Collegiate Charter High School of Los Angeles

July 18, 2014
Charter Petition
Respectfully submitted to
the Los Angeles Unified School District by:

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Collegiate Charter High School of Los Angeles will prepare all students in grades nine through twelve for success in four-year colleges, professional careers, leadership in their communities, and lives of opportunity.

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Executive Summary

Mission and Vision
Collegiate Charter High School of Los Angeles (hereafter referred to as “Collegiate”) will prepare all students in grades nine through twelve for success in four-year colleges, professional careers, leadership in their communities, and lives of opportunity.

Collegiate is a proposed 9-12 free, public charter school founded on the belief that every student, regardless of race or socioeconomic class, can achieve high levels of academic success and that every child deserves an excellent education and access to college preparation. Collegiate’s faculty and staff will set a school culture that champions high expectations for academic achievement among all students, will implement a rigorous college preparatory core instructional program for all students, and will invest in a spectrum of support and intervention structures to help every student become ready for success in college no matter their skill levels or learning needs coming into the school.

Target Community
Collegiate will serve the students of Boyle Heights, Lincoln Heights and the surrounding areas, a historic community on the eastside of Los Angeles that is home to over 99,000 residents.¹ In the proposed target community, annual median household income hovers at $33,000. As of census 2000, 40% of children under seventeen in this area were living below the federal poverty line.² The community has limited access to college preparatory high school programs, and only 5% of adult residents 25 years and older have earned bachelor’s degrees from four-year colleges.³

School Design
Our research-based school design is comprised of a common set of innovative practices specifically geared to the academic and developmental needs of high school students and modeled on those of successful urban high schools nationally that serve low-income students from minority backgrounds and emphasize college admission and graduation:

| More time on task | • Collegiate’s extended school day for all students will feature extended time in standards-aligned literacy and math, as well as data-driven small-group academic interventions for individual students
|                  | • Collegiate’s optional after-school program, offered to and encouraged for all students, will increase access to tailored tutoring and homework support, as well as to sports and enrichment activities
|                  | • Collegiate will run a longer school year for all students and Summer Academy for students in need of extra support and/or credit recovery opportunities

² Census 2000.
³ Ibid.
### Rigorous college readiness-aligned course of study

- Collegiate’s college readiness standards-aligned required course of study aligns to the University of California A-G requirements
- Every Collegiate student will have access to at least two AP courses, will prepare for and complete two SAT exams (all costs will be incurred by the school), and will gain admission to at least one four-year college before graduating from Collegiate (all application costs will be incurred by the school).

### Culture of academic achievement

- Collegiate’s structured, high-expectations, everything-is-earned culture will recognize behaviors as students’ individual choices and will incentivize students’ positive choices and habits through feedback, earned privileges, and consequences
- Collegiate’s college-going culture will recognize and celebrate academic growth and achievement among all students

### Advising and structured support

- Daily advisory in small, single-gender advisories will build academic habits, student character, and school community
- Every five weeks, formal standards-aligned interim assessments and data analysis will drive advisor-family-student conferences regarding students’ academic progress
- Collegiate’s college counselors will guide and individualize the college admissions and financial aid process for every senior through a guided daily college admissions workshop offered during the school day
- Collegiate’s alumni support program for alumni in college will ensure persistence toward college graduation

### Developing student leadership and career readiness

- Collegiate’s enrichment and sports programs emphasize teamwork and student leadership development
- Collegiate’s service learning and summer programs, internships and jobs placement opportunities support career readiness

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### Capacity of Founding Team

**Vanessa Jackson, Lead Founder & Building Excellent Schools Fellow**

Lead Founder, Building Excellent School Fellow, Lead Petitioner, and proposed Executive Director Vanessa Jackson is an experienced educator and manager with a successful track record leading students and adults in the private sector, nonprofit sector, and school management context, as well as successfully managing complex projects and finances within regulatory environments. In addition to visiting over 30 high-performing urban charter schools nationally, Ms. Jackson also completed a leadership residency at Endeavor College Prep, one of LAUSD’s highest-performing charter K-8 schools. During this residency, Ms. Jackson had extensive opportunity to observe core elements of Endeavor College Prep’s middle school model. Ms. Jackson has stayed on at Endeavor College Prep for the 2014 spring to work intensively with the seventh grade class to prepare them for their high school transition.
As the founding Director of College Readiness & Student Life and subsequently as the founding Dean of Upper School & College for Achievement First Brooklyn High School, a high-performing charter start-up in Brooklyn, NY, Ms. Jackson designed the systems and structures that support college preparation, readiness and admissions, including the college application process, SAT data and analysis protocols, Advanced Placement programming, and achievement culture programming throughout the school. Ms. Jackson taught math interventions, leveled guided reading, SAT Prep, and College Readiness Seminar to students in grades 9 through 11, managed student recruitment, built the After school enrichment program, developed and led Saturday Academy, managed summer programs placement, served as and then coached grade level chairs, and coached a portfolio of five teachers and counselors. Ms. Jackson has completed a number of instructional leadership professional development programs, including Achievement First's dean and instructional coach trainings. She has also designed and delivered professional development workshops for teachers.

Before teaching and leading at the high school level, Ms. Jackson worked with two high-performing, college preparatory charter school networks, managing special projects including governance, new teacher trainings, legislative advocacy, student recruitment, and development of a strategic plan and budget model for a CMO launch within full compliance of federal, state, and city regulatory requirements. Ms. Jackson joined the Building Excellent Schools Fellowship eager to be part of the cadre of school leaders who are setting ambitious goals, carefully designing and refining strategies to meet these goals, and building the structures, culture, and human capital to meet those goals in a systematic way. Ms. Jackson earned a BA from Princeton University. She was a 2004 Fulbright Fellow in Moscow, Russia and earned an MBA from the New York University Stern School of Business.

### Jimmy Abarca, Sales Incentive Analyst, Kaiser Permanente

Mr. Abarca was born and raised in the San Fernando Valley and attended Los Angeles Unified School District schools from kindergarten through grade twelve. After graduating from the University of California at Santa Cruz with a BS in Economics, Mr. Abarca joined Univision Music Group and Universal Music Group where for three years where he worked as a Royalty Analyst and Assistant Manager of Royalty Accounting. He then worked for Yahoo! Inc. before leaving California to pursue an MBA, graduated from the NYU Stern School of Business in 2009. Mr. Abarca returned to the Los Angeles area immediately after graduation and joined Kaiser Permanente in Burbank where he is a Sales Incentive Analyst.

### Isabel Oregon Acosta, Associate Director, The Eli Broad Foundation

Mrs. Acosta is part of the The Broad Foundation’s policy team. Mrs. Acosta comes to the foundation from EdSource, where she worked as a research associate, conducting research, policy and data analysis on a variety of issues, including school finance. She has also worked as a graduate research assistant for the Texas Speaker of the House of Representatives in Austin, as a research team leader for Independent Colleges and Universities of Texas, and as a policy intern for The Education Trust-West, where she researched and co-authored briefs on education topics such as teacher quality and a standard curriculum for all California high school students. Mrs. Acosta also worked as a legislative intern for the House Committee on Higher Education in Austin, TX and as a researcher at the Charles A. Dana Center. She earned a BA from the University of California, Santa Barbara and MA from the University of Texas at Austin.

### Haleta Belai, MBA 2014, USC Marshall School of Business

Ms. Belai is a service operations professional with experience managing operations across healthcare, education, and nonprofit sectors. Ms. Belai earned an MBA at the USC Marshall School of Business in May 2014, with a focus on healthcare operations management, corporate
sustainability, and social entrepreneurship. Most recently, Ms. Belai worked on developing an Affordable Care Act implementation plan for a Fortune 350 managed care organization. Prior to Marshall, Ms. Belai worked in an external relations function for Achievement First, a charter management organization that manages a network of over 20 high-performing public charter schools in New York, Connecticut, and Rhode Island. In this role, she focused primarily on project management of New York governance initiatives and special projects. In her role with the External Relations team at Achievement First, Ms. Belai coordinated preparation, execution, and follow-up for bi-monthly charter school board meetings for six growing charter schools across the network’s Brooklyn-based cluster of schools. Prior to this role, Ms. Belai co-founded a successful non-profit skill-training program for ex-commercial sex workers in Addis Abeba, Ethiopia. Ms. Belai holds a BA from Columbia University.

**Sudhir Lay Burgaard, Senior Associate, Morris, Polich & Purdy LLP**

Mrs. Lay Burgaard’s practice focuses on environmental litigation and toxic torts. Mrs. Lay Burgaard represents municipal and private clients in cases involving contaminated property that arise under federal and state statutes and common law, and she provides regulatory and compliance counseling in environmental remediation cases. She has handled matters involving the Endangered Species Act, the Federal Insecticide, Fungicide, and Rodenticide Act, and the Health and Safety Code. Mrs. Lay Burgaard has experience working with local, state, and federal agencies on environmental, natural resources, and land use matters. Her areas of expertise include the Comprehensive Environmental Response, Compensation, and Liability Act, the Resource Conservation and Recovery Act, the Clean Water Act, the Clean Air Act, the National Environmental Policy Act, and the California Environmental Quality Act. Mrs. Lay Burgaard also represents contractors, subcontractors, owners, developers, property managers, and design professionals in a variety of matters, including mechanic’s liens and stop notice actions, and prevailing wage, construction defect, and professional liability claims. In addition, she represents property owners and managers, landlords, tenants, and business owners in premises liability cases. Mrs. Lay Burgaard earned a BA from Princeton University, JD from Southwestern University School of Law, and LLM from the George Washington University Law School.

**Dr. Gary Fraser, Assistant Dean & Executive Director, USC Marshall School of Business**

Dr. Fraser is Assistant Dean of the Full Time MBA Program and Career Services at the University of Southern California’s Marshall School of Business. He is responsible for overseeing high-touch student areas including Academic Affairs, Student Engagement, Leadership Development, and Career Services. In his first year at USC Marshall, Dean Fraser led a redesign of the career office’s internal structure and launched a new career development process for MBA students. Previously, while at NYU Stern, Dean Fraser revamped the career development program for incoming MBAs, restructured the on-campus interviewing process for full time students, launched the Career Center for Working Professionals - a career services center dedicated to self-sponsored Executive MBA and Langone Part-Time MBA students, and all NYU Stern alumni. In 2011 he led the launch of NYU Stern’s first Leadership Development Program for MBA students. In his time at NYU Stern, he was voted both “Administrator of the Year” multiple times and “Dean of the Year” by the MBA student community. Prior to working in Higher Education, Dr. Fraser held positions in brand management at Sara Lee, Cadbury Beverages, and Kraft/Nabisco. He received an Ed.D. from the University of Pennsylvania and MBA from NYU Stern. While a student at NYU Stern he was President of the Association of Hispanic & Black Business Students, a Consortium Fellow and a recipient of NYU’s prestigious President’s Service Award. He received his BS from Syracuse University.

**Peter Hennessy, Vice President, OneWest Bank**
Mr. Hennessy is a Vice President for the OneWest Bank Corporate Banking Team within the Specialized Lending Group where he is responsible for sourcing and structuring loans which do not fall within the identified industries targeted by other groups within Specialized Lending or the usual banking business serviced by the Commercial Banking team. In addition, Mr. Hennessy is responsible for sourcing, diligencing and purchasing syndicated loans which do not fall within industries which have targeted teams at the bank. Mr. Hennessy has over ten years of banking and investment management experience with a focus on high yield and distressed corporate loans. Mr. Hennessy holds a BA from Boston College, MBA from the University of Chicago Booth School of Business and is a Chartered Financial Analyst.

Michelle Jasso, Founder and Co-Director, Endeavor College Prep

Ms. Jasso is an experienced public school educator with proven success in the classroom and within instructional and executive school leadership. She began her career in education as a Teach For America corps member in the Baltimore City Public Schools System. Ms. Jasso earned her BS at Santa Clara University and her M.Ed at Johns Hopkins University. She has also taught at two charter schools in Los Angeles, as a fourth grade teacher at View Park Preparatory Accelerated Charter School and as the founding English teacher at KIPP Los Angeles College Preparatory Charter School. During her year as KIPP L.A. Prep’s Director of Curriculum and Instruction, her intense focus on improving instruction led to a dramatic increase in the school’s test scores, from an API of 720 to 824 in a single year. Ms. Jasso has trained new teachers through the Los Angeles Teaching Fellows program and has coached school leaders as part of the California Charter School Association’s California Charter Quality Institute. In 2007, she completed a year-long Fellowship with Building Excellent Schools, a national school leadership and charter development training program. Ms. Jasso is the founder and co-director of Endeavor College Prep, where she leads instructional and school culture priorities for the acclaimed K-8 charter school that in 2013 was ranked the 8th highest-performing elementary/middle charter school in California by the USC Rossier School of Education.

Karl Reeb, President, CambriaPoint

Mr. Reeb, President of CambriaPoint, is a business consultant and strategic executive with over 30 years of leadership experience with dynamic, high growth, world-class organizations including Allergan Pharmaceuticals, AmeriCredit Corporation, Aramark Corporation, GlaxoSmithKline PLC, Smith International, Verizon Communications and Vodafone Group. Mr. Reeb earned a BA from the University of Wisconsin at Madison and has completed post-graduate studies at Stanford University and the University of Southern California. He has served as a member of the Board of Directors for multiple non-profit organizations including the Arlington (Texas) Chamber of Commerce, the Charles Tandy American Enterprise Center of Texas Christian University’s Neely School of Business and the University of Wisconsin Foundation. In recognition of his Human Resources leadership, Mr. Reeb is a member of the select HAART organization of UCLA. To enhance the economic development of Arlington, Texas, he served on a task force that partnered with Mayor Elsie Odom and other local business leaders to successfully negotiate the move of the Dallas Cowboys from Irving, Texas to Arlington beginning with the 2009 National Football League season.

Impact

We will gauge the success of our program by evaluating our performance against measurable student achievement outcomes. These will include our students’ performance on the CAASPP, College Board SAT exams, and College Board Advanced Placement exams. Our ultimate measure of our success will be our students’ admission and matriculation at top colleges and
Collegiate Charter High School of Los Angeles

universities regionally and nationally, their persistence toward college graduation, their success in securing high caliber professional careers, and their capacity to lead in their communities.

Collegiate’s establishment in the eastside will mean that Boyle Heights and Lincoln Heights families will have access to a rigorous college preparatory high school option for their children where every student receives individualized support to drive their growth and achievement. This in turn will result in a significant increase in economic productivity for the region. During the term of this charter, we will graduate our first two grade level cohorts of students, sending them off to college prepared to achieve their academic and professional goals. With success and reauthorization, and projected over one generation, by 2040, Collegiate will have sent 1,800 alumni to and through college. This will result in an estimated increase of over $1.8 billion dollars of lifetime earning potential among these college graduates. This increase in economic productivity among eastside residents will have tremendously positive impact on the community and the region, on our students who will typically be the first in their families to earn a college degree and have access to professional opportunities, and on their families who rely on the promise and quality of public education for their children.
Assurances and Affirmations

Collegiate Charter High School of Los Angeles (also referred to herein as "Collegiate" 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 discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).

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


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

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

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

Consult, on a regular basis, with the charter school's parents, legal guardians, and teachers regarding the school's educational programs. Ed. Code § 47605(c)(2).

NOTE: This charter contains specific "District Required Language" (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes 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 should exist between any provision contained within the body of the charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
Element 1: The Educational Program

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

“A description, for the charter school, of annual goals, 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 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 (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) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. 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 Ed. 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 Ed. 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 annual update.” 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 Ed. Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

Transitional Kindergarten
Charter School shall comply with all applicable requirements regarding transitional kindergarten.

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

English Learners
Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core 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 (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD's English Learner Master Plan or implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the 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 EL program assessment. 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 ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding 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 schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.
**SELPA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Ed. Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two 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 but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

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

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated 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, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**
The usual file including District ID:

- **Norm day**
  - District ID, CSIS 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 (Including Charter Schools)**

- **All Students enrolled as of December 1 of each school year**
  - District ID, CSIS 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 (Including Charter Schools)**
  - District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data (Including Charter Schools)**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSIS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSIS, the list of required data above will automatically be captured within MiSIS.

**Community Need for Proposed Charter School**

**Unmet Need for College Completion Preparation in the Proposed Community**

In her 2014 article “All Students Need Common Foundational Skills,” education policy expert Cynthia Brown notes that “in countries that have well-developed and integrated secondary and postsecondary career-preparation systems, graduates go into relatively high-paying jobs with skills that industries need. Many of these graduates have the equivalent of highly respected U.S. postsecondary training and credentials, and in some [developed] countries, a secondary school diploma is equivalent to a U.S. associate’s degree. Large numbers of students in these advanced countries pursue the equivalent of the U.S. four-year bachelor’s degree as well. The end result of widespread low-quality high-school education in the U.S. compared to the secondary education in equally economically advanced countries is that a greater proportion of adults in the United States are woefully underprepared for today’s jobs. Skill development in other countries is accelerating, as it stagnates in this country.”

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By 2025 California’s workforce will require one million additional college graduates. However, “only about 50% of low-income students will graduate from high school by the time they are 18 years old. At America’s leading 150 colleges, 90% of incoming freshmen come from families with household incomes in the top 50%. Only one in ten low-income students will go on to graduate from college.” Although rates of high school graduation have steadily increased over the past 20 years, particularly among Hispanic students, the gap in enrollment between low-income students and their affluent peers in four-year colleges and universities persists, as illustrated in Figure 1: Socioeconomic Gaps in College Enrollment:

![Figure 1: Socioeconomic Gaps in College Enrollment](image)

As a result of this trend, students from low-income backgrounds can expect to earn significantly less in their lifetimes as illustrated by the following set of statistics, which also underscore the growing importance of higher education completion for the state of California and its counties, cities, and school districts:

- For every $1 California invests in higher education, it will receive a net return on investment of $4.50.  
- Past graduates of University of California and California State University return $12 billion annually to the state.  
- A Californian with a college degree will earn $1,340,000 more than peers with only a high school diploma.

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9 Ibid.
10 Ibid.
By entering and completing college, the average Californian will spend four fewer years in poverty, reducing the expected number of years they receive cash aid by more than two years.

