizations. Again, this approach allows for multi-level instruction as students learn and participate in similar activities, but at their own level. Targeted vocabulary development at all levels will be aimed at making sure students acquire new word knowledge and increase their depth of knowledge over time.

Instruction in specific words and concepts will occur through explicit teaching and modeling when words are conceptually difficult. For example, teachers pre-teach vocabulary that is

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important to student understanding of the content or due to its usefulness or general utility. This will be critical when teaching academic vocabulary, or words that are traditionally used in written text and dialogue between a teacher and student, which may be less familiar to students.

Teachers use a variety of techniques to help students make connections between unfamiliar words with their own background knowledge. Explicit instruction in word-learning strategies allows students to determine meanings of unfamiliar words encountered while reading. These strategies include teaching students to use dictionaries, online sources and other resource aids to deepen understanding of words, instruction in word structure as it relates to meaning (morphemes, affixes, roots) and directly teaching students to identify and use external clues to determine word meaning from context. Starting in the primary grades, teachers will model these learning strategies as they read aloud, using picture and text clues to help students learn simple ways of applying context clues. As students get older, they will learn and apply more sophisticated strategies such as identifying examples, restatements, and comparisons in order to clarify word meanings. Upper grade students will apply knowledge of word origins and Greek and Latin roots, especially in content-area texts.

**Independent Reading:** Throughout the day, students will have time to choose and enjoy reading books that are of interest to them, an integral part of our curriculum at all levels. Libraries will be stocked with high-interest books of various genres at a variety of levels. Teachers will explicitly teach students how to select books appropriate to their level and interests. Often teachers will create special book boxes or areas of the room stocked with books that relate to current themes in the classroom (e.g., first graders learning about seasons will have access to a variety of fiction and nonfiction texts relating to weather and seasons, including poetry and magazine articles). To motivate students to read, to give students more opportunities to apply new learning, and to help instill a love of literature, students will be given opportunities to talk about or respond to the books they read. For example, Kindergarteners may draw a picture of their favorite part of a favorite story and tell why they liked it, while 3rd grade students complete reflection forms to evaluate books read.

In addition, students at all grade levels will be expected to read nightly (books either found at home or school-provided library books) and keep a reading log that is signed by their parents (bilingual logs will be available as needed). This outside reading will be rewarded with various incentives such as reading parties where students celebrate their reading success and enjoyment.

**Writing Lab**
The C-Tech writing program is aligned to the Common Core emphasis on writing. The chief component of the writing program will be the acclaimed Writer's Workshop, based on the Lucy Calkins'/Teachers College Writer's Workshop model. Writer’s Workshop, which is based on the constructivist principle that learning to write is as much about the process as the product, is used to teach students in all grade levels how to enjoy writing and at the same time reach the goal of becoming competent writers.

The Writer’s Workshop design, one of the core stations, consists of three components that occur daily: the Mini-lesson or direct instruction, independent writing time and share time. Mini-lessons can relate to craft (applications, content, or strategies), skills (conventions and editing) or
procedures relating to workshop. These short, focused lessons are based on standards or elements of a particular genre and on the observed needs of the students. Mini-lessons follow the same basic structure school-wide: teachers provide a connection to previous learning; explicitly teach a strategy using modeling techniques, published literature and teacher and student writing; provide active engagement (often in the form of partner talk); and provide a link which sets the intention for students to apply the new strategy in their own work. During independent writing time, students choose writing topics, a strategy that helps develop personal investment in the writing process. They apply learning from mini-lessons, move themselves through the writing process and may engage in partner talk to help focus and develop ideas. Students understand the rituals and procedures of the workshop including how to access materials and information from around the room (charts, posters, model authors) and to organize their writers’ notebooks and folders. The teacher uses this time to take quick inventories of the class, confer formally and informally with students and track student progress on conference logs. The sharing component of workshop occurs at the end of workshop and provides another opportunity for teaching and reinforcing the content of the mini-lesson. Sharing takes a variety of forms, including Author’s Chair, pair-share, or popcorn around the room. During this time the teacher can also to address listening and speaking standards. Teachers model the process that teaches students to use the language of the genre and the standards, to refer to the author’s text to support comments and to provide specific feedback to help peers move forward.

The writing conference is an integral part of workshop. These frequent, on-going conferences allow teachers the opportunity to further provide personal, targeted instruction that equips all students with the necessary tools to develop their authorship. The teacher’s role is to understand where an individual writer is at a particular moment in time, to determine the goals/needs of that student along with an appropriate course of action and then to guide the student toward those goals. The teacher reinforces the child’s strengths and motivates the child to push himself/herself by applying new learning. Teachers keep detailed conference notes in order to evaluate students’ progress and determine next steps for instruction. Additional support for students demonstrating difficulties might include scaffolding in the form of graphic organizers or sentence frames, more frequent meetings with the teacher or paraprofessional/instructional aide and peer support in the form of a specific writing partner. Teachers might also allow students struggling to articulate their thoughts on paper to dictate their ideas to them in order to facilitate the writing process until students become more confident in their abilities.

There are four basic writing modes that students will master as they progress through C-Tech: descriptive, expository, narrative and creative. We have added a fifth mode for creative writing, as we feel this is an extremely important aspect of writing for students to develop both as it aligns to the project-based learning model, and as creative writing fosters a love for literacy. These basic modes can then be broken down into subcategories, described below.

Basic Modes:

- Descriptive Writing - The primary purpose of descriptive writing is to describe a person, place, or event so that the topic can be clearly seen in the reader's mind. The writer must use vivid details that paint a picture for the reader.
- Expository Writing - The primary purpose of expository writing is to provide information such as an explanation or directions.
• Narrative Writing - The primary purpose of narrative writing is to describe an experience, event, or sequence of events in the form of a story.
• Persuasive Writing - The primary purpose of persuasive writing is to give an opinion and try to influence the reader's way of thinking with supporting evidence.
• Creative Writing - The primary purpose of creative writing is to entertain the reader.

Subcategories:
  o Argumentative Writing - This form of persuasive writing has a primary purpose of making a statement that the reader will disagree with, then supporting the statement with specific details that will convince the reader of the truth of the statement.
  o Business Writing - This form of expository writing has a primary purpose of communicating with others in the workplace.
  o Comparison and Contrast Writing - This form of expository writing has a primary purpose of showing the similarities and differences between two subjects.
  o Expressive Writing - This form of creative writing has a primary purpose of sharing thoughts, ideas, and feelings on the topic.
  o Informative Writing - This form of expository writing has a primary purpose of providing information in a clear, concise manner.
  o Literary Response - This form of expository writing has a primary purpose of providing a personal reaction to a piece of literature.
  o Personal Narrative Writing - This form of narrative writing has a primary purpose of sharing an experience or event from the author's own life.
  o Poetry - This form of creative writing has a primary purpose of imaginatively reflecting on a subject, idea, or event. This is usually done in stanzas rather than paragraphs.
  o Process Writing - This form of expository writing has a primary purpose of explaining the steps or procedure of something.
  o Reaction Writing - This form of expository writing has a primary purpose of providing a personal response to something.
  o Research Writing - This form of expository writing has a primary purpose of reporting new information that has been learned by studying available resources.
  o Technical Writing - This form of expository writing has a primary purpose of conveying technical information in a simple, no-nonsense manner.

Speaking
Speaking is very important to vocabulary and language development and contributes to social development. In all classrooms, teachers will provide students with multiple opportunities to explore oral communication in the classroom. For example, students will develop active and responsive listening skills through class and small group discussions. Classes will take turns presenting and performing at weekly Friday School Meetings. Each teacher will use scaffolding strategies to help English Learners build confidence in communicating information and ideas. One way this is done is by giving students “scripts” using sentence frames that provide students with appropriate language structures. Additional structured speaking activities in class will include Author’s Chair and literature circles where students discuss and analyze elements of books as well as relate reading experiences to their own lives. Students will practice speaking clearly and using complete sentences during formal oral reports and presentations. Teachers will develop specific rubrics based on ELA and ELD standards that they share with students in order to communicate.
expectations. These rubrics will provide students with an understanding of the components of effective speaking enabling them to reflect on their own performance and from the presentations of their peers.

**Listening**

Based on the ELA and ELD standards for listening, students will be taught that active, effective listening is a habit to develop and the foundation of effective communication. Students will be taught how to focus their attention, avoid distractions, use body position to signal their interest, express appreciation and appropriately pose questions. Some of the ways in which active listening skills are practiced include: following oral directions, answering questions after read-aloud, critiquing shared pieces in Writer’s Workshop, writing dictated sentences and repeating rhythms through movement and clapping. For example, in second grade, to address the standard that requires students to give and follow multi-step directions, teachers will create projects that require partners to listen to each other’s directions in order to correctly complete a task. Partner A learns how to complete part of the task and gives directions to Partner B, then they switch roles. Success depends on careful listening on the part of both students.

**English Language Development/English Language Arts (“ELD/ELA”) Framework**

The Circle of Implementation graphic below illustrates the general picture of ELA/Literacy and ELD instruction. The outer ring shows the overarching goals of California ELA Standards. According to the California Department of Education, upon graduation from a California public school, students should have:

- Developed the readiness for college, careers, and civic life
- Attained the capacities of literate individuals
- Become broadly literate
- Acquired 21st Century skills for living and learning.

The inside white area describes the context in which instruction occurs. According to the ELA/ELD Framework, effective instruction should be integrated, motivating, engaging, respectful, and intellectually challenging for all students of all grade levels.

The blue circles surrounding the standards are key crosscutting themes of Common Core State Standards’ English Language Arts/literacy and ELD. The standards include the strands of Reading, Writing, Speaking and Listening, and Language. They focus on Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. These themes connect ELA with ELD standards and expectations. ELD standards exist within the ELA standards.

California ELD standards focus on the why, or the purpose; the how, or the process; and the what, or the resources. The purpose of ELD instruction is to teach and ensure students use English purposefully, interact in meaningful ways with others, and to learn how English works.
C-Tech’s teachers will work with ELs to engage with others through discussion, sharing, analyzing text, and speaking during a dedicated 30-minute period, daily. EL students in primary grades will learn through singing, playing, and teacher-directed instruction. Reading aloud and telling story to increase verbal usage will also be present in EL primary education. As students become more fluent, independent reading and rich subject matter become more apparent in EL instruction. Upper grade elementary students give more attention to reading material and identifying purpose and settings in literature. They utilize their emerging skills and apply them in all content areas.

In middle school, providing students with autonomy, relevance, and meaning takes precedence. EL instruction focuses on expanding cognitive abilities and moves beyond detailed reading. EL students learn about citing of textual evidence to support analysis, and skills to debate through the use of text analysis is introduced.

**The Framework at C-Tech**

At C-Tech, teachers in all core content areas will integrate the ELD components of the core curriculum text and develop language forms and functions while developing core content knowledge. Teachers in ELA will integrate ELD in the ELA Curriculum as explained by the CA ELA/ELD Framework. In addition, ELs will receive designated ELD and SELs will receive designated mainstream ELD during a dedicated 30-minute period.

**Designated ELD Curriculum**

McGraw Hill’s *Wonders* is designed to build language. *Wonders* engages students in reading, writing, listening, and speaking through a game-based interface. It provides a series of lessons that emphasize effective, research-based strategies shown to improve overall reading abilities with scaffolds to meet the different levels of English language proficiency. Individual, small group, and whole-class instruction is automatically personalized based on a constant stream of data from a wide range of embedded assessments, including text-based performance tasks. *Wonders* engages EL students like no other reading program through its vast library of over 200 Spanish-language fiction/non-fiction titles, instant support, engaging activities, and built-in reward systems that motivate students and track their progress.
EL students with lower performance levels will learn through practice, recitation, and teacher-directed instruction. Reading aloud and storytelling to increase verbal usage will also be present in lower levels of ELD performance. As students become more fluent, independent reading and rich subject matter become more apparent in EL instruction. Students give more attention to reading material in STEM and identifying purpose and settings in literature. They utilize their emerging skills and apply them in all content areas.

In higher levels of EL, autonomy, relevance, and meaning making takes precedence. EL instruction focuses on expanding cognitive abilities and moves beyond detailed reading. EL students learn about citing of textual evidence to support analysis, and skills to debate through the use of text analysis is introduced. EL are tasked with analyzing text and information across all core subject areas.

Specific attention will be paid to LTEL who will be grouped together and given the specific tools to be reclassified. Close reading of non-fiction text will be mastered to include fluency and comprehension. Specific writing tasks including citations and analysis will be mastered to increase writing skills. The teachers of LTEL will monitor their grade in English Language Arts to assure that they are completing the course at the standard necessary for reclassification. Listening and Speaking skills will be increased through paideia seminars, speeches, presentations and debate.

C-Tech’s program, as with ELA/ELD, instruction is integrated, motivating, engaging, respectful, and intellectually challenging for all students of all grade levels. Both C-Tech coursework and ELD coursework needs to include Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills.

Many students at C-Tech will be EL, and C-Tech will specifically support the EL with daily ELD. Other students will be screened as Standard English Learners and will receive interventions and enrichment to acquire Standard and academic English in orally and in writing. Based on the learning environment at C-Tech, students will learn about each other’s language and culture while in a safe, linguistically diverse environment. Language acquisition is a strength of our 21st Century learning environment.

**B. Mathematics (Core Subject)**

Math learning objectives and outcomes will be aligned to the rigorous CA CCSS mathematics standards. Teachers will use the Mathematics Frameworks for California Public Schools for planning and guidance. The goal of the math curriculum is to make students fluent with numbers, to build mathematical reasoning skills, to develop a strong math vocabulary and to apply algebraic concepts to problem solving.

Mathematics at C-Tech focuses on the deep understanding of numerical concepts, mathematical principles, mathematical applications, and using mathematics to solve a range of problems. Our program and instructional methodologies are directly aligned with the CCSS. Throughout the progression of math courses, our students acquire the necessary knowledge and skills to prepare them for higher levels of math in high school and college. The math curriculum at C-Tech draws on six major mathematical content strands: number sense, algebra, geometry, measurement, data
analysis, probability, and mathematical reasoning. C-Tech stresses strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems in the classroom as well as in the real world. C-Tech will be utilizing Eureka Math, ST Math, and Khan Academy in its Math program.

i. **Eureka math** is a free, research based-common core aligned curriculum that has consistently delivered positive results for students in grades K-8 for problem solving, rigor and mathematical practices. Teachers will use Eureka math as they engage in whole-group instruction and in problem solving station rotations.

ii. **ST Math**, created by MIND Research Institute, is game-based instructional software for students in grades TK-12. ST Math is designed to boost math comprehension and proficiency through visual learning. Integrating with classroom instruction, ST Math incorporates the latest research in learning and the brain and promotes mastery-based learning and mathematical understanding.

iii. **Khan Academy** offers open-source, online math courses beginning from Kindergarten to college level courses. Students at C-Tech may progress to advanced level courses at their own pace.

Teachers assess all students at the beginning, middle, and end of the year to measure their math and problem solving skills and to apply the appropriate interventions and technology tools. Math classes are in a blended learning format, with formal one-hour periods held four days a week, embedded with teacher-led, structured independent on-line learning, and project based activities. In stations and in flex rotations, students will progress through math coursework independently as well as engage in small group and one-on-one instruction with a certified math teacher, who will be trained in Eureka Math’s “Read, Draw, Write” (RDW) problem solving methods. Mathematics instruction is designed to include concrete, pictorial and abstract approaches to problem solving at all levels. C-Tech’s math outcomes, which will drive every student’s academic goals, are derived from the Common Core standards. Aligning outcomes, instructional materials, guided instruction and assessments will all rooted in evidence-based practices.

Our commitment is to provide all students additional support to accelerate their learning and close the gap between their current level of achievement and the expectations at their grade level. Some ways in which we do so is to:

- Provide more minutes of targeted direct instruction lessons.
- Provide independent practice that shores up foundational math skills.
- For some students, math intervention in Innovation Labs is provided in addition to the math instruction they receive in their math block.

In order to provide equity and access to proficiency and college readiness, C-Tech School students’ content teachers will be employing Khan Academy’s exclusive relationship with the College Board to get personalized ELA and mathematics plans tailored to individual students to identify their strengths and weaknesses based on their previous PSAT/NMSQT® or SAT results. Teachers will have access to the most relevant SAT skills to work on with their students. There are 42 skills

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for math and 28 skills for Reading and Writing that teachers can access through the program. These skills-based lessons will be ranked based on students’ skill on specific topics, in the context of the frequency they appear on the PSAT/NMSQT® or SAT which is aligned to the CCSS and consequently provides preparation for the SBAC IAB, Performance Tasks, and Summative Assessments.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Learning Objectives</th>
<th>Learning Tools</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK-2</td>
<td>Counting Number Theory</td>
<td>Eureka Math, ST Math</td>
<td>STEP, NWEA MAP, ANET</td>
</tr>
<tr>
<td>3-5</td>
<td>Fundamentals of Math</td>
<td>Eureka Math, ST Math, Khan Academy</td>
<td>ANET, NWEA MAP</td>
</tr>
<tr>
<td>6th-8th</td>
<td>Pre-Algebra Algebra</td>
<td>Eureka Math, ST Math, Khan Academy</td>
<td>ANET, NWEA MAP</td>
</tr>
</tbody>
</table>

Following direct instruction, teachers will present hands-on activities while also allowing time in and out of class for substantial practice of grade level computational skills. Using blended learning via ST Math and Khan Academy, teachers will be able to differentiate instruction in real-time if needed, focusing on the needs of struggling students and offering enrichment opportunities to those ready to move beyond the grade level curriculum. The math period will also incorporate a daily warm-up activity focused on applying previously learned skills (spiral review) to solve a problem situation. The teacher will reinforce math vocabulary during the warm-up by requiring students to prepare a brief written or oral summary of the steps they took to solve the problem.

As part of our emphasis on writing and listening/speaking skills and on problem solving in the mathematics curriculum, the mathematics curriculum will frequently require students to explain, orally or in writing, their methods of solving a problem and their rationale for choosing those methods. Assessment of mathematics standards will be based on evaluation of these presentations as well as on more traditional mathematics assessments from California Common Core-aligned state-adopted textbooks. PBL units will also require students to use math skills, particularly statistics and data analysis, to enhance their project-based oral and written presentations required in other subject areas.

Eureka Math’s Common Core-aligned textbook series will form a starting point for mathematic curriculum. The program utilizes hands-on tasks, meaningful activities and attractive illustrations rich in mathematical content, so that all students are able to access the curriculum and are appropriately challenged. In addition, faculty will utilize a variety of additional instructional resources and hands-on activities, including manipulatives, math games, measuring, patterning, and art projects that give students opportunities to learn by doing and relate math concepts and skills to their lives. Additional strategies can be employed to help struggling students including: small group and one-on-one intervention, additional time for practice towards mastery and speed.
in basic computations (i.e. math “facts”), as well, for example increased time spent on problem solving activities.

**Algebraic Thinking**
Algebra 1 is the gateway course to all high school level mathematics and is essential for success in preliminary and advanced study in computer science. All 8th grade students must demonstrate proficiency in Algebra 1 concepts before enrolling in high school math courses. Math Labs will focus on building students’ foundational skills to that they will ultimately excel in Algebra 1.

Algebra 1 covers the fundamental properties of the real number system. Topics include simplifying algebraic expressions, laws of exponents, solving first and second-degree linear equations and inequalities, solving systems of equations and inequalities, functions and function notation, graphs of linear and quadratic functions, radical equations, ratio and proportion, and the quadratic formula. Many problems are presented in context and students are required to read, interpret and solve such problems.

**C. Science (Core Subject)**

All of C-Tech’ science classes are aligned to the Science Content Standards for California Public Schools and the Next Generation Science Standards. The Science curriculum develops student exploration of recurring concepts and connections made within the subjects of Life Science, Earth Science, and Physical Science. The curriculum uses the scientific process of inquiry and emphasizes the process of formulating and answering questions about the physical world around them and encourages students to explore appreciate the natural world they live in. Students develop the skills of hypothesis forming, identification, classification, experimentation, evaluation, documentation, and presentation. They create and lead meaningful scientific experiments that allow them to make real life connections and applications. Students engage in scientific learning as they hone the skills of observation, questioning, hypotheses development, experimentation, data collection and analysis. Students work individually or in small groups to complete labs, investigate, study scientific phenomena and share the results with their peers. This type of learning reinforces the importance of long-term research, collaboration, and analysis of multiple outcomes. The scientific themes of observation, questioning, making predictions based on evidence, conducting investigations, measurement, comparison, and classification are integrated with other subjects like math, computers and ELA to strengthen their mastery of other content and learning.

Our inquiry-based science curriculum will emphasize learning through exploration and experience, relying on the acclaimed Full Option Science System (FOSS) kits for grades K-5, which provide hands-on investigations, laboratory experiences, and projects. The program is fully aligned to California standards and research has demonstrated its efficacy in engaging and educating diverse students.

However, at C-Tech we believe that scientific knowledge is ever growing, and so while FOSS will serve as a foundation to our science program, we will also partner with the vibrant technology and science community only available in Pasadena as we work to build an experiential curriculum with community partners. For example, we are partnering with a local Pasadena company which manufactures robotic arms for use on the Mars Rover and other deep
space projects, to share with our students knowledge about the solar system, deep space, and simple engineering principles. The following chart indicates the sequence of the standards-based FOSS units that will be used to facilitate student engagement and understanding of the standards for physical, life and earth sciences in grades K-5:

Literature is also infused into the science curriculum to reinforce content literacy skills and boost comprehension on all grade levels. Students engage and read about science through both fiction and non-fiction texts selected by teachers. Content-rich and high interest trade books will be used to support the development of science concepts and associated academic language across all grade levels because children tend to have greater interest in the content and photographs that are available in trade books, and they find them less confusing than traditional science textbooks. Additionally, the story lines in children’s trade books help students understand and remember concepts better than textbooks that tend to present science as lists of facts to be memorized. The colorful pictures and graphics are also superior to many texts for explaining abstract ideas and provide contexts for understanding difficult science concepts.