Nationally, the compensation gap between holders of bachelor’s degrees and others has grown markedly over the past fifty years and continues to widen.

Figure 2: Rising Earning Disparity between Young Adults with and without a College Degree

According to a 2014 study of the Pew Research Center, “on virtually every measure of economic well-being and career attainment – from personal earnings to job satisfaction to the share employed fulltime – young college graduates are outperforming their peers with less education. And when today’s young adults are compared with previous generations, the disparity in economic outcomes between college graduates and those with a high school diploma or less formal schooling has never been greater in the modern era.”

Underrepresentation of socially and economically isolated low-income residents in college is a particularly pronounced trend in Los Angeles’ eastside communities of Boyle Heights, Lincoln Heights, El Sereno and East Los Angeles – the proposed target community. At present, approximately 5% of adult residents over 25 years of age in this community hold degrees from four-year colleges and universities. Figure 3: Proposed Catchment Zone depicts the proposed catchment zone in relation to other regions within the Los Angeles School District (LAUSD).

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12 Ibid, 3.
The proposed target communities of Boyle Heights, Lincoln Heights, El Sereno and East Los Angeles fall within Local District 2 and serve the largest number of English Learners (ELs) district-wide, with 57% of students classified as ELs.\textsuperscript{14} California Standards Test (CST) scores for Local District 2 were lower than the district average, with 20% of students earning a passing score in English-Language Arts and 24% in math.\textsuperscript{15}

Under LAUSD’s recent reorganization of the local districts, this area is now Educational Service Center East. The specific target neighborhood is Boyle Heights and Lincoln Heights. This area is bordered by El Sereno and the Los Angeles city limits on the east and south, the Los Angeles River on the west, and Mission Road to the north. Montecito Heights lies to the north, Downtown Los Angeles lies to the west, Vernon is south, Commerce is southeast, and City Terrace and East Los Angeles are to the east.

With an estimated population of 99,243 residents in 2008, the Boyle Heights/Lincoln Heights community is predominantly Latino (approximately 94%).\textsuperscript{16} Of all residents, 53% are immigrants and 60% are citizens. (This is based on legal residents documented in the 2000 Census; actual numbers of immigrants are likely higher.) Eighty-two percent of area households have children, and the average household size is 4.01.\textsuperscript{17}

\textsuperscript{14} http://search.lausd.k12.ca.us/cgi-bin/fcgi.exe.
\textsuperscript{15} http://search.lausd.k12.ca.us/cgi-bin/fcgi.exe.
\textsuperscript{16} http://maps.latimes.com/neighborhoods/neighborhood/boyle-heights/.
\textsuperscript{17} Census 2000.
The residents of the proposed target community experience significant economic pressure:

- 33% of the population lives below the federal poverty line
- 40% of children under 17 live below the poverty line
- Median household income is $33,000
- Per capita income is $8,150

These statistics reflect a community that lacks access to economic opportunity with over half of families falling within the bottom quartile of income earners nationally. Significantly, low-income students face even greater hurdles than do students achieving at comparable levels academically from more affluent families.

Figure 4: College Persistence by Affluence and SAT Scores

As this data predicts, the proposed target community exhibits some of the lowest levels of educational attainment in all of Los Angeles. As outlined in Figure 5: Census 2000 – Boyle Heights Educational Attainment Data, nearly 70% of adult residents have not successfully completed high school. Fewer than 15% have attained degrees from two- or four-year colleges.

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18 Ibid.
19 http://www.nytimes.com/2014/05/18/magazine/who-gets-to-graduate.html?ref=education&r=0.
20 Ibid.
The factors underpinning the historic and current educational profile of the proposed target community are multifaceted. Data reflected in Figure 6: Proposed Community High School College Aspirations vs. Readiness sheds light on a noteworthy trend among local area high schools’ graduating students’ college readiness and college plans:

Figure 6 displays survey results included on local area high schools’ 2012-13 School Report

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http://notebook.lausd.net/portal/page?_pageid=33,1027446&_dad=ptl&_schema=PTL_EP.
Cards reflecting disparities between students’ plans to complete four-year degrees and their success in graduating from high school prepared to do so. The table reflects the percentage of students at each local high school who graduate having passed all courses for the University of California A-G requirements. It also reflects the percentage of students who have achieved the minimum scores to render them eligible for four-year state colleges and higher education economic opportunity programs. These are two appropriate proxies for understanding high school seniors’ preparedness for matriculating to college ready to take on college level work. Finally, the graph reflects the percentage of students who reported planning to pursue four-college bachelors degrees and graduate from college.

In aggregate, whereas 70% of local area high school students report wanting and intending to complete four-year college degrees, currently 41% of these same students are earning the A-G credits necessary to do so, and just 35% of these students are earning SAT scores that put them in range of admissibility to accredited four-year colleges. In summary, a projected 3,050 local area high school students at the twelve high schools profiled in Figure 6 report planning to attend and graduate from four-year colleges and universities but will leave high school having fallen short of the minimum requirements to pursue this goal.

Collegiate’s founding team has conducted field research that corroborates the trend reflected in the School Report Card data above. Led by Ms. Jackson, Collegiate’s founding team has conducted seven community outreach events this spring. These sessions were held throughout the months of March and May at strategic locations across Boyle Heights and Lincoln Heights.

**Figure 7: Collegiate Spring 2014 Community Canvassing**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Location</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/23/2014</td>
<td>Street canvassing at corner of E. Cesar Chavez Ave. &amp; Soto St., Boyle Heights</td>
<td>14</td>
</tr>
<tr>
<td>3/24/14-3/28/14</td>
<td>Seventh grade family individual conferences at Endeavor College Prep 7-8 campus, Lincoln Heights</td>
<td>32</td>
</tr>
<tr>
<td>3/29/2014</td>
<td>Family info session, Endeavor College Prep, Lincoln Heights</td>
<td>9</td>
</tr>
<tr>
<td>3/29/2014</td>
<td>Street canvassing at corner of E. Cesar Chavez Ave. &amp; Soto St., Boyle Heights</td>
<td>5</td>
</tr>
<tr>
<td>5/13/2014</td>
<td>Street canvassing at Northgate Gonzalez Market, Boyle Heights</td>
<td>6</td>
</tr>
<tr>
<td>5/17/2014</td>
<td>Presentation booth at Dia de los Niños at Estrada Courts, Boyle Heights</td>
<td>9</td>
</tr>
<tr>
<td>5/17/2014</td>
<td>Family information session at Franklin Branch Library, Boyle Heights</td>
<td>9</td>
</tr>
</tbody>
</table>

Through this work, Ms. Jackson and the team conducted hundreds of informal conversations with current middle and elementary school students and their families. As part of these conversations, Ms. Jackson asked students with whom she spoke the question: “Do you want to go to college?” Uniformly, students responded that, yes, they do. Of the 84 students of whom Ms. Jackson asked this question, only one responded no, referencing instead post-high school plans for military service. The team did not formally track parents’ responses but the overwhelming majority of parents with whom our canvassing team spoke during our spring outreach efforts demonstrated enthusiasm for a college preparatory option in their neighborhood.

In conjunction with the college aspirations versus readiness data above, the pattern in these responses demonstrates current and future unmet demand for another college preparatory high

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22 Ibid. Data is included for any area high school that reported these figures on their 2012-13 School Report Card.
23 These figures represent an enrollment-by-school weighted average of the figures in the table above.
school option in the Boyle Heights/Lincoln Heights area to serve rising cohorts of current elementary and middle school-aged area students who are indicating interest in the college path.

**How the Proposed School Will Meet the Community Need**

The data above reflects community need for increased access to college preparatory secondary education in Boyle Heights and Lincoln Heights. Collegiate will meet this need by offering a comprehensive learning experience that is designed to serve the needs of students in the proposed target community who seek access to a college preparation.

Collegiate’s proposed educational program, which defines how we will set up all of our students for college success, borrows directly from a subset of established urban college preparatory schools nationally that are successfully preparing their students for college admissions and completion. At present, the eastside does not have access to this specific model. In adopting and adapting this model to best meet the needs of eastside students, we especially seek to serve the needs of academically low-achieving students who require a highly supportive and structured secondary program that will accelerate their academic growth and enable them to reach mastery of grade level skills and core competencies throughout high school in order to be ready for college no matter their entry levels. For this reason, our proposed approach to meeting community need includes:

- **More time:** A longer school day and year to maximize instructional opportunities and intervention opportunities for students requiring extra support and for all students to maximize their time in high quality academic and enrichment pursuits that will enhance college and career readiness

- **Rigorous curriculum:** A college readiness aligned course of study for all students so that all students – not just top students – are not track for four-year college readiness

- **College-going culture:** Investment in building and maintaining strong achievement-oriented, college-going culture that permeates all aspects of every student’s daily experience at Collegiate

- **Support:** Personalized structures and supports for all students to ensure that all students can successfully complete the college readiness-aligned required course of study

- **Human capital development:** Investment in faculty and staff professional development to ensure that every team member is equipped to implement the proposed school model and deliver on our school’s goals

**Student Population to Be Served**

**Our Target Student Population**

Collegiate seeks to serve students in grades 9 through 12. All students that reside in California may apply to the school through our free, public random lottery, and our recruitment efforts will target families across Boyle Heights, Lincoln Heights, El Sereno, and East Los Angeles. We therefore anticipate serving significant numbers of students who are eligible for free or reduced price lunch and significant numbers of English Learners (ELs). Given the low number of college-
educated adults residing in the proposed target communities, we also expect that a very large proportion of our student population will be the first in their families to attend and graduate from college. Finally, we know that a significant portion of our students will also be first generation U.S. citizens. Given academic performance data among eighth grade students at area middle schools, we anticipate that significant proportions of our incoming students will be reading and doing math below grade level or far below grade level. We also anticipate serving significant numbers of students with special needs. Collegiate’s school model is designed so that students coming in with a wide spectrum of skill levels, learning styles, abilities and disabilities can successfully access our program and progress toward college readiness. Our marketing to families emphasizes this strategy and ethos.

**Enrollment Plan**

Collegiate Charter High School of Los Angeles proposes to open in August 2015 with 132 students in grade 9, and we will grow one grade level each year to eventually serve 456 students in grades 9 through 12 by fall 2018. Slow growth will best enable the founding team to establish and build strong achievement-oriented school culture, to build strong instructional practices, to focus on professionally developing founding staff as we grow.

Collegiate’s small school model will ensure that our support systems and structures for delivering personalized support to our students are enabled by strong student-teacher, student-leader, teacher-leader, and family-school relationships. Maintaining small grade level cohort sizes will ensure that every student has access to a faculty advisor, that every student is known by all teachers, and that the school has a culture of individual accountability where students are not lost or overlooked. In this way, we will ensure that no student slips through the cracks or veers off course and that all students can therefore be supported toward reaching their big goal of college.

Figure 8: Proposed Enrollment Plan summarizes our enrollment plan through year five when we will reach full capacity.

<table>
<thead>
<tr>
<th>Operating year</th>
<th>Y0</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal year</td>
<td>14-15</td>
<td>15-16</td>
<td>16-17</td>
<td>17-18</td>
<td>18-19</td>
<td>19-20</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>132</td>
<td>132</td>
<td>132</td>
<td>132</td>
<td>132</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td>0</td>
<td>116</td>
<td>116</td>
<td>116</td>
<td>116</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>108</td>
<td>108</td>
<td>108</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>132</td>
<td>248</td>
<td>356</td>
<td>456</td>
<td>456</td>
</tr>
</tbody>
</table>

We have accounted for moderate student attrition as well as intake of new students in grades 10 through 12. Enrolling grade 9 cohorts of 132 students will allow us to maintain core class sizes of No greater than 33.

**Surrounding Schools Data**

The center point of Collegiate’s proposed target community is the State Street Recreation Center located at 716 North State Street, Los Angeles, CA 90033. Figure 9: Target Community
Current Middle School Enrollment displays 2012-2013 enrollment data for the area’s middle schools from which Collegiate expects to draw, forecasting the number of lottery applications Collegiate will draw from each school for year one enrollment.

<table>
<thead>
<tr>
<th>Middle School</th>
<th>Total enrollment</th>
<th>8th grade enrollment</th>
<th>7th grade enrollment</th>
<th>6th grade enrollment</th>
<th>Target Collegiate Grade 9 Lottery Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endeavor College Prep</td>
<td>302</td>
<td>63</td>
<td>72</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>KIPP Los Angeles Prep</td>
<td>465</td>
<td>97</td>
<td>126</td>
<td>112</td>
<td>40</td>
</tr>
<tr>
<td>Hollenbeck Middle School</td>
<td>1337</td>
<td>590</td>
<td>581</td>
<td>166</td>
<td>35</td>
</tr>
<tr>
<td>Gabriella Charter School</td>
<td>433</td>
<td>51</td>
<td>52</td>
<td>51</td>
<td>10</td>
</tr>
<tr>
<td>PUC Excel Charter Academy</td>
<td>342</td>
<td>108</td>
<td>118</td>
<td>116</td>
<td>5</td>
</tr>
<tr>
<td>Robert Louis Stevenson Middle School</td>
<td>1852</td>
<td>679</td>
<td>660</td>
<td>513</td>
<td>40</td>
</tr>
<tr>
<td>Belvedere Middle School</td>
<td>1384</td>
<td>628</td>
<td>568</td>
<td>188</td>
<td>40</td>
</tr>
<tr>
<td>KIPP Sol – PROJECTED</td>
<td>465</td>
<td>97</td>
<td>126</td>
<td>112</td>
<td>0</td>
</tr>
<tr>
<td>Para Los Ninos Middle</td>
<td>41</td>
<td>0</td>
<td>0</td>
<td>41</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6621</td>
<td>2313</td>
<td>2303</td>
<td>1371</td>
<td>242</td>
</tr>
</tbody>
</table>

Based on conversations with school leaders and high school placement support personnel at these area middle schools, Collegiate has set lottery application goals for our inaugural grade 9 lottery that reflect school leaders’ and parents’ communications regarding interest. As reflected in the diagram, two additional area middle schools will grow to capacity in the next two years, and we anticipate drawing additional applications and enrollment from these schools.

We anticipate the greatest yield of matriculating students to come from Endeavor College Prep, the school with which Ms. Jackson has worked closely throughout the winter and spring to invest students and families in Collegiate and in a rigorous college preparatory high school path. Based on family conversations and teachers’ analysis, Endeavor College Prep’s Co-Director Michelle Jasso projects that roughly 55-65% of Endeavor’s current grade 7 class will elect to attend Collegiate if admitted through the enrollment lottery.

Figure 10: Surrounding Schools Demographic and Performance Data summarizes the enrollment, academic performance, and student demographics of the surrounding high schools in and around the proposed catchment area. Nearly all of the surrounding schools in the proposed community serve a student population that is over 95% Hispanic/Latino with over 85% of families eligible for free and reduced lunch. Approximately one quarter of area students are

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25 All Surrounding School information is drawn from the most up to date reported data available. The table is populated with the 2012-2013 school population and performance information provided by Ed-Data found at http://www.ed-data.k12.ca.us/Pages/Home.aspx.
designated as ELs, and approximately 10% of students qualify for special education services. As Collegiate seeks to maximize access to our academic program for students of a wide range of incoming skill levels, abilities, disabilities, and English language levels through broad community outreach and recruitment efforts, we anticipate serving a student population that mirrors that of the surrounding schools.

26 http://dq.cde.ca.gov/dataquest/.
**Figure 10: Surrounding Schools Demographic and Performance Data**

<table>
<thead>
<tr>
<th># of Students (2012-13)</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of SPED Students</th>
<th>% of English Language Learners</th>
<th>% Hispanic or Latino</th>
<th>% Black or African American</th>
<th>2011-2012 API</th>
<th>2011-2012 API Statewide Rank</th>
<th>2011-2012 API Similar Schools Rank</th>
<th>Met 2013 School-wide Growth Target?</th>
<th>Met 2013 Subgroup Growth Targets?</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAUSD Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abraham Lincoln Senior High School</td>
<td>1,550</td>
<td>86</td>
<td>11</td>
<td>19</td>
<td>72</td>
<td>1</td>
<td>26</td>
<td>693</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Academy of Environmental &amp; Social Policy (ESP) at Roosevelt High</td>
<td>344</td>
<td>87</td>
<td>7</td>
<td>19</td>
<td>99</td>
<td>0</td>
<td>0</td>
<td>677</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Academy of Medical &amp; Health Sciences at Roosevelt High</td>
<td>440</td>
<td>87</td>
<td>17</td>
<td>24</td>
<td>99</td>
<td>1</td>
<td>0</td>
<td>633</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Felicitas &amp; Gonzalo Mendez High School</td>
<td>348</td>
<td>79</td>
<td>10</td>
<td>9</td>
<td>94</td>
<td>2</td>
<td>1</td>
<td>690</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Francisco Bravo Medical Magnet High</td>
<td>1,859</td>
<td>82</td>
<td>2</td>
<td>2</td>
<td>77</td>
<td>2</td>
<td>10</td>
<td>847</td>
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<td>Garfield High School</td>
<td>2,468</td>
<td>91</td>
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<td>Humanitas Art School at Roosevelt High</td>
<td>451</td>
<td>87</td>
<td>20</td>
<td>23</td>
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<td>3</td>
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<td>Math, Science, &amp; Technology Magnet Academy at Roosevelt High</td>
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<td>3</td>
<td>5</td>
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<td>0</td>
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<td>School of Engineering and Technology at Mendez Learning Center</td>
<td>364</td>
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<td>20</td>
<td>23</td>
<td>98</td>
<td>1</td>
<td>1</td>
<td>652</td>
<td>1</td>
<td>5</td>
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<tr>
<td>School of Law &amp; Government at Roosevelt High</td>
<td>419</td>
<td>87</td>
<td>14</td>
<td>34</td>
<td>99</td>
<td>0</td>
<td>0</td>
<td>641</td>
<td>1</td>
<td>2</td>
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<tr>
<td>School of Science, Technology, Engineering &amp; Math (STEM) at Roosevelt High</td>
<td>448</td>
<td>87</td>
<td>13</td>
<td>17</td>
<td>99</td>
<td>0</td>
<td>0</td>
<td>737</td>
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<td>Wilson High School</td>
<td>1,878</td>
<td>72</td>
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<td>15</td>
<td>94</td>
<td>1</td>
<td>3</td>
<td>653</td>
<td>1</td>
<td>2</td>
</tr>
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<td>Charter Schools</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alliance Susan &amp; Eric Smidt Technology High School</td>
<td>142</td>
<td>98</td>
<td>16</td>
<td>22</td>
<td>97</td>
<td>0</td>
<td>3</td>
<td>707</td>
<td>N/A</td>
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<tr>
<td>Alliance Media Arts and Entertainment Design High</td>
<td>333</td>
<td>95</td>
<td>0</td>
<td>16</td>
<td>99</td>
<td>0</td>
<td>0</td>
<td>694</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Oscar del la Hoya Animo High School</td>
<td>601</td>
<td>97</td>
<td>6</td>
<td>15</td>
<td>98</td>
<td>0</td>
<td>0</td>
<td>738</td>
<td>5</td>
<td>8</td>
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<td>School of Math and Science</td>
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<td>64</td>
<td>N/A</td>
<td>9</td>
<td>94</td>
<td>2</td>
<td>1</td>
<td>690</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Goals and Philosophy

Mission
Collegiate Charter High School of Los Angeles will prepare all students in grades nine through twelve for success in four-year colleges, professional careers, leadership in their communities, and lives of opportunity.

Vision
Designed to close the achievement gap for eastside students, our school model rests on a mission and vision that align with those of the leadership of the Los Angeles Unified School District (LAUSD). In his vision for education in Los Angeles, Mayor Eric Garcetti notes that, “[a]s the District rebuilds, it must do so with a focus on empowering local schools, accountability, the right priorities, and right practice - high quality teaching, support services and programs in our classrooms so that our students graduate on time, college and career ready.” As LAUSD Superintendent John Deasy states, “We must deliver on our promise to educate every student to the highest quality. We are still very much in the thick of the Civil Rights movement, only now a cup of coffee at the lunch counter is a diploma for our youth.”

Our secondary school model is backwards-planned from what we know students must know and be able to do in order to successfully navigate the academic and social challenges that await them in college after earning their high school diplomas. At the heart of this work is our commitment to doing whatever it takes to get our students ready for college. Collegiate’s leadership, instructional team, and operations and support staff will work to implement a variety of effective solutions to meet our students’ needs. Employing the research-proven methods and practices of the highest-performing urban secondary schools in the nation, we will create a small, safe, structured environment that pushes each student to act with integrity and strive for academic excellence.

The education we will deliver to each of our students will prepare them to be strong lifelong learners throughout the 21st century. This in turn will prepare our students to secure important professional opportunities and eventually grow into leadership roles in their communities. Broadly, Collegiate also seeks to help build celebrated and strong college-going and college completion culture in the eastside through our work toward delivering on our mission.

An Educated Person in the 21st Century
An educated person in the 21st century must possess the essential skills and knowledge needed to thrive in higher education and the workplace and to participate in a global society. In order to do so, students must be able to apply core skills and knowledge in multiple situations to solve complex problems.

The Partnership for 21st Century Skills – an organization comprised of education, business, and civic leaders – defines the core knowledge and skills that students will need “to succeed as effective citizens, workers, and leaders.” Our definition of what it means to be an educated person in the 21st century mirrors these.

28 http://home.lausd.net/apps/pages/?uREC_ID=178743&type=d
30 We further define the bar of rigor – the level of sophistication – for these traits and skills later on in our discussion of School Culture and Core Subjects & Scope & Sequence of Standards.
• Strong knowledge of broad academic content, including English language arts, mathematics, science, foreign languages, civics, government, economics, arts, history, and geography
• Creativity and innovation
• Critical thinking and problem solving
• Communication and collaboration
• Information, media, and technology skills
• Initiative and self-direction
• Social and cross-cultural skills
• Productivity and accountability
• Leadership and responsibility

Dr. Tony Wagner, Co-Director of the Harvard Graduate School of Education’s Change Leadership Group, underscores the importance of students’ development of these skills: “Young people who are intrinsically motivated – curious, persistent, and willing to take risks – will learn new knowledge and skills continuously. They will be able to find new opportunities or create their own – a disposition that will be increasingly important as many traditional careers disappear.”

Developing students’ skills in the realm of information, media, and technology – a focus area of the Partnership for 21st Century Skills’ framework – will be critical to our students’ lifelong learning. Education in the 21st century must equip students to perform a spectrum of computer-based tasks and skills – from basic typing to more sophisticated skills including conducting web-based research and writing, completion of computer-based assessments, coding, use of social media, and use of other technological acumen. Students must access myriad opportunities to practice and develop these skills, so that they reach college and professional careers prepared to use these skills to perform as strong students and members of the workforce.

Collegiate’s mission and model of preparing our students for college readiness recognizes the work of David Conley, professor of Educational Policy and Leadership and founder and director of the Center for Educational Policy Research at the University of Oregon. In College Knowledge (2005), Conley describes the persistent gap between college eligibility and college readiness that undermines thousands of students annually on their paths toward college graduation. Noting the decades-long disparities between college enrollment and college persistence, Conley lays out a cogent vision and clear set of standards for what it takes to develop students’ college readiness, pointing to a specific set of cultural norms and instructional practices employed by the handful of schools nationally that consistently produce alumni who persist and graduate from college. Conley describes the need for college preparatory high schools to develop “intellectually coherent” programs and sets forth a set of exit standards – Knowledge and Skills for University Success – that define what a high school senior must know and be able to do as a 21st century learner in order to be college ready. Collegiate will backwards-plan our academic program and support structures model to align with Conley’s definition of college readiness.

How Learning Best Occurs
Our research of how learning best occurs reveals several findings regarding the instructional methodologies and school culture supports that are proven to be most effective in supporting college readiness among socioeconomically disadvantaged, low-achieving, and/or first generation college-going students at the secondary level. We examined the theoretical research on cognitive, learning and development theory, as well as field practices common to high-performing urban schools that are making the greatest academic gains with disadvantaged and/or at-risk students.

Foundational theories for our instructional framework include directed learning (objectivist) and cognitive learning. In merging the two approaches, we will develop a unique learning environment to meet the needs of our students.

Directed instruction: The directed instruction behavioral theory relies on immediately observable changes in performance (e.g., assessment results) as indicators of learning. There is a focus on memory: how a student generates and stores memories and builds on prior knowledge. Robert Gagne contributes to this area with his systematic approach to instructional design and training with the nine steps of instruction:

(1) Gain attention
(2) Inform learner of objective
(3) Stimulate recall of prior knowledge
(4) Present the material
(5) Provide guidance for learning
(6) Elicit performance
(7) Provide feedback
(8) Assess performance
(9) Enhance retention and transfer\(^{34}\)

Directed instruction has influenced our thinking for selecting and designing teaching methods, curriculum, and behavior modification techniques as well as how we assess and define learning. Directed instruction models focus on teaching sequences of skills beginning with lower level skills in order to build to higher level skills as well as clearly stating skill objectives with assessments to match.

Gradual release: Therefore, learning best occurs when students receive the appropriate blend of scaffolding and independent work. Collegiate will employ what is often referred to as the “Gradual Release of Cognitive Responsibility” model. This includes explicit teacher-guided instruction on new content, time for the class to practice the new material or skill while still being led by the teacher, and independent student practice accompanied by ongoing teacher feedback and support. Figure 11: Gradual Release of Responsibility Model depicts the gradual release of responsibility as the lesson moves through this sequence.\(^{35}\)

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Building on these theoretical foundations of how learning best occurs, Collegiate proposes to implement research-proven best practices to ensure that all students achieve academic mastery and personal success.

**Engagement at the high school level:** “Recent findings by Kristy Cooper of Michigan State University [reveal] that student engagement (versus boredom) is a key correlate of success in high school, and some teachers are much more successful at engaging their students than others.”\(^\text{36}\) Cooper’s research identifies three types of student engagement that support strong learning:

- **Behavioral:** the extent to which a student listens, does assignments, follows directions, participates
- **Cognitive:** the extent to which a student applies mental energy, thinks about content, tries to figure out new material, and grapples with mental challenges
- **Emotional:** the extent to which a student enjoys a class, feels comfortable and interested, and wants to do well\(^\text{37}\)

Examining twelve engagement strategies across a host of high school classrooms, Cooper found three types of viable approaches.\(^\text{38}\)


\(^{37}\) Ibid.

\(^{38}\) Ibid.
• **Connective instruction**: Making personal connections to the subject matter through six teaching practices: helping students see the relevance of academic content to their lives, cultures, and futures; conveying caring for students at an academic, social, and personal level; demonstrating understanding of students; providing affirmation through praise, written feedback, and opportunities for success; using humor; and enabling self-expression by having students share ideas, opinions, and values with others.

• **Academic rigor**: Emphasizing the academics of a class via three teaching practices: providing challenging work; “academic press” (emphasis on hard work and academic success); and conveying passion for the content.

• **Lively teaching**: Replacing tedious lectures and low-involvement videos with three perkier teaching practices: using games and fun activities (such as academic Jeopardy and Family Feud); having students work in cooperative groups; and assigning hands-on projects.

All twelve teaching practices studied within these three types of approaches were significantly correlated with student engagement. Notably, connective instructional practices were seven times more effective at fostering student engagement than was lively teaching by itself. Cooper’s analysis emphasizes tapping into students’ identity development to increase engagement and learning: “Through emphasizing relational connections between students and their teachers, content, and learning experiences,” she says, “connective instruction practices appear to draw on students’ sense of self as a mechanism for engagement.”

**Developing students’ executive function**: In *How Children Succeed*, acclaimed New York Times columnist and educational policy writer and expert Paul Tough presents a “new generation of researchers and educators who, for the first time, are using the tools of science to peel back the mysteries of character.” Tough’s survey of the research reveals a set of character traits that, when intentionally developed in students, can predict academic achievement and can improve the lives of children growing up in poverty. Tough presents a “character hypothesis: the notion that non-cognitive skills, like persistence, self-control, curiosity, conscientiousness, grit and self-confidence, are more crucial than sheer brainpower to achieving success.” In actuality, what Tough’s work reveals is that these so-called character traits are in fact elements of executive function, which cognitive and developmental psychology has come to understand as malleable and teachable in children and young adults under the age of 26. As developing strong executive function bestows upon students of varied academic achievement levels increased capacity to persevere and navigate a variety of academic challenges, Collegiate will invest in explicitly cultivating strong executive function in our students.

Tough’s work highlights positive psychology researchers Martin Seligman’s and Angela Duckworth’s work at the University of Pennsylvania. Their studies have consistently demonstrated causative relationships between students’ exhibiting of the aforementioned traits and their success as measured by grades, high school graduation rates, and future earnings. Moreover, the research demonstrates the effects of several treatments and interventions on students that can change their exhibiting of these traits and habits.

39 Ibid.
School culture: Research conducted by Harvard economist Roland Fryer reveals that establishing strong, positive achievement-oriented school culture is a key lever of academic success for college preparatory schools serving large proportions of disadvantaged students. Fryer’s research indicates that learning best occurs when students are immersed each day in a school culture that holds students accountable for working to meet academic and behavioral expectations, emphasizes and celebrates academic achievement, and exposes students to early college awareness. These school culture markers are integral to Collegiate’s model.

Goals for Developing Self-Motivated Life-Long Learners
In working to realize our mission, Collegiate will set out to achieve an ambitious set of goals for developing self-motivated life-long learners who are set up for success in college and in their careers beyond college. These ambitious goals align to the California State Department of Education’s eight priority areas, will be reflected in our Local Control and Accountability Plan (LCAP) annually, and are backwards-planned from what we know students must know and be able to do by the time they graduate from Collegiate in order to enter four-year colleges poised for success and persistence. Recognizing the importance of both academic achievement and strength of character in developing self-motivated life-long learners, Collegiate has set targets across both dimensions, which are outlined in Elements 2 and 3.

Local Control and Accountability Plan
The measurable goals of our academic program align to the eight priority areas of the state of California set forth in Sec. 52060 of the California Education Code: (1) provision of basic services, (2) implementation of Common Core State Standards, (3) parental involvement, (4) student achievement outcomes, (5) student engagement, (6) school climate, (7) course access, and (8) student performance. Our specific and measurable goals, the actions we will take to achieve these goals, and the school-based personnel responsible for driving achievement of these goals are detailed in Figure 43: Measureable Goals of the LCAP in Elements 2/3. Through relentlessly pursuing these goals, our ultimate purpose is to develop our students to become and remain self-motivated and competent lifelong learners, who are ready to take on a rigorous college curriculum.

Instructional Design

Educational Theory and Research
Collegiate’s instructional design is grounded in extensive research of successful school design to meet the needs of low-income, first generation college-going students. Harvard economist and education researcher Roland Fryer has conducted comprehensive field research to identify the common school design elements of the top urban schools nationally that are realizing the most learning and growth with their students and that are thereby obtaining the strongest academic achievement results. Fryer’s research reveals strong findings that learning best occurs in the schools that share the following design elements:

- Focus on human capital
- Using data to drive instruction
- High-dosage tutoring

• Extended time on task
• Culture of high expectations

**Focus on human capital:** Fryer’s analysis reveals that learning best occurs when, “teachers [are] given the tools they need to succeed, including increased feedback from administrators, particularly based on class observations. New teachers especially benefit from professional development….Schools should be encouraged to conduct weekly professional development series for all teachers, regardless of experience, with the goal of increasing the rigor of classroom instruction through methods such as lesson planning.”

**Using data to drive instruction:** Fryer’s research demonstrates that frequent and strategic use of data “can drive more personalized and more efficient learning, allowing both teachers and students to track progress and to make sure that each student is on a path that is appropriate for her. Assessments can be used to adjust everything from tutoring to student goals. Schools should conduct regular assessments of students every four to six weeks. More in-depth assessments [should] be given several times a year, and teachers [should] meet with students individually to discuss and set goals after each of these.”

**High-dosage tutoring:** Fryer’s research reveals significant positive effect on student achievement outcomes when intensive tutoring programs are implemented in schools. The highly effective tutoring programs that Fryer identifies share that (a) they are staffed by tutors who hold Bachelor’s degrees, and (2) they use benchmark assessments to place students and/or to identify the standards or skills to be taught and practiced during tutoring.

**Extended time on task:** “To make time for increased tutoring, among other changes, the amount of time devoted to instruction should be increased,” Fryer suggests. “This should be implemented both by increasing the length of the school day and by increasing the number of days in the school year. The increase in instructional time should be tailored to students’ needs. For example, students struggling more in math should have additional class periods devoted to math, while those struggling more in reading should spend more time on this subject.” The Center for American Progress’ research on extended time on task corroborates Fryer’s findings. The Center “supports expanded learning time for high-poverty, low-performing schools by no less than 30% (equaling two hours per day or 360 hours per year) for all students in the school.” They advocate for allocating the time toward offering tutoring or small-group instruction, extra time for math and literacy, longer class blocks, enrichment activities, and increased time for professional development and curriculum planning.

**Culture of high expectations:** Finally, Fryer’s research demonstrates that learning best occurs when students understand unambiguously that “they are expected to succeed and that the teachers, administrators, and other staff are there to help them succeed. The first week of school should be a ‘culture camp,’ a time to focus on what behaviors and actions are conducive to achieving success. Classrooms should post goals on the walls as a constant reminder of the high expectations, and schools should visibly promote a culture of going to college, by hanging

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44 Ibid, 5.
46 Ibid, 5.
posters about college and by discussing college readiness with students. Students must be cognizant of their individual goals and the steps needed to achieve them.\textsuperscript{49}

Implicit in Fryer’s framework is the assumption that a college preparatory school is implementing a highly rigorous, college readiness-aligned course of study. An additional key influencer in our development of Collegiate’s academic program is the body of work represented in David Conley’s \textit{College Knowledge}.\textsuperscript{50} A comprehensive summary of years of field research, \textit{College Knowledge} details the key practices common to high schools nationally that are graduating students who go on to successfully graduate from college. This volume surveys the research available from a host of the nation’s top graduate education schools, in addition to presenting Conley’s own original research, revealing key differences between high schools that succeed in preparing all students for college success and those that do not. Conley notes as paramount among these differences the existence of an intellectually coherent program of study:

High schools designed to prepare all students for college success look dramatically different from those that prepare only a portion of students. These high schools have certain key characteristics. The most important and perhaps the most often overlooked is an intellectually coherent program of study based on a curriculum that grows progressively more challenging over the years. In practice, most high school course sequences do little more than introduce new material in similar ways at all grade levels. Students are confronted with a steady stream of new dates and events to memorize, new equations and concepts to use to solve practice problems, new books and short stories to read and react to, and new vocabulary, laws, and rules in the sciences and second languages. Key skills, such as writing, are not nurtured with progressively more challenging assignments tied to a common scoring system to ensure that the same skills are developed and new skills are mastered and that students mature intellectually.\textsuperscript{51}

Conley in turn details his research findings specific to intellectually coherent curriculum and instruction in English Language Arts (ELA), math, science, social studies and foreign language. Conley’s work informs the curriculum framework in these core subjects in the following pages.

Collegiate’s instructional design reflects, in tandem, Conley’s findings and Fryer’s review of the schools and programs nationally and locally that are successfully preparing predominantly low-income, first generation college-going students for college success. To examine these schools closely in developing Collegiate’s instructional design, Lead Founder and proposed Executive Director Vanessa Jackson has visited over 30 high-performing urban secondary schools nationally through the Building Excellent Schools Fellowship and has studied key levers of design and implementation across this set of schools. Models that Ms. Jackson has studied include the following high-performing college preparatory institutions:

- Achievement First high schools (Brooklyn, NY and New Haven, CT)
- Boston Collegiate Charter School (6-12 in Boston, MA)
- Boston Preparatory Charter Public School (6-12 in Boston, MA)
- KIPP Houston High School (9-12 in Houston, TX)
- KIPP King Collegiate (5-8 in Hayward, CA)

\textsuperscript{49} Fryer, 5.  
\textsuperscript{51} Conley, 73.
• North Star Academy (5-12 in Newark, NJ)
• Valor Academy Charter School (5-9 in Pacoima, CA)
• YES Prep Houston high schools (9-12 in Houston, TX)

These schools, and others like them, demonstrate that there is a clear set of common practices that prepare traditionally “at-risk” students to achieve at the highest academic levels. Complementing the levers of achievement that Fryer and Conley identify, these successful schools’ common practices include:

• A college readiness-aligned course of study and graduation requirements
• High-touch academic advising
• Excellent family communication and family engagement
• The intentional cultivation of college-going culture through an explicit program of well-codified rituals and routines
• Explicit development of student character (executive function) and leadership

Collegiate’s instructional design reflects our research of educational theory and our field research of how learning best occurs. Our academic program is a reflection of extensive research on the educational theories and best practices shared by schools nationally that are meeting success in systematically ensuring that their low-income minority students successfully matriculate to and graduate from four-year colleges and universities. These are described in the ensuing sections of Element 1 with the exception of our grading and promotional policies, which are detailed in Elements 2 and 3.