An integral part of the units are activities conducted around the scientific method: predicting and making hypotheses, recording observations, and using data to reach conclusions. This foundation of scientific discovery is further reinforced in our entrepreneurship curriculum where, for example, a student might be challenged to make hypotheses about how product will sell, build a prototype, and evaluate the sales data. Technology also is incorporated into science activities when appropriate. For example, Google Apps can facilitate data analysis, construction of graphs and tables, and interpretation of results. This online learning tool will also help enhance the learning of specific subgroups. For example, along with online resources, this online learning tool will be used to scaffold content for English Learners and create challenging assignments for advanced students.

For middle grades (6-8), middle school science program will be informed by Lawrence Hall of Science, at the University of California, Berkeley. This curriculum, known as the Science Education for Public Understanding Program (SEPUP), is fully aligned with California state standards and National Science Foundation education standards (see http://sepuplhs.org/), and provides hands-on investigations, student resources, laboratory experiences, and projects. The school will utilize standards based materials for the few state standards not covered by SEPUP. SEPUP also lends itself to traditional, quantitative assessments that are appropriate for middle grade students. Teachers will, therefore, be able to utilize a variety of pedagogical methods and a variety of assessments in order to best develop conceptual understanding via students’ own inquiries, investigations, and analyses. The curriculum provides students with science experiences that are appropriate to their stages of cognitive development. The experiences serve as a foundation for more advanced ideas that prepare students for life in an increasingly complex scientific and technological world.

SEPUP learning modules are organized under the following strands:

- Issues and Life Science

Most modules and courses are designed to be appropriate for two grade levels, and work in conjunction with one another to cover all of the state and national content standards in science. For example, the Issues and Earth Science strand aligns with the Middle School Earth Science Standard (MS-ESS1-1) requiring the development and use of a model regarding lunar phases and eclipses. In addition to the science standards, SEPUP reinforces many mathematics, language arts and social studies standards. For example, when studying life and earth sciences, students will also study human's relationship with flora, fauna and the natural environment, throughout time and in different locations. In this way, life and earth sciences will be connected to economics and history. When studying the physical sciences, students will explore human inventions and discoveries in the realm of physics and engineering and the greater ramifications of industrialization, warfare, and technology. Students will see connections between the physical sciences and their present reality, history and economics. Cross-disciplinary PBL units will offer hands-on opportunities for students to work independently and in groups to reinforce these concepts and discover the connections among subjects.

This program provides hands-on investigations, laboratory experiences and projects. It also lends itself to traditional, quantitative assessments in the form of tests and quizzes. Teachers will, therefore, be able to utilize a variety of pedagogical methods and a variety of assessments in order to best develop conceptual understanding in all students.

<table>
<thead>
<tr>
<th>TK - 8 NGSS Standards Progression Table</th>
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<tbody>
<tr>
<td>GRADE</td>
</tr>
<tr>
<td>Physical Science</td>
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</table>
## Life Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS1</td>
<td>From Molecules to Organisms: Structures and Processes</td>
</tr>
<tr>
<td>LS2</td>
<td>Ecosystems: Interactions, Energy, and Dynamics</td>
</tr>
<tr>
<td>LS3</td>
<td>Heredity: Inheritance and Variation of Traits</td>
</tr>
<tr>
<td>LS4</td>
<td>Biological Evolution: Unity and Diversity</td>
</tr>
</tbody>
</table>

## Earth Systems Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS1</td>
<td>Earth's Place in the Universe</td>
</tr>
<tr>
<td>ESS2</td>
<td>Earth's Systems</td>
</tr>
<tr>
<td>ESS3</td>
<td>Earth and Human Activity</td>
</tr>
</tbody>
</table>

## Eng. and Tech

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETS1</td>
<td>Engineering Design</td>
</tr>
</tbody>
</table>

All Science courses will focus on the STEM Content with emphasis of real-world examples in the local context. With this deep understanding, students will then be able to apply their knowledge to real-world application as shown below.

STEM Content + Local Context + Application

"A Community of 21st Century Innovators"
D. History/Social Studies (Core Subject)

C-Tech's social sciences courses are aligned to the California state standards and reference the Common Core State Standards for ELA and Math. Students gain an understanding of human history as well as how our society, and the world, work. The curriculum supports acquisition of core knowledge of the world’s eras and civilizations, but also develops the critical thinking skills that historians use to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal, historical themes and dilemmas. Broad social studies themes and content cover topics of family life, cultures, community, the environment, the study of California, geography, economics, U.S. and world history with connections to ELA, Math, Science and the Arts. Learning activities engage students in an inclusive classroom setting and include projects, reading, documentary viewing, research, interactive plays and opportunities to develop listening, speaking, and writing skills through presentations, skits, newspaper writing and other creative outlets to share what they have learned and practice new topics being taught.

C-Tech will use the Social Studies Alive! (K-5) and History Alive! (6-8) programs. Additional primary and secondary resources will be chosen by faculty in order to support student investigations into multiple perspectives on historical events and concepts. Teachers will provide students with access to primary and secondary historical sources, maps, charts, and timelines from which to draw information about the historical time periods and cultures studied. In teaching social science, teachers will use a variety of graphic organizers, charts, and visual aids to support students’ developing analytic skills and to assist English Learners. To further increase understanding and motivation, social science will be taught with an emphasis on the stories of the groups of people and individual historical figures who particularly impacted their times.

At C-Tech, learning activities will engage students in reading rich literature as well as original source documents across all content areas. Our teachers will invite experts from the community to speak to students. Students will experience daily opportunities to develop listening, speaking, research, and writing skills across the content areas and to develop proficiency in the use of the arts as tools for learning, creative thinking, and problem solving as well as assessment. At all grade levels, the curriculum will be enhanced whenever possible with multimedia resources such as virtual reality technology, hands-on experiences, historical artifacts, and field trips. While covering the social science standards, teachers will also focus on reinforcing and employing reading comprehension, writing, and listening speaking standards through social science content. For example, students will apply reading comprehension and vocabulary strategies to their social studies text and will complete assessments in which they demonstrate social studies content knowledge along with writing and speaking standards.

E. Innovation Lab Courses

Computer science will begin for students in kindergarten, be taught through a learning continuum at C-Tech weekly in Innovation Labs and designed as a core concentration component for students at the school. We approach computer science in the same way we approach educating students in the core courses of English Language Arts and Mathematics. We begin with elementary level coding concepts and support students to progress to more advanced knowledge and ultimately be
prepared to complete AP level Computer Science courses in high school. The coding curriculum is developed by code.org, Harvard University and MIT. C-Tech will work in partnership with Planet Bravo, which provides comprehensive in-school computer instruction.

i. **Computer Science (Non-Core)**

![Diagram of course content]

**TechPrep by Facebook**

Students will complete computer science courses in the Innovation Lab through an extended school day so that, once in middle school, they may complete a concentration of their choosing in the following areas: robotics, app development, music engineering and game design. Upon entering C-Tech, students will be assessed in placed in the age-appropriately coding classes so that they may progress at their own pace as well as with their peers.

**Course Content**

Coding 1: Students in grades K-2 are introduced to the world of coding. They gain an understanding of what coding is, what they can do, and why it is important. They learn the basic language of code such as sequential commands and loops. Students will learn through a series of hands-on projects and activities as well as in Scratch Jr, a tablet based programming environment developed by MIT.

Coding 2: Students in grades 3-5 learn basic concepts of programming using Scratch, developed by MIT. Scratch is a "block based" coding software which teaches students how to program by snapping together digital blocks of code. They learn to animate stories and create simple game mechanics. They will build projects that integrate their learnings from ELA, math, social studies, and science courses.

Programming: Students in grades 6-8 learn more advanced programming concepts that will help prepare them to eventually master AP Computer Science principles once they enter high school. In the Programming courses, students may learn skills in HTML, Java, C++, Python, Unity, and other advanced programming languages.
Robotics: Students in grades 3-5 that join the Robotics First Lego League will take an introductory robotics course. They will create a Mindstorms robot that can navigate, and get a year of experience with robots before entering regional robotics competitions. Students will learn basic to advanced robotics skills.

ii. **Entrepreneurship (Non-Core)**

C-Tech’s Common Core-aligned entrepreneurial curriculum will be drawn from the Venture Lab and entrepreneurship textbooks and books by experts. Students in grades TK-7 will pursue an entrepreneurial project in their Innovation Lab each Friday. Eight graders will complete the year-long Entrepreneurship Lab course as part of their graduation requirement.

**Venture Lab**
Venture Lab offers a comprehensive, differentiated, age-appropriate curriculum separated into lower elementary (grades 1-2), upper elementary (grades 3-5), and middle/high school (grades 6-12). The curriculum offers lessons that can be merged with existing coursework. The curriculum focuses on the following 21st century skills:

**Entrepreneurial Skills**
- Entrepreneurial mindset
- Introduction to business
- Product creation and new inventions
- Financial literacy and budgeting

**Student Achievement**
- Creative and critical thinking
- Teamwork and collaboration
- Leadership skills and public speaking skills
- Lateral and higher-order thinking

**Postsecondary readiness**
- 21st Century Career Skills: product ideation, marketing research, technology
- Sparks interests in attending college
- Career ideation

**Entrepreneurship textbooks and books by experts**
The field of entrepreneurship is continuously updating. Those in the entrepreneurship community receive updates on the latest theories through articles and publications by experts who are forging new paths in entrepreneurship. Stanford University’s open-source How to Start a Startup course will be a solid foundation and resource to support students in the eLab. We will incorporate articles and publications to supplement our formal Venture Lab curriculum.

**Teacher Training in Entrepreneurship**
All teachers will participate in professional development offered by Venture Lab. This will be supplemented by curriculum development and classroom preparation time with expert entrepreneurs that will occur both prior to the opening of the school and periodically throughout the school year to continuously improve instruction.
When Entrepreneurship will be Taught

Entrepreneurship will be taught in two ways:
First, entrepreneurship will be taught explicitly on Fridays during Innovation Labs to TK-7 grade students, and via a year-long Entrepreneurship Lab (eLab) for 8th grade students. Teachers will utilize age appropriate lessons from Venture Lab. This block of instruction will use our rotational blended approach, with students given direct instruction, working in a group on a project, working individually on an assignment, engaged in independent study, or using a computer to research a particular topic.

Entrepreneurship will also be woven into the assignments and projects in other classes. This may take the form of a creative design assignment during the Art block, designing a marketing research assignment during the Social Studies block, or finance calculations during the math block. These integration assignments will be developed by teaching staff during professional development time. Lessons are aimed at reinforcing core subject concepts and integrating them with entrepreneurial concepts.

Entrepreneurship Lab

The Entrepreneurship Lab (e-lab) is a year-long course required for students in grade 8. All students are required to complete and pass the Entrepreneurship Lab before graduating. The e-lab integrates design thinking, engineering, and entrepreneurship principles to empower students to develop marketable solutions to their community and the world’s most pressing problems. Each year, the C-Tech school community selects a global theme (human longevity, space travel, lifelong learning, autonomous transportation, etc.) to shape the learning experience. Students work in teams to build working prototypes of new products and services related to the theme. Students engage in the innovation, creativity, and design thinking process as well as learn how to manage a budget and market their products to real users.

The e-lab spans the early phases of product development, including: opportunity identification; generating ideas; gathering customer and market data; selecting ideas, devising concepts and building sketch models; building and testing mockups; customer evaluation of mockups; embodiment design; and construction of a high-quality functioning alpha prototype. Students also learn about group dynamics, team roles and management, consensus building, and the value of communication.

Capstone Projects

All students will complete a capstone project via the eLab before matriculating from 8th grade at C-Tech. These projects will be a business or organization that the student envisions, tests, and develops. This project must meet six standards to be able to be deemed a success; as described in section 11.A.

Entrepreneurship through Project Based Learning

We believe that our students need to develop entrepreneurial thinking through a specific set of skills and processes that will enable them to be successful entrepreneurs. These skills include: understanding and mastery of subject matter, creative thinking, experimentation, research, effective communication, project management, and collaboration. Our students will develop and strengthen their skills through the entrepreneurial processes of:
• Ideation—identifying a problem or need (i.e., having a vision of a product/service of something that has value to more than one person)
• Researching to determine the value/need and what might satisfy it.
• Brainstorming and highlighting an idea to solve it.
• Testing the idea and revising as needed.
• Building/constructing/designing.
• Delivering—presenting/distributing.
• Scaling.

We believe that these skills and processes support the 4Cs of 21st Century learning (Communication, Creativity, Collaboration, Critical Thinking) are the foundations of successful entrepreneurship and are at the core of our vision of a modern learner.

Our entrepreneurship curriculum will be realized through projects that integrate students’ core subject knowledge into artifacts and activities, some of which will be sold or bartered with people inside and outside C-Tech. For example, a kindergarten student learning her letters may develop a “Letter Box” where they store objects representing the A, B, C’s she learned. Her box can be decorated and then sold to the community as an art piece. In this simple assignment, the student has integrated elements of language and art. Older students might follow their interest in skateboarding and utilize their math, design, science, presentation, and writing skills to build and advertise a new type of skateboard. We will provide our students with hands-on opportunities to take an idea from concept to reality.

Through these projects, we will give students opportunities to develop an entrepreneurial mindset—one in which making a mistake is acknowledged as just another way to learn and improve. At C-Tech, failure will be viewed as opportunities to become creative and to stretch students’ capacities.

Further, students will use the entrepreneurship curriculum as a way to apply concretely what they have learned in their core subject lessons. We believe this will motivate them to prize both learning and action, fulfilling our ultimate goal of creating lifelong learners.

**Measuring Entrepreneurship Outcomes**

Students will be measured by evaluation rubrics provided by Venture Lab. These will be supplemented by rubrics developed and maintained during professional development time with entrepreneurship experts.

**F. Visual and Performing Arts (Non-Core Subject)**

We anticipate offering rotating visual and performing arts courses for mini-sessions throughout the year (8 weeks in duration in rotating subjects such as visual arts, dance, musical instruments), via contracting with outside, part-time teachers. We expect that these individuals/companies will provide necessary equipment and materials as well (e.g., musical instruments). Our goal is to ensure that all of our students have exposure to an array of standards-based, experiential arts instruction twice a week. At a minimum, we will facilitate visual arts instruction through available
materials and supplies (paper, paints, pencils, scissors, etc.), along with training to our classroom faculty during professional development time on strategies to integrate meaningful arts instruction into the curriculum, particularly through project- based work.

G. Health and Physical Education (Non-Core Subject)

Our Health and Physical Education program focuses on improving students’ academic achievement and health literacy. Students are provided 100 minutes per week of Physical Education classes. These 100 minutes are comprised of 50 minutes of Physical Education classes, and 50 minutes of yoga, tai chi and dance classes. Within the Physical Education and general education classes, students learn various forms of physical exercises, nutrition, injury prevention, sportsmanship, human development, and practicing health enhancing behaviors. Within the Dance, tai chi and yoga classes, students learn motor skills and movement patterns, moving through space and time, and manipulate themselves and other objects with accuracy. The structured lessons in psychomotor skills, game skills, stamina, and flexibility will be taught and reinforced in the PE classes. Allowing students to develop their gross and fine motor skill through a rigorous physical education program helps all students to become more confident persons. C-Tech will not only consider traditional physical education activities apart of physical health but will incorporate dance, yoga, tai chi to be a part of our Physical Health and wellness program. C-Tech students will not only work on learning physical movements, accuracy, and control, they also do so while integrating these concepts in relationship to core subject material they are learning in the general education classrooms. In total students will receive 200 minutes of Physical Education every other week.

H. Innovative Curricular Components of the Educational Program

C-Tech will provide all students with a 21st century public elementary and middle school experience that prepares them to meet the challenges of the future workforce. As detailed in the preceding and following section, we rely on the most innovative, and results-driven thinking in education today and employ practices that are proven to meet the needs of our diverse learners in an ever-evolving information society. Our innovation labs support development of computational thinking and engineering, design thinking skills. This includes employing strategies such as personalized learning, blended learning, STEAM-focused project based learning, and differentiated learning to ensure each of our students is ready for the rigors of high school, college and beyond.

I. Intervention and Enrichment Programs

C-Tech staff will provide both enrichment and intervention for students at designated times throughout the day. Such programs will be aligned to goals identified in students’ Individual Learning and Development Plans (ILDPs). We will frequently use data from benchmark and other formal and informal assessments to determine the needs of individual students. During a designated daily station rotation time, students will work with other students who have similar needs on specific skills as determined by the teacher. During this time students who are at and above grade level may have the opportunities to engage with enrichment activities using advanced blended learning software and project-based activities and challenges.
In ELA, guided reading and Writer’s Workshop activities will provide additional opportunities for literacy intervention as students work independently and in small groups on targeted skills. Student grouping and targeted interventions will be based on data gathered throughout the year from benchmark and other formal and informal teacher-created assessments. Formal intervention is addressed in more detail in Elements 2 and 3 including how C-Tech will meet the needs of different subgroups and how C-Tech will proceed when classroom-based interventions are not successful.

**J. Curricular and Instructional Materials**

The following table provides samples of the curriculum that will be utilized in grades TK-8.

*Table 1.4: Sample Curriculum*

<table>
<thead>
<tr>
<th>Core Curriculum Area</th>
<th>Textbooks and instructional materials</th>
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</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>K-8: Eureka Math Online: STMath Khan Academy</td>
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<tr>
<td>Health/Physical Education</td>
<td>Based on Health Framework for CA Public Schools Physical Education Framework for CA Public Schools</td>
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<tr>
<td>Science Laboratory Equipment</td>
<td>CSTA</td>
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</table>
Extracurricular Activities
Students will shape the extracurricular activities - sports, arts, music, and dance as essential elements of their development. We will run Young Men’s and Young Women’s Leadership Academy each summer before the beginning of the school year. Parents are an integral part of our program.

Extracurricular activities will include, but not be limited to, the following:

- Music and Theater Arts
- Soccer
- Swimming
- Robotics Club
- Speech and Debate
- Young Business Leaders of America

13. Comprehensive Course List for span and secondary schools: N/A

14. Instructional Methods and Strategies

We have detailed above the overall instructional strategies and approaches that will be implemented at the school. Additionally, teachers will employ a variety of specific instructional practices in the classroom, including the following:

- **Gradual Release Method (GRM):** Using the gradual release method, teachers strategically transfer ownership of learning from themselves to the students. In the station rotation model, teachers begin with direct instruction using the gradual release method so that students may evolve to becoming more independent learners. GRM has four phases:

  1. **I Do:** The teacher models the lesson and objectives with a clear focus, asking probing questions and completing examples to demonstrate mastery of skills
2. We Do: The teacher leads with guided practice, with students becoming more involved in the process. Teachers may lead a more interactive discussion.

3. You Do Together: Students engaged in pairs or in teams to promote collaborative learning and cross-pollination of ideas. Such activities may involve PBL.

4. You Do Alone: Students practice work independently. In this stage, students may engage in on-line personalized learning to practice key skills for mastery, remediation or enrichment.

b. **Differentiated Instruction:** Frequent assessment, ILDPs and blended learning tools all allow for teachers to effectively differentiate instruction for all students, providing targeted, personalized curriculum for each student. C-Tech’s rotation and flex models allow for students to express learning in a diversity of modalities.

c. **Scaffolding:** By differentiating instruction, we also promote scaffolding which allows students to progress to the next level. Online learning tools provide opportunities for students to accelerate their learning.

d. **Cooperative Learning:** Cooperative learning promotes the communication, teambuilding, and problem-solving skills valued at C-Tech and in the workforce of the future. Such learning promotes greater independence as students learn to manage their time and work together to solve complex problems.

15. **How C-Tech’s Instructional Methodologies and Curriculum will support implementation and ensure mastery of the California Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), and the current English Language Development (ELD) Standards.**

All C-Tech curriculum and curricular resources will be aligned to the CCSS, NGSS, and ELD standards. Beginning with the standards, teachers will work in collaborative teams to develop lesson plans using Backwards design and data driven instruction. Teachers will collaborate around a variety of instructional methodologies so that all students experience learning in a way that is tailored to their unique learning needs. Targeted interventions including re-teaching and small group instruction will support students to achieve mastery of the content standards.

16. **Support for Student Development of Technology**

Our goal is to prepare our students to for college and 21st century careers, therefore technology is essential to our education model. All C-Tech students will have access to laptops/tablets at each grade level. We will have a 1:1 computer ratio. Students will use these devices to support their learning in the core content areas, as they will be able to download digital textbooks and access course materials via the website and learning management systems such as Google Classroom. For example, students will use online curricula to supplement their learning in mathematics and reading language arts. Beginning in primary grades, students will learn to code, type, and write using advanced computer technology and open-source web-based software. Regular online assessments in the various content areas will support student understanding of online assessment in preparation for state testing. Furthermore, regular use of technology will strengthen students’,
technological skills in keyboarding, research, use of Word, Powerpoint, Excel and other computer programs and better prepare them to be college and career ready.

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

Transitional Kindergarten is the first year of a two-year kindergarten program. In the second year, Transitional Kindergarten students will participate in traditional kindergarten. Transitional Kindergarten students will either be in a homogenous class or a heterogeneous class, depending on Kindergarten enrollment. Curriculum will be teacher created and focus on number and letter recognition, phonemic awareness, and number sense, as well as socialization and will be aligned to the California Preschool Learning Foundations. Students will be assessed frequently to ensure they meet appropriately grade level standards so that they may progress successfully to next grade level.