Academic Program
Research of successful instructional design elements is foremost reflected in our articulation of the school’s core academic program. Figure 12: Core Components of Collegiate’s provides an overview of our core academic program.

| More time on task | • Collegiate’s extended school day for all students will feature extended time in standards-aligned literacy and math, as well as data-driven small-group academic interventions for individual students
  | • Collegiate’s optional after-school program for all students will increase access to tailored tutoring and homework support, as well as to sports and enrichment activities
  | • Collegiate will run a longer school year for all students and Summer Academy for students in need of extra support |
| Rigorous college readiness-aligned course of study | • Collegiate’s college readiness standards-aligned required course of study aligns to the University of California A-G requirements
  | • Every Collegiate student will have access to at least two AP courses, will prepare for and complete two SAT exams (all testing costs incurred by the school), and will gain admission to at least one four-year college (all application costs incurred by the school) before graduating from Collegiate |
These eight components of our academic program are the key drivers of Collegiate’s academic program:

- Curriculum planning framework and data protocols
- Course of study and promotional and graduation standards
- Daily, weekly and yearly schedule for students and staff
- Staffing model and professional development plan
- Intervention programs for meeting the needs of all students
- School culture and communication systems
- Budget model

The aforementioned aspects of implementation are detailed throughout this petition as appropriate and reflect our specific research of successful operating strategies.

**Curriculum and Instruction**

**Goals of Collegiate’s Course of Study**

The course of study that all students will complete across grades 9 through 12 at Collegiate is designed such that Collegiate students will graduate having successfully undertaken a college and career readiness-aligned curriculum of study that ensures that all students:

- Complete the University of California A-G admissions requirements
- Demonstrate proficiency on the CSCCS-aligned California Assessment of Academic Performance and Progress (CAASPP) in ELA and math in grade 11
• Meet or exceed the College-Ready Benchmark of 1050 on the College Board SAT exam.\(^{52}\)
• Can access resources and information using 21\(^{st}\) century technology and digital tools
• Can communicate professionally with adults and peers using a variety of media
• Can evidence the critical thinking skills and curiosity they will need as lifelong learners in college and thereafter

Additionally, our curriculum and instructional framework are designed to ensure that our EL students are making progress toward mastery of the CELD standards and can move quickly toward reclassification.

Collegiate students will take classes in literacy, math, science, social studies, foreign language, the arts and physical education. In reviewing textbook series, software products, and other curricular materials in these disciplines to support teachers’ planning and instruction, we have and will consider the following factors: (1) alignment with the CSCCS; (2) basis in scientific research of methods successful with our students, particularly ELs; (3) degree of use in high-performing urban schools; (4) organization and extensiveness of teacher and student materials; (5) level of vocabulary; and, (6) reinforcement of grade level-appropriate literacy skills.

**Standards-aligned Curriculum and Instruction**

Collegiate High School of Los Angeles will implement a standards-aligned curriculum and instructional practices that are designed to meet the needs of all learners as they progress toward post-secondary education. Collegiate’s curriculum aligns to the following standards:

- California State Common Core Standards (hereafter “CSCCS”) for English Language Arts & Literacy in History/Social Studies and Science\(^{53}\) and for Math\(^{54}\)
- California English Language Development Standards (CELDS)\(^{55}\) for our English Learner (EL) students
- California State Science Standards

In July 2014, the California State Board of Education adopted the *English Language Arts/English Language Development Framework for California Public Schools*, which offers schools and teachers additional guidance for supporting English learners. "Bringing together the standards for English language arts and English language development will help give all students—no matter where they come from or where they live—the tools to read, write, and understand all their courses, so they will be ready for college and careers," State Schools Chief Tom Torlakson said. "The new Framework addresses the needs of our diverse student population and gives teachers a 'roadmap' for curriculum and instruction under the Common Core."\(^{56}\)

Collegiate will implement a backwards-design approach to standards-based planning that aligns to the aforementioned frameworks of standards. In each core content class, teachers will work alongside Academic Deans to develop a scope and sequence of learning objectives that align to

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\(^{52}\) Historically, the College Board’s published College-Ready Benchmark – a strong predictor of college persistence – has been set at 1550 across Critical Reading, Math, and Writing. Beginning in summer 2015, the College Board SAT I Reasoning Exam will no longer include a writing section. The exam will therefore revert to measuring on the old scale of 1600 and will include Critical Reading (800) and Math (800). We anticipate that the new College-Ready Benchmark will similarly revert to the old benchmark of 1050 on the 1600 scale.


\(^{55}\) http://www.cde.ca.gov/sp/el/er/documents/nov2013impplanfinalpdf.

\(^{56}\) http://www.cde.ca.gov/nr/ne/yr14/yr14rel73.asp.
the standards that define their course content. In the case of Advanced Placement courses, the year-long plans will simultaneous map backwards from the relevant course planning guideline provided by the College Board for Advanced Placement instructors. Unit assessments every six weeks and quarterly interim assessments will evaluate students’ mastery of standards and relevant content. Data from these unit assessments and quarterly exams will drive teachers’ decisions regarding interventions, re-teaching of un-mastered content, and other planning decisions.

**Grade Nine Intensive Intervention**
Recognizing that many of our students may enter Collegiate performing significantly below grade level in literacy and math and that underdeveloped foundational skills in these two areas can severely hamper a student’s progress across a number of academic disciplines at the secondary and post-secondary levels, our educational program in grade 9 will focus heavily on literacy and math skill-building. The chief priority of the educational program in grade 9 is to use data to identify incoming students’ areas of lagging skills and to then support each student to skill-build in these areas so that they enter tenth grade as strong readers and mathematicians. Collegiate’s grade 9 intensive intervention model for literacy and math remediation proposes six key strategies:

**Figure 13: Interventions for Entering Students Performing Below Grade Level**

<table>
<thead>
<tr>
<th>Intervention Strategy</th>
<th>Target Student</th>
<th>Schedule</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leveled guided reading</td>
<td>Recommended to any student scoring one or more grades below grade level on the August benchmark NWEA MAP in ELA</td>
<td>Daily Monday-Thursday for 50 minutes</td>
<td>RSP teacher, ELA teacher or Academic Dean, ELA</td>
</tr>
<tr>
<td>Independent reading</td>
<td>Undertaken by all students in grades 9 and 10</td>
<td>Daily Monday-Thursday for 25 minutes</td>
<td>Led by certificated teachers</td>
</tr>
<tr>
<td>Frequent tutoring during school day of standards-aligned content</td>
<td>Recommended to any student scoring one or more grades below grade level on the August benchmark NWEA MAP and/or scoring below a 70% in their ELA or math courses</td>
<td>Twice weekly for 64 minutes</td>
<td>Certificated content area instructor</td>
</tr>
<tr>
<td>Math concepts and procedures</td>
<td>Recommended to any student scoring one or more grades below grade level on the August benchmark NWEA MAP in math</td>
<td>Daily Monday-Thursday for 55 minutes</td>
<td>RSP teacher, math teacher or Academic Dean, Math &amp; Science</td>
</tr>
<tr>
<td>(Optional) after school tutoring and homework support</td>
<td>Recommended to any student earning a grade of 70% or below in one or more ELA, math, Science or History/ Social Studies courses</td>
<td>Daily Monday-Thursday for 75 minutes</td>
<td>Led by the Executive Director or Dean of School Culture; staffed by volunteer tutors</td>
</tr>
<tr>
<td>Summer Academy</td>
<td>Offered to any student who achieves a final grade below 70% in an ELA, Math, Science or History/ Social Studies</td>
<td>Daily, three weeks in June</td>
<td>Teachers may contract to teach Summer Academy</td>
</tr>
</tbody>
</table>

58 Not counted toward instructional minutes.
59 Collegiate will grow a small cadre of volunteer tutors – local college graduates who give two hours two days each week – to support afterschool tutoring for students reading or doing math far below grade level and for those at severe risk of non-promotion. These tutors will be subject to the same background checks as any other school hires.
60 Collegiate’s proposed five-year budget reflects staffing and stipends to support Summer Academy. Summer Academy credit recovery courses will be taught by appropriately certificated staff members.
Drawing from the intervention strategies successfully employed at top urban charter high schools, collectively this intervention and remediation program seeks to ensure that struggling students quickly progress toward grade level proficiency in reading and math and that they can successfully access the grade level standards-aligned content in their core courses in grades 9-12.

Supports and interventions are further detailed in **Element 1 in Meeting the Needs of All Students**. The goal of this program of ninth grade intensive intervention is to ensure that students are supported to meet Collegiate’s rigorous grade 10 promotional standards and that students who enter the school with significant gaps are supported to make significant gains to that end.

**Course Offering**

As a public school relentlessly focused on providing college preparation for all of our students, Collegiate will ensure that all students access a course of study that will prepare them for admission to and graduation from four-year colleges. All credit-bearing courses will be taught by appropriately certificated teachers. Moreover, Collegiate’s required course of study for graduation for all students will exceed the A-G requirements. As depicted in Figure 14: Collegiate Course Offerings, Collegiate’s course offerings will enable us to offer a course of study and class schedule to every student that includes several innovative components:

- 290 weekly minutes of Common Core grade level standards-aligned English Language Arts instruction
- 230 minutes of weekly Common Core-aligned math instruction with a pathway that culminates with AP Calculus senior year
- Every student will have access to at least two AP courses
- Front-loads Health Education in grades 9 and 10
- Provides for four years of Laboratory Science instruction
- Provides multiple pathways for fulfilling the A-G elective course requirement
- Incorporates SAT Prep into the core junior year schedule
- Incorporates the college guidance and admissions process into the junior and senior year schedule
- Provides a daily structured study habits development sequence through the Independent Work & Office Hours Sequence, which will incorporate a gradual-release approach to develop students’ study habits and skills for leveraging instructors’ support in a manner that prepares them for how they will need to study and access professors and teaching assistants in college
- Enables students entering Collegiate far below grade level in math and/or reading to take remedial leveled guided reading and/or math concepts and procedures intervention courses in grade 9 and still accrue credits to graduate on time in four years.

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61 This practice borrows from several successful charter high school models, including that of Achievement First Amistad-Elm City High School. Please see below for a description of how Collegiate will ensure that all fees associated with College Board exams will be covered by the school and will never be incurred by families or students. All course selections will be based on the needs of each student, and all students will have access to advanced studies through AP opportunities.
### Figure 14: Collegiate Course Offerings

<table>
<thead>
<tr>
<th>Course</th>
<th>Offered</th>
<th>Grading</th>
<th>Summative Exams</th>
<th>Credit</th>
<th>A-G</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4 years of English Language Arts</td>
</tr>
<tr>
<td>Leveled Guided Reading</td>
<td>9</td>
<td>Credit/NY</td>
<td>NWEA MAP</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>English I</td>
<td>9</td>
<td>A → NY</td>
<td>NWEA MAP/CAHSEE</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>English II</td>
<td>10</td>
<td>A → NY</td>
<td>CAASPP/ AP Language exam</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AP English Language OR English III</td>
<td>11</td>
<td>A → NY</td>
<td>AP Literature &amp; Comp. exam</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AP English Literature OR English IV</td>
<td>12</td>
<td>A → NY</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Writing I</td>
<td>9</td>
<td>A → NY</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Writing II</td>
<td>10</td>
<td>A → NY</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Writing III</td>
<td>11</td>
<td>A → NY</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Writing IV</td>
<td>12</td>
<td>A → NY</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4 years of Math</td>
</tr>
<tr>
<td>Math Concepts &amp; Procedures</td>
<td>9</td>
<td>Credit/NY</td>
<td>NWEA MAP</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Common Core Pre-Higher Math</td>
<td>9</td>
<td>A → NY</td>
<td>NWEA MAP/CAHSEE</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Common Core Integrated Higher Math I</td>
<td>9/10</td>
<td>A → NY</td>
<td>CAASPP</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Common Core Integrated Higher Math II</td>
<td>10/11</td>
<td>A → NY</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Common Core Integrated Higher Math III</td>
<td>11/12</td>
<td>A → NY</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AP Calculus AB</td>
<td>12</td>
<td>A → NY</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>History/ Social Studies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2 years of History/ Social Sciences</td>
</tr>
<tr>
<td>Pre-AP World History</td>
<td>9</td>
<td>A → NY</td>
<td>AP World History exam</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AP World History OR World History</td>
<td>10</td>
<td>A → NY</td>
<td>AP U.S. History exam</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AP U.S. History OR U.S. History</td>
<td>10</td>
<td>A → NY</td>
<td>AP American Gov. exam</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>AP American Gov. OR Government</td>
<td>12</td>
<td>A → NY</td>
<td>AP Microeconomics exam</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>AP Microeconomics OR Economics</td>
<td>12</td>
<td>A → NY</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2 years of Laboratory Science</td>
</tr>
<tr>
<td>Biology</td>
<td>9</td>
<td>A → NY</td>
<td>CST Science Exam</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>10</td>
<td>A → NY</td>
<td>AP Biology exam</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Physics OR AP Biology</td>
<td>11</td>
<td>A → NY</td>
<td>AP Physics exam</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AP Physics OR Environmental Science</td>
<td>12</td>
<td>A → NY</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

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62 Students entering Collegiate far below grade level will be recommended for this intervention course, which they will take in lieu of Spanish or Physical Education in grade 9. Students in this intervention will still have opportunity to earn the required credits in PE and Spanish in grades 10-12.

63 "NY" denotes a grade of "Not Yet," which earns the student no credit for the course. Please see Grading and Promotion in Elements 2 and 3 for a full description of Collegiate’s grading system.

64 Students entering Collegiate far below grade level will be recommended for this intervention course, which they will take in lieu of Early College Awareness and Arts in grade 9. Students in this intervention will still have opportunity to earn the required credit in Visual and Performing Arts in grades 10-12 and will receive an exemption from .5 credits of the College Readiness sequence.

65 All freshmen will take Biology; all sophomores will take Chemistry. Juniors will elect into AP Biology or Physics; seniors will elect into AP Physics, AP Biology, or Environmental Science. Biology, Chemistry, AP Biology, and AP Physics will all constitute laboratory science courses.
<table>
<thead>
<tr>
<th>Visual &amp; Performing Arts$^{66}$</th>
<th>Arts I-A</th>
<th>Arts I-B</th>
<th>Arts II-A</th>
<th>Arts II-B</th>
<th>Credit/NY</th>
<th>.5</th>
<th>1 year of Visual &amp; Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>Credit/NY</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>Health$^{67}$ and Phys. Ed.$^{68}$</td>
<td>Health I</td>
<td>Health II</td>
<td>Physical Education I</td>
<td>Physical Education II</td>
<td>Team Sport</td>
<td>Credit/NY</td>
<td>.25</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>10</td>
<td>9-12</td>
<td>9-12</td>
<td>9-12</td>
<td>Credit/NY</td>
<td>.25</td>
</tr>
<tr>
<td>World Languages</td>
<td>Spanish I</td>
<td>Spanish II</td>
<td>Spanish III</td>
<td>AP Spanish</td>
<td>A ➔ NY</td>
<td>1</td>
<td>1 year of Language Other than English</td>
</tr>
<tr>
<td></td>
<td>9/10</td>
<td>10/11</td>
<td>11/12</td>
<td>12</td>
<td>A ➔ NY</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>College Readiness</td>
<td>Early College Awareness$^{69}$</td>
<td>Professional Careers</td>
<td>SAT Prep</td>
<td>College Admissions</td>
<td>Credit/NY</td>
<td>.5</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>Credit/NY</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>Independent Work &amp; Office Hours</td>
<td>Independent Work &amp; Office Hours I</td>
<td>Independent Work &amp; Office Hours II</td>
<td>Independent Work &amp; Office Hours III</td>
<td>Independent Work &amp; Office Hours IV</td>
<td>Credit/NY</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>Credit/NY</td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Optional</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

$^{66}$ Visual & Performing Arts courses will meet biweekly. A student can therefore earn .5 credits annually and may take up to 2 credits in total. Students in the Math Concepts & Procedures intervention block as ninth grade students can take up to 1.5 credits in total.

$^{67}$ Health Education will be a required course for all grade 9 and grade 10 students, meeting every Friday for 60 minutes.

$^{68}$ Collegiate will offer all students 240 weekly minutes of Physical Education. Students may elect to take Physical Education I/II as a class in their core school day or may fulfill the Physical Education requirement by fully participating in a team sport during the afterschool program.

$^{69}$ Students in the Math Concepts & Procedures intervention block as ninth grade students will receive an exemption from this otherwise required course.
Curriculum & Course Descriptions

English Language Arts
Collegiate’s English Language Arts classes include the non-credit-bearing Leveled Guided Reading Course for struggling readers of English, English courses for grades 9 through 12 (including AP English Language and Composition and AP English Literature and Composition), and Writing I through IV. All courses for grades 9 through 12 will align to the CSCCS for ELA Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Further, all courses will incorporate the ELD standards for designated English Learners. The overarching goal of literacy instruction at Collegiate is to ensure that 100% of our students reach the middle of their eleventh grade year ready for SAT success, that should they select AP courses in ELA, they can succeed on the AP course exams in the humanities and thereby earn valuable college credit, and that ultimately they reach their freshman year of college ready to read and write well at the college level independently.