As outlined in Element 5, TK teachers shall meet all applicable requirements pursuant to Education Code Section 48000(g).
### Los Angeles School of Creativity and Technology

#### 2020-2021 School Calendar

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<th>Month</th>
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Legal Holiday
July 3 - Independence Day
September 4, 7 - Labor Day
November 11 - Veterans Day
November 26-27 - Thanksgiving
December 25 - Christmas
December 31 – New Year’s Eve
January 1 – New Year’s Day
January 18 - Martin Luther King Jr. Day
February 15 - President’s Day
May 31 - Memorial Day

Early Release
August 17, 19, 26, September 2, 9, 16, 23, 30, October 7, 14, 21, 28, November 4, 18, December 2, 9, 16, January 13, 20, 27, February 3, 10, 17, 24, March 3, 10, 17, 24, April 7, 14, 21, 28, May 5, 12, 19, 26, June 2, 9, 11

School Starts
August 17

School Ends
June 11

Grading Period*
End of Quarter 1 – October 21
End of Quarter 2, Semester 1 – January 22
End of Quarter 3 – March 19
End of Quarter 4, Semester 2 - June 14

Teacher Work Day – Professional Development
August 10-14
January 11
April 5
June 14
Unassigned Day – No School
September 28
November 23-25
March 26

School Breaks
Fall Break – November 23-27
Winter Break – December 21- January 8
Spring Break – March 29 – April 8

The Charter School will have at least 175 days of instruction and:
(1) For each fiscal year, offer, at a minimum, the following number of minutes of instruction:
   (A) To pupils in kindergarten, 36,000 minutes.
   (B) To pupils in grades 1 to 3, inclusive, 50,400 minutes.
   (C) To pupils in grades 4 to 8, inclusive, 54,000 minutes.
22. Sample Daily Schedule

Every Wednesday will be an early release day for all C-Tech students so the teachers have time for Professional Development and Professional Learning Communities (“PLCs”).

Table 1.6: Sample Regular Day Schedules

Grades TK/K-3rd

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<th>M.T, Th, F</th>
<th>Wednesday (early release, 1:00pm)</th>
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<tbody>
<tr>
<td>8:00-8:30am Breakfast</td>
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<tr>
<td>8:30-8:45 Caring Classroom Advisory 15</td>
<td>8:30-8:45 Caring Classroom Advisory 15</td>
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<tr>
<td>8:45-9:45 Mathematics 60</td>
<td>8:45-9:35 Mathematics 50</td>
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<tr>
<td>9:45-10:00 Nutrition/Recess 9:35-10:25</td>
<td>English Language Arts 50</td>
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<tr>
<td>10:00-11:00 English Language Arts 60</td>
<td>10:25-11:05 Arts/PE (alternating) 40</td>
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<tr>
<td>11:00-11:50 Social Studies 50</td>
<td>11:05-11:35 Lunch</td>
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<tr>
<td>11:50-12:30 Arts/PE (each 2x week) 40</td>
<td>11:35-12:05 ELD/MELD/UA 30</td>
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<tr>
<td>12:30-1:00 Lunch</td>
<td>12:05-1:05 Science/Social Studies 60</td>
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<tr>
<td>1:00-1:30 ELD/MELD/UA 30</td>
<td>1:05-1:35 Innovation Lab 30</td>
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<td>1:30-2:30 Science 60</td>
<td>2:00-4:00 Teacher PD</td>
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<td>2:30-3:30 Innovation Lab 60</td>
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<td>Instructional Minutes 375</td>
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Grades 4th-8th

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<th>M.T, Th, F</th>
<th>Wednesday (early release, 1:00pm)</th>
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<tbody>
<tr>
<td>8:00-8:30am Breakfast</td>
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<tr>
<td>8:30-8:45 Caring Classroom Advisory 15</td>
<td>8:30-8:45 Caring Classroom Advisory 15</td>
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<tr>
<td>8:45-9:45 English Language Arts 60</td>
<td>8:45-9:35 English Language Arts 50</td>
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<tr>
<td>9:45-10:35 Social Studies 50</td>
<td>9:35-10:25 Math 50</td>
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<td>10:35-10:50 Nutrition/Recess 10:25-11:05</td>
<td>Arts/PE (alternating) 40</td>
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<td>10:50-11:30 Arts/PE 40</td>
<td>11:05-11:35 Lunch</td>
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<tr>
<td>11:30-12:00 ELD/MELD/UA 30</td>
<td>11:35-12:05 ELD/MELD/UA 30</td>
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<tr>
<td>12:00-12:30 Lunch</td>
<td>12:05-1:05 Science/Social Studies 60</td>
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<tr>
<td>12:30-1:30 Math 60</td>
<td>1:05-1:35 Innovation Lab 30</td>
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<tr>
<td>1:30-2:30 Science 60</td>
<td>2:00-4:00 Teacher PD</td>
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<td>2:30-3:30 Innovation Lab 60</td>
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<td>Instructional Minutes 375</td>
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23. Instructional Minutes Calculator

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<tr>
<th>Grades</th>
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Professional Development

25. Ongoing Professional Development

C-Tech recognizes that credentialed teachers are qualified to deliver the educational program; however, C-Tech has planned to provide a strategic system of professional growth and improvement systems aligned to California’s Quality Professional Learning Standards. Professional growth and improvement will be based on data that aligns professional learning priorities, design and assessments to content and pedagogy for all students, especially significant subgroups of Black or African American, Latino, Students with Disabilities, socioeconomically disadvantaged, English Learners, and Foster Youth. The system will use an evidence-based approach which focuses on specific topics throughout the year for sustained learning that enables teachers, staff, and administrators to acquire the new content, practice the strategies, and assess whether the professional development improved practice and student outcomes. C-Tech teachers will meet in Professional Learning Communities every Early Release Wednesday to ensure a collaborative learning process for teachers to positively impact student learning throughout the Charter School. The Board of Directors, with input from all stakeholders, will set the goals for the following year based on student achievement, behavior and attendance data, then through a collaborative process, the teachers, parents, staff, administrators and community will then determine how to dedicate resources for professional learning to accomplish the goals. This will

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be evidenced by the LCAP. The Charter School will utilize the system of professional growth and learning in alignment with state and federal requirements and resources.

C-Tech has also determined that a system of support for teachers, principals and school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities is imperative to ensure ongoing professional growth and learning. Each staff member will work with his/her supervisor at the beginning of each school year to establish SMART goals that include opportunities for professional growth and development. For clerical and classified staff, they will learn to share responsibilities to support each other, attend County Office of Education job-specific trainings, visit colleagues at other Charter Schools, attend conferences or workshops related to their jobs like paraprofessional, human resources and business management trainings. For new teachers, this may include completing a new teacher induction program, clearing his/her credential, taking additional classes, completing a master's degree, working with a veteran teacher who will mentor them by lesson modeling, peer observation and co-planning lessons. Veteran teachers receive an opportunity to serve as a mentor teacher, lead professional development sessions in an areas of expertise, serve as a teacher leader as content specialist, grade level leader, serve on the School Site Council, attend conferences like Culturally Responsive Teaching and Learning Conference, CUE Conference, NewSchools Venture Fund Summit, NGSS or other conferences of his/her choice decided by the SMART goals and approved by their supervisor, then returning to the Charter School to present their professional learning to other teachers. Advancement opportunities for teachers include those opportunities previously mentioned. In addition, teachers can advance by taking the CSET to become an administrator, completing a Master's degree in Educational Administration or becoming a National Board Certified Teacher. New administrators are provided the opportunity to clear their Administrative Services Credential, attend Principal Institutes, and work with a seasoned administrator. Administrators can advance by attending trainings, workshops and conferences, by serving on a WASC Visitation Committee for other schools, serve as readers for CDE grants and programs, and write and present conference proposals for conferences like California Charter Schools Association (“CCSA”) and Charter Schools Development Center (“CSDC”).

The Charter School will determine how this system promotes professional growth and ensures improvement by evaluating the success of each staff member at the end of the school year to determine if he/she met or exceeded their established SMART goals, reviews multiple measures of student data, and analyzes the data over time. The administrators will ensure participation in professional growth and learning by verifying sign-in sheets, observing strategies in the classroom, analyzing data and determining that professional growth is occurring and improvements in teacher capacity and student achievement is realized. Most importantly, the Charter School will use input provided by staff, teachers, and administrators immediately following a professional learning session and then again three months later to determine if professional learning is implemented and sustained.

It is with this ongoing professional development model in place, that C-Tech has developed the annual professional development plan that specifies the proposed list of topics, times and dates that will ensure that the teachers receive specific training on the educational program and the innovative components of the program for the first of the charter term.
Table 1.8: 2020-2021 Professional Development Calendar (Subject to Change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Type</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-10-20</td>
<td>8:30 AM – 4:30 PM</td>
<td>Teachers</td>
<td>C-Tech Retreat&lt;br&gt;Welcome and Introductions&lt;br&gt;Dedicating Self to C-Tech&lt;br&gt;Vision and Mission&lt;br&gt;Culturally Relevant Pedagogy – Child Development of African American and Latino Students</td>
</tr>
<tr>
<td>8-11-20</td>
<td>8:30 AM – 4:30 PM</td>
<td>Teachers</td>
<td>STEM Strategies&lt;br&gt;Computational Thinking&lt;br&gt;Design Thinking&lt;br&gt;South L.A. Robotics&lt;br&gt;Innovation Lab</td>
</tr>
<tr>
<td>8-12-20</td>
<td>8:30 AM – 4:30 PM</td>
<td>Teachers</td>
<td>Comer Model for SEL&lt;br&gt;Caring School Community Curriculum&lt;br&gt;SEL Surveys&lt;br&gt;Schoolwide Positive Behavior Interventions and Supports&lt;br&gt;Mindfulness</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Group</td>
<td>Topic</td>
</tr>
<tr>
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</tbody>
</table>
| 8-13-20 | 8:30 AM – 4:30 PM | Teachers | Instructional Differentiation
EL, SEL, SWD, SED
Individual Development and Learning Plans
Response to Intervention
Progress Monitoring
Classroom (University) Development |
| 8-14-20 | 8:30 AM – 4:30 PM | All Staff | Welcome Back & Introductions
Dedicating Self to C-Tech
Vision and Mission
SEL - Caring School Community
How to engage with and guide ALL students
Required Trainings: Mandated Reporter, Sexual Harassment Prevention, Blood Borne Pathogens
School Operations and First Day Specifics
Mindfulness |
<p>| 8-17-20 | 2:00-3:00 PM | All Staff | First Day of School Debrief |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Participants</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 8-19-20  | 2:00 - 4:30 PM| Teachers     | Review of Formative Assessments  
Understanding Data from Assessments  
Introduction to Assessments: NWEA MAP |
| 8-26-20  | 2:00 - 4:30 PM| Teachers     | Introduction to Technology  
Use of Google Classroom, Virtual Reality |
| 9-2-20   | 2:00 - 4:30 PM| Teachers     | Project Based Learning |
| 9-9-20   | 2:00 - 4:30 PM| Teachers     | Collaborative Learning Strategies  
Review of Formative Assessments |
| 9-16-20  | 2:00 - 4:30 PM| Teachers     | Creation of Individual Development and Learning Plans |
| 9-23-20  | 2:00 - 4:30 PM| Teachers     | Review of NWEA MAP Assessments |
| 9-30-20  | 2:00 - 4:30 PM| Teachers     | Math Curriculum and Strategies |
| 10-7-20  | 2:00 - 4:30 PM| Teachers     | Best Instructional Strategies for ELs, SWD, SED  
Review of Caring School Community |
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Group</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-14-20</td>
<td>2:00 - 4:30 PM</td>
<td>Teachers</td>
<td>Review of Individual Learning Plans</td>
</tr>
<tr>
<td>10-21-20</td>
<td>2:00 - 4:30 PM</td>
<td>Teachers</td>
<td>Response to Intervention (RtI) Student Support and Progress Team Training IEP Meeting Training</td>
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<tr>
<td>10-28-20</td>
<td>2:00 - 4:30 PM</td>
<td>Teachers</td>
<td>Best Instructional Strategies for Gifted and High Achieving Students</td>
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<td>11-4-20</td>
<td>2:00 - 4:30 PM</td>
<td>Teachers</td>
<td>ELA/ELD Curriculum and SDAIE Strategies</td>
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<td>11-18-20</td>
<td>2:00 - 4:30 PM</td>
<td>Teachers</td>
<td>Review of Individual Development and Learning Plans</td>
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<td>12-2-20</td>
<td>2:00 - 4:30 PM</td>
<td>Teachers</td>
<td>4Cs of Common Core Mindfulness Review</td>
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<tr>
<td>12-9-20</td>
<td>2:00 - 4:30 PM</td>
<td>Teachers</td>
<td>STEM Strategies Review Computational Thinking Design Thinking South L.A. Robotics Innovation Lab</td>
</tr>
<tr>
<td>12-16-20</td>
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<td>Teachers</td>
<td>Review of Individual Development and Learning Plans</td>
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<tr>
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<td>Time</td>
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<tr>
<td>1-11-21</td>
<td>8:30 AM – 4:30 PM</td>
<td>Teachers</td>
<td>Understanding by Design</td>
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</table>
| 1-13-21 | 2:00 - 4:30 PM   | Teachers | Review of Use of Technology  
Review of Mindfulness                                                   |
| 1-20-21 | 2:00 - 4:30 PM   | Teachers | Review of Individual Development and Learning Plans                   |
| 1-27-21 | 2:00 - 4:30 PM   | Teachers | STEM Best Practices                                                   |
| 2-3-21  | 2:00 - 4:30 PM   | Teachers | Review of NWEA MAP Assessments  
RtI Review of Interventions                                             |
| 2-10-21 | 2:00 - 4:30 PM   | Teachers | Project Based Learning Review                                         |
| 2-17-21 | 2:00 - 4:30 PM   | Teachers | Review of Individual Learning Plans                                  |
| 2-24-21 | 2:00 - 4:30 PM   | Teachers | Reviewing SEL Strategies and Culturally Relevant Pedagogy             |
| 3-3-21  | 2:00 - 4:30 PM   | Teachers | Review of Understanding by Design                                     |

"A Community of 21st Century Innovators"
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Type</th>
<th>Topic</th>
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<tr>
<td>3-10-21</td>
<td>2:00 - 4:30 PM</td>
<td>Teachers</td>
<td>Instructional Differentiation Best Practices</td>
</tr>
<tr>
<td>3-17-21</td>
<td>2:00 - 4:30 PM</td>
<td>Teachers</td>
<td>Review of Individual Learning Plans</td>
</tr>
<tr>
<td>3-24-21</td>
<td>2:00 - 4:30 PM</td>
<td>Teachers</td>
<td>PBL in Innovation Lab Best Practices</td>
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<td>4-5-21</td>
<td>8:30 AM – 4:30 PM</td>
<td>Teachers</td>
<td>Culturally Relevant Pedagogy</td>
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<tr>
<td>4-7-21</td>
<td>2:00 - 4:30 PM</td>
<td>Teachers</td>
<td>Review of NWEA MAP Assessments RtI Review of Interventions</td>
</tr>
<tr>
<td>4-14-21</td>
<td>2:00 - 4:30 PM</td>
<td>Teachers</td>
<td>Review of Individual Development and Learning Plans</td>
</tr>
<tr>
<td>4-21-21</td>
<td>2:00 - 4:30 PM</td>
<td>Teachers</td>
<td>SEL Review and Share of Best Practices Behavioral Incident Data Review and Plan for Behavioral Success</td>
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<tr>
<td>4-28-21</td>
<td>2:00 - 4:30 PM</td>
<td>Teachers</td>
<td>LCAP Workshop</td>
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<tr>
<td>5-5-21</td>
<td>2:00 - 4:30 PM</td>
<td>Teachers</td>
<td>KnowledgeWorks</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Group</td>
<td>Activity</td>
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<tr>
<td>5-12-21</td>
<td>2:00 - 4:30 PM</td>
<td>Teachers</td>
<td>Review of Individual Development and Learning Plans</td>
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<tr>
<td>5-19-21</td>
<td>2:00 - 4:30 PM</td>
<td>Teachers</td>
<td>Review of Understanding by Design Collaboration Session</td>
</tr>
<tr>
<td>5-26-21</td>
<td>2:00 - 4:30 PM</td>
<td>Teachers</td>
<td>Keeping it All together Mindfulness</td>
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<tr>
<td>6-2-21</td>
<td>2:00 - 4:30 PM</td>
<td>Teachers</td>
<td>Review of EL Progress and SWD Progress</td>
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<tr>
<td>6-9-21</td>
<td>2:00 - 4:30 PM</td>
<td>Teachers</td>
<td>Review of Individual Learning Plans Filling out Student Records</td>
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<tr>
<td>6-14-21</td>
<td>8:30 AM – 4:30 PM</td>
<td>Teachers</td>
<td>Review of Formative and Summative Data, NWEA, RtI and Develop Schoolwide and Individual SMART Goals for 2021-2022 Based on Student Need</td>
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</tbody>
</table>

26. Recruitment of Credentialed Teachers

C-Tech will recruit teachers who are qualified to deliver the educational program, including any innovative components of the program. C-Tech will recruit teachers trained by the USC Rossier School of Education, EdJoin, and through the Charter School’s website. C-Tech will seek teachers who are committed to the mission and vision of the Charter School. The teachers will be expected to be sensitive to the linguistic and cultural needs of students, and to participate in professional development to enhance their skills in this area. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the Charter School and its students. All requirements for employment set forth in applicable provisions of law will be met.
Current C-Tech job descriptions and qualification for key employee positions are outlined below in Element 5.

Meeting the Needs of All Students

C-Tech is an inclusive Charter School and will offer services for all students in special populations. This includes, but is not limited to, students who qualify for Free or Reduced-Price Lunch; students who are designated as English Learners; and students who receive Special Education services. C-Tech will serve all students with an Individualized Education Program (“IEP”). C-Tech will follow the applicable laws and regulations of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act. The students who are designated as EL will receive daily instruction in ELD during integrated ELD in core content areas and designated ELD daily. In addition, teachers will use Specially Designed Academic Instruction in English (“SDAIE”) strategies including accessing prior knowledge, cooperative learning, hands-on instruction, student communication, explicit vocabulary instruction, multicultural education and checking for understanding.

Students are most successful when there is a cooperative effort between parents and Charter School personnel in a spirit of shared responsibility. C-Tech’s structures for regular planning and collaboration in PLCs provides teachers with time to evaluate data and to plan strategically to support all learners. Instruction is differentiated according to learning styles, strengths, abilities, and interests to support all learners. Students receive actionable and timely feedback, which empowers them to succeed by building on what they know. All students will receive a rigorous, standards-based, innovative educational experience. Students who experience problems with achieving academically or who demonstrate the need for behavior support are referred to interventions and/or the Student Support and Progress Team (“SSPT”) for further discussion on further interventions.

C-Tech maintains a culture of high expectations for all students and promotes success for all. The Charter School believes that all students can attain high standards, regardless of their strengths, challenges, and life experiences, and therefore, all students should be offered opportunities to engage in a rigorous curriculum.

Students who are not meeting grade level benchmarks are provided additional interventions during the instructional day during core instruction and during Universal Access. The interventions focus on building and supporting basic reading, writing and math skills for success in the regular grade level appropriate curriculum. Students will be identified for interventions based on the following assessments/performances:

- Students performing well below proficiency or not approaching mastery of standards, especially in Language Arts and Mathematics.
- Progress reports and report cards sent home by teachers
- Fall Universal Testing (NWEA MAP)
- Student score on the ELPAC Test
● Student score on Smarter Balanced Assessments

● Formative and summative assessments given by classroom teachers

● Student Request

● Parent Request

C-Tech teachers will address the needs of students achieving below grade level, including appropriate modifications in any of the following program components:

**Multi-Tier System of Supports**

C-Tech is built on the Multi-Tier System of Supports (“MTSS”) which encompasses a Response to Intervention (“RtI”) program but goes beyond the student interventions. MTSS addresses academic as well as the social, emotional, and behavioral development of children from early childhood to promotion. It provides multiple levels of support for all learners (below grade level to above grade level). C-Tech will align resources and support for students receiving instruction and for teachers and other support staff who are delivering the instruction. This model is an educational paradigm shift that ensures that overall school improvement will be sustainable. C-Tech will provide continued support for teachers in delivering instruction, utilizing and developing effective curriculum, administering assessment, and using data to guide instruction. This process requires greater collaboration between general education teachers, special education teachers and paraprofessionals which C-Tech has built into the daily schedule. The greatest difference is that MTSS at C-Tech includes a focus on intervention but has a stronger goal of prevention. The key is the professional development that is included for all staff which creates a more collaborative and cohesive culture for the betterment of students (Hurst, 2014).

**SSPT Process**

The Student Support and Progress Team is a positive school-wide early intervention process to support students who are not making satisfactory academic progress or to support students when their behaviors are impeding their own progress or the progress of others. C-Tech will set up an SSPT, which will be comprised of parents/guardians, teachers, administrators, and other professionals and the student as appropriate. The SSPT will meet regularly to highlight a student’s
strengths upon which a plan for improvement can be based. Concerns are viewed as obstacles to student performance, and not indicative of the student or his/her character. The SSPT designs a practical support plan that all team members agree to implement. Follow-up meetings may take place to monitor student progress with the interventions in place. The SSPT may determine to refer a student for special education evaluation after one meeting or may monitor the student through the SSPT Protocol based on student need.

**SSPT Protocol**
Step 1. The Charter School personnel (teacher, support staff, administrator) or the parent requests a referral to the Student Support and Progress Team. This referral includes information regarding specific concerns and previously attempted interventions and accommodations. Parent is contacted and informed of referral.

Step 2. The team members review and collect information relevant to the student’s performance. This information could include: information provided in student’s cumulative file, parent/teacher/administrator observations, grade reports, tests, homework, attendance, parent information regarding the student’s academic and health history, teacher reports, results of state/district academic assessments and a list of modifications or interventions previously attempted and documented in the IDLP.