Leveled Guided Reading (Non-Core/Non-College Preparatory)
Course overview: In examining the student literacy achievement data of typical eighth grade students from surrounding schools and recognizing that we will serve a significant student population of students reading below and far below grade level, Collegiate’s grade 9 literacy intervention model will include as a focal point a daily intensive leveled guided reading course. This course will afford students time and teacher support on a daily basis to build key foundation literacy skills and vocabulary that they have yet to master so that they can access high school level content as they progress toward college. The leveled guided reading program at Collegiate is closely modeled on True North Middle School Guided Reading and entails several key research-based elements, which are built into a 60-minute guided reading period, which takes place daily in grade 9.

Staffing: The course will meet daily for 50 minutes and will support 11-14 students in a section. The course will be taught by specifically trained and certificated ELA instructors, by the Academic Dean, ELA, or by the RSP teacher.

English I/II & Writing I/II (Core/College-Preparatory)
English I/II course overviews: In English I and English II, students will read a series of seminal fiction and nonfiction texts on grade level from across the world literary canon. The course plan will backwards-map from the CSCC Reading Standards for Literature and Reading Standards for Informational Text and Speaking and Listening Standards for Grades 9-10 Students. Seminars at the tenth grade level will become increasingly student-led. Teachers will still provide focus questions, probing questions, and checks for comprehension throughout the seminars; however, students will learn how to lead the discussion. Seminars will structure students’ textual analysis and discussion, pushing them to support their assertions with clear evidence from the text. Grades 9 and 10 will place increased emphasis on the use of clear, specific evidence to support claims and on students’ construction of strong analysis linking evidence to claims. Seminar cycles will culminate with the writing of process-based assessments, essays to be undertaken in the writing class.

Sample anchor texts for English I: Fahrenheit 451 (Ray Bradbury), The Color Purple (Alice Walker), When I Was Puerto Rican (Esmeralda Santiago), The Odyssey (Homer)

Sample authors for English II: Oscar Wilde, Edmund Wilson, Tom Wolfe, Barack Obama, Susan Sontag, Alice Walker, Richard Wright, Malcolm X, Ralph Waldo Emerson, Mary McCarthy, Flannery O'Connor, Ernest Hemingway, Jane Austen, Joseph Conrad, and Henry James

Writing I/II course overview: The course plan for Writing I and Writing II backwards-map from the CSCC Writing Standards and Language Standards for Grades 9-10 Students. Students in grades 9 and 10 will learn to write clear, coherent, and focused essays that also reflect the author’s personal style. Writing I and Writing II will use the peer editing and writer’s workshop conferencing structure. Students will work in GoogleDocs on ChromeBooks to develop drafts of their full-length essays, about which they will peer-conference before conferencing individually with their writing instructor. The GoogleDocs platform will enable students to share documents with teachers in live, dynamic form so that teachers can track students’ writing process in real time and can provide support and comments remotely during their prep periods, so that students come to class ready to edit and revise based on the teacher’s substantive feedback. All Writing courses at Collegiate will employ the Collegiate Writing Rubrics for assessment of writing quality.

Staffing: ELA for grade 9 and grade 10 will be staffed by two grade level pairs of properly certificated and highly qualified English Language Arts instructors, each of whom will teach two sections of English I or English II and two sections of Writing I or Writing II. On Fridays, these instructors will have four hours of co-planning and grading time together to ensure alignment.

English III/IV, Writing III/IV, AP Language, AP Literature (Core/College-Preparatory)

English III/AP English Language & Composition course overviews: Collegiate students in grade 11 will have the opportunity to take AP English Language & Composition. This course will be backward-mapped from both the AP course overview, as well as from the CSCC Reading Standards for Literature 11-12 and Reading Standards for Informational Text. The purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. This course will help our students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. Students will learn how to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing.

Upon completing the AP English Language and Composition course, students should be able to: analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques; apply effective strategies and techniques in their own writing; create and sustain arguments based on readings, research, and/or personal experience; write for a variety of purposes; produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from secondary sources, cogent explanations, and clear transitions; demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings; demonstrate understanding of the conventions of citing and secondary sources; move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review; write thoughtfully about their own process of composition; revise a work to make it suitable for a different audience; analyze image as text;

and evaluate and incorporate reference documents into researched papers.\textsuperscript{73}

All students enrolled in the AP Language & Composition course will take the College Board Advanced Placement course in this subject.\textsuperscript{74}

Students opting out of this AP course will instead take English III, a course that will fulfill A→G requirements, ensure students are ready for the writing requirements of senior year, but will not require (a) that students sit for the AP exam and (b) that students take on as significant a weekly reading and writing load as will students in the AP course.


\textbf{AP English Literature & Composition/English IV course overview}: Collegiate twelfth grade students will have the opportunity to take AP English Literature & Composition. The course will cultivate students' capacity for the interpretation and evaluation of literature. Students will learn to read and respond on a personal level to literary works, articulating pre-critical impressions and emotional responses. They will perform analysis of literary works through close reading to arrive at an understanding of their multiple meanings. They will learn to assess the quality and artistic achievement of literary works and how to consider their social and cultural values. All students enrolled in the AP Literature & Composition course will take the College Board Advanced Placement course in this subject.\textsuperscript{75}

Students opting out of the AP course in grade will take English IV, a course that will fulfill A→G Requirements and prepare students for college matriculation, but will not require (a) that students sit for the AP exam and (b) that students take on as significant a weekly reading and writing load as will students in the AP course.

\textbf{Sample authors to be read in these courses}: Both grade 12 English courses include intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit such as those by Langston Hughes, Walt Whitman, William Carlos Williams, John Keats, Sylvia Plath, T.S. Eliot, John Updike, Alice Walker, Gabriel Garcia Marquez, Sandra Cisneros, Saul Bellow, Toni Morrison, F. Scott Fitzgerald, Ernest Hemmingway, Cormac McCarthy, Jesus Colon, Joan Didion, Richard Rodriguez, Frederick Douglass, W.E.B. DuBois, Chinua Achebe, Charles Dickens, and Fyodor Dostoevsky.

\textbf{Writing III/IV course overviews}: The course plans for Writing III and Writing IV will backwards-map from the CSCC Writing Standards and Language Standards for Grade 11 and Grade 12.

\textsuperscript{73} For a full course description please visit: http://apcentral.collegeboard.com/apc/public/repository/ap-english-course-description.pdf.

\textsuperscript{74} Students for whom the AP exam fee presents family financial hardship will receive financial assistance from Collegiate to defray the cost of the exam.

\textsuperscript{75} Ibid.
Students. Students in Writing III will also undertake significant writing practice on a weekly basis in preparation for the AP U.S. History open-ended response document-based questions that they will see on the AP exam and then frequently on social science midterms and final exams later in college. Students in Writing III and Writing IV will be accustomed to the peer editing process and writer’s workshop conferencing structure. On a weekly basis in writing class, students will work in GoogleDocs on ChromeBooks to develop drafts of their full-length essays, about which they will peer-conference before conferencing individually with their writing instructor. The GoogleDocs platform will enable students to share documents with teachers in live, dynamic form so that teachers can track students’ writing process in real time and can provide support and comments remotely during their prep periods, so that students come to class ready to edit and revise based on the teacher's substantive feedback. Grade 11 Writing will continue to employ the Collegiate Writing Rubrics for assessment of writing quality.

**Staffing:** ELA for grade 11 and grade 12 will be staffed by two grade level pairs of properly certificated and highly qualified English Language Arts instructors, each of whom will teach two sections of grade 11 English or grade 12 English and two sections of Writing I or Writing IV. On Fridays, these instructors will have four hours of co-planning and grading time together to ensure alignment.

**Math**

The goal of the math course of study at Collegiate is to develop students’ quantitative reasoning, modeling and conceptual skills in order to prepare them for the math they will encounter in college and in their careers. Accordingly, Collegiate’s math sequence aligns to the California State Common Core Standards for Math and follows the Integrated Pathway toward mastery of the Standards in Higher Mathematics across the six conceptual categories: number and quantity, algebra, functions, modeling, geometry, and statistics and probability. The overarching goal of our math team will be threefold: (1) to prepare students for success on the math component of the College Board SAT; (2) to prepare students, based upon their individual course of study for success on the AP Calculus AB exam in their 12 grade year; and (3) to ensure than no Collegiate graduate reaches college needing to take non-credit-bearing remedial math coursework.

**Math Skills & Concepts (Non-Core/Non-College Preparatory)**

**Course overview:** Students testing one full grade below grade level upon entering Collegiate, while not required, will be recommended for this intensive math remediation course. Non-credit-bearing, the course will meet for 60-minutes daily enrolling no more than 20 students per section. The course will be taught by a math teacher, by an RSP teacher, or by the Dean, Math & Science, all of whom will be properly certificated in the State of California. The core purpose of this time is to coach students up to speed quickly on key pre-Algebraic and Algebraic skills and concepts in which they have knowledge gaps and that are foundational to the math work they will tackle in high school.

The course will rest on two lesson structures. Because all students in Math I and Math II only take math on alternating days of the week, students in Math Skills & Concepts will spend two days each week previewing the objectives and material for the next day’s work in Math I/II. For example, if a student takes Math I on Tuesdays and Thursdays, the student will receive a pre-teach lesson and multiple practice opportunities for the Tuesday lesson on Monday and a pre-teach lesson and additional practice opportunities for the Thursday lesson on Wednesday.

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this way, students will arrive in their core math classes having already been primed with scaffolded preview of the content and will be bolstered to achieve greater success on some of the more complex and conceptual material they encounter in Math I or Math II.

During the other two days of the week, the course will rely heavily on a computer-based learner-adaptive program such as Khan Academy’s World of Math so that instructors can differentiate content appropriately across a wide array of learners. Students will be presented in small groups with mini-lessons each day and will then practice the skills and conceptual underpinnings of and pertaining to the daily objective. This will enable students to spend the most time in Math Skills and Concepts on the foundations materials with which they need the most review and practice.

**Common Core Pre-Higher Math (Core/College Preparatory)**

**Course overview:** Recognizing that not all students entering Collegiate as ninth grade students will have enjoyed strong math instruction in the early grades and also recognizing the pivotal importance of strong mastery of Algebra in driving success in higher level math coursework, Collegiate will offer an introductory freshman math course that combines deep conceptual and procedural instruction of algebra standards with significant exposure to Common Core mathematical modeling techniques, questioning style, and conceptual frameworks. The primary objective of this course is to provide thorough instruction in seventh and eighth grade power standards and to thereby prepare students for Integrated Math I.

Common Core Pre-Higher Math will meet for 90 minutes two times weekly as well as on Fridays for 50 minutes. The course will incorporate significant independent small-group and paired problem-solving time during the 90-minute blocks and a formative assessment every Friday during the 50-minute block.

**Common Core Integrated Math I (Core/College Preparatory)**

**Course overview:** As described within the CSCC framework for instruction in Higher Mathematics, “the fundamental purpose of the Math I course is to formalize and extend the mathematics that students learned in the middle grades. This course will include standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. The scope of Math I is limited to linear and exponential expressions and functions as well as some work with absolute value, step, and functions that are piecewise-defined.

Instructional time in this course will focus on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

Common Core Integrated Math I will meet for 90 minutes two times weekly as well as on Fridays for 50 minutes. The course will incorporate significant independent small-group and paired problem-solving time during the 90-minute blocks and a formative assessment every Friday during the 50-minute block.

**Common Core Integrated Math II (Core/College Preparatory)**

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Course overview: The focus of the Math II course is quadratic expressions, equations, and functions – comparing their characteristics and behavior to those of linear and exponential relationships from Math I. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.

Instructional time in this course will focus on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.

Common Core Integrated Math II will meet for 90 minutes two times weekly as well as on Fridays for 50 minutes. The course will incorporate significant independent small-group and paired problem-solving time during the 90-minute blocks and a formative assessment every Friday during the 50-minute block.

Common Core Integrated Math III (Core/College Preparatory)

Course overview: In Math III, students will integrate and apply the mathematics they have learned from their earlier courses. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. In Mathematics III, instructional time will focus on four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems. This course will provide the final foundations for students going on to AP Calculus AB.

Common Core Integrated Math III will meet for 90 minutes two times weekly as well as on Fridays for 50 minutes. The course will incorporate significant independent small-group and paired problem-solving time during the 90-minute blocks and a formative assessment every Friday during the 50-minute block.

AP Calculus AB (Core/College Preparatory)

Course overview: AP Calculus AB is primarily concerned with developing students’ understanding of the concepts of calculus and providing experience with its methods and applications. The course will emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Students’ ability to draw connections among these representations will be emphasized.

The course will explore: functions, graphs, and limits; asymptotic and unbounded behavior of

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79 The source of this description, adapted from the CSCCS in Mathematics framework (http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf) is the Massachusetts Curriculum Framework for Mathematics (Malden: Massachusetts Department of Elementary and Secondary Education, 2011), 137–8. This framework is one of the first to be developed from the Common Core Standards and serves as a model for the CSCCS.

80 The source of this description, taken verbatim from the CSCCS in Mathematics framework (http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf) is the Massachusetts Curriculum Framework for Mathematics (Malden: Massachusetts Department of Elementary and Secondary Education, 2011), 137–8. This framework is one of the first to be developed from the Common Core Standards and serves as a model for the CSCCS.
functions, continuity as a property of functions, derivatives and derivatives as a function, second derivatives, applications and computation of derivatives, interpretation and properties of definite integrals, the fundamental theorem of calculus, techniques and applications of anti-differentiation, and numerical approximations to definite integrals.

AP Calculus AP will meet for 90 minutes two times weekly as well as on Fridays for 50 minutes. The course will incorporate significant independent small-group and paired problem-solving time during the 90-minute blocks and a formative assessment every Friday during the 50-minute block.

History/Social Sciences
All Collegiate students will complete a four-year course of study in History/Social Sciences. Undertaking Pre-AP World History in grade 9, students will prepare for the opportunity to take their first AP course as sophomores in AP World History in grade 10, should they elect into the AP course. Students opting out of AP World History may take World History. Grade 10 will also present students with their first introduction to the social science research process as they research and write a full-length historical analysis paper. In grade 11, students will take AP U.S. History or U.S. History. Finally, during the grade 12 year, students may elect into AP American Government & Politics and AP Microeconomics or take the non-AP course Government and Economics. Through undertaking this required sequence of courses, Collegiate students will reach the end of their high school trajectory having developed as strong analytical readers of social science texts, able to think and write clearly about the ideas, events, and social science frameworks of the global historical and current world.

Pre-AP World History (Core/College-Preparatory)
Course overview: AP World History focuses on developing students’ abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.81

The AP World History course is structured around themes and concepts in six different chronological periods from approximately 8000 BCE to the present: (1) technological and environmental transformations (to c. 600 BCE); (2) organization and reorganization of human societies (c. 600 BCE to c. 600 CE); (3) regional and trans-regional Interactions (c. 600 CE to c. 1450); (4) global interactions (c. 1450 to c. 1750); (5) industrialization and global integration (c. 1750 to c. 1900); and (6) accelerating global change and realignments (c. 1900 to the present).82

The AP World History Course at Collegiate will be taught through a two-year course sequence with students sitting for the AP exam in May of their sophomore year. This will be the first AP course students take at Collegiate, and structuring it as a two-year course is intended to afford students more time to learn the expectations of AP level work.

Through analysis of secondary source documents, students will participate in seminar cycles

82 Ibid.
that require them to compare and contrast short-term and long-term effects of historical events, explain and compare multiple and diverging opinions on historical events and trends, and contextualize historical events and trends within the broader regional, national or global context. Students will write extensively as part of this course.

**AP World History (Core/College-Preparatory)**

**Course overview:** AP World History will continue the curriculum students undertake in Pre-AP World History. As part of the 10th grade year, students will undertake the writing of their first formal research paper, which will live jointly in the AP World History II and Writing 10 class. Through this process, students will learn to craft historical arguments from historical evidence, analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence, construct convincing interpretations through analysis of disparate, relevant historical evidence, evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments, and analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered. Based on analysis and evaluation of historical evidence, students will make supportable inferences and draw appropriate conclusions.

Any students opting out of AP World History will take World History, a similar course with a less rigorous syllabus of reading and written assignments but one that spans the same historical and geographic periods, themes, and concepts.

**AP U.S. History (Core/College-Preparatory)**

**Course overview:** The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. This course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.83

The course will be organized chronologically, starting with an examination of pre-Columbian societies and the early inhabitants of the Americas, moving into the Colonial era in North America, into the antebellum period, examining the period of territorial expansion and manifest destiny, and then addressing the Civil War. Students will then explore Reconstruction, the new South, the development of the West and Industrialization, and then move through urbanism, populism and progressivism, through 20th century history and into the present through seminar cycles and lecture series that address and explore an array of primary and secondary texts. Themes to be explored throughout the course include: American diversity, American identity, culture, demographic changes, economic transformations, environment, globalization, politics and citizenship, reform, religion, slavery and its legacies in North America, and war and diplomacy.

Any students opting out of AP U.S. History will take U.S. History, a similar course with a less rigorous syllabus of reading and written assignments but one that spans the same historical and geographic periods, themes, and concepts.

AP American Government & Politics/Government (Core/College-Preparatory)

Course overview: A one-semester course, Collegiate’s AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course will include both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It will also require familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes in American politics and political life. Many of the topics the course will address are ones that will be later explored in college level political science courses that our students take once they matriculate.84

Students successfully completing this course will: know important facts, concepts, and theories pertaining to U.S. government and politics; understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures); be able to analyze and interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats); and be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.85

Students may opt out of the AP American Government & Politics course senior year and may instead take Government; however, teachers and advisors will encourage all students to take the AP course.

AP Microeconomics/Economics (Core/College-Preparatory)

Course overview: A semester-long course, the AP course in microeconomics will build students’ understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the economic system. It will place emphasis on the nature and functions of product markets and include the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.86

Collegiate’s AP Microeconomics course will build students’ basic understanding of economics concepts, explore the nature and functions of product markets and factor markets, explain market failure and examine the role of government. Students may opt out of the AP Microeconomics course senior year and may instead take Economics; however, teachers and advisors will encourage all students to take AP.

Science

Collegiate’s science curriculum will culminate in students’ readiness to take on the rigors of AP Biology and in some cases AP Physics. All students will take Biology in grade 9 and Chemistry in Grade 10. This course work will prepare students both for success on the end-of-grade-ten California Standards Test in Science, as well as for later success in their upper level AP science courses. Students may take AP Biology as eleventh graders and AP Physics as twelfth graders. In grade 11, students not electing into AP Biology will take Physics. In grade 12, students not electing into AP Physics will take Environmental Science. In grades 10 through 12, science instruction will be textbook-grounded, but experiment-based. In other words, students will read

85 Ibid, 6.
about the different concepts in science as defined by the state standards. Then, these concepts come to life through investigation and experimentation. Accordingly, our upper school science classes will employ a flipped classroom model: Students will complete reading assignments at home in readers or online that will prepare them with the scientific background knowledge to successfully participate in inquiry-based discussions and the lab experiment process in class each day.

**Biology (Core/College-Preparatory)**

*Course overview:* This course is a standards-based study of living things: origins, structures, functions, heredity, growth and development, interactions among, and behavior of living things. Content is built around major biological concepts such as biochemistry and the biology of cells, genetics, evolution, ecology, physiologic systems, and the diversity of living things. Emphasis is placed on the utilization of mathematical, analytical, data acquisition, and communication skills as well as interdisciplinary approaches to discovery. Concepts and skills are reinforced by a strong emphasis on hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals, and the utilization of technology are included, as is consideration of the impact of human activity on biological systems.

**Chemistry (Core/College-Preparatory)**

*Course overview:* This course is a standards-based study of fundamental chemical concepts, such as atomic theory and its relation to chemical behavior, chemical bonding, the mole and stoichiometry, molecular kinetics, energy relationships, solution dynamics, acids-bases, equilibrium, organic and biological chemistry and nuclear interactions. Emphasis is placed on the utilization of mathematical, analytical, data acquisition, and communication skills as well as interdisciplinary approaches to discovery. Concepts and skills are reinforced by a strong emphasis on hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals, and the utilization of technology are included. Literacy skills will also be reinforced in alignment with the Common Core Literacy Standards. Chemistry 10 will culminate in a summative science unit in the spring as students prepare to take the California Standards Test in Science.

**AP Biology (Core/College-Preparatory)**

*Course overview:* The AP Biology course is equivalent to a two-semester introductory college biology course. All grade 11 students at College will have the opportunity to take this course, through which they will learn to think like scientists and become a independent investigators through student-directed laboratory investigations. Students will pose topical questions and determine the appropriate variables to investigate; they will design their own experiments and procedures; and they will determine how best to present their conclusions. The course design places equal emphasis on students’ mastery of scientific practice and content. A full description of the AP Biology course can be found at: http://media.collegeboard.com/digitalServices/pdf/ap/IN120084785_BiologyCED_Effective_Fall_2012_Revised_lkd.pdf.

**Physics (Core/College-Preparatory)**

*Course overview:* As an alternative to AP Biology, the grade 11 Physics course will provide students with an introductory level foundation to help students recognize the nature and scope of physics and its relationship to the other sciences. Students will learn about basic topics such as motion, forces, energy, momentum, heat and heat transfer, waves, electricity, and

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magnetism. Students will be engaged in scientific inquiry, investigations, and labs so that they develop a conceptual understanding and basic scientific skills.

**AP Physics (Core/College-Preparatory)**

**Course overview:** Students in grade 12 will have the choice of taking AP Physics or Environmental Science. AP Physics will employ the College Board’s Physics 1 course. A full description of this curriculum can be found at: http://advancesinap.collegeboard.org/math-and-science/physics. The course will culminate in students’ preparing for the highly rigorous AP Physics exam, which can earn them college credits toward lower level physics courses at many four-year colleges and universities, including the Cal State and UC schools.

**Environmental Science (Core/College-Preparatory)**

**Course overview:** Students in grade 12 may alternatively elect into Environmental Science. In this text-based course, students will examine the interaction of man, industry and the physical, chemical and biological world. Environmental Science will enable students to develop an understanding of natural and man-made environments and environmental problems the world faces. Students will explore environmental science concepts through an inquiry-based approach. The course will culminate in the writing of a full-length research paper on an environmental topic such as carbon trading, water conservation, urban planning, or fracking.

**Visual & Performing Arts**

Collegiate’s Arts courses will be based on the art, music, theatre, and dance standards outlined in the California Department of Education’s Visual and Performing Arts Standards and in the Technical Arts. Key objectives of our arts classes at all grade levels include developing students’ ability to:

- Understand, appreciate, and be able to interpret the arts
- Demonstrate skills, knowledge, and abilities in dance, music, drama, and visual arts
- Participate in artistic activities and events
- Understand the role that the arts have played in history as well as its relationship to other academic disciplines

In grades 9 through 12, students will participate in 60-minutes Visual & Performing Arts classes twice weekly. Students in grades 9 through 12 will select among options such as Dance, Vocal Ensemble, Visual Arts, Graphic Design and Digital Media, and Drama. All courses in each Arts elective choice will align to the California State Content Standards for Visual and Performing Arts. Each course sequence will include beginning, intermediate, and advanced levels. In this way, over their four years of high school, a student may take up through the advanced level of an Arts sequence.

Visual and Performing Arts courses at Collegiate will be taught by part-time stipended instructors as reflected in our proposed five-year budget and will be graded on a Credit/Not Yet basis.

**Health & Physical Education**

Collegiate’s Health & Physical Education courses and programs will align to the Health Content Standards for California Public Schools and to the Physical Education Model Content Standards for California Public Schools.

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Provided for 50 minutes every Friday during the grade 9 and grade 10 year, Health Education at Collegiate will address the standards regarding:

- Nutrition and physical activity
- Growth and development
- Sexual health
- Injury prevention and safety
- Alcohol, tobacco, and other drugs
- Mental, emotional, and social health
- Personal and community health

Health education will be conducted in single-gender classrooms. Preliminarily, Collegiate is proposing to contract with an organization like Peer Health Exchange or another high quality health education provider.90

Physical Education at Collegiate will be offered to all students for 240 minutes or more each week. The five key physical education standards are:

- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities
- Students demonstrate knowledge of movement concepts, principles, and strategies that apply the learning and performance of physical activities
- Students assess and maintain a level of physical fitness to improve health and performance
- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance
- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity

In grades 9 through 12, students may elect to participate on a sports team (soccer, basketball, or dance) during the After school program for at least two years which will offer an alternative way to fulfill their Physical Education requirement. Alternatively, they may elect to take Physical Education I and/or Physical Education II during the core required school day. Practices for team-based physical education courses will take place after school Monday through Thursday. All four activities' daily practices will fully align to the Physical Education Model for Content Standards for California Public Schools.

Key objectives of our physical education program at all grade levels include developing students' ability to:

- Encourage and promote physical development and growth through exercises in agility, strength, and hand-eye coordination
- Promote individual physical self-confidence through the accomplishment of individual physical goals and through team activities
- Strengthen a sense of unity, accountability, and responsibility through physical team building exercises and athletics
- Expose students to life activities that will help them to develop healthy lifestyles as an

90 http://www.peerhealthexchange.org/our-program/.
Discuss health and physical issues pertinent to youth in a supportive forum
- Develop students’ self-discipline and capacity for teamwork through group activities and peer-to-peer accountability for hard work during practices and games

Health & Physical Education courses at Collegiate will be taught by part-time stipended instructors as reflected in our proposed five-year budget and will be graded on a Credit/Not Yet basis.

World Languages (Spanish)
All Collegiate students will take at least two years of Spanish in grades 9 through 12. These courses will align to state content standards for World Languages. Students in need of remedial math and/or ELA courses in grade 9 will start their Spanish sequence in grade 10 and will still have the opportunity to take three sequential years of Spanish language. All other students can elect to start Spanish in grade 9 and will have the opportunity to take four years of Spanish, to and through AP Spanish. Spanish language instruction will emphasize reading fluency in both fiction and nonfiction genres, as well as oral and written communication with a focus on understanding English language cognates and shared linguistic morphemes so that study of Spanish will bolster students’ ability to infer English language word meanings using roots, prefixes, and suffixes and vice versa.

Spanish 9 (Core/College-Preparatory)
Course overview: Spanish I is an intensive introduction to Spanish emphasizing communicative-based competencies and Spanish language culture. Correlated to the curriculum are the broad Goals of the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities), which define the essential skills and knowledge that all students need to acquire. Students will actively practice and learn to greet others, tell date and time, express likes and dislikes, and ask and answer simple questions on a variety of topics. They will also learn to read, write, and conjugate verbs in different tenses in Spanish. This offers more time in their high school schedule to take other courses, electives, and even community college courses. Students also begin to read fiction and nonfiction literature in Spanish and present projects that demonstrates their language development.

Spanish II (Core/College-Preparatory)
Course Overview: Spanish II builds on the communicative-based competencies, grammar, and Spanish language culture learned in Spanish I. Correlated to the curriculum are the broad Goals of the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities), which define the essential skills and knowledge that all students need to acquire. Students will express themselves using the present, past, and future tenses on a variety of topics. Students also will begin to read more sophisticated literature in Spanish and present projects that build language development.

Spanish III (Core/College-Preparatory)
Course overview: Spanish III builds on the communicative-based competencies, grammar and the Spanish language culture learned in Spanish II. Correlated to the curriculum are the broad Goals of the Standards for Foreign Language Learning in the 21st Century (Communication,

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91 Students electing to take Physical Education I in grade 9 during the core required school day will begin their Spanish sequence in grade 10.
Cultures, Connections, Comparisons, and Communities) which define the essential skills and knowledge that all students need to acquire. Students at this level will speak Spanish conversationally and/or fluently. They can express themselves using the present, past and future tenses on a variety of topics, but also they learn how to conjugate in the imperfect tense; differentiate between the use of the preterit and imperfect tenses; conjugate in the future/conditional tenses; employ prepositional pronouns; form commands using the formal you (usted); differentiate between the two verbs "to be" ser and estar; employ double object pronouns, etc. Students will also read literature in Spanish and present projects on their novel of choice in Spanish. This course will be instructed exclusively in Spanish.

AP Spanish (Core/College-Preparatory)

Course overview: AP Spanish Language covers the equivalent of a third-year college course in advanced Spanish composition and conversation. Students may opt into this course and must have successfully completed Spanish 9 through 11. AP Spanish at Collegiate encompasses aural/oral skills, reading comprehension, grammar, and composition. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions must be an integral part of the AP Spanish Language course. Students who enroll should already have a basic knowledge of the language and culture of Spanish-speaking peoples and should have attained a reasonable proficiency in listening comprehension, speaking, reading and writing.

College Readiness

Setting college-going culture will be a key focus of new student orientation each year. However, setting college as the shared school-wide expectation is just the first step. Knowing that the majority of our students will be the first in their families to attend college, Collegiate will invest in college-going culture-building infrastructure at all grades levels. The cornerstone of this work will be our innovative four-year College Readiness Seminar course sequence. In this sequence, which all students will complete, students will acquire the tools and information to take control of their academic futures and successfully navigate the path to and through college. In grades 9 through 12, the course will meet two times each week, alternating with the Visual & Performing Arts elective. The specifics of the course sequence are detailed in Figure 15: Collegiate College Readiness Seminar Sequence.

Figure 15: Collegiate College Readiness Seminar Sequence

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course</th>
<th>Focus/routines</th>
<th>Student products</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Early College</td>
<td>• Seven Habits of Highly Effective Teens</td>
<td>• Weekly academic reflection</td>
</tr>
<tr>
<td></td>
<td>Awareness *92</td>
<td>• GPA and graduation</td>
<td>• Weekly SMART goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Summer programs</td>
<td>• Summer programs applications</td>
</tr>
<tr>
<td>10</td>
<td>Professional</td>
<td>• College knowledge</td>
<td>• Weekly academic reflection</td>
</tr>
<tr>
<td></td>
<td>Careers</td>
<td>• GPA and admissibility</td>
<td>• Weekly SMART goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Professional careers</td>
<td>• Summer programs applications</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 10th Grade Capstone Project</td>
</tr>
<tr>
<td>11</td>
<td>SAT Prep</td>
<td>• SAT and admissibility</td>
<td>• 2 College Board SAT exams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• SAT Critical Reading prep</td>
<td>• Junior College Portfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• SAT Math prep</td>
<td>• Summer programs applications</td>
</tr>
</tbody>
</table>

*92 Students recommended for and electing into (per parent/guardian consent) Math Skills & Concepts in grade 9 will receive an exemption from the requirement to earn credit for the grade 9 College Readiness class (Early College Awareness).
This course sequence borrows from similar innovative models at top urban college preparatory high schools nationally, including Achievement First Brooklyn High School, YES Prep in Houston, KIPP High School in Houston, and Boston Collegiate Charter School. The course sequence will exist to ensure that all students have the foundational knowledge and support to reach their twelfth grade year in strong academic standing, on track to be competitive at the colleges they wish to attend.

Through each year of this two-day-per-week course, students will practice writing professional emails to communicate information, request help, and ask for opportunities. Students will identify summer programs and professional internships to which to apply and will submit applications and secure these important extracurricular opportunities through the structure of this course. On a weekly basis, students will complete an extended academic reflection, examining their academic choices and outcomes from the previous week and then setting goals and a study schedule that aligns to these goals for the upcoming week. In this way, the College Readiness course will be the hub through which students learn time-management and other key meta-cognitive habits and skills that they will need in order to successfully manage their responsibilities, both academic and non-academic, in college.

In 9th and 10th grades, the class will focus on academic performance and academic awareness. During these early years of high school, the College Readiness Seminar will support students through the pivotal transition toward greater levels of academic independence and ownership. The explicit instruction provided in the College Readiness Seminar will help our students understand the relationship between a rigorous high school experience and college persistence. Early College Awareness and Professional Careers are also the ninth and tenth grade courses in which students will complete their summer program, internship and job applications.

In 11th grade, the focus will shift to time management, preliminary college lists, and extensive SAT preparation. By 12th grade, the class will guide students through every academic and financial step of the application process, including writing personal statements, requesting recommendations, compiling supplemental materials, and comparing financial aid packages. In the spring semester, once students have matriculated to their colleges of choice, college readiness shifts to a transitions class to ensure that students are academically, financially, and socially prepared for what they will encounter on campus. Early College Awareness is also the ninth grade course in which students will complete their summer program, internship and job applications. The grade 11 College Readiness course is also the grade level course in which students will complete their summer program, internship and job applications.

Independent Work & Office Hours
High school is a critically important time for college-bound students to develop key academic habits and meta-cognitive skills that they will need to have strong mastery of when they enter college. These include time-management, studying for tests, building and leveraging relationships with instructors, self-diagnosing areas of academic weakness, using technology to

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93 A comprehensive description of Collegiate’s Summer Programs, Internships, and Jobs program ensues below.
94 A comprehensive description of Collegiate’s Summer Programs, Internships, and Jobs program ensues below.
access information, and working independently with peers on academic tasks. The daily Independent Work & Office Hours block at the end of Collegiate’s required school day each Monday through Thursday will afford students access to structured learning opportunities and coaching from faculty and older peers on these important habits and skills. Overseen by certificated personnel, the time will be credit-bearing and equivalent to an elective course and will be differentiated to meet each student’s individual learning and development needs. Students will therefore be placed into one of five interventions based on data that reflects their development of key habits and skills:

- **Study groups:** Students in good academic standing may opt into study groups, wherein students work collaboratively on math problem sets, science lab write-ups, peer essay editing, or notes review and quizzing for upcoming exams.

- **Individual work time:** Students in good academic standing may opt to study silently and individually on their assignment(s) of their choice.

- **Office hours – optional:** Students in good academic standing may sign up to work with a teacher who is holding office hours that day to seek extra help, asking clarifying questions, retake a quiz, or sit in on a review session.

- **Office hours – required:** Students struggling in one or two academic classes will be assigned to attend office hours in those classes on the days offered each week to access extra tutoring and support.

- **Small group or individual tutoring and other services:** Students with IEPs and others requiring very targeted, specific academic or social-emotional supports will receive these during this time.

Academic performance data will be reviewed every five weeks and students will be reassigned to different modules during Independent Work & Office Hours time depending on their individual performance in each core class.

**Summer Programs, Internships, and Jobs Placement Program**

All Collegiate students will have the opportunity to complete a pre-approved summer enrichment or pre-college program, professional internship, or paid summer job each year as rising sophomores, juniors, and seniors. This component of our curriculum borrows from the strategic work of a number of successful urban high schools nationally and recognizes the importance of securing access to culturally, professionally, and academically stimulating activities, and ensuring that an appropriate portion of these provide the opportunity to earn money for themselves and their families over the summer months. The track records of graduates of alumni of schools like Yes Prep, Achievement First, and the Urban Assembly School for Law and Justice demonstrate that students who pursue meaningful summer opportunities that are marketable on their high school resumes during the college admissions process enjoy key advantages: (1) These students enjoy exposure to cross-class and cross-cultural opportunities, through attending programs with students of different racial, socioeconomic, and/or national backgrounds; and (2) these students gain valuable exposure to the specifics of college-level courses and themes or professional careers that they are interested in exploring and thereby develop more coherent understandings of various college majors and careers.

Recognizing that the length of our school day will prohibit many students from taking on a job
outside of school Mondays through Thursdays each week and that the families of many of the students we seek to serve will depend on our students as income earners, we have also structured our Summer Programs, Internships and Jobs Placement Program as an opportunity for students who choose to work over the summer to receive support in securing paid summer work.

Collegiate’s Summer Programs, Internships and Jobs Placement Program recognizes six types of student summer extended learning opportunities that will be offered as opportunities to our students:

- **Pre-college programs:** A one- to six-week college campus-based program where the student lives on campus taking (usually non-credit-bearing) academic and enrichment courses with other high school students.

- **Summer college courses:** Credit-bearing courses at local college campuses

- **Professional internships:** Paid or unpaid professional internship with local businesses, nonprofits, and corporations that will offer our students exposure to professional working cultures and careers

- **Outdoor distance learning:** Programs such as Outward Bound, NOLS, and other outdoor learning camps and trips

- **Summer job:** Local jobs for which students can secure workers permits and earn compensation

- **Summer at Collegiate:** A school-based afternoon enrichment program taught by a stipended or volunteer instructor for those students participating in Summer Academy who choose not to additionally participate in off-site opportunities

Students will receive structured support in selecting and applying for summer programs, internships and jobs over the course of the school year. Students’ grade level specific College Readiness Instructor will support caseloads of students to support their application processes within the structure of the College Readiness class, during the Office Hours block, and after school on an as-needed basis. Collegiate commits to placing 100% of students in program, internships, and jobs each summer.