Step 3. The team establishes a meeting time when all members can participate and be actively involved in the problem-solving process. A translator is arranged if needed.

Step 4. The SSPT meeting representatives summarize strengths and concerns, and discuss and develop an action plan with academic or behavioral interventions. Modified interventions are then documented and monitored for success. The team brings: 1) completed evaluation forms, 2) appropriate work samples, 3) list of interventions attempted, 4) and the student’s cumulative file.

Step 5. If plan is unsuccessful, a follow up meeting will be held within 4-6 weeks to discuss alternatives for accommodations. The SSPT process may be repeated or the SSPT may determine to refer a student for special education evaluation based on the severity of student need. If the revised plan remains unsuccessful, the student may qualify for more structured modifications or a 504 plan. An unsuccessful SSPT process could lead to a determination of qualification for Special Education.

All throughout the SSPT process, clear lines of communication will be in place between C-Tech administration, staff, and special education staff (as appropriate) as the SSPT process is implemented.

**27. English Learners**

**Overview**
The Charter School will meet all applicable legal requirements for ELs, including long-term ELs or ELs at risk of becoming long-term ELs, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program
effectiveness, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding EL and the rights of students and parents. The Charter School will follow the LAUSD English Learner Master Plan.

**Home Language Survey**
Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

**English Language Proficiency Assessment**
All parents who indicate that their home language upon their child’s initial enrollment is other than English will be tested with the English Language Proficiency Assessments for California. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

**Initial Assessment (“IA”)**

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades 5-8 whose primary language is not English to determine their English proficiency status.

**Summative Assessment (“SA”)**

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California
public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under Every Student Succeeds Act for annual English proficiency testing.

**Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the student’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the student’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the student’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. This could include SBAC scores, NWEA MAP assessment data, grade in Language Arts and other empirical data.

The Charter School will monitor RFEP students for four years and will follow the Reclassification Criteria: Overall English Proficiency Level of 3 or higher on ELPAC, with oral and written language a Level 3 or higher, Met or Exceeded on SBAC in ELA, teacher evaluation and parent notification.

**Long-Term English Learners (“LTELs”)**

The goal for reclassification is for each EL to make one years of growth toward English proficiency for each year he/she is enrolled in school. C-Tech has determined that a specific group of students who need special attention are ELs who have been identified as LTELs who are currently enrolled in middle school, previously attended school for six years or longer, and who have not met the requirements for reclassification.

LTELs are a challenge in California. In 2012, California started requiring the number of LTELs to be reported in CALPADS. In 2014, Californians Together, an advocacy organization, determined that 75% of California’s ELs had in fact been in school for six or more years and still
had not attained the skills they needed to be reclassified as Fluent English Proficient. This highlights the fact that students in higher level classes like English, Algebra, Geometry, Biology and Chemistry require strong academic vocabulary which many LTELs have not mastered.

**Strategies for English Learner Instruction and Intervention**

Every teacher at C-Tech will have either a Cross Cultural Language and Academic Development (“CLAD”) or Bilingual, Cross-Cultural, Language and Academic Development (“BCLAD”) certificate and will have the ability to provide instruction to the EL. Every EL will receive integrated ELD utilizing SDAIE strategies in content areas taught in English in addition to daily ELD for 30 minutes per day taught by a credentialed teacher utilizing specialized ELD curriculum during ELD through the use of the ELA/ELD Framework. Some of the teachers will also be trained in Guided Language Acquisition Design (“GLAD”). Total Physical Response (“TPR”) will integrate the coordination of language and physical movements to develop language pathways between words in one language and actions in another. Multiple mediums such as audio, electronic, visual, and art will be relied upon to present information to EL, since research shows that children acquire language faster when presented through various models (Clancy, M. & Hruska, B., 2005).

Additional instructional strategies that may be used to help support ELs include:

- Frontloading vocabulary;
- Models, demonstrations, visuals, and realia;
- Manipulative materials and hands-on materials;
- Repetition and review of concept and vocabulary;
- Choice of resources, tasks, language production options;
- Active participation in various individual and group configurations;
- Print-rich environment;
- Authentic and meaningful tasks, making connections between learning, and real-life experience;
- Opportunities for reflection and verbalizing thoughts through academic talk;
- Standards-based unit organization;
- Integration of listening, speaking, reading and writing with content areas;
- Assessment and monitoring of progress toward standards and check for understanding;
- Development of metacognition and goal setting;
- Total Physical Response; and
- Explicit instruction in key skills (e.g., preview, scanning, skimming).

**Monitoring and Evaluation of EL Program Effectiveness**

The Charter School evaluates the effectiveness of its education program for EL by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.
- Monitoring English Learner Progress
The teachers will utilize the EL folders, described below, and collect work samples to measure progress regarding comprehension, fluency, vocabulary, pronunciation and grammar usage four times a year. Teachers will provide quarterly progress reports to parents on the growth of their English Proficiency. Staff will monitor Reclassified Fluent English Proficient students for four years. The English Language Coordinator will maintain a list of students who are identified as EL with ELPAC, SBAC, date of entry to US, and Reclassification data. C-Tech will also maintain grade progression, benchmark scores, and promotion to next grade with standard mastery.

Each EL has an ELD Folder to track academic progress. C-Tech will maintain ELD information including: Home Language Survey, ELPAC results, Reclassification Forms, and Reclassification Years 1-4 monitoring forms. C-Tech will provide intervention to students who score Standard Not Met or Standard Nearly Met in English Language Arts and Math on the SBAC during Universal Access.

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

Talent Development

Initially proposed by the former Center for Research on the Education of Students Placed At-Risk, the Talent (defined as a high level of performance) Development Model is a comprehensive paradigm for school reform that argues the traditional function of schooling to classify, sort and weed out should shifted to maximizing every students’ full potential. They note that schools must move toward the principle of what they call the “overdetermination of success” or “the notion that, across the full spectrum of the schooling enterprise, we implement multiple activities, any one of which, based on documented, research-based evidence, can lead to enhanced outcomes by itself. By simultaneously implementing such multiple programs, practices, and procedures, we increase the possibility of success (i.e., making the possibility of success redundant) by substantially reducing the chances that students will fall through the cracks of failure” (Boykin, 2000). Boykin further argues that students should develop their communication skills, their composition skills, creative writing as well as a high level of numeracy; that they should be intellectual entrepreneurs and leaders in their own preparation for the 21st Century workforce.

Therefore, C-Tech will not identify GATE students. C-Tech will determine and meet the educational needs of gifted and talented students and students achieving above grade level by maximizing every students’ full potential. The students will be homogeneously grouped during English Language Arts, Mathematics and Universal Access at a minimum. During Universal Access, the students achieving above grade level will be provided designated instruction by a fully credentialed teacher for specific instruction focusing on oral communication, composition, and creative writing and well as automaticity and numeracy in mathematics. This instruction may focus on speech and debate, expository, persuasive, narrative and descriptive writing, creative writing to include short stories, poetry, lyrics, fantasy fiction, graphic novels, screenwriting, and automaticity and numeracy in mathematics to include math fact fluency by having efficient and accurate methods for computing and utilizing flexibility in choosing which method to use to demonstrate conceptual understanding.

“A Community of 21st Century Innovators”
29. Students Achieving Below Grade Level

C-Tech will implement a data based, multi-tiered system of support using a number of data points to monitor student success. Budgetary decisions in the LCAP will focus on supporting the needs of the students achieving below grade level as well as unduplicated pupils. C-Tech will utilize data systems such as Illuminate, PowerSchool and Infinite Campus. Regardless of chosen technology these systems will be able to track student achievement history, teacher comments, supports and interventions, and onsite anecdotal data collection to identify students achieving below grade level.

All C-Tech students will participate in and benefit from an academically rigorous and standards-based curriculum. Students achieving below grade level will be identified by meeting any of the following criteria: performs at least two (2) grades below grade level, does not meet standards on state testing, answers sixty-percent (60%) or more incorrectly on school benchmarks or multiple measures assessments, receives a score of one (1) which is the lowest score a student may receive. Teachers will identify students achieving below grade, and will notify parents/guardians of their child’s academic levels before the end of the first quarter. The teacher will develop an Individual Learning and Development Plan (ILDp) to address the specific needs of each student, but especially students achieving below grade level which includes specific interventions that will help the student. The teacher is also responsible to refer the student to the SSPT process if necessary.

Interventions

C-Tech will take a systematic approach to closing the achievement gap by allocating multiple resources to students achieving below grade level. All students will have the benefit of a longer school day, access to an individual tablet or Chromebook, individualized instruction, small class sizes, and focus on creativity and technology. One key intervention for students achieving below grade level is targeted intervention provided during core content instruction but especially during Universal Access. Students achieving below grade level will be placed in a Universal Access group based on his/her greatest need whether it is English Language Arts or Mathematics or both. The students will receive tailored instruction for 30 minutes a day during Universal Access.

Progress Monitoring

C-Tech is also committed to monitoring the progress of students achieving below grade level as part of prevention and interventions. As part of the MTSS, C-Tech will utilize RtI and monitor the progress of each student achieving below grade level through the following processes:

**Tier 1 – Foundational Program:** a) all teachers instruct to the standards on a daily basis; b) all student work aligns to standards; and c) all students are able to describe what they are learning and why, reflecting on their learning. Small group instruction, IDLP and differentiation are used at this level.

As part of the Tier 1 foundation, all students participate in Universal Access. Data mined from the beginning of the year, including the benchmarks, NWEA MAP assessments, previous year ELPAC and SBAC assessments, will be used to determine students’ strengths and challenges. During
Universal Access, students will receive individualized instruction and activities to strengthen their progress toward standards mastery. The differentiated instruction and work will allow for all students to access both the curriculum and subject content at various academic levels. A student’s specific need may change as interventions are put into place, which is why C-Tech will utilize progress monitoring to adjust the interventions to assure standard mastery. Students will also take part in small group instruction during this time, and work both individually and collaboratively, depending on the assignment or the activity. For a majority of students, this individualized protected time should offer the assistance needed to be academically successful. For the remainder of students, who this does not help in making significant gains, they will take part in Tier 2 of RtI.

**Tier 2 – Strategic Intervention:** Identified students will receive strategic intervention for 30 minutes within the instructional day in the areas of English and/or Mathematics in a small-group (5 or fewer students) setting. Through a small group setting, standard and concept specific lessons will be administered. Teachers will be able to observe and assess students, both formally and informally, and differentiate as needed. Strategic intervention allows students to practice and develop skills. On-going benchmark and progress monitoring will be used to adjust interventions. Tier 2 groupings are flexible and can be changed as necessary. The groupings’ fluidity allows for students to make progress to assess out of this tier, while other students can participate if warranted.

**Tier 3 – Intensive Intervention:** Identified students will receive intensive intervention for at least 30 minutes within the instructional day in the areas of English and/or Mathematics in a very small-group (2 or 3 students or 1-on-1) setting. Intensive intervention will allow students to receive explicit instruction and focus on only one skill until proficient and prepared to move on. Highly flexible grouping will allow teachers to reorganize students, including multi-age grouping when appropriate.

Student progress will be monitored on an ongoing basis through a combination of teacher observation, checklists, classroom assessments, intervention assessments and benchmark assessments to determine the effectiveness of interventions. Student progress will be communicated to the parent or guardian every six weeks. If after the intervention session, the strategies in place are deemed unsuccessful, the student may repeat an intervention or move up a Tier. If the student is not making adequate progress at Tier 3, he or she will be referred to the SSPT process if they have not been previously referred.

In addition to implementing an RtI program to help students achieving below grade level, teachers will complete an IDLP. This ILDP will be content specific, goal specific, and provide strategies and timelines to assist in helping the student make academic progress. Strategies will include individualized instruction, peer-to-peer tutoring, close reading, and increasing a student’s self-confidence. Parents will be part of the process in developing the ILDP by meeting or communicating with the teachers regarding the actions needed. Weekly homework logs, reading logs, and activity logs will be a part of the ILDP and will need the parents’ involvement at home. The ILDP will be reviewed every six to eight weeks by the teachers, and decisions regarding effectiveness will be determined by the student’s improvements in targeted areas.

During daily Universal Access time, in addition to small group instruction, teachers will address the specific areas identified in each student’s ILDP by providing targeted instruction individually,
in small groups, through guided practice, and by providing feedback. Additionally, teachers will work with students achieving below grade level by setting weekly and monthly goals in specific content areas. Teachers will also send home weekly reports recognizing student strengths and targeted goal for the following week.

30. Socioeconomically Disadvantaged/Low Income Students
C-Tech anticipates serving about 94.8% of the students who are socioeconomically disadvantaged/low income. C-Tech will identify SED students through the completion of the Lunch Application. Any student who qualifies for free or reduced lunch will be recorded in the Student Information System and consequently in CALPADS. C-Tech has incorporated many support structures into the Charter School to support SED students. Some of the services will include serving breakfast and lunch, providing small classes, IDLPs, one-to-one computers, Caring School Community, and a longer school day. The supports for SED families include a family resource center, parent workshops, partnerships with no or low cost medical, dental and vision clinics, and opportunities for involvement. The school dress code will establish a friendly and professional dress code atmosphere that promotes pride, respect, and safety for the students and staff. As a family of professionals, the basic standard for students is professional dress and pride in their appearance. School is a place of business and education is the student’s job. There will also funds allocated for students who cannot afford a school uniform. The enrichment opportunities for SED students include Advisory courses, Innovation Labs, Cross Age Buddies, field trips, extracurricular activities during the school day to include dance, music, art, technology, coding, robotics and entrepreneurship, after-school program, and summer enrichment program. The Executive Director will monitor the progress of SED students by observing and ensuring the implementation of services, supports and enrichment. The Executive Director will analyze data from annual surveys, individual student growth and parent satisfaction.

31. Students in Other Subgroups
C-Tech anticipates that about 2.64% of students will be foster youth. The Executive Director will serve as the homeless and foster youth liaison. With the support of staff, the Executive Director will provide outreach to families and coordinate services between the family and other agencies. C-Tech is committed to provide a high-quality education with all supports necessary to ensure that homeless and foster youth have the opportunity to succeed. In order to assist homeless and foster youth, the Executive Director will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents or foster parents to enroll the student, obtain necessary immunizations or immunization records. If transportation is an issue, the Executive Director will inform the parents of all transportation services available. The Executive Director will encourage parents to be involved in their child’s education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful.

C-Tech anticipate serving about 73.2% of the students who are Standard English Learners (SEL) or students for whom Standard English may differ in structure and/or form from the language spoken in the home. SEL are typically identified as Black or African American, Latino, American Indian and Hawaiian American. C-Tech will use NWEA MAP to assess academic progress and will screen students using LAUSD’s SEL Linguistic Feature Diagnostic Screener to determine placement in Mainstream English Language Development (“MELD”). SEL will benefit from
strong vocabulary development, language and literacy structure, and grammar and syntax orally and in writing.

The Executive Director and the teachers will monitor the progress of homeless and foster youth and SEL by NWEA MAP assessments, SBAC scores, ELPAC scores, and other formative and summative assessments.

32. “A Typical Day”

As a visitor enters C-Tech, the visitor signs in at the main office to share that he is to observe for the day and receives a visitor badge. As Mr. Jones walks to the playground at 8 AM, he sees parents and guardians dropping off the students. Most of the students on their way for breakfast. The students eat breakfast, then play in the playground as parents and administrators chat and yard supervisors monitor the students. At 8:20 AM, the teachers enter the playground, and talk with parents, students and other staff. At 8:25 AM, the teachers welcome the students in their class and walk them to class to get ready for the day. Mr. Jones follows a grade 1 class and joins the students on the carpet as the teacher begins the Caring Classroom Morning Meeting at 8:30 AM. Valeria turns to Mr. Jones, says hello and asks his name. He responds, “Mr. Jones.” Valeria says, “Hello Mr. Jones. I am Valeria, and I am the classroom greeter.” Mr. Jones notes that all the students say Hello and Good Morning to each other. He recognizes that they are looking in each other’s eyes. The teacher, Mrs. Adams, tells the students to ask about their weekend and to listen to one important part of their weekend and remember it. The students continue to talk to each other and offer empathetic comments and ask questions to help them remember what their classmate says. Mrs. Adams asks the students for the pairs to share their partner’s weekend with another pair. Then Mrs. Adams leads a direct lesson on asking for help when needed and how to determine what questions could be self-answered, peer answered, or adult answered. Mrs. Adams then leads the students through a mindfulness activity. Valeria is excited to imagine herself going through the day and is very excited that they are reading a new story in Language Arts and that during Innovation Lab, they will be using the 3-D printer to make the robot shell for their group project. Mrs. Adams has the students reflect on how to successful today, then the students share with their partners. It is going to be a great day!

Mr. Jones observes Valeria and the other students go to their desks to pull out their Language Arts book, as Mrs. Adams leads them through a picture walk of the story and helps the students to predict what the story may be about using evidence from the pictures. Mrs. Adams then points to each new vocabulary word, says it has the student repeat it, and says it again. She shows the student realia to show what the word means. Each student then uses their bookmark to follow along as Mrs. Adams begins reading the story. She stops frequently to have the students reflect on the story and compare it to their predictions. She refers to the print rich classroom to include the word wall and the group developed KWL Chart from last week. She The students begin filling out the key details on a KWL Chart. Mrs. Adams continues this process until the story is complete. The students then do a pair share to see if they were key details they missed. Mrs. Adams then reviews the KWL Chart and the key details with the students. The students then focus on their predictions and write one sentence on the summary of the story. Mrs. Adams then leads the students in a choral reading, before pairing off the students to read every other sentence to each other. As the students are reading, Mrs. Adams circulates empowers her new readers and validating their efforts.
Mrs. Adams then lets the students know that it is time for centers. The students separate into their groups, one at a table with the teacher, one at a table with the paraprofessional, one at the computers, one on the carpet and one at their desks. Mrs. Adams made the groups based on the students’ Individual Learning Plans. At the end of the session, the students will have experienced a full rotation that included direct instruction in reading, direct instruction in writing, completing a supplemental language arts lesson on the computer assigned by the teacher for each student based on the most recent data, independent reading, and drawing a key detail and writing one sentence describing the key detail independently. Mr. Jones notices that two of the groups focus on ELD forms and functions with the teacher and paraprofessional.

At 8:45 AM, Mathematics starts on the carpet. Mrs. Adams leads a direct lesson from the curriculum using the number line, the students have been working on adding and feel confident counting up. Mrs. Adams discusses how number lines help solve problems and the students think of examples of how they can count up by using the number of pets, ages of their siblings, number of boys and girls in the class, etc. Mr. Jones is impressed how many examples the students come up with and how they can articulate their thinking. Mrs. Adams uses concrete, pictorial and abstract approaches. Mrs. Adams then describes the independent assignment using manipulatives, while one group works on a supplemental math lesson on the computer assigned by the teacher for each student based on the most recent data. As the students begin, she then calls up a small group to provide them with additional, differentiated instruction. Finally, she works one on one with a student until he understands the process using the manipulatives and the number line. Mrs. Adams rotates the room clarifying information and thinking. At the end of the lesson, she reviews the process and calls up non-volunteers to demonstrate the process. Mrs. Adams then breaks the students into groups, and they work on a hands-on project using the number line, manipulatives and pulling counting up sticks out of a can. Mr. Jones is again impressed on how the students demonstrate their reasoning.

At 11:50 PM, the students are dismissed to go to PE. Valeria and Tamra’s class go to dance. They knew the steps and were so excited to show off to their visitor, Mr. Jones. The music was loud, the steps were easy, and the class is so fun. Miss Williams finally teaches the class the finale. Valeria gets the steps wrong, but Miss Williams says not to worry, they will keep working on it all week.

At 12:30 PM, Mrs. Adams walks the class to the lunch line, and she and Mr. Jones have lunch. Valeria and Tamra eat lunch and again jump rope.

At 1:00 PM, the students go to their designated ELD/MELD class taught by the appropriately credentialed teachers determined by level. Valeria is a Level 2, Low Expanding, and goes to Mr. Ramirez’ class. Tamra is an SEL and goes to Mr. Alvarez’ class for MELD. Valeria follows the curriculum and Mr. Ramirez focuses the lesson on academic vocabulary which seems hard to Valeria until Mr. Ramirez teaches the new vocabulary using Total Physical Response, Pictures and concepts in context. Mr. Jones notices how comfortable the class is on using the new vocabulary in framed sentences.
Tamra’s class is also focusing on academic vocabulary using sentence frames, reading the sentence frames and writing a new vocabulary word in a framed sentence.

At 1:30 PM, Mrs. Adams meets them in the playground and walks them to class for Science today. They have been working on their engineering design in preparation for Innovation Lab. Since they are working on the 3-D Printer during Innovation Lab, Mrs. Adams reviews the plan and carrying out the investigation. The students participate in a think-pair-share to communicate the plan and the process. Each student has to identify the five components of the 3-D printer. Mr. Jones tries to memorize them too. Mrs. Adams works with the students as a whole group to determine the math for the first setting on the 3-D printer. The students are excited about the robot and watch a short video on how the 3-D printer works. The students participate in a think-pair-share to summarize how the 3-D printer works in four steps.

At 2:30 PM, Mrs. Adams walks the class to the Innovation Lab. She reminds the students the expectations and procedures for behavior in the Innovation Lab. Mrs. Adams asks the students why they created and designed this robot. The students share that they made this robot to help first responders find survivors in buildings after an earthquake. This is their semester Global Grand Challenge. The students brainstorm how they finished product will have strong tracks to “propel” the robot, a camera to “record” the finding, a light to “illuminate” the area, and an SD card to “store” the “images” or pictures of survivors found. Mrs. Adams demonstrates the new vocabulary words with a toy car, classroom lights, and a camera with an SD card. Mrs. Adams separates the students into five groups, each group responsible for set-up and the four steps. They are so excited. Mr. Jones is excited too, since he has never seen a 3-D printer. Each group takes their turn and the class watches the process. At the end, each student gets a turn to touch, hold and examine the robot shell. Mr. Jones giggles about how far innovative education has come.