*High School Capstone Projects*
At each grade level in grades 9 through 12, students will complete a long-term, multifaceted academic project. At every grade level, a student must earn a letter grade of B or better on this significant piece of academic work in order to advance to the next grade level. These projects will be introduced in the fall each year. Progress toward completion will be highly structured, and students will have multiple formal checkpoints with their advisors and relevant content teachers to monitor quality and progress toward completion. The level of structure and explicit accountability for work toward completion that teachers will provide in this process will start very high in grade 9 and will decrease with each ensuing grade level so that by grade 12 students will be accountable for increased levels of independence in self-managing toward on-time completion of a complex, long-term project.

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95 Many pre-college programs are prohibitively expensive. College will only partner with and only encourage our students’ applications to the programs that meet 100% of student need.
**Grade 9 Capstone:** At the conclusion of ninth grade, students who have met Collegiate’s rigorous eligibility requirements for promotion to the tenth grade will complete capstone projects. They will submit these as their final requirement for promotion to the tenth grade. Successful completion of the capstone project will include assembling a portfolio of work products and testimony from across their ninth grade year that collectively provide evidence that the student is ready – intellectually and with respect to their character development – to move into the upper school (11-12) and to take on the challenging academic work and community leadership roles that await them there. Each ninth grade student’s capstone project will be reviewed by a committee comprised of the student’s academic advisor, a member of the senior class, and a community member from the Boyle Heights area. The components of the ninth grade capstone project are detailed in Figure 16: Ninth Grade Capstone Project Required Components.

**Figure 16: Ninth Grade Capstone Project Required Components**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Artifacts &amp; Evidence</th>
<th>% of Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarly achievement</td>
<td>I have read a body of high school level fiction and nonfiction texts that represent the genres I will encounter in college.</td>
<td>• Excerpt from independent reading journal from Quarter IV on which the student earned a grade of ≥B</td>
</tr>
<tr>
<td></td>
<td>I can use inquiry and conduct experiments using the scientific method.</td>
<td>• Science class lab write-up from Quarter IV on which student individually earned a grade of ≥B</td>
</tr>
<tr>
<td></td>
<td>I can write a strong expository essay with a coherent thesis and claims supported by clear and appropriate textual evidence.</td>
<td>• Essay from Quarter IV on which the student earned a grade of ≥B</td>
</tr>
<tr>
<td></td>
<td>When I solve math problems, I am able to show all of my work and explain conceptually how I’ve arrived at my answers.</td>
<td>• Quarter IV math interim assessment score of ≥B or higher • Problem set on which the student earned a grade of ≥B or higher</td>
</tr>
<tr>
<td></td>
<td>I have met the grade for promotion to the 10th grade.</td>
<td>• Copy of the student’s transcript</td>
</tr>
<tr>
<td>Scholarly habits</td>
<td>I use academic diction effectively when I participate in college-style seminars and lectures.</td>
<td>• Grade of ≥B or higher on a Quarter IV formal seminar</td>
</tr>
<tr>
<td></td>
<td>I can effectively manage my time and resources during independent work time.</td>
<td>• Homework completion average for Quarter IV of 85%+ or higher</td>
</tr>
<tr>
<td></td>
<td>I can communicate with teachers and peers professionally using my email.</td>
<td>• Professional email tracker</td>
</tr>
<tr>
<td></td>
<td>I am a strong contributing member of my team in the classroom.</td>
<td>• Recommendation letter from a classmate supporting this claim</td>
</tr>
<tr>
<td>Leadership &amp; character</td>
<td>I consistently make choices that support my learning and that of my community.</td>
<td>• Last 6 weeks of school year on Prep merit level or above or Dean’s recommendation</td>
</tr>
<tr>
<td></td>
<td>I have shown improvement in my habits and can reflect on mistakes to help myself always grow my intellect and character.</td>
<td>• Recent (last 6 weeks) reflection from academic reflection ritual in College Readiness class</td>
</tr>
</tbody>
</table>

The capstone model is adopted from the Roundtable tradition at the Urban Assembly’s School for Law & Justice in Brooklyn, NY. The objective of the capstone project is to build students’
investment in and personal responsibility for their own academic success and to foster in students the skills of self-reflection and conscientiousness that will help them in their transition into greater levels of academic and behavioral independence in the upper school. Students whose capstone projects are not accepted at first will have the opportunity to redo their submission during Summer Academy.  

**Grade 10 Capstone:** In grade 10, students will complete a formal research paper in their AP World History II course. This will provide a key opportunity for students to learn the research process for social sciences. Students will select topics and commence the research process in the fall and will continue to work on development of the paper on an iterative basis throughout the winter. Students will submit the paper at the end of March. Students who do not earn passing scores will have the opportunity to redo the paper in mid- to late-May following the AP exam week.

**Grade 11 Capstone:** In grade 11, the College Readiness class will culminate in the creation of a college admissions portfolio. These will consist of a series of materials that students will need in the fall of grade 12 when they begin the college application process. The portfolio will include: a draft email requesting a letter of recommendation from a teacher, a draft of a college application personal statement, a high school resume, and a college list with 5-10 colleges including 2-3 “reach,” 3-4 “target” and 3-4 “confident” options that the student has carefully researched for financial, social-emotional, and academic fit. Submitted by all students in grade 11 to the junior College Readiness teacher in late May of the junior year, this portfolio will guide the college counselor’s planning for individual family college counseling meetings throughout the summer before the senior year.

**Grade 12 Capstone:** The capstone project for grade 12 is the writing and delivery of the matriculation oration at Senior Signing Day. A culture-building and celebratory annual ritual, Senior Signing Day will take place in late May each year starting in spring 2019 as Collegiate prepares to graduate its first class of seniors into college. All students and numerous family members, program partners, and community members will attend. At this special celebration of our seniors’ hard work and achievement, select seniors will deliver speeches, describing their journeys through high school to college, explaining their college choice, or painting a picture of their goals for and after college. Every senior will prepare a speech and will deliver the speech for various audiences. A subset of students will deliver the speech at Senior Signing Day.

**Instructional Methods and Strategies**
The instructional methodologies and strategies Collegiate employs are research-proven and highly coachable methods for teachers to maximize students’ skills and content mastery for all types of learners while at the same time maximizing student engagement and fostering increasing levels of intellectual and social-emotional independence. Core strategies that will define Collegiate’s instructional approach across all grade levels and classrooms include:

- Standards-based curriculum
- Text in every discipline
- Socratic Seminar
- Independent reading

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96 Summer Academy is detailed in Elements 2 & 3.
97 In order to allow for the College Counselor’s employment over the summer months, this team member will have a differentiated vacation schedule during the school year.
- Explicit vocabulary instruction
- Teachers showing their thinking
- Accountable talk and academic discourse
- Taxonomy of Effective Teaching
- Intentional and varied lesson formats
- Extended and differentiated independent practice

Standards-Based Curriculum
Collegiate’s curriculum will be based on the California State Common Core Standards, the California English Language Development Standards, and the California State Content Standards. All teachers will analyze state content standards, Common Core standards, and internal school standards and employ standards-based assessments that correspond to their specific grade and content areas. They will then frame their lessons to ensure that they align with the scope and sequence of their standards maps. The frequent use of standards-driven assessment data will empower teachers and administrators in ensuring that content mastery occurs at the appropriate pace and in accordance with state standards.

Text in Every Discipline
Collegiate’s educational program will incorporate text and textual analysis into every class at every grade level at every discipline. Students will read novels and nonfiction texts in their humanities courses. They will read for scientific information in their science courses. They will tackle word problems in their math courses and will read a spectrum of human interest stories and social science articles in their College Readiness sequence courses. Rather than passively listening, for information from teachers or videos, students will read for significant portions of the information they will need on a weekly basis in order to access content.

Increasing our students’ exposure to a wide variety of texts of varied genres, styles, and levels of lexical complexity on a daily basis, we will quickly build their reading skills and accustom them to the volume of reading they will need to handle when they matriculate to college. Figure 17: Typical Weekly Reading Load for a Collegiate Student in Grade 9 provides an example of the varied types and breadth of texts a ninth grade student might read and write in a given week through their classes at Collegiate.

Figure 17: Typical Weekly Reading Load for a Collegiate Student in Grade 9

<table>
<thead>
<tr>
<th>Course/time of day:</th>
<th>Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent reading</strong></td>
<td>Student X reads 8-10 pages daily during morning advisory of his independent reading book, <em>The Kite Runner</em>. He also reads independently for homework each evening for 15-20 minutes and completes another 5-8 pages each night for a total of 75 independent reading pages this week.</td>
</tr>
<tr>
<td><strong>English 9</strong></td>
<td>Student X reads 40 pages of <em>When I Was Puerto Rican</em> by Esmeralda Santiago through a combination of in-class Control-the-Game reading and homework.</td>
</tr>
<tr>
<td><strong>AP World History I</strong></td>
<td>Students in this course are learning about industrialization globally and student X reads two source documents over the course of this week totaling 38 pages about the mechanization of the textile industries in Japan and India as he prepares for a Friday seminar on the topic.</td>
</tr>
<tr>
<td><strong>Early College Awareness</strong></td>
<td>Students are researching summer programs and professional internship opportunities this week; student X spends a total of 55 minutes in class and at home conducting online research, looking up and reading about programs.</td>
</tr>
</tbody>
</table>
Art IA: Dance  
- In student X’s dance class, the troupe is exploring a six-week unit on flamenco, as part of which the instructor has given them a five-page reading homework assignment that describes the cultural origins and major traditions of the form.

Spanish 9  
- Student X’s Spanish 9 class is conducted exclusively in Spanish; student X reads all directions and writes exclusively in Spanish for all work assigned.

Biology  
- Student X reads a 10-page informational text about Darwinism through a combination of in-class Control-the-Game reading and homework.

Geometry  
- In geometry class this week, students are practicing proofs; student X writes 25 proofs over the course of the week through a combination of work in class and proofs assigned for homework.

Writing  
- Student X is working to complete an essay assignment and is in the final drafting stages. As part of this process, he is paired with another student in his writing class for peer editing; he reads and provides mechanical edits on three pages of the student’s expository essay.

As part of Collegiate’s emphasis on exposing students to a breadth of genres, styles, and texts, we will use Control-the-Game reading frequently across the majority of our classrooms. Control-the-Game is a pedagogical technique that makes reading instruction productive and accountable. In Control-the-Game, the teacher selects a passage for the class to read aloud together. Typically, the teacher will have planned out ahead of time segments of the passage for reading by different students. The teacher will cold-call students to read and students will be expected to pick up immediately when their turn is called, which means that students must follow along in the text as others read and are therefore accountable for reading silently while they hear the text read out loud by another. The teacher will frequently start first, modeling how good readers use intonation and expression and stop at the end of a sentence. The teacher will have different students read varied lengths of text depending on their fluency. The teacher will stop a student and have him go back and read a sentence over again if they misread or struggle to read fluently the first time. The teacher will also have preplanned scripted questions to stop and ask as checks for understanding, to model the types of questions good readers ask themselves as they read, and to push students toward higher levels of comprehension as they read together. Control-the-Game will be a core emphasis of professional development in years 1 and 2 of Collegiate’s growth.

*Socratic Seminar*

Reading and writing will play a central role in the daily lives of Collegiate students. Whether a new English Learner or a native English reader of above grade level texts, every student at Collegiate will have ample time and support built into their daily schedules in all grades to develop their literacy skills. Learning to read and write about a breadth of college level texts in fiction and nonfiction genres will not only prepare our students for success on the CAASPP, SAT and AP exams; it will set them up for the types of texts and writing assignments they will undertake their freshman year of college.

The core of our literacy program will live in Collegiate’s humanities courses – the English sequence, the Writing sequence, and the History/Social Science sequence. Literacy will also be emphasized through the Science curriculum. At each grade level, students will take an English course, a writing course, and a history/social sciences course. Borrowing from the Achievement First Socratic seminar cycle model, Collegiate’s seminar cycles will integrate the three

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humanities courses required of all Collegiate scholars – literature, history and composition – into a series of 12 coordinated cycles throughout the school year. Each cycle will require major collaboration among humanities teachers and will move students through the following stages: directed reading and annotation, interpretive seminar discussion, summative writing, and evaluative discussion. Every three weeks, the process will culminate in a formal, evidence-based essay required from every student at the close of each cycle.

Collegiate’s adoption of the Socratic seminar method recognizes two realities of our students’ literacy needs: (1) Common Core requires our students to read, think, speak, and write about complex text in a far more evidence-based and nuanced way than did previous standards for secondary ELA instruction; and (2) many of our students – in particular our EL students – can benefit tremendously from an instructional format in literacy-based courses that emphasizes close reading and provides students with multiple opportunities to practice speaking Standard American English in an academic context.

Therefore, to better prepare students for the structure of post-secondary learning, Collegiate humanities courses will feature seminar-style teaching. This style is a commonly recognized emerging best practice for teaching Common Core ELA skills. By shifting from the typical questions asked of high school students (e.g., "What do you think about this reading?") to those generally posed to college students (e.g., "What are the author's core arguments?" or "How could this be interpreted differently?"), the framework ensures that students are able to:

- Use evidence to support their opinions
- Listen carefully to the ideas of their peers
- Synthesize multiple points of view into a more complex understanding of the text
- Comprehend and engage with increasingly sophisticated text using skills of focused annotation and habits of critical thinking
- Construct college-preparatory papers that put forth scholarly assertions backed by a coherent and compelling body of evidence

By the end of the school year, each student has produced 12 evidence-based essays – measurable signposts on his or her path to college.

**Independent Reading**

Students in grades 9 and 10 will have daily independent reading, managed by their academic advisors and through Accelerated Reader (AR) as appropriate. Students will read for 25 minutes daily during advisory. In this way, students will read independently for 100 minutes each week a text that is at our just above their current reading level in a high-interest genre. Teachers will use AR to invest students in “miles on the page” and to track their advisories’ and grade level cohorts’ progress in reading comprehension. Successful for over 25 years, AR is a powerful tool for monitoring and managing independent reading practice. AR now has redesigned student interface with improved navigation and tablet compatibility including the ability to:

- Monitor students' progress toward College and Career Readiness (CCR) expectations with the new CCR Report
- Personalize and guide independent reading practice

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99 To enable cross-content collaboration, weekly co-planning time for English and History/Social Science teachers will be built into Collegiate’s weekly schedule.

100 http://www.achievementfirst.org/high-school/academic-rigor/pba-system/seminar-cycle/.

• Develop lifelong readers and learners
• Tap into unlimited access to all quizzes and enjoy online support
• Increase parental support with web-based, school-to-home communications

Teachers will guide students’ choices of AR books to ensure that students are reading a blend of fiction and nonfiction texts at and just above their reading levels. During advisory, students will take comprehension quizzes upon completion of each AR text; the results from these quizzes will be tracked and will help teachers know how to guide individual students’ selection of future books.

Collegiate will execute a calendar of investment rituals in grade 9 to incentivize and celebrate reading habits and growth in independent reading. School leaders, teachers, and families will come together to implement this calendar. Every week, for example, a student will share an oral book review at community circle, announcing the title, author and genre of the book s/he has just completed, providing two highlights from the book, and identifying what type of reader might enjoy this book. Additionally, staff will maintain bulletin boards throughout the school celebrating independent reading. Families of top readers will receive congratulatory letters home in backpacks. Top readers will be recognized at quarterly academic awards assemblies and their names will be posted along with their book lists in the hallways of the school.

Explicit Vocabulary Instruction
Vocabulary development is of paramount importance at all levels of education. Indeed, breadth of vocabulary has been repeatedly pointed to as the single greatest predictor of SAT success and in turn college success nationally and for decades. Collegiate will employ a research-proven, structured, and school-wide system of explicit vocabulary instruction across all content classes at all grade levels. The highlights of the whole-school vocabulary program will include:

• Explicit SAT vocabulary instruction through guided reading and through the College Readiness sequence
• Weekly school-wide SAT word of the week taught in advisory, practiced during Physical Education and lunch daily
• Word walls with content-specific Tier II and Tier III vocabulary in every classroom
• Vocabulary lists with every text in all humanities, science, and College Readiness sequence courses weekly
• Vocabulary assessment in every class on weekly Show-What-You-Know quizzes
• Vocabulary competitions each quarter

Teachers Showing Their Thinking
Collegiate teachers will become experts at modeling strong critical thinking and analysis in their respective content areas through delivering think-alouds whenever they introduce new material or concepts. Think-alouds have been described as “eavesdropping on someone’s thinking.” With this strategy, teachers verbalize aloud while reading a selection orally or performing a math problem. The goal of the verbalization is to narrate everything the reader or problem-solver is thinking or doing, describing things they are doing as they read to monitor their comprehension or the conceptual logic of their procedures. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text. This, in turn, will push students toward stronger modes of student talk.

Accountable Talk and Academic Discourse
In all Collegiate classes, students will be held accountable for strong levels of academic
discourse. Students will engage in numerous pair-shares throughout the day across all classes, turning to their nearest peer neighbor to discuss a question or solve a problem. Teachers will give explicit instruction regarding what is topical and what a good pair-share looks and sounds like: one student speaking at a time, students discussing the question or problem at hand and pointing to specific textual evidence as appropriate, students not conversing with other classmates, and students listening nodding and or taking notes as their partner speaks. Teachers will circulate to push students on the quality of their conversations. The purpose of building time for student talk into every class in every school day is to provide ample opportunity for students to practice speaking about academic topics.

In seminar, students will be graded and given frequent real-time feedback on the quality of their oral contributions on a seminar rubric, one strand of which will explicitly measure the quality of academic discourse the student evidences during the seminar discussion. Students will be expected to use the academic language of the text at hand.

Accountable talk throughout the school will develop students’ vocabulary, will help them formulate their thoughts and crystalize their analysis of texts and problems, and will help them prepare for performance tasks involving individual assessment and writing tasks. This has the immediate benefit of developing ELs’ facility in spoken English through providing numerous opportunities for discourse in the classroom and practice with speech. Long term, this will also prepare our students to participate in seminar classes at the college level.