At 3:15 PM, Mrs. Adams brings the students to the carpet for their closing meeting. Mrs. Adams leads them in a short mindfulness exercise reviewing the highlights of the day as the students visualize their memory of the events while breathing deeply. Mrs. Adams asks each student to share one word about the day reminding them that each word can only be used once, it could be a new word they learned, or a word that highlights the day with a feeling, emotion or accomplishment. After all the students share, Mrs. Adams asks Mr. Jones to share. His word is “impressive.” Mrs. Adams dismisses the students and they run to their parents or the after-school program. It really was a great day!
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 Educational Program

Please see Element 1, “LCFF State Priorities Table” for information regarding schoolwide goals, performance targets, and the Charter School’s plan to monitor academic growth of all students and subgroups.
The measurable student outcomes for C-Tech are derived from applicable California Education Code, State Standards, the definition of an educated person in the 21st Century, and the LCAP goals. Achievement will be measured and the Charter School assessment data will be disaggregated to ensure all students demonstrate progress. Refer to completed LCFF Table provided in Element 1.

Having clearly defined goals and accountability measures in place are crucial for organizations in their pursuit of goal attainment. C-Tech’s schoolwide goals were created to ensure the meeting of the State Priorities. C-Tech’s goals are:

1. All students will receive instruction from teachers fully credentialed in the assigned subject area(s), will have sufficient access to standards-aligned instructional materials, and learn in a well-maintained school environment.
2. All English Learners will make at least one year of growth toward English Proficiency and the number of EL reclassifications will increase at or above the level of the District for the grade levels served.
3. Parents and Guardians will be involved in the Charter School to include making decisions for the Charter School to improve student achievement, to be involved in and support the school community, and to support their own child(ren).
4. All students, including significant subgroups, will demonstrate at least one year of growth toward meeting grade level standards in English Language Arts and Mathematics and the overall percentage of met and exceeded standard mastery will be at or above the level of Resident Schools in District for the grade levels served. Ensure that students will become self-motivated, competent and lifelong learners.
5. All students will be actively engaged in a caring school community as evidenced by social emotional learning, survey completion, enrichment participation, and positive daily attendance.

C-Tech will use various assessments to evaluate progress toward the meeting of the LCAP goals.

**Measurable Pupil Outcomes: Summative Assessment Performance Targets**

**Performance Targets Aligned to State Priorities**

Please see Element 1, “LCFF State Priorities Table” for information regarding schoolwide goals, performance targets, and the Charter School’s plan to monitor academic growth of all students and subgroups.

All students participate in the annual spring CAASPP testing for Language Arts and Math in grades 3-8, and students in state identified grades participate in CAST. All students who indicate that their home language is other than English will be given the ELPAC. The ELPAC Initial Assessment (IA) will be given within the first 30 days of enrollment. The ELPAC Summative Assessment (SA) will be given every year until the student is reclassified as fluent English Proficient.

**Other Performance Targets**

C-Tech will incorporate NWEA MAP testing. Measurable outcomes and assessment tools provide key data about the efficacy of the program, which in turns helps the administration and Board
make key decisions about program development and modifications, while also monitoring
individual student achievement.

**Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment**

In order to concretely measure progress toward mastery of the State Standards, teachers will create
specific objectives for each of their units and lessons. The intent of the objectives is to break down
the standards into concrete, measurable units. To measure individual student’s content and skill
strength and areas of opportunity, teachers will administer classroom based formative and
summative assessments throughout the course progression. Aligned to the standards-aligned
course objectives, these assessments drive instructional practice by identifying the areas for
enrichment or remediation for each individual student.

In addition to teacher-created assessments and state assessments, teachers and administrators will
use informal assessments to gauge student academic achievement and progress toward mastery of
the content standards. Informal Assessments could be any of the following:

1. Conversations with students and families
2. Anecdotal notes and observations
3. Discussions at weekly professional development
4. Questioning and Feedback of students

Throughout the year, the students will take multiple assessments as prescribed in the Assessment
Schedule.

**Table 2/3.2: Assessment Schedule**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Purpose</th>
<th>Grade</th>
<th>Timeline/ Frequency</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPAC Initial Assessment</td>
<td>The ELPAC IA is used to identify students as either an English Learner, or as fluent in English.</td>
<td>K-8</td>
<td>As prescribed</td>
<td>Students are identified as either scoring Initially Fluent or English Learner.</td>
</tr>
<tr>
<td>ELPAC Summative Assessment</td>
<td>The ELPAC SA is to measure how well ELs are progressing with English development in each of the four domains.</td>
<td>K-8</td>
<td>Every year until Reclassified as Fluent English Proficient</td>
<td>Once a year</td>
</tr>
</tbody>
</table>
and to report progress for accountability.

<p>| SEL Linguistic Feature Diagnostic Screener | SEL Linguistic Screener is used to determine intervention and enrichment | TK-8 | Spring/Once a year | Students are identified for intervention and enrichment to build mastery and proficiency in Standard and academic English. |
| CAASPP | State criterion-based assessment in ELA and Math | 3-8 | Spring/Once a year | The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP. |</p>
<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Description</th>
<th>Grade Levels</th>
<th>Frequency</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAST</td>
<td>State criterion-based assessment in Science</td>
<td>8</td>
<td>Spring/Once a year</td>
<td>The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year’s LCAP.</td>
</tr>
<tr>
<td>California Alternative Assessments (‘CAA”)</td>
<td>State alternative assessment in ELA, Math, and Science for qualified students</td>
<td>3-8, for qualified students</td>
<td>Spring/Once a year</td>
<td>The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year’s LCAP.</td>
</tr>
<tr>
<td>Internally created test and performance tasks</td>
<td>Measure standards mastery across all courses/subjects</td>
<td>TK-8</td>
<td>Daily/Weekly</td>
<td>Students show mastery and proficiency in content knowledge.</td>
</tr>
<tr>
<td>Curriculum Based Assessments</td>
<td>Assess mastery of unit/lesson content</td>
<td>TK-8</td>
<td>End of unit/end of semester/end of year</td>
<td>Students show mastery and proficiency in content knowledge.</td>
</tr>
<tr>
<td>Curriculum Based Benchmarks</td>
<td>Determine progress toward Standard Mastery in grade level core curriculum</td>
<td>TK-8</td>
<td>Quarterly</td>
<td>Students demonstrate progress toward Standards Mastery</td>
</tr>
<tr>
<td>Assessment Type</td>
<td>Description</td>
<td>Grade Levels</td>
<td>Frequency</td>
<td>Goal</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------</td>
<td>--------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>NWEA MAP Assessments</td>
<td>Determine progress toward Standard Mastery grade level core curriculum</td>
<td>TK-12</td>
<td>Quarterly</td>
<td>Students demonstrate progress toward Standards Mastery</td>
</tr>
<tr>
<td>PSAT</td>
<td>Preparation for AP Courses</td>
<td>8</td>
<td>As prescribed</td>
<td>Students demonstrate aptitude for HS AP Courses.</td>
</tr>
<tr>
<td>Physical Fitness Test (“PFT”)</td>
<td>State criterion-based assessment in Physical Fitness</td>
<td>5, 7</td>
<td>Spring/Once a year</td>
<td>Students demonstrate levels of health-related fitness</td>
</tr>
<tr>
<td>Smarter Balanced Practice Test</td>
<td>Practice the Smarter Balanced Assessment to familiarize the students with the structure of the SBAC Test</td>
<td>3-8</td>
<td>Once per year</td>
<td>Students will become familiar with the test format.</td>
</tr>
<tr>
<td>Smarter Balanced Interim Comprehensive Assessment (“ICAs”)</td>
<td>Provide students with the same item types and formats of the SBAC to include performance tasks Provide teachers with overall scale score and performance level of each student</td>
<td>3-8</td>
<td>Twice per year</td>
<td>The number of students scoring as having met or exceeded standard mastery on the SBAC will increase annually as per goals listed in the current year’s LCAP.</td>
</tr>
<tr>
<td>Smarter Balanced Interim Assessment Blocks</td>
<td>Provide students an opportunity to show standard mastery on smaller targets for instruction</td>
<td>3-8</td>
<td>Monthly at minimum or additionally as assigned by teacher</td>
<td>The number of students scoring as having met or exceeded standard mastery on the SBAC will increase annually as per goals listed in the current year’s LCAP.</td>
</tr>
</tbody>
</table>

### Data Analysis and Reporting

C-Tech will use a proactive approach to data analysis. The Board of Directors and the Charter School leadership will establish strong goals for student achievement and the supports needed for Charter School teachers to analyze student data easily and continuously. The most common type of data will be internally created assessments and curriculum-based assessments, which teachers will create during summer and weekly professional development sessions. These data will allow teachers to receive summative data quickly so they can immediately adjust instruction to assure student mastery of standards. The use of NWEA MAP will allow teachers to receive formative data quickly so they can determine the strength of the lesson pacing and student mastery of standards.

After each NWEA MAP round of assessments, results will be compiled and analyzed by Chief Academic Officer and teachers, looking for areas of growth and new or continuing areas of opportunity. Data will be disaggregated by subgroup to determine achievement gaps, if any. The Chief Academic Officer will perform an intensive analysis. Staff-wide Professional Development will take place after collection of results to address the trends identified in results analysis, and adjusting instruction as necessary to meet the new and continuing needs of C-Tech’ students. Results will then be shared with students and parents and summary data will be provided to the Board, to discuss growth, review and adjust goals discussed previously (reporting of student achievement data includes the annual School Accountability Report Card (“SARC”) and reflection and analysis as part of the annual LCAP goal setting process). Students’ NWEA MAP results will also trigger another review of a student’s current Charter School performance for either an intervention and/or enrichment.

C-Tech will use a Student Information System to analyze student outcomes. C-Tech will dedicate Wednesday afternoons to data analysis. Students will be released early on Wednesdays and teachers will meet to analyze student work, examine the week’s data from the Student Information System and deliver feedback to students, parents and each other. This will then allow them to design a schedule for the following week that targets the needs of the students.

Teachers will use the data in the Student Information System to monitor subgroups of students including homeless and foster youth, English Learners, Gifted and Talented, academically low-achieving students, and students with disabilities. Teachers will determine academic strategies for these subgroups of students and if a student needs a referral to different non-academic supports.
Records of students’ social and character development will also be kept to highlight “whole child” development.

In addition to this frequent reporting of data and feedback, students and teachers will get more summative reporting of progress at the completion of each course. Students themselves will report out on their own growth during their semester presentations.

Use of Data
C-Tech understands the power of data collection, analysis, reporting and use of data. The process will begin with the development of the LCAP which includes input from parents, students, teachers, staff and community, and it is approved by the Board of Directors no later than June 30th for the following school year. In the LCAP are the charter school goals and actions to address the State Priorities as identified by the stakeholders and a review of data. The teachers will review formative and summative data individually, and as noted in the professional development calendar, collaboratively to develop the strategies that showed the most positive impact on student achievement. At the beginning of each school year, teacher and administration will meet to discuss topics, data and goals for the school year to include curriculum, assessments, interventions, enrichment, grading, SBAC and ELPAC data, LCAP and more goal setting with ILDPs. At the end of the school year, the teachers will review the progress of all students, via ILDPs, including significant subgroups, grade levels, core content areas and the school as a whole, and will set goals for the following school year. The LCAP will be published on the Charter School’s website.

The Executive Director will review other school data and administer surveys to gauge student and family satisfaction with the program. Data may include attendance, discipline and Wellness Program indicators including: Parent Satisfaction Surveys, reviews of student files and progress monitoring. Information from these reviews will support ongoing program and instructional improvement, as well as provide families the opportunity to make suggestions about improving the Charter School’s policies, practices and program. Each year, survey data from parents, students and teachers will inform the Executive Director and Board of Directors of the specific needs of our stakeholders. Data gathered through informal survey administration will be reviewed by the Executive Director and presented to the Board and teachers to ensure accountability for the Charter School’s continual growth.

The Executive Director will present results of assessments quarterly to the Board of Directors at regularly scheduled Board meetings so that the Board understands the students’ progress toward meeting goals. The Executive Director will present the data to the Board aggregated school wide, by grade level, by significant subgroups (e.g. ethnicity, gender, ELs, SWD, SED) and by core content areas. The Board meetings are open to all stakeholders. The Executive Director will also develop the SARC for approval of the Board in January. In addition, C-Tech will hold parent workshops presented by the Executive Director, Chief Academic Officer, Dean of students, Teachers, Paraprofessionals, community members or other Parents. The topics (subject to change) for the 2020-2021 school year include:

- How to Understand my Student’s Assessments (ELPAC and Benchmarks)?
- How to Support my Student with Homework, Preparing for Assessments and Projects?
- Why is Attendance Important?
- What Role do Parents Play in School?
● LCAP Goals and Workshop
● How Can I Help Improve my Student’s Achievement Over the Summer?

C-Tech will use a student information system which will include a comprehensive platform designed to support a range of assessments, to store assessment results and to communicate to parents about their student’s progress. Reports can also be generated from the student information system to provide information to stakeholders, CDE, California School Dashboard, CBEDS, CALPADS and to respond to authorizer requests.

**DATA-DRIVEN INSTRUCTION**
At C-Tech, on an on-going basis, our instructional staff will gather and analyze student achievement data to drive instruction. We will use the “backwards design” methodology to establish and assess student progress toward learning goals. Faculty will administer daily, weekly, quarterly and annual assessments and conduct analysis of student achievement data to develop and refine instructional strategies and provide targeted support to ensure that each and every student is meeting the defined criteria for academic success.

**Backwards Design**
C-Tech teachers will collaboratively plan units of study using the ‘backward design’ guidelines described in Understanding by Design and begin with the question: “What would we accept as evidence that students have attained the desired understandings and proficiencies – before proceeding to plan teaching and learning experiences.”

Beginning with the California State Standards, teachers will determine a three-tiered hierarchical set of learning expectations:
- **Enduring understandings:** How will students internalize the standards such that they are linked to an authentically meaningful big picture understanding of the material?
- **Information and skills worthy of familiarity:** What prior knowledge do my students need to make meaning of this new information?
- **Important knowledge and skills:** What foundational knowledge and skills do students need to master this material?

As teachers select and prioritize these learning expectations, they will be guided by thinking about the extent to which the idea, topic or process: (1) represents a ‘big idea’ having enduring value beyond the classroom; (2) resides at the heart of the discipline, and is tied directly to standards and standardized testing; (3) requires “uncoverage” to the extent that parts of these concepts are difficult for students to understand; and (4) offers potential for engaging students.

**Align Assessments to the Desired Results**
Recognizing that standards-based instruction will be integrated into larger projects and thematic units, it is essential that teachers assess mastery in an explicit way. Teachers will assess throughout the unit of study using a variety of assessment methods and tools including both formative and summative. Methods will include online assessments, quizzes or tests aligned with the style

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students will encounter on standardized-assessments as well as other checks for understanding such as qualitative evaluations, student observation, 1:1 conferencing, performance tasks and projects. Teachers will match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance. The Chief Academic Officer will oversee and support teachers in their assessment process.

**Differentiate Instruction to Meet the Needs of All Learners**

Once students’ learning expectations (knowledge and skills) have been identified, teachers will work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals with all of their students. Teachers will design innovative instructional strategies by differentiating the content, process, and products delivered to students in order to provide equal access for all learners (including English Learners and students with special needs). Teachers will write effective standards- aligned lesson plans and utilize a repertoire of research-based instructional strategies to increase student achievement. Weekly collaborative teacher planning time is written into our schedule to afford teachers the time for these activities.

Additionally, we will provide each student with an Individualized Learning and Development Plan (ILDP), with annual and interim learning goals, progress toward which will be assessed on at least a monthly basis. Formative and summative assessment data will inform an individual student’s academic goals. Through collaborative planning times, teachers will meet to discuss student goals. Teachers will conference with students and parents to seek input and feedback to develop these learning plans. As students progress at C-Tech, they will assume greater responsibility for managing their own learning plan under their teacher’s direction. This will require scaffolding over the years to teach and build the habits associated with successful time management and goal attainment.

**Using Data to Inform Instruction**

C-Tech’s online learning tools will not only provide personalized and targeted learning for all students, but will provide critical real-time data for teachers. ST Math and Achieve 3000 will be utilized at all grade levels to provide teachers and school leaders – and parents -- with frequent measures of student performance. As students use these programs, data is automatically generated for teachers to see which skills students have mastered and which skills require more instruction. These reports are tied directly to state content standards so that summative data show student mastery of specific standards as well as diagnostic data about areas in need of further development. Teachers and school leaders can easily aggregate individual, sub-group, grade level and school wide achievement data in an efficient way, so that lessons and professional development can all be tailored directly to student needs.

As discussed in Elements 2 and 3 of this petition, this student achievement data, in addition to a variety of formative and summative assessment data generated by end-of-unit curriculum tests, informal checks, observation/dialogue, standards based quiz/test, open-ended prompts, performance tasks and presentations will be used to develop and refine instructional strategies and provide targeted support to ensure that each and every student is meeting the defined criteria for academic success.
On a monthly basis, the Chief Academic Officer will facilitate data conferences to engage teachers in conversations, reflection, and planning based on student achievement data. In order to support this process, teachers will systematically collect and analyze student data on key demographic, behavioral, and proficiency indicators on a monthly basis. We will collect data through the implementation of a robust set of diagnostic and benchmark assessments that complement the state standardized test data (including CAASPP and CELDT/ELPAC data, etc.) and provide continuous information about student progress towards standards. The school will implement diagnostic assessments such as the NWEA MAPS. These formalized diagnostic assessments will provide data at least three times per year that informs reading levels, math placement, intervention and enrichment needs, and pre- and re-teaching needs.

Formative diagnostics will be part of our teaching practice. Teachers and students will collaborate to set measurable goals that personalize individual achievements for students of varying abilities. Data-driven conversations will also focus on teacher-generated grades to ensure that grading policies are fair, equitable, and focused on student proficiency (as opposed to behavior, homework completion, or compliance). Teachers within each grade level will be provided with monthly common planning time to examine data.

The Chief Academic Officer will monitor the progress of all subgroups (particularly English Learners and special education students), and patterns of academic achievement or behavior that may indicate declining progress or inequitable outcomes among different subgroups. Any problematic data trends will be directly addressed through meetings with individual teachers and departments, and through the examination of policies that may be contributing to declining achievement or inequities. At all times, teachers will be expected to be able to articulate data patterns in their classrooms and describe what they are doing to raise the achievement of all students and close any gaps that may exist.

Skill-specific academic needs will be identified through formative and summative assessments and subsequently addressed through direct instruction. Phonics, reading fluency, reading comprehension, sentence structure, grammar, and arithmetic are examples of skill areas that will be introduced and reinforced explicitly by teachers working with students individually, in small groups, and as a whole class.

As teachers implement their lesson plans, they will continuously be assessing their own efficacy and impact with individual students in the classroom utilizing specific data and analysis of subgroups. Instruction will adapt based on student data gathered by the teachers themselves in order to make informed decisions about assessment, curriculum, pedagogy, and student services. Teachers will continuously look at student work and questions in order to inform, structure and refine their instructional practice.

Frequent and varied assessments, including pre- and post-assessments of student achievement, will provide valuable information to teachers when planning instruction. These assessments will serve as relevant data for use by school leadership when making decisions leading to program evaluation and improvement. Regular assessment and reporting of student outcomes will also allow interested parties outside of the school to evaluate the academic success of C-Tech.
Furthermore, teachers will have the opportunity to observe their peers’ teaching to provide feedback to and learn from one another. During teacher collaboration time, they will share observation feedback and reflect on their practices, led by the Chief Academic Officer. Based on this inquiry and discussion, teachers will calibrate, refine curriculum, and identify best practices.

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

C-Tech will use two types of grading systems. In grades TK-3, C-Tech will use a standards-based grading system. Students will be evaluated on standard mastery. This numeric based system mirrors the state’s use of measuring standard mastery on a semester schedule. In grades 4-8, C-Tech will use a letter grade grading system on a semester schedule.

**Grades TK-3 Grading System**

A student may score from 1 to 4:
1 – Below Standard Mastery
2 – Approaching Standard Mastery
3 – Met Standard Mastery
4 – Exceeds Standard Mastery

**Grades 4-8 Grading System**

A student will be evaluated by a letter grade A-F on all assignments, quizzes, tests, projects and courses.

**Percent Breakdown**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0.0</td>
</tr>
</tbody>
</table>

These grades are determined on the following:

- Quality of Work
- Interpretation and application of facts, concepts, and principles of the subject
- Originality, initiative, and reasoning
- Quantity of completed class and homework (effort is important here)
- Meeting the standards of the course/subject

**Category Weighting Grades 4-8**

10 Homework
30 Participation/Classwork
Responsibility, Work Habits and Interpersonal Skills

The grade in any given course represents the degree to which the student has met the standards and achieved the goals of the course. Grades reflect the quality of the student’s work and the student’s degree of mastery of academic standards. The semester grade reflects cumulative achievement for the entire semester. Attendance, and related participation and contributions are contributing factors in meeting the standards and earning a grade.

The grade does not explain a student’s academic responsibility, work habits or interpersonal skills. These career preparation skills complement the Charter School’s mission and will be evaluated separately for each content area but still indicated on the report card.

4 Point Rubric

E Excellent, consistently demonstrates skills
S Satisfactory, usually demonstrates skills
N Needs to Improve, occasionally demonstrates skills
U Unsatisfactory, rarely demonstrates skills

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Work Habits</th>
<th>Interpersonal Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student comes prepared to class, completes and submits homework and class work in a timely manner.</td>
<td>Student demonstrates good effort; uses class time wisely, listens to and follows directions and behavior expectations.</td>
<td>Student demonstrates courtesy, respect, cooperation and teamwork. Student works well with peers and adults.</td>
</tr>
</tbody>
</table>

Revision opportunities

Students may revise homework, classwork, quizzes, tests, mid-terms, essays, and projects within one week from the day the assignment is returned, or grade is posted. Teachers will accept revisions and will determine the amount of credit earned based on the quality of the work submitted. The grade will be replaced with the revision unless the revision grade is lower than the original grade.

Deficiency Notices

Deficiency notices will be sent once halfway through each quarter in grade 4-8 if a student’s grade is below a C in any class. While phone calls and emails are used frequently, these deficiency notices serve as a formal notice and are placed in the student’s file. Teachers will also communicate with parents/guardians through emails, phone calls and emails. It is the responsibility of the teachers to contact parents/guardians if a student is academically low achieving or receiving a C or lower in any course.

Report Cards and Conferences
Students and parents will receive quarter progress reports and semester report cards. A variety of conferences will be conducted throughout the school year and include:
1. Parent/Teacher Conferences: These will be scheduled two times per year in person, via video chat (Facetime, etc.), or teleconference. During these conferences, parents have the opportunity to share their expectations, ask questions and share any concerns they have about their child.
2. Student/Teacher Conferences: Teachers will regularly confer with their students individually during small group instruction to discuss progress toward goals and provide actionable feedback. The teacher will begin with sharing a positive statement about the student’s academic strengths and share one specific strategy or information (actionable feedback) that the student can use to continue to grow and achieve.
3. Other Conferences: Regular communication with parents about student achievement is important at C-Tech. Conferences may be arranged and initiated by the teacher, parent, or administration throughout the school year to ensure that the academic program is meeting the student’s needs.

**Promotion/Retention**

Retention is not considered an effective strategy to increase student achievement or to motivate students to learn. As a rule, students shall be promoted to the following grade at the end of each school year. It is the Charter School’s policy to abide by grade-level placement as determined by birth date. If a student is not meeting grade level standards, the Charter School believes that it is in the child’s best interest to receive additional interventions.

Therefore, it is only considered as a last resort after other avenues have been exhausted and the student is not making adequate progress. Students may be considered as not making adequate progress for retention purposes if they are consistently within the bottom 1% of student performance for their class, if they have struggled with attempted interventions, or no other reasonable explanation can be found for the student’s lack of progress (for example, previously undiagnosed learning disability, chronic absences/truancy, etc.). Any student being considered for retention, must have participated in the SSPT process and it will the recommendation of the SSPT to retain taking into consideration that another year in the same grade will provide the needed intervention for the student. In the event a student is retained, all documentation will be included in the student’s cumulative folder. If the student transfers or moves to another school, the retention paperwork will accompany the student in the cumulative folder. Regardless of reasons for retention, a student cannot be retained without the consent of the parent or guardian.

**Promotion Ceremonies**

C-Tech will recognize “Rites of Passage” ceremonies. These will be similar to the traditional “promotion ceremony.” At the end of Kindergarten, students will participate in a “Kindergarten Celebration.” At the end of elementary school, students will participate in a “Culmination.” At the end of middle school, students will participate in a “Promotion.” The students will move on from C-Tech to graduate from high school and college.
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. 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, 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

33The 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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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.

**Governance Structure**

The Los Angeles School for Creativity and Technology will be a direct-funded independent Charter School, and will be operated as a California nonprofit public benefit corporation with 501(c)(3) tax-exempt status from the IRS, pursuant to California law upon approval of this charter. C-Tech will be governed by the Los Angeles School for Creativity and Technology Board of Directors (“Board” or “Board of Directors”) in accordance with California’s Charter Schools Act, the Nonprofit Public Benefit Corporation Law, the corporation’s Bylaws and the terms of this charter. The Charter School shall comply with the Brown Act, the Public Records Act, the Political Reform Act, and Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.

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

The Board of Directors shall be composed of 7-13 directors, but efforts will be made to maintain an odd number of directors on the board. No employees of Los Angeles School for Creativity and Technology will serve on the Board. All directors are to be designated at the corporation’s annual meeting. Each director shall hold office unless otherwise removed from office in accordance with the bylaws for two year terms and until a successor director has been elected as required by the position as described below. Board members may serve consecutive terms on mutual agreement of the director and the Board. In accordance with Education Code Section 47604(c), the District may appoint a representative to sit on the Board of Directors. If the District designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members.

**Process and Potential Considerations for Determining a Need to Select/Add Board Members**

The Los Angeles School for Creativity and Technology Board of Directors will maintain a board of at least seven members. If the board is comprised of less than seven members, the Board will seek to add an additional board member. In the event that the Board identifies a need or gap in the experience or expertise of the Board, they will meet to discuss the need or gap and take a vote on
adding an additional Board member. If the majority of the Board votes to add a member, the process for identifying and interviewing a new Board member will begin.

**Board Member Qualifications**
The Los Angeles School for Creativity and Technology Board of Directors will seek out Board members with the following qualifications:

1. Demonstrated commitment to the target community
2. Demonstrated high-level of personal integrity and responsibility
3. Possess good moral character and in good standing professionally
4. Excellent communication and collaboration skills
5. Demonstrated commitment to education and educational best-practices
6. Personal or professional experience in the target community
7. Specific expertise and skills in education, community outreach, governance, nonprofits, management, personnel, curriculum and instruction, finance, law, teaching, school administration, research or fundraising and development.

**Selection Criteria and Process**
Once the Los Angeles School for Creativity and Technology Board determines that there is a need for an additional board member, they will begin seeking candidates in their networks that possess the above-mentioned attributes. The Board will meet to determine a timeline for proposing candidates, interviewing candidates and selection of the final Board member. After a timeline for Board member selection is agreed upon, the Board will immediately begin to identify potential candidates. Once candidates have been identified and recommended, the Board will discuss the candidate pool and determine, which candidates they would like to interview. Once all interviews are conducted, the Board will vote on each candidate and make a selection. All new Board members will receive Board training discussed later in this section, but will immediately be offered a Board Orientation provided by the Executive Director.

The initial Los Angeles School for Creativity and Technology Board is composed of the following:

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
<th>Term Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Brendesha Tynes,</td>
<td>Chairperson of the Board</td>
<td>2021</td>
</tr>
<tr>
<td>Kathy Alston</td>
<td>Treasurer</td>
<td>2021</td>
</tr>
<tr>
<td>Marlene Castaneda</td>
<td>Secretary of the Board</td>
<td>2021</td>
</tr>
<tr>
<td>Tyler Bell</td>
<td>Member</td>
<td>2021</td>
</tr>
<tr>
<td>Hattie Mitchell</td>
<td>Vice Chairperson</td>
<td>2021</td>
</tr>
<tr>
<td>Erica Copeland</td>
<td>Member</td>
<td>2021</td>
</tr>
<tr>
<td>Dr. Roberto Vargas</td>
<td>Member</td>
<td>2021</td>
</tr>
</tbody>
</table>
Each of the initial Board members is described in the Introduction and their resumes are included with this petition.

**Governance Procedures and Operations**

The Board of Directors will meet ten times annually in C-Tech’s first year. Board meetings will be held within the physical boundaries of Los Angeles County, and a two-way teleconference location shall be established at each schoolsite, in accordance with the Brown Act and Education Code Section 47604.1(c). Additional meetings may be called as necessary and will comply with all of the provisions of the Brown Act. At an annual meeting, the Board will set the calendar for upcoming Board meetings for the year and publish the schedule on the Charter School’s website and will be posted at the Charter School and in the Parent Resource Center. Parents are encouraged to attend all Board Meetings and actively engage in the governing policies of the Charter School. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be physically posted at the Charter School’s entrance and office, and posted on the Charter School website, for public viewing at least 72 hours in advance of regular meetings. Agendas for special meetings will be posted in the same manner at least 24 hours before the meeting.

Decisions of the Board are by majority vote. All acts or decisions made by a majority of the directors present at a meeting duly held at which a quorum is present is an act of the Board. In accordance with the Brown Act, directors may participate in meetings via teleconference, so long as a minimum of a quorum of directors participates within the jurisdictional boundaries of LAUSD, that all votes are taken by roll call, and other prescribed requirements for teleconference participation are met, as detailed in the Bylaws.

The Board of Directors may, in its discretion, form Committees, each consisting of two or more directors, in accordance with the Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the Charter School meets achieves its mission and goals, including, but not limited to, a Finance Committee and Audit Committee. Committee meetings will be held in accordance with Brown Act requirements, as detailed in the Bylaws. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting.

C-Tech and its Directors agree to comply with the conflict of interest rules under Government Code Sections 1090 et seq., as set forth in Education Code Section 47604.1, and 81000, et seq., and other applicable laws. In addition, the Board of Directors has adopted a Conflict of Interest Code and Policy that complies with the requirements of Government Code Section 1090, the Political Reform Act, including submittal of Form 700 Statements of Economic Interest, and Corporations Code conflicts of interest rules, and which shall be updated with any charter school-specific conflicts of interest laws. As noted above, the Conflict of Interest Code and Policy are attached.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board
The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School will contract with a business services provider with expertise in supporting charter schools for back-office support with payroll, budgeting, and financial reporting compliance, and will be guided by the above principles in doing so. C-Tech will ensure that the individuals handling payroll, budgeting and financial reporting compliance are those with expertise in Charter School operations. To do so, C-Tech may contract with a service provider to ensure such support.

**Board Meetings and Duties**

The Board of Directors of the Charter School will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismiss the Executive Director of the Charter School;
- Hire, promote, discipline and dismiss the Executive Director;
- Approve all contractual agreements exceeding $10,000;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School’s annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.
The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

**Board Training**

Board members will attend training seminars, conferences and/or retreats to ensure that they have the proper tools and knowledge to govern a charter school. Areas of training will include understanding the responsibilities of being a board member, governance and fiscal training, the Charter School instructional program and philosophy, the Brown Act, conflict of interest laws that apply to charter schools, including the Political Reform Act and anti-self-dealing provisions described in the California Corporations Code. The Board may select experts and consultants to provide this training. C-Tech intends to support the Board’s continuous growth by sending board members and staff to trainings offered by the California Charter Schools Association and Charter Schools Development Center. Ongoing support for specific board roles will be provided, as needed. Once a year, the Board will meet to lead strategic planning for the Charter School, including a review of performance data of the prior school year, an assessment of student needs based on data and the discussion of strategic goals to meet the needs of C-Tech students. In addition, the Board will review the organization’s financial statements and facilitate responses to the annual audit.

Each member will act in accordance with both the Duty of Care: to act in good faith and with care of an ordinary prudent person; and the Duty of Loyalty: to refrain from doing anything that would cause injury to the organization.

**The Executive Director**

The Executive Director will be the leader of the Charter School. The Executive Director will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Executive Director will assure creative and strategic leadership consistent with C-Tech’s mission, values and culture. The Executive Director will lead with a transformational leadership approach, working with the Board and staff to set goals and to continue visionary practice and success for engaged faculty, students and parents. The Executive Director will lead the organization in shaping the vision and achieving the foundation of the Charter School in its first five (5) years of operation. The Executive Director will oversee a team of effective education leaders including but not limited to Chief Academic Officer, Director of Operations, Office Manager, Outreach Manager, Teachers, Staff, consultants and all outsourced positions. The Executive Director must report directly to the Charter School Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Executive Director shall perform assigned tasks as directed by the Charter School Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure the Charter School implements the mission and vision;
- Supervise and evaluate teachers and staff;
- Communicate and report to the Charter School Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote the Charter School in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report, the SARC, and the LCAP;
- Present independent fiscal audit to the Charter School Board of Directors and, after review by the Board of Directors, submit audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education;
- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to an administrator of the Charter School, other appropriate employee, or third-party provider.
Family Involvement
C-Tech’s education model believes family involvement is critical to the success of our students. Therefore, families are encouraged to take an active role in the education of their student. Involvement may include:
1. Orientation
2. Parent-Teacher Conferences
3. Parent workshops
4. School events and field trips

C-Tech believes serving the needs of students also means serving the needs of their family. The C-Tech model focuses on referral services for families and students ensure that beyond the academic program, students have the resources and tools to succeed. Furthermore, students’ families will be engaged in the programming and services offered by C-Tech and invited to partake in any services or supports needed.

Families will have a strong voice in the Charter School’s educational program and will be provided regular opportunities to a voice their opinions and desires for their student. In addition to engaging with families around the Charter School’s educational program, C-Tech will also engage families in discussions regarding LCAP goals. All feedback from families will be reviewed and considered in the final development of the Charter School’s LCAP. The Charter School shall consult with staff, teachers, administrators, other school personnel, parents, and students in developing the annual update. At the beginning of each calendar year (mid-January), the Executive Director will meet with the Director of Operations and Chief Academic Officer to discuss any changes to the
funding formula and how the funds could be used to support the students. In February, the Executive Director will collaborate with the Chief Academic Officer to draft a plan in accordance with the State Priorities and local goals. In May, the Executive Director will meet with teachers and other staff to present the State Priorities and school goals. Goals are changed based upon recommendations provided from the school community. Also in May, the draft LCAP and annual updates to the LCAP are presented to the School Site Council, student groups and families at a parent meeting. All stakeholders are invited to submit a public comment at this time. The final LCAP or annual updates to the LCAP are approved at the next scheduled board meeting, prior to final submission in June.

**Parent / Teacher Organization (“PTO”)**
The PTO will organize monthly parent meetings that will give parents an opportunity to be involved in the Charter School, volunteer, share feedback, voice concerns, or ask questions about the educational program at C-Tech. The Executive Director or designee and a teacher will attend all PTO meetings. The PTO also organizes fundraising and special family events at C-Tech. The PTO will also be able to give updates to Board Members during the monthly Board meetings during the standing agenda item under Reports.

**Parent Resource Center**
The Outreach Manager will be responsible for management of the Parent Resource Center. The role of the Outreach Manager is to maintain open communication between C-Tech staff and the families served. The Parent Liaison will communicate to the Director of Operations and Board of Directors the types of things that the families at C-Tech are interested in and coordinate and facilitate the conversations around such issues. Additionally, the Outreach Manager will coordinate school fundraisers, assist with events like Open House and Back to School Night, holiday events, testing and other activities for students and families.

The Parent Resource Center will offer access to information and resources, while serving as a place where parents can meet to plan events and activities for the Charter School. The Parent Resource Center will also offer courses for parents – led by LA Trade Tech, workshops, parenting classes, and other health and wellness seminars led by UMMA Community Clinic staff.

Parents bring a wealth of experiences to the school community. C-Tech will hold monthly, bilingual parent workshops presented by the Executive Director, Chief Academic Officer, Dean of Students, Outreach Manager, Teachers, Paraprofessionals, community members or other Parents. Below is a table of projected topics for the 2020-2021 school year.

**Table 4.1: Parent Workshops (subject to change)**

<table>
<thead>
<tr>
<th>Month</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Orientation to C-Tech</td>
</tr>
<tr>
<td></td>
<td>Family Picnic</td>
</tr>
<tr>
<td>Month</td>
<td>Events</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>September</td>
<td>How to Get Involved and Support my Child?</td>
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<tr>
<td></td>
<td>Back to School Night</td>
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<tr>
<td></td>
<td>How to Support my Child’s Success?</td>
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<tr>
<td></td>
<td>How to Understand my Child’s Assessment Results (ELPAC and benchmarks)?</td>
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<tr>
<td>October</td>
<td>How to Prepare for Conferences?</td>
</tr>
<tr>
<td></td>
<td>Student Showcase</td>
</tr>
<tr>
<td>November</td>
<td>How to Support my Child with Homework, Preparing for Assessments and Projects?</td>
</tr>
<tr>
<td></td>
<td>How to Hold my Child Accountable at Home and at School?</td>
</tr>
<tr>
<td>December</td>
<td>Family Math Night</td>
</tr>
<tr>
<td></td>
<td>Student Showcase</td>
</tr>
<tr>
<td>January</td>
<td>What Strategies can I use at home from the Caring School Community</td>
</tr>
<tr>
<td></td>
<td>Why is Attendance Important?</td>
</tr>
<tr>
<td>February</td>
<td>How to Manage my Child’s Social Media and Practice Internet Safety?</td>
</tr>
<tr>
<td></td>
<td>How to Raise a Strong, Confident Child?</td>
</tr>
<tr>
<td>Month</td>
<td>Events</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
</tr>
</tbody>
</table>
| March | How to Help my Child Understand and Prevent Bullying?  
What Role do Parents Play in School?  
LCAP Goals and Workshop  
Family Science and Innovation Night |
| April | Student Showcase  
How to Read with my Child and ask Comprehension Questions? |
| May | How to Support my Child’s Social and Emotional Needs?  
How Can I Help Improve my Child’s Achievement Over the Summer? |
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.

All teachers will have a certificate of clearance and satisfy the requirements for professional fitness pursuant to Sections 44339, 44340, and 44341. The governing body of C-Tech would reserve the right to use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. C-Tech would have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

Employee Positions and Qualifications

The following table is a list of all Charter School employee positions, including administrators, certificated staff, and classified staff.

Table 5.1: Employee Titles and Classifications

<table>
<thead>
<tr>
<th>Title</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>Administration</td>
</tr>
</tbody>
</table>
The Executive Director is hired by the Board of Directors and, in turn, hires staff and faculty. A selection committee may be formed as needed by the Executive Director in order to make recommendations on hiring employees for any vacant positions. Individuals who wish to apply for a position will be required to submit a resume and C-Tech employment application. Staff will be selected on an application and interview basis. Selection will be based on the demonstrated ability to perform required job duties. Candidates who are offered employment will receive a written notice from C-Tech.

**Job Descriptions**
The following is a list of key positions, the accompanying job description and the minimum desirable qualifications.

**Executive Director**
Job Description listed in Element four of this petition.

**Preferred Qualifications:**
The Executive Director will have at least three years’ experience with program development or administration for a school, organization, or corporation. He or she will have at least two years’

<table>
<thead>
<tr>
<th>Position</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Operations</td>
<td>Administration</td>
</tr>
<tr>
<td>Chief Academic Officer</td>
<td>Administration</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>Administration/Certificated</td>
</tr>
<tr>
<td>Office Manager</td>
<td>Administration/Classified</td>
</tr>
<tr>
<td>Outreach Manager</td>
<td>Administration/Certificated</td>
</tr>
<tr>
<td>Special Education Coordinator</td>
<td>Certificated</td>
</tr>
<tr>
<td>Core Academic Teacher</td>
<td>Certificated</td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td>Certificated</td>
</tr>
<tr>
<td>Non-Core Academic Teacher</td>
<td>Classified</td>
</tr>
<tr>
<td>Paraprofessional</td>
<td>Classified</td>
</tr>
<tr>
<td>Yard Supervisor</td>
<td>Classified</td>
</tr>
<tr>
<td>Facilities Manager</td>
<td>Classified</td>
</tr>
<tr>
<td>Food Services Clerk</td>
<td>Classified</td>
</tr>
</tbody>
</table>
experience sitting on or reporting to a Board of Directors for a school, organization, or corporation. He or she will demonstrate deep understanding of and commitment to the mission and vision of the Charter School. He or she will have proven experience as a team leader, and will be able to inspire staff through positive and capable leadership. He or she will have experience resolving personnel issues objectively and through due process. The Executive Director will guide staff such that each member uses his or her expertise to enhance the educational program.

In addition to the above described preferred qualifications, the Executive Director shall

- A valid teaching credential is preferred;
- A valid Administrative Services credential (or Pupil Services credential) is preferred;
- Prior instructional experience
- A Bachelor’s degree required; MAof Arts and a Master’s degree or equivalent is preferred; and
- Experience with fundraising and grant writing
- Experience in management and operation of organizations
- An understanding of the underlying philosophy for a school that matches the intellectual, social, emotional, and physical needs of students in the community.

**Evaluation:**
The Board of Directors will be responsible for evaluating the performance of the Executive Director based in part on the evaluations of staff and parents. They will develop criteria for evaluation based on a concept of ideal fulfillment of the roles and functions of the Executive Director. The evaluation will be completed by the Board of Directors and reviewed with the Executive Director annually.

**Director of Operations**
The primary purpose of the Director of Operations is to ensure that the school is safe, compliant and efficient. The Director of Operations will be responsible for compliance, facilities, operations, budget support, human resources and student information systems.

**Roles and Functions:**

- Create and oversee operational activities including managing and organizing the school meal program.
- Own free and reduced lunch application process, including validating forms and running income verification process.
- Hire, manage and evaluate registrar, administrative staff, hourly school support staff, and lunch and arrival/dismissal staff.
- Maintain staff records including licensing and compliance with benefits and personnel files.
- Support administrative staff including, but not limited to coordinating substitute teachers, coordinating and auditing monthly time sheets, tracking sick and other PTO, answering phones, coordinating mailings, managing student attendance including compliance reporting, tracking enrollment, reviewing transcripts, and organizing and mailing cumulative files.
- Manage report card process and audit grades quarterly.
- Own procurement and purchasing for the school site including meeting with vendors.
Operate and track items within the approved budget and provide input into budget development
Manage state testing and support the logistical, compliance and technological side of formative and interim assessments.
Coordinates the development of, and prepares, school site General Fund and special projects budgets; prepares budget transfers as appropriate; monitors charter school budget.
Prepares and maintains purchase orders and other expense records; approves, logs, and monitors expenditures; reconciles site records with monthly District Office reports; resolves discrepancies; and ensures expenditures are within budget allowances for the month and year.
Prepares necessary forms for Human Resources to hire, upgrade, terminate or authorize special payments to staff.
Assist in Organizing summer school programs.
Prepares and processes facility use agreement forms using established Charter School Board procedures. Plans and coordinates arrangements for school and community activities; acts as liaison between school and other schools, District Office, outside agencies, the parents, and the public at large.
Develops, implements, and monitors work practices, systems, and methods that are effective, efficient, and consistent with charter school and administration standards, policies, and procedures.
Work closely with the on-site IT support.
Serve as main owner of school safety processes and compliance, including administering trainings, running drills, conducting safety audits and partnering with the principal to respond to emergencies.
Cultivate and manage parent volunteers and assist in special projects such as fundraising events, school exhibitions, recruitment events, Board Meetings as needed.
Monitoring and managing student behavior after regular school hours.
Oversee and maintain technology systems.
Supervise the preparation of student lottery.
Promotes and maintains a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful and friendly.
Manage all facility aspects related to safety: coordinate and train staff on fire evacuations, crisis drills, and upkeep of facility certificates.
Own transportation to ensure that all students who are eligible for transportation receive transportation in the most reliable, most efficient and most cost effective way possible.
Managing and overseeing the Charter School’s physical condition.
Other duties as assigned.

Preferred Qualifications:
A Bachelor’s Degree, and three to five years’ related experience, including a minimum of two years of supervisory experience
A valid teaching credential is preferred;
A valid Administrative Services credential (or Pupil Services credential) is preferred;
Chief Academic Officer
The Chief Academic Officer will align the academic and student support programs utilizing data to drive instruction. The Chief Academic Officer will be a talented leader of leaders, but also an academic achievement oriented educator with deeply engrained optimism and passion for student success.

Roles and Functions:
- Identify, coach and develop a cohort of teachers driven toward creating a school community focused on academic success, cultural competency, high expectations and family partnership serving as their primary manager and team leader;
- Create an environment of growth, learning and collaboration amongst teachers;
- Manage additional direct reports that oversee academic programming and student support programing in a way that aligns with school needs and student growth;
- Oversee all aspects of the academic program including the K-8 curriculum, making essential changes that promote academic success of all students;
- Serve as the test coordinator for all internal, external, and State assessments;
- Maximize the use of data in informing instruction, making decisions about student learning and access, and ensuring systems are in place for all teachers with data driven conversation;
- Ensure that the plan for student culture is set up to support a culture of achievement and maximizes the Caring School Community program; and,
- Lead a strategy that will increase parent engagement and investment in the school community in a manner that improves culture and student learning.
- Monitors and analyzes student performance assessment data preparing reports as needed for various special projects (i.e., after school program, summer school).
- Other duties as assigned.

Qualifications:
- Bachelor's degree required;
- A valid teaching credential is preferred;
- A valid Administrative Services credential (or Pupil Services credential) is preferred;
- MA degree or equivalent is preferred;
- At least 5 years’ experience in education
Deep, passionate and action oriented belief in the mission to support the students through educational transitions
- Demonstrated success in leading large number of students toward academic success in the K-8 setting
- Demonstrated ability to lead and manage a highly effective team
- Solves problems strategically while weighing the advantages and disadvantages of each approach
  - Influences others to produce high quality work in the effort to increase student outcomes and culture
  - Ability to manage multiple projects and prioritize effectively
  - Strong communication and collaboration skills
  - Ability to transition quickly from individual, detail oriented projects to collaborative, people-oriented conversations

Dean of Students
The Dean of Students serves as primary disciplinarian to support the culture and values. Working with staff, families, and students, the Dean of Students will facilitate communications and information dissemination between the Charter School and its families – planning and implementing systems and procedures that contribute to the overall health of the Charter School and the academic performance of its students.

Roles and Functions:
- Develop, implement, enhance, and enforce school policies and procedures
- Ensure all school policies and practices adhere to state statute and mandated state policy
- Assist in development of school-wide processes and procedures designed to create a positive learning environment for all students
- Lead collaborative effort to develop, implement, and manage the processes for in-school suspensions, out-of-school suspensions, independent study, expulsions, rewards, and parent communications consistent with school philosophy and values
- Work with the Charter School leadership to develop behavior plans and interventions as appropriate
- Ensure consistent implementation of school policies and procedures in all areas of school operations

Communications and Relationships
- Develop and manage system of consistent and value-added communications with parents/guardians of all students enrolled
- Maintain and communicate high academic and personal expectations for all students, teachers, volunteers, and staff
- Serve as primary facilitator in conflict-resolution scenarios between staff, families, students, and the community
- Coordinate development and oversee implementation of family orientation, regular home visits, and student recruitment
- Assist in planning and coordinating school-wide events
- Conduct individual and small group meetings with students then necessary
- Conduct exit interviews with students and families leaving the Charter School and collect appropriate data to enhance school culture and performance
Information Collection and Sharing

- Store and maintain all records on student discipline and parent communication in designated school database
- Track, evaluate, and report behavior trends through collection and analysis of detailed data
- Provide reports on relevant data and analysis to school leadership, staff, and families as appropriate
- Assist in planning and delivering professional development content related to school culture, student behavior, and appropriate policies
- Other duties as assigned

Qualifications:

- Bachelor’s degree required, Master’s degree in teaching, counseling, or related field preferred
- A valid teaching credential is preferred;
- A valid Administrative Services credential (or Pupil Services credential) is preferred;
- At least three years of relevant experience working with students and families from a variety of backgrounds, including urban environments and students at risk of academic failure
- Deep knowledge of California laws and regulations pertaining to Charter Schools and all aspects of student/family rights in behavior and dismissal proceedings
- Effectively prioritizes work and meets deadlines; is organized; manages multiple assignments; follows assignments through to completion; responds quickly to requests for information and assistance
- Maintains confidential and sensitive information, with respect to both school and student level data and internal staff members

Office Manager

The Charter School Operations Director is responsible for planning, coordinating, and supervising the day-to-day business operations of a school office, and serves as secretary to the CEO/Executive Director, relieving him/her of administrative duties.

Roles and Functions:

- Establish and maintain record systems and files.
- Communicate with a wide variety of staff, students, families, and community members.
- Arrange and schedule meetings, appointments, and interviews.
- Assist the Chief Academic Director with matters related to human resources and ESEA, and ESSA requirements.
- Screen calls and visitors; screen incoming correspondence routed to administrator for priority and background information
- Perform specialized secretarial duties designed to relieve supervisors of clerical detail.
- Take and/or transcribe dictation for a wide variety of subjects.
- Oversee Charter School’s lottery process and admissions for the Charter School.
• Maintains lottery and enrollment paperwork to comply with most up to date requirements for fair and random lottery practices to ensure the integrity of the Charter School’s admissions and lottery policy.
• In charge of lottery drawing and notification of lottery results to stakeholders.
• Distribute and organize enrollment paperwork to incoming families while regulating timelines and fair practice regarding waiting lists.
• Responsible for overseeing data entry into Student Information System.
• Develop partnerships with high schools to assist students, and make them aware of options.
• Acts as a liaison for parents, guardians, and community members to the Executive Director as needed;
• Performs clerical and administrative procedures for daily Charter School operations; and,
• Supervises the enrollment, transfer, discharge, and readmission process for students and the preparation of related records and files.
• Supervises the preparation of student enrollment and attendance report.
• Supervises the maintenance of student records, including assessment results, test scores, discipline citations, medical reports and records, and other documents.
• Supervises student medication dispensation and injury reports.
• Supervises Requisitions, receives, and distributes/stores classroom, school office and Work Room materials and supplies; maintains ongoing inventory; processes packing slips.
• Prepares and processes field trip requests.
• Update school website as needed.
• Assists in writing, translating (if bilingual), publication, and distribution of weekly school newsletter.
• Secures childcare coverage for special events.
• Prepares yard supervision schedule.
• Prepares certificated prep schedule.
• Recruits appropriate prep teachers.
• Prepares and communicates weekly memo to staff.
• Organizes interview process for hiring certificated and classified staff.
• Plans, assigns, trains, and evaluates classified staff in accordance with charter school board and administration standards, timelines, and procedures.
• Processes, assigns, trains, and directs work of volunteers.
• Coordinates Executive Director’s school master calendar of meetings and events.
• In-services new staff on School policies and regulations as they apply to school site operations; standard school site rules and procedures; computer operation and software programs used at the school site; proper use of office equipment; and emergency procedures.
• Arranges for conferences and travel of administrators and staff; prepares related purchase order or payment requisitions; and follows up with receipts, invoices, and expense claims.
• Investigates circumstances of employee on-the-job injuries; prepares required documentation; and reports safety hazards to Director of Operations.
• Scrutinizes facility wear and tear and makes recommendations as to facility improvement (i.e., carpet replacement, exterior and interior paint, turf).
• Promotes and maintains a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful and friendly.
• Seeks out and participates in educational and professional development and motives and encourages such developments for school-classified employees.
• Recognizes problems and impediments and reports them promptly with options for solutions to the Executive Director, Director of Operations, Chief Academic Officer; promotes and assists with constructive resolutions.
• Establishes and maintains professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
• Monitors charter school’s special projects accountability timelines and coordinates timely completion of administrative/clerical tasks.
• Other duties as assigned.

Qualifications:
• High School Graduate;
• Bilingual Preferred;
• Minimum of two years’ experience working as an office personnel, administrative assistant, or equivalent position;
• He or she will effectively use standard office machines and computer software programs such as Microsoft Word, Excel and email programs; and
• He or she will effectively attend to the details of work, and conduct his or her activities with accuracy and timeliness.

Outreach Manager
Roles and Functions:
• Serve as the primary liaison to the community
• Manage and facilitate the Parent Resource Center
• Serve as the primary point of contact to new and incoming families
• Own a car and be prepared to travel to home visits
• Serve in the community to inspire and communicate about the Charter School
• Host events in the community and at the school for families
• Host Parent Workshops and coordinate the speakers
• Organize and host school tours
• Organize data from canvassing the community to secure community input and support for the Charter School
• Develop and manage outreach marketing materials
• Establish and maintain relationships with community agencies
• Coordinate and train parent volunteers
• Maintain database of community and school events and participation
• Investigate and involve the Charter School in high impact, community events
• Place call to families to coordinate activities
- Routinely communicate with new and returning families to keep them engaged in the Charter School
- Other duties as assigned

**Qualifications:**
- Bachelor’s degree or equivalent related experience
- Bilingual in Spanish and English
- Outgoing and able to quickly build trusting relationships with a broad set of people, including parents, external stakeholders, school staff, and teammates
- Adept at thinking strategically, translating plans into action, and exhibiting excellent judgment
- Demonstrated passion for the mission, vision and values of the Charter School
- Demonstrated commitment to improving the lives of students from low-income communities
- Excellent oral and written communication skills in English and Spanish
- Ability to self-direct, exhibit flexibility, and drive results in a fast-paced school

**Special Education Coordinator**

**Roles and Functions:**
- Assists in coordination of a variety of programs and/or activities (e.g. meetings with parents, transfers of incoming student’s special education documents, etc.) for the purpose of ensuring compliance with established guidelines.
- Compiles data from a variety of sources (e.g. IEP meetings, student observations, service providers, etc.) for the purpose of complying with legal and/or administrative requirements.
- Coordinates a variety of programs and/or activities (e.g. proper distribution of materials to special education departments, arrangements for IEP meetings, etc.) for the purpose of delivering services in compliance with established guidelines.
- Maintains files and records (confidential and non-confidential), compiling pertinent information in assigned area (e.g. IEP files, etc.) for the purpose of ensuring accuracy of materials and complying with all federal/state/district regulations.
- Oversees special education and resource providers to ensure compliance with mandated service minutes for each student on the Charter School’s special education caseload.
- Provides RSP support to special education students in classrooms and collaborates with general education teachers to ensure students have access to the curriculum and accommodations are being enforced effectively.
- Prepares special education data reports for the purpose of ensuring all district, state and federal regulations and requirements are being met.
- Responds to inquiries from a variety of internal and external parties (e.g. district staff, other schools, state and federal agencies, general public, students, etc.) for the purpose of providing information, facilitating communication among parties and/or providing direction.
- Reviews MDR/IEP paperwork for the purpose of determining if all forms are completed and filled out correctly.
- Provides training and updates to Charter School staff on the special Education program in weekly meetings.
Maintains correct and timely information in the Welligent system and ensures that all student needs are being documented accurately and on time with LAUSD.

Preferred Qualifications:
- The Special Education Coordinator shall ideally possess the following qualifications:
  - A clear Special Education teaching credential;
  - A minimum of 5 years of teaching experience;
  - Comprehensive experience in administration including three (3) years in special education as a principal, district director, special education coordinator, or SELPA director is preferred.
  - Bilingual (Spanish) is preferred; and
  - Ability to form effective working relationships with students, staff and the community.

Core Teacher
C-Tech teachers will meet all California credentialing requirements as they apply to charter schools in all core subjects pursuant to Education Code Section 47605(l). All requirements for employment set forth in applicable provisions of law will be met, including but not limited to credentials as necessary.

Teachers at C-Tech will be expected to be collaborative team players, and should be open to reflecting on teaching practices for continual improvement. Teachers should demonstrate knowledge of how to engage and support all learners through inquiry and differentiated instruction. C-Tech teachers are expected to communicate often and effectively with students and parents. All teachers should possess core values of respect and appreciation for all races and cultures. Teachers must be committed to exercising restorative practices and interventions for all students. Additionally, teachers should be experienced in or willing to be trained on embedding the following into their teaching practices: project-based learning, blended instruction, culturally rich lessons, and interdisciplinary subjects in Science, Technology, Engineering, Arts, and Mathematics.

Roles and Responsibilities:
- Deliver a quality curriculum that is aligned to state content standards and the mission and vision of the Charter School.
- Provide continual assessment of student progress and use that information to refine curriculum and pedagogy to meet the needs of every student.
- Strive for continuous and open communication with Charter School staff, parents, and community members.
- Provide individual and small group instruction in order to adapt curriculum to the needs of the students with varying intellectual abilities, and to accommodate a variety of instructional activities.
- Establish and maintain standards of student behavior required to provide an orderly and productive environment.
- Evaluate each student's performance and growth in knowledge and understanding, and prepare progress reports.
- Select and requisition instructional materials, books, etc., and maintain inventory records.
• Maintain professional competence through in-service education activities provided by the Charter School and/or in self-selected professional growth activities.
• Participate cooperatively with the appropriate administrator to develop the method by which he/she will be evaluated in conformance with Charter School guidelines.
• Cooperate in schoolwide supervision of students during out-of-classroom activities.
• Participate in faculty and/or Charter School committees and the sponsorship of student activities.

Core Teacher Qualifications:
  ● Bachelor’s Degree
  ● Master’s Degree preferred
  ● California Teaching Credential (Multiple Subjects Assessment for Teachers (“MSAT”), Single Subject, Single Subject with Supplemental Authorizations, SPED, BCLAD and CLAD, as appropriate)
  ● Commitment to C-Tech’s Vision and Mission
  ● Experience with Science, Technology, Engineering, Arts, and Mathematics highly desirable
  ● Project Based Learning Experience highly desirable
  ● Social Emotional Learning Experience highly desirable

Transitional Kindergarten Teacher Qualifications
In accordance with Education Code Section 48000(g), C-Tech shall ensure that credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015, have, by August 1, 2020, one of the following:
  (1) At least 24 units in early childhood education, or childhood development, or both.
  (2) As determined by C-Tech, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
  (3) A child development teacher permit issued by the Commission on Teacher Credentialing.

Non-Core Teacher
Non-Core Teachers will be responsible for developing in each student an interest in and the ability for creative expression and technological understanding.

Roles and Responsibilities
  ● Teach knowledge and skills in non-core classes
  ● Instruct students in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the Charter School
  ● Demonstrate techniques in activities
  ● Understand a variety of techniques
  ● Know and can apply principles of subject
  ● Provide individual and small-group instruction to adapt the curriculum to the needs of students with varying intellectual abilities, and to accommodate a variety of instructional activities
  ● Instruct students in proper care and use of tools and equipment
  ● Organize storage areas and control use of materials, equipment and tools to prevent loss or abuse, and to minimize time required for distribution and collection
- Evaluate each student’s performance and growth in knowledge and aesthetic understandings, and prepare progress reports and report cards
- Select and requisition books, instructional materials, tools, instructional aids, and maintain required inventory records
- Plan and present displays, presentations, and exhibitions designed to exhibit students’ work for the Charter School and the community
- Maintain professional competence through in-service education activities provided by the Charter School and/or in self-selected professional growth activities
- Communicate with parents and teachers regarding students’ success
- Participate in curriculum and other developmental programs,
- Other duties as assigned.

**Non-Core Teacher Qualifications**
- Two years’ work experience in respective field
- Bachelor’s degree preferred, but not required
- Experience with Science, Technology, Robotics, Engineering, Arts, and Mathematics highly desirable
- Project Based Learning Experience highly desirable
- Social Emotional Learning Experience highly desirable

**Potential Non-Core Subject Areas- Subject to Change**
- Visual Arts
- Digital/Graphic Arts
- Performing Arts
- Computer Applications
- Coding
- Robotics
- Physical Education
- Music
- Entrepreneurship

**Other Classified Employees**
C-Tech shall seek candidates that embrace the vision of the Charter School and are flexible and able to work collaboratively with administrators, students, faculty, staff, and parents. Current positions of classified staff include Paraprofessionals, Campus Supervisors, and Food Services Clerk.

**Qualifications:**
- High School Graduate
- Adequate professional training and/or experience
- Positive references
- Articulate communication skills in both oral and written language
- Possess an excellent record of dependability
- Demonstrate evidence of skills such as word processing, record keeping and other office skills as required for the specific position. Be able to foster positive interactions with children, staff, and parents.
Paraprofessionals:
All paraprofessionals who assist classroom teachers and other certificated personnel in instructing reading, writing, and mathematics, are required to demonstrate at least one of the following, pursuant to Education Code Section 45330:

- Completion of at least 2 years of study at an institution of higher education
- Possession of an associate’s degree or higher
- Through a local or state assessment, that is appropriate to the responsibilities to be assigned to the paraprofessional, knowledge of, and ability to assist in, instructing reading, writing, and mathematics.

Office Staff Qualifications:
- Articulate communication skills in both oral and written language
- Excellent record of dependability; and
- Evidence of skills such as word processing, record keeping and other office skills as required for the specific position.

Other Classified Staff Qualifications:
- Strong communications skills;
- Experience with managing student behavior and/or implementing instructional strategies (Paraprofessionals); and
- Ability to foster positive interactions with children, staff, and parents.
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 bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by 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.

**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 schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. 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.

**Custodian of Record**

The Executive Director will serve as Los Angeles School of Creativity and Technology’s Custodian of Record per California Department of Justice requirements.

**Student Health and Wellness**

The health and safety of C-Tech students and staff is a high priority and C-Tech will ensure that the Charter School is a safe and healthy environment for teaching and learning. The Charter School will follow all required safety regulations including emergency policies and procedures. C-Tech will comply 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, Education Code Section 44237, and the EPA.

The Charter School will adopt a Local School Wellness policy which will establish how the Charter School will support and promote the health and wellness of its students. The policy will include, but is not limited to, the following:

- Goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness
- Nutrition guidelines for all foods and beverages available on the Charter School campus during the school day
- Requirements that stakeholders be provided opportunities to participate in the development, implementation, and periodic review and update of the wellness policy
- A plan for measuring the effectiveness of the plan periodically and that the assessment is made available to the public
- Public notification informing and updating stakeholders periodically about the content and implementation of the local school wellness policy
- Designation of a C-Tech staff member who is responsible for ensuring that the Charter School complies with the Local School Wellness policies

**School Safety Plan**

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for
complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conductive to learning
- procedures for conducting tactical responses to criminal incidents.

Medication in School
The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Diabetes
The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Feminine Hygiene Products
The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6, as applicable to the Charter School.

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

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

**Drug Free/Smoke Free Environment**
The Charter School shall maintain a drug and alcohol and smoke free environment throughout the school year, the Charter School will host activities that promote a drug, alcohol and smoke free environment. These may include student assemblies, review of the procedures outlined in the Personnel Handbook, Parent and Student Handbook, Parent Education, and Red Ribbon Week activities.

**Prevention of Human Trafficking**
The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

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

C-Tech anticipates that the students will reflect the current community demographics described in Element One. C-Tech will strive to meet the broader demographics that are reflective of the general population of the District. Annually, the Board of Directors will review its outreach efforts, including reviewing material content and languages, and locations and frequency of recruiting activities, and compare with geographic information of applicants. The Board of Directors will direct C-Tech staff to broaden outreach efforts as needed in order to achieve its goal of enrolling a student population that reflects the District.

To ensure the Charter School meets the community demographics, the Charter School will implement the following recruitment strategies and targeted outreach activities:

1. MARKETING MATERIALS: The Charter School will design and distribute flyers, promotional and informational materials to appeal to various racial and ethnic groups, socioeconomically disadvantaged families, and families with students with disabilities within the District. Flyers have been and will be distributed within the South Los Angeles community, including Los Angeles County Parks and Recreation facilities, Girls Club of Los Angeles, STEAM Coders, Boys and Girls Clubs, Neighborhood Councils, Sunnyside Baptist Church, and the Community Coalition.
Additionally, materials will be distributed at community centers, regional centers, famers’ markets, swap meets, local markets, coffee shops, libraries, churches, temples, preschools, and businesses. Materials are in English and Spanish and will include other languages as the need arises.

2. Host Community Events: Charter School has hosted various community events to include Hack-a-thon which was held at the Sunnyside Baptist Church in South Los Angeles and other similar promotional activities. The Charter School will host 3 – 5 community events during the 2019-2020 school year in preparation for open enrollment. C-Tech Informational Outreach events are scheduled for the following:

- Education as a Civil Right Parent Fair, Locke High School, October 26, 2019
- Informational at Sunnyside Baptist Church, November 16, 2019
- Girls Club of Los Angeles Youth and Tech Day, December 7, 2019
- Parent Summit, Families in Schools, November 21, 2019

Events will be inclusive of international Fests, Pre- Open Houses, Community Fun Runs/Walks, and other similar promotional activities.

3. Advertising: The Charter School will advertise in English and Spanish local newspapers in the South Los Angeles, specifically in the Gramercy Park and Westmont neighborhoods. The Charter School will update its current website and digital newsletter. The Charter School will issue press releases, advertise in newspaper publications and radio stations as funding allows. The Charter School will also advertise in local publications specific to the target community. The Charter School is in the process of identifying businesses in the target community where it can hang signs or banners advertising the Charter School.

4. Attend and Establish Presence at Community Events: The Charter School shall make significant efforts to establish visibility in the community. Charter School team will plan to attend upcoming community events, such as Fall into Literacy Festival, on September 28th, various city holiday events, and parks. The Charter School also sets up information tables/booths in high traffic and high visibility areas during well–attended local and regional community events.

5. Establish Partnerships with Community Organizations: The Charter School will explore potential partnerships within the local and regional communities inclusive of our community’s colleges like LA Southwest Community College, Charles Drew University and the business sector like Hilltop Coffee, Everytable, Boingo Wireless, Bixel Exchange, Sabio Coding Bootcamp, Empowerment Congress, grocers, art organizations and both the Hispanic and Black Chamber of Commerce.

6. Social Media and Online Advertising: The Charter School has designed a website www.ctechla.org for interested parents and community members to visit to learn more about the Charter School. The Charter School also has a Facebook Page, The Los Angeles School of Creativity and Technology, Twitter and Instagram accounts and a Google Plus account and will continue to stay up to date with social media platforms.
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**

The Charter School shall admit all pupils who wish to attend the Charter School to the extent that space allows. No test or assessment shall be administered to students prior to acceptance and
enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

C-Tech will notify prospective parents, by email and/or letter, that parental involvement is not a requirement for acceptance to or, continued enrollment at, the charter school.

**Student Recruitment**

C-Tech will aim marketing and outreach efforts toward students with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities in addition to the strategies described in Element Seven of the charter petition to ensure a diverse student population. C-Tech will use data from neighborhood community plans to inform marketing efforts. Research studies have demonstrated that socioeconomically disadvantaged students attending charter schools have been far more successful than those attending non-charter schools (The Unappreciated Success of Charter Schools, Forbes Magazine: https://www.forbes.com/sites/modeledbehavior/2015/01/11/charter-success/#c8f447b2dbf4). In all discussions and meetings held during outreach efforts, the focus will be on the Charter School’s vision to empower students, give each child the tools for high academic achievement, student choice, computational thinking, entrepreneurship, and global immersion.

**Lottery Preferences and Procedures**

The Charter School shall require students who wish to attend the Charter School to complete a Lottery Form. Lottery forms will be available in English and Spanish, online and hard copies are available in the Charter School office. Lottery forms will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Parents or guardians may complete the lottery forms online at home or at the Charter School. Office staff will be
available to assist parents with completing the online form or the hard copy. If parents are unable to come to the Charter School during work hours for assistance in completing the form, the parents can make an appointment to complete the Lottery Form. Parents do not have to be present to participate in the lottery. Following the open enrollment period each year, lottery forms shall be counted to determine whether any grade level has received more lottery forms than availability. In the event that this happens, the Charter School will hold a public random drawing (or “lottery”) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Lottery preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Children of Founding Families of the Charter School identified on page 14 of the charter
3. Children of Charter School teachers and staff, not to exceed 10% of total enrollment
4. Students who are currently enrolled in or reside in the elementary school attendance area of the public elementary school(s) in which C-Tech is located (for purposes of the SB 740 Charter School Facility Grant Program)
5. Residents of the District
6. All other applicants

The Charter School and the District agree to adhere to the requirements related to lottery preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv). No preferences will be honored if the lottery form was not received by its due date.

As the lottery progresses, the results will be announced as well as projected for the number of spots available in that grade level. A copy of all pre and post lottery enrollment forms, waiting lists, and lottery results will be kept on file in the administrative office to ensure the fair executive of the lottery and waitlist procedures. There will be two Charter School employees present at the lottery, one being the Officer Manager in charge of enrollment and admissions.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated on the lottery form and on the Charter School’s website. Public notice for the date and time of the public random drawing will also be posted once the lottery form deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

**Anticipated Lottery Procedures**

1. The lottery will take place within 30 days of closing the open enrollment period. For the 2020-2021 school year, application/lottery forms must be received by March 15, 2020. The exact schedule for year 1 may be modified and abbreviated to ensure all steps are followed within a shorter time frame, based on the timeline of the charter approval. Any changes to
the application/lottery timeline will be clearly noticed on all application forms and the Charter School’s website.

2. The lottery will take place on the Charter School’s campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the Charter School large enough to accommodate all interested parties.

3. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so.

4. All interested parties will know, prior to the holding of the lottery, how many openings are available per grade level at the Charter School.

5. The lottery shall draw names from pools of ballots differentiated by grade level.

6. Beginning with the lowest grade, the lottery forms shall be drawn by a Charter School administrator or Board member.

7. The drawing shall continue until all names for that grade level are drawn.

8. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

9. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.

10. Potential students on the waiting list shall provide contact information to be used in the event space becomes available, on their application/lottery forms. The waitlist will not carry over from year to year. Families promoted off of the waitlist shall be informed by telephone and in writing and shall have a maximum of seven (7) days to respond. In addition, the Charter School shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the maximum response period will forfeit their right to enroll their student in the Charter School for that school year.

11. Existing students who wish to return must notify the Charter School during open enrollment.

12. Applicants need not be present at the lottery to enroll and will be notified via phone call and mail of their status.

13. Applications received after the close of open enrollment will be held in abeyance for a subsequent lottery, if needed.

14. The random public drawing for the first year, should it be necessary, will be held on March 26, 2020, at 6 PM. All families will be notified about results, but applicants will also be able to contact the Charter School to ascertain an individual student’s status on the waiting list.
Planned Application, Public Random Drawing, and Admission Schedule

The following estimated application, public random drawing, and admission schedule and process is proposed, and may be amended by the Charter School Board as necessary. In year one (1), if the charter is approved after the beginning of the timeline specified herein, the schedule proposed below will be pushed forward and abbreviated to ensure all steps are followed within a shorter time frame. Any changes to the application/lottery timeline will be clearly notified on all application forms and the school website.

Table 8.1: Planned Application, Public Random Drawing, and Admission Schedule

<table>
<thead>
<tr>
<th>January 2020 – May 2020</th>
<th>Lottery forms available at school administrative office or online at the Charter School’s website.</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 15, 2020</td>
<td>All lottery forms due to Charter School.</td>
</tr>
<tr>
<td>Last week of May 2020</td>
<td>Public random drawing conducted (if necessary).</td>
</tr>
<tr>
<td>2nd week of May</td>
<td>Admission notification and enrollment packets distributed to parents and children who have been drawn in the public random drawing.</td>
</tr>
<tr>
<td>Approximately 2 Weeks Later</td>
<td>Completed enrollment packets due back to the Charter School, which will include proof of immunizations, proof of residency, proof of age requirements and proof of withdrawal from prior school and district of residence.</td>
</tr>
</tbody>
</table>

Enrollment Process

The process of identifying and serving these and all students begins with a detailed registration packet after students have been admitted. Families choosing to attend C-Tech after acceptance will complete the Enrollment Packet. After the student is accepted, the Charter School shall ensure that the following forms are collected:

1. Birth Certificate, Baptismal Certificate, Copy of Passport or other proof of minimum age requirements
2. Enrollment Form
3. Proof of Immunization
4. Home Language Survey
5. Free and Reduced Lunch Application
6. Utility Bill or similar (to verify address)
7. Report of Health Examination for School Entry
8. Health Card
9. Most Recent Report Card
10. Emergency Medical Information Form
11. Release of Records Form
12. Custody/Court Paperwork if applicable
Copy of IEP or 504 Plan, if applicable. (Required procedures for the transfer of program between SELPA(s) shall be followed as applicable.)
14. GATE Program, if applicable
15. Parent and Student Handbook Acknowledgement
16. Parent, Teacher, Student School Compact

Based on data gathered from existing documentation and the C-Tech enrollment process, the staff of C-Tech will make every effort to identify needs early on and begin the process of addressing those needs. An explanation of the enrollment process and the rules to be followed during the lottery are available at all times on the website and can be translated via the website into any language requested. Additionally, this information will be listed in a letter accompanying the Enrollment Packet.

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34 The Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.
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

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Charter School Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The Executive
Director is responsible for working with the independent auditor to complete the audit with support and information from the Business Manager and Office Manager as needed.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director is responsible for ensuring that the independent auditor sends the completed audit to the required agencies by the statutory deadline. The Executive Director will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) 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.
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 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.

**School Climate and Student Discipline System**

C-Tech believes in a community school to meet the individual needs of each student. C-Tech also believes in this same sense of community for the staff, especially among teachers. To promote a collaborative learning community, the C-Tech staff will schedule regular time for teachers to meet each week to collaborate in grade level groups, and across content areas to set behavior goals for students using their ILDPs. In addition to weekly and summer Professional Development, C-Tech teachers will be provided opportunities through luncheons and other forms of appreciation, to bond with their peers and the Charter School staff. Other activities throughout the year will invite parents to the Charter School to interact with teachers and staff, further strengthening the school culture and sense of community. These activities and other activities like field trips, mindfulness, VR experiences and parent inclusion will create a sense of community among the students, teachers,
The Charter School is committed to developing a School Discipline Policy that is based on incorporating the systematic approach of the Caring School Discipline™ model which compliments the School Climate Bill of Rights developed by LAUSD. C-Tech is committed to Schoolwide Positive Behavior Intervention and Support (“SWPBIS”) which will reduce suspensions, increase attendance, increase student achievement, and develop positive relationships with staff. The systematic approach is explained in Element One in the Social Emotional Learning section. The primary goal of the Caring School Community program’s approach to discipline is to help the students acquire self-discipline: to build self-control, conscience, and a sense of responsibility from within. The program accomplishes this goal through two methods:

- whole-class instruction, which helps teachers to establish effective discipline with the whole class.
- one-on-one interventions found in Caring School Discipline™, which help teachers work with individual students who need additional support.

C-Tech believes in and will practice alternatives to suspension and SWPBIS. C-Tech founders understand the community that will be served by the Charter School. By articulating high expectations and teaching explicit social emotional skills, students will be set up for success. The Charter School believes in training staff with cultural competencies who are equipped with the resources to address the behavioral needs of the students in order to diminish the need for discipline. Each teacher and staff member will play a role in developing each student’s ILDP, reviewing his/her assessments, reviewing the VIA IS surveys and committed to building a safe, caring school community. The Charter School shall use alternatives to suspension to address problems of truancy, tardiness and/or other attendance-related issues. Some examples of alternative to suspension include:

- Self-reflection to be completed at home and/or at school, overseen by teachers.
- Parent meetings with teachers and/or Charter School Dean of Students
- Mandatory tutoring after school
- Loss of incentives or privileges
- Daily conduct log, in which teacher acknowledges appropriate behavior at the end of each day
- Daily homework log, in which teacher acknowledges completion of classwork or homework at the end of each class period daily
- Written apology for misconduct and responsibility letter that outlines how better choices will be made in the future. Problematic choices are identified and addressed to learn from the mistakes made
- Positive Behavior Contract with notice to parents and explanation of required improvement infused with positive incentives
- Referral to Counseling

The Charter School’s system for tiered behavior intervention has been developed to provide the student with progressive discipline based on guidance and support. The interventions emphasize a proactive approach to preventing challenging behaviors, rather than a reactive approach to perpetuating problem behaviors. This intervention tier addresses behavior management on a continuum of three levels of support:
Tier 1: addresses a majority of students displaying minor infractions using preventative strategies such as communication with students using Caring Classroom and with parents. Teachers utilize strategies to improve behavior to include proximity, non-verbal cues and rewarding positive behavior.

Tier 2: addresses students with continuing at-risk behaviors; strategies include parent meetings, interventions, individualized learning plans. Teachers utilize strategies to improve behavior to include one-on-one conversations, leading student in mindfulness, adding strategies in individual learning plan.

Tier 3: addresses students for whom other interventions have not worked and they require more individualized and specific interventions and behavior supports like counseling identified in the individualized learning plans. Teachers utilize strategies to improve behavior to include parent, student, teacher conference, referrals to Parent Workshops, referrals for counseling, referrals to Student Study Team if warranted, adding strategies in individual learning plan, working with school resources for student success.

The Restorative Justice practices that will be used to build community and repair harm done to relationships are included in the Caring School Community program. Some of the strategies include:

- Facilitating conversations so the students learn how to think about their actions and talk about their feelings
- Facilitating an exchange of ideas so the students learn to become caring, principled people
- Creating a safe environment so the students learn from their mistakes and are still welcome and valuable in the classroom and school community.

Additionally, C-Tech will use the following informal assessments to gauge school culture and climate:

- School records of discipline referrals, attendance and Wellness program data
- Stakeholder surveys (parents, students, teachers/staff) to evaluate curriculum, instructional practices, parent/student policies and procedures, school culture, and school-wide performance.

The Charter School will review this data regularly as delineated in the Element One in the Professional Development Calendar during Response to Intervention reviews and Individual Learning and Development Plans.

**Policy**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the noncharter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.
When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director’s office.

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

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

**In-school Suspension**
The Charter School reserves the right to utilize in-school suspensions should a situation that may require suspension in response to student misconduct as an alternative to an out-of-school suspension. Full day in-school suspensions will be limited to no more than five (5) consecutive days and no more than ten (10) days total school in an academic year. for general education students, and no more than twenty (20) total school days in an academic year for special education students. The suspension may include supervised suspension or in-school suspension if the
previous interventions utilized through SWPBIS have not brought about improved student conduct. The Charter School requires the Executive Director and/or designee to utilize SWPBIS prior to or in lieu of suspension in order to work with the student to resolve behaviors. During in-school suspensions, the student will serve the in-school suspension at a desk in the office and will be supervised by the Dean of Students. Teachers will provide the students with assignments to complete by the end of the school day or suspension period. If the student has questions about the assignments, the Dean of Students or other certificated personnel will provide support. If students with disabilities are serving an in-school suspension, they will be provided with all services and supports they would normally receive throughout the day by qualified credentialed personnel as per their Individualized Education Plan. The family will be notified of an in-school suspension in the same manner as an out-of-school suspension following the Suspension Procedures listed in Item C of this section.

The Charter School will ensure that adequate supervision will be provided by the Dean of Students at a desk in the office for any student serving an in-school suspension to ensure the safety of other students, staff and visitors to the school. It is the belief of the Charter School that serving an in-school suspension can provide a student a more meaningful consequence than an out-of-school suspension because the student has access to core curriculum, no perceived reward of being sent home, and is separated from their peers. The Charter School is committed to working with the student serving an in-school suspension on self-reflection, making amends, understanding their responsibility for the choices made, and developing social skills and strategies needed for appropriate behavior during their in-school suspension.

**Procedures**

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

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

**B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended 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, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

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

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

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of 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, which includes but is not limited to, electronic files and databases.

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

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

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

o) Engaged in, or attempted to engage in hazing. For the purposes of this 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.
p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q) 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.

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

s) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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

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

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of 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, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:
   (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (i) above.
   (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (i) 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. An act of cyber sexual bullying.
   (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1) to (4), inclusive, of paragraph (i). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
   (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3) Notwithstanding subparagraphs (i) and (ii) 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.

w) 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)(a)-(b).

x) 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 Executive Director or designee’s concurrence.

2. 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) 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 student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

   b) Brandishing a knife at another person.

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

   d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

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

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

e) Committed or attempted to commit robbery or extortion.

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

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

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of 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, which includes but is not limited to, electronic files and databases.

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

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

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

o) Engaged in, or attempted to engage in hazing. For the purposes of this 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.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this
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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q) 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.

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

s) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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

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

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of 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, video, or image.

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

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

(b) Creating a credible impersonation of another actual 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. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the
dissemination of, or the solicitation or incitement to disseminate, a
photograph or other visual recording by a pupil to another pupil or
to school personnel by means of an electronic act that has or can be
reasonably predicted to have one or more of the effects described in
subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph
or other visual recording, as described above, shall include the
depiction of a nude, semi-nude, or sexually explicit photograph or
other visual recording of a minor where the minor is identifiable
from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include
a depiction, portrayal, or image that has any serious literary, artistic,
educational, political, or scientific value or that involves athletic
events or school-sanctioned activities.
3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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 (3)(a)-(b).

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 Executive Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) 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 student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

b) Brandishing a knife at another person.

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

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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.
C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Investigation

The Charter School Dean of Students will thoroughly investigate the incident to include interviewing the victim, the witnesses and the alleged student while providing due process to the student. The student will be given the opportunity to respond to any allegations prior to the issuance of a suspension. The Dean of Students will determine whether or not the behavior merits suspension. Searches: in order to investigate an incident, or where there is reasonable suspicion, a student's attire, personal property, or school property, including books, desks, and school lockers, may be searched by the Charter School Dean of Students who has a reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances that may be injurious to the student or others. Illegally possessed items shall be confiscated and turned over to the police.

2. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the 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, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a 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.

The Executive Director or designated administrator may recommend suspension for the discretionary suspension offenses and must recommend suspension for the non-discretionary suspension offenses, but will take into consideration the discipline record of the student, the strategies previously employed to correct behavior, the severity of the incident, and the intent of the student to cause severe harm. The safety of the Charter School including all students and staff is always taken into account.
3. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

4. Appeal Process

A student or the student's parents/guardians may appeal an in-school and out-of-school suspension that is imposed upon a student for his/her school related offenses. An appeal in writing may be made to C-Tech and directed to the Executive Director within five (5) days of the final day of suspension. Such appeals shall be resolved with a written response within three (3) days of the receipt of the appeal. The results of the appeal may include: upholding the suspension in all respects; modifying the length of suspension; or, overturn the suspension and expunge the suspension from student records. C-Tech will establish an advisory committee that hears suspension appeals, composed of a school administrator and other certificated staff (excluding current teachers of the student).

5. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year for general education students, and not more than 10 school days in any school year for special education students. Upon a recommendation of expulsion by the Executive Director or Executive Director’s designee, the pupil and the pupil’s parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the Executive Director 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.

6. Access to Education

Students will be provided with meaningful access to education during the term of the suspension. All student curriculum will be available online via GoogleClassroom or the
JumpRope platform. Students may complete and submit all assignments online. Teachers will review and score assignments. Teachers may also contact students to ensure their work is complete and they remain on track academically.

D. Authority to Expel

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

A student may be expelled either by the neutral and impartial Charter School 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 or 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.

E. Expulsion Procedures

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

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;

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

6. Information about obtaining reasonable accommodations;

7. Information about obtaining language support, through translated information and/or a translator;

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

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

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

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

3) 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 days 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.

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

5) At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

6) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

7) The entity conducting the expulsion hearing 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.

8) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing.
The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

9) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

10) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

11) 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.

12) 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.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. The school will record all records in print and digital form. All records will be made available to parents by request via letter mail or email.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the
conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or 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 expelled 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 and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors’ adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School.

The Executive Director 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.

J. 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.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors’ decision to expel shall be final.

L. Expelled Pupils/Alternative Education

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Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

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

Immediately following the expulsion, the Principal or Assistant Principal will contact the parent or guardian to assist them in enrolling their student in school. Once the student begins school, the Dean of Students will contact the student and the parent or guardian monthly to monitor the student’s academic, behavior and attendance. Each Rehabilitation Plan is unique to the student but includes measurable goals on number of discipline referrals, number of suspensions, number of days in attendance, and a minimum grade point average during the length of the plan. Dean of Students

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil’s readmission is also contingent upon the Charter School’s capacity at the time the student seeks readmission.

O. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.
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.

C-Tech’s Board of Directors shall determine which school-sponsored retirement plans will be available to various types of staff (e.g., certificated staff, part-time staff, etc.). All employees will participate in the federal Social Security system in accordance with applicable law. C-Tech plans to have its employees also participate in a 403b plan as adopted by the Board of directors for the benefit of staff. The Executive Director will ensure that the appropriate payroll arrangements are made to ensure Social Security and 403b coverage and participation.
C-Tech will recruit teachers who are qualified to deliver the educational program, including any innovative components of the program. C-Tech will recruit teachers trained by the USC Rossier School of Education, EdJoin, and through the Charter School’s website. C-Tech will seek teachers who are committed to the mission and vision of the Charter School. The teachers will be expected to be sensitive to the linguistic and cultural needs of students, and to participate in professional development to enhance their skills in this area. Employees’ job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the Charter School and its students. All requirements for employment set forth in applicable provisions of law will be met. Current C-Tech job descriptions and qualification for key employee positions are outlined below in Element 5.
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.

Informing Families
Parents/guardians and students will be informed of their public school attendance alternatives in the Parent and Student Handbook and on the Admissions tab of the website.
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

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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

Margeaux Randolph, Executive Director
Los Angeles School of Creativity and Technology
918 S. Oxford Ave
Los Angeles, CA 90006

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.
**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
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 School.
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.

In the event that C-Tech closes, the Executive Director will serve as the Charter School’s closure agent. At the discretion of the Board of Directors, closure related procedures and activities may be assigned to other administrative officers of the Charter School.
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**
  
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities**
  
  (i) **Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its
regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  
  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District

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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.

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
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).)
Conclusion

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year term from July 1, 2020 through and including June 30, 2025.