The Taxonomy of Effective Teaching
Collegiate teachers at all grade levels will use a variety of academic, behavioral, and advanced instructional techniques that reinforce student expectations and build high levels of student engagement.102 These techniques can be categorized into three areas: behavioral, academic, and advanced (applied to both behavior and academics). Drawing from the Taxonomy of Effective Teaching Practices as outlined in Figure 18: Taxonomy of Effective Teaching Practices, Collegiate will train teachers in a variety of academic, behavioral, and advanced (applied to both behavior and academics) instructional techniques that reinforce student expectations and build high levels of student engagement.103

<table>
<thead>
<tr>
<th><strong>Figure 18: Taxonomy of Effective Teaching Practices</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>100%</strong> Method in which a teacher demands everyone’s full participation to complete a task or activity associated with learning using the least invasive form of intervention, relying on firm, calm finesse, and making compliance visible.</td>
</tr>
<tr>
<td><strong>What to Do</strong> Giving students clear directions that tell students what to do as opposed to what NOT TO do. Directions must be specific, concrete, sequential, and observable.</td>
</tr>
<tr>
<td><strong>Sweat the details</strong> Approach that encourages teachers to enforce 100% compliance of every expectation, including aspects that may seem minor.</td>
</tr>
<tr>
<td><strong>Positive Framing</strong> Method of making corrections consistently and positively that includes narrating the behaviors you expect to see and expectations you want students to meet.</td>
</tr>
<tr>
<td><strong>Cold Call</strong> Practice of calling on students regardless of whether they have raised their hands in order to make engaged participation the expectation.</td>
</tr>
</tbody>
</table>

103 Ibid.
### Stretch It
Technique in which a teacher challenges and strengthens a student’s understanding of a concept by asking them to explain how they arrived at an answer or asking them to answer a harder question that builds off that same concept or standard.

### Ratio
Method in which the teacher purposefully minimizes the time spent talking to afford more opportunities for the class to lead.

### Right Is Right
Teaching standard in which the teacher refuses to accept partial answers or close answers that may not be technically correct. Instead the teacher continues to engage the class until the absolute correct answer is given.

### No Opt-Out
Process in which a student who answers incorrectly is not able to give up on the learning process. Instead the teacher will call on their fellow classmates to assist them and then will ask the same question or a similar question for the student to answer correctly.

### Warm/Strict
Strategy that combines a caring tone with a no exceptions standard of expectations. Often used by teachers to build culture and set the tone inside their classrooms.

### Precise Praise
Technique used by teachers to reward students with praise using very specific examples that are meaningful and genuine.

### Intentional and Varied Lesson Formats
Collegiate’s founding team recognizes that students must be accustomed to receiving and processing information through a variety of media and communication formats. Collegiate’s class structure and lesson formats will be intentionally varied and aligned to content specifics. This approach borrows from the work of North Star Academy High School in Newark, NJ, one of the highest-performing urban charter schools nationally. North Star’s team has worked to develop a battery of five core lesson formats which teachers use when planning lessons. These five formats will constitute the five lesson formats teachers at Collegiate will employ and are summarized in Figure 19: Collegiate’s Five Lesson Types.

<table>
<thead>
<tr>
<th>Lesson type</th>
<th>Description</th>
<th>Appropriate usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-We-You</td>
<td>Traditional Gradual Release with modeled and guided practice</td>
<td>• Introduction to new material in math class for exposing students to a new skill/concept/property</td>
</tr>
<tr>
<td>Flipped Classroom</td>
<td>Students complete significant pre-reading and pre-work at home and come to class prepared to conduct an experiment or other inquiry-based activity</td>
<td>• Science lab day: students complete pre-reading to acquire key background information and then conducts experiment independently generating findings and conclusions</td>
</tr>
<tr>
<td>College Lecture</td>
<td>Students practice taking formal notes while the teacher lectures</td>
<td>• Summary or overview of a historical period</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Summary of accepted literary analysis for a given work of fiction</td>
</tr>
</tbody>
</table>
Students conduct a primarily student-led and text-based discussion of an essential question; teacher directs the conversation only as needed

- Students carefully analyze and process the literal and figurative meanings of a sophisticated text, identifying key information and making inferences before they can effectively write a paper about the text

Students work independently in an online digital learning curriculum; teacher circulates or conferences

- Students work independently or in small groups with spurts of teacher guidance

Through the implementation of this variety of lesson types, Collegiate will ensure that teachers are delivering strong content information while also providing opportunities for students to practice inquiry and critical thinking skills. This approach will help protect our instructional program from relying on rote memorization and procedures-based instruction and will ensure that we are constantly pushing our students toward greater degrees of academic independence and intellectual leadership in our classrooms.

**Extended and Differentiated Independent Practice**

As reflected in the daily-weekly schedule included in Academic Calendar and Schedules, Collegiate’s core courses will meet for 90-minute blocks. This choice is to afford teachers ample time for differentiated independent work for each student, extended laboratory time in science courses, and extended seminar time in humanities courses. For example, a math teacher may spend 30 minutes of a lesson introducing a new mathematical concept and corresponding problem-solving procedures and then release students into scaffolded independent work for a full 45 minutes of practice time to work individually or in small groups or partner pairs before reconvening the class for an exit ticket. This will afford the teacher to work more intensively with the more struggling students in the class to support and guide as needed while more advanced students forge ahead.

**Technology in the Classroom**

Collegiate’s instructional program will incorporate technology instruction and use of key technology platforms for school-wide systems for student communication and progress tracking in a number of facets of the school day and curriculum. Ultimately, we seek to ensure that our students have the 21st century skills needed to succeed in a college preparatory high school. Accordingly, Collegiate will hold school-wide expectations in key areas of use of technology, so that we can ensure that our students are adept at using the tools they will need to be successful in college and in their careers. School-wide expectations for technology use are delineated in Figure 20: School-Wide Technology Expectations.

**Figure 20: School-Wide Technology Expectations**

<table>
<thead>
<tr>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Testing</strong></td>
</tr>
<tr>
<td>• Students take the NWEA MAP assessment online</td>
</tr>
<tr>
<td>• Students will take mock CAASPP and (interim assessments) online</td>
</tr>
<tr>
<td>• Students will take mock SAT exams online&lt;sup&gt;104&lt;/sup&gt;</td>
</tr>
<tr>
<td>• Whole-school use of Illuminate’s data and assessment platform to generate standards-aligned interim assessments and for analysis of interim assessment data</td>
</tr>
</tbody>
</table>

<sup>104</sup> Starting in fall 2016, the College Board will offer an online version of the SAT I exam.
**Submission of written work**
- Formal writing assignments (process-based assessments, research paper, personal statements) completed in GoogleDocs and shared with instructor
- Final versions of formal writing assignments exported to MS Word and formally shared as an attachment to a professional email sent to the teacher

**Monitoring grades/ school calendar**
- Students accountable for checking grades online weekly in student information system’s online grades platform
- Weekly schedule and updates posted on the school website; students expected to check each week for action items

**Communicating with teachers outside of school**
- Students expected to communicate formally and professionally via email with teachers as their first resort when asking for help or clarification, requesting a recommendation or scheduling a meeting time

**Submitting applications**
- Students self-register for exams (SAT, APs, etc.)
- Students submit all college applications and FAFSA online
- Students apply for all school opportunities (summer programs, enrichment, electives, etc.) and leadership roles through an online system

**Curriculum**
- Students leverage Khan Academy and watch the relevant video segments before reaching out to a teacher in the evening for math help
- Teachers use a spectrum of programs in an online platform such as Canvas to differentiate independent practice to meet a spectrum of students’ needs
- Students log independent reading books in Accelerated Reader

**Student life initiatives**
- Upper school students publish weekly online newsletter to disseminate information about key events and opportunities campus-wide

These shared expectations will be held by all teachers and reinforced by all school leaders. In order to render this plan realistic, and recognizing that not all families will have access to a home computer, the daily schedule for students at all grade levels reflects time when students will have access to the school’s ChromeBook fleet. Collegiate will invest in ample ChromeBook laptop carts, and in significant broadband infrastructure as necessary, in order to ensure that all students have access to computers at appropriate times of the school day and school year. In grades 9 through 12, we will maintain a 1 to 1 student to ChromeBook ratio; students will check out ChromeBooks at arrival each morning and check these back in at dismissal.

Beyond the school’s shared expectations for technology use, the curriculum in individual disciplines and classes will incorporate technology instruction in other key ways. In humanities classes, students will receive reading assignments from online sources and will learn how to conduct sound online research, discerning among credible and non-credible sources, learning how to cite online sources, and becoming adept at navigating through a barrage of information to clear resources on relevant course topics. In math classes, teachers will leverage Khan Academy’s platform to individualize instruction, particularly in the lower school’s math remediation program.

In SAT Prep, juniors will heavily utilize an online learning platform, just as SAT exam preparation Revolution Prep’s, to practice SAT problems, address misunderstandings, and refresh lower grade content knowledge. In the College Readiness sequence courses, students will conduct extensive online research of summer programs and professional internships, will build their familiarity with online sites that provide intelligence on college options, and will learn to craft a polished resume in MS Word. Our ultimate goal in designing our technology platform is to ensure that all of our students graduate from Collegiate having mastered the research,

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105 In years one and two, teachers will share laptop carts if need be, as we will be able to execute the proposed daily schedule without a full complement of laptops for each student. In year three, we will invest in a full fleet and roll out a checkout/check-in daily laptop system with a one-to-one laptop-to-student ratio.
communication, and blended learning skills they will need in order to be well-positioned in the college admissions process, in college, and in the professional world.

**Graduation Requirements**

As a public charter school, and therefore as a Local Educational Agency, Collegiate has set graduation requirements that will support our students and further the school’s mission of preparing 100% of our students for college success. Collegiate’s graduation will ensure that our students move through our academic program from year to year squarely on the path to a successful college admissions process and a strong transition into college.

**Required courses for graduation:**

To earn a high school diploma from Collegiate Charter High School of Los Angeles, a student must complete the following course of study earning a grade of C (70%) or higher or a grade of “Credit” in each course in order to earn credit for the course:

**Figure 21: Collegiate Required Course of Study**

<table>
<thead>
<tr>
<th>A-G</th>
<th>Content area</th>
<th>A-G requirement</th>
<th>Collegiate graduation requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>History/social science</td>
<td>Two years, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics</td>
<td>• Four years (4 credits) of History including two years of world history, cultures and historical geography, one year of U.S. history, AND one-half year of American government</td>
</tr>
<tr>
<td>b</td>
<td>English Language Arts</td>
<td>Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking</td>
<td>• Four years of English and four years of writing (8 credits) that integrate reading of classic and modern literature, frequent and regular writing, and practice listening and speaking</td>
</tr>
<tr>
<td>c</td>
<td>Math</td>
<td>Three years of college-preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two- and three-dimensional geometry</td>
<td>• Four years of math, starting either with Math Common Core Pre-Higher Math or Common Core Math I (4 credits)</td>
</tr>
<tr>
<td>d</td>
<td>Science</td>
<td>Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics</td>
<td>• Four years of Science (4 credits) including Biology and Chemistry</td>
</tr>
<tr>
<td>e</td>
<td>World language other than English</td>
<td>Two years of the same language other than English or equivalent to the second-level of high school instruction</td>
<td>• At least two years of a world language other than English (2 credits) through the second level with three years recommended</td>
</tr>
<tr>
<td>f</td>
<td>Visual &amp; performing arts</td>
<td>One year chosen from dance, drama/theater, music or visual art</td>
<td>• At least one year of Visual and Performing Arts (1 credit) chosen from dance, drama/theater, music or visual art</td>
</tr>
</tbody>
</table>
Total Course Credits Required for Graduation: 31

Required exams for graduation:
A student must complete the following set of college readiness-aligned assessments in order to earn a diploma from Collegiate Charter High School of Los Angeles:

- NWEA MAP Exam (4 times: August and May of grade 9 and grade 10)
- CAASPP in ELA and Math (April/May of grade 11)\(^{106}\)
- College Board SAT 2 times
- Earn a passing score on the CAHSEE (California High School Exit Exam)

Note on required exams: The test fees associated with College Board SAT Program exams ($51)\(^{107}\) can be prohibitively expensive for many families. Collegiate will not require families to pay any part of the exam fees associated with the two AP course exams in their selected required AP courses and two SAT exams that we will require students to complete as part of our college readiness-aligned graduation requirements. Collegiate will clearly communicate this policy via the student/family handbook each year and will orchestrate AP and SAT exam registration centrally within the school in order to cover and assume all testing fees associated with these 4 exams and to ensure that all eligible students receive appropriate fee waivers and reductions. Finally, there are no passing scores associated with the SAT exam graduation requirement. Students must only complete the exam. Students may opt out of the AP exams for the AP courses they elect into and may still receive course credit toward the pertinent graduation and A-G requirements.

Capstone projects requirement:
A Collegiate student must complete the following projects:

- Completion of the grade 9 capstone project (academic reflection)

\(^{106}\) No Collegiate student or family will be assessed a fee for any exam in which Collegiate requires participation as a condition for graduation. College will obtain fee waivers and/or fee reduction for all AP and SAT exams, as well as for college application fees. Collegiate will finance remaining costs not covered through the College Board’s fee waiver and reduction programs.

\(^{107}\) SAT: Two SAT exam fee waiver are provided to each free/reduced price lunch eligible student. Collegiate’s proposed five-year budget model reflects the exam fees for any non-free/reduced price lunch students: http://sat.collegeboard.org/register/sat-fee-waivers.
• Completion of the grade 10 capstone project (research paper)
• Completion of the grade 11 capstone project (college portfolio)
• Completion of the grade 12 capstone project (oration)

**College admissions requirement:**
• Acceptance to an accredited, nonprofit 4-year college or university

Collegiate will pay for any application fees. Ultimately, whether a Collegiate student elects to matriculate to college – and whether to a two-year or a four-year college – will remain the decision of the individual student and his/her family. Beginning early junior year, our college access team will coach students and their families through an intensive admissions process that is designed to ensure that all students have balanced college lists for senior fall comprised of a spectrum of colleges with respect to admission standards. In this way, we can ensure that 100% of seniors will have schools on their lists to which we can confidently know that they will be admitted.

**Note on Graduation Requirements for Students with IEPs:** Collegiate recognizes that in individual instances, students’ identified disabilities may preclude them from meeting 100% of the graduation requirements delineated above. Collegiate will provide a clear process, outlined in our Student/Family Handbook, for addressing these instances and will ensure that a student with a disability can obtain a high school diploma from Collegiate regardless of disability.

In the event that a student’s IEP suggests that the student, due to their disability, cannot reasonably be expected to meet one or more of Collegiate’s graduation requirements, the student may elect to have the relevant requirement(s) waived. In such an instance, the Student Success Team in consultation with the Executive Director would review the student’s IEP and grant or deny an exemption based on the SST’s judgment of what is reasonable for the student. Collegiate will include a clear articulation of this policy and the process for requesting a waiver in the family/student handbook. This policy will also be referenced verbally annually during students’ IEP meetings. In the event of a waiver of one or more of Collegiate’s graduation requirements, the requirement(s) would default to the corresponding graduation requirement(s) of the SELPA or to those of LAUSD.

**Credit Recovery Opportunities and Support**
Students who fall short of grade level promotion requirements within the course of the regular school year will have the opportunity to retake courses or resubmit projects or major papers over the summer during a three-week Summer Academy and receive full course credit. If a student earns no credit one or two academic classes (earns a grade below 70% or a grade of “Not Yet”) that constitutes promotion requirements or the Ninth Grade Capstone Project, the Tenth Grade Research Paper or the Admissions Portfolio, s/he may retake the class(es) or redo the assignment during Summer Academy. If s/he earns a passing grade during Summer Academy, s/he will earn credit for that course and may move on to the next grade level. If s/he does not earn a passing grade, s/he will not earn promotion and will redo the current grade level the following year.

Students who fail two or more of a combination of courses and/or the aforementioned milestone assignments during a school year may not earn promotion and may be required to redo the current grade level the following year. The purpose of this structure is to ensure that students...

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108 Four-year college acceptance as a prerequisite to graduation is a requirement currently in place at a number of high-performing public schools nationally that are realizing very strong college-going rates among their first generation college-going graduates. These include LAUSD-authorized Bright Star Secondary: http://www.brightstarschools.org/ourpages/auto/2009/6/24/57888483/Bright%20Star%20Secondary%20Charter%20Academy%20Charter.pdf, pg. 19.
are earning required credits for graduation on time and that students will therefore not progress through their high school years credit deficient, arriving at senior year ineligible for graduation because they are too far behind academically to recover credit. This policy will be communication to families in orientation, through the Collegiate Family-Student-School Commitment, in family chats, during five-week family academic progress report conferences, and via the family/student handbook.

Transfer Students
We will provide a pathway for transfer students into the school whereby they can access Collegiate’s program and meet Collegiate’s graduation requirements. If and when Collegiate has space for additional students at any given grade level, we will pull students from the top of the waiting list generated by the lottery for that academic year.

Accreditation by the Western Association of Schools and Colleges
Collegiate intends to apply for and receive accreditation by the Western Association of Schools and Colleges (WASC) validating our program, granting our curricula an official stamp of approval for UC and CSU recognition, and ensuring that our students can therefore gain access to all institutions of higher learning. Collegiate anticipates applying for WASC in its second year of operation. Our school leadership will submit a Request for WASC Affiliation and assign a point person to coordinate and submit an Initial Visit Application/School Description form, addressing the following five categories: (1) Organization, (2) Standards-based Student Learning Curriculum, (3) Standards-based Student Learning Instruction, (4) Standards-based Student Learning Assessment and Accountability, (5) School Culture and Support for Student Personal and Academic Growth. Collegiate will comply with WASC standards and processes while under review.

Student Transfers and Transferability of Courses
We recognize that even with exceptionally strong communication and a real investment in relationship-building with families of our struggling students, we will still face situations where students leave Collegiate before graduating. Our transcripts will transparently reflect our WASC accreditation, the alignment of our courses to A→G requirements, our grading scale, and the seat hours associated with each of our core and non-core classes and the corresponding credits earned. Our family handbook – printed in both English and Spanish – will clearly delineate transferability of coursework.

Academic Calendar and Schedules
With a 183-day school year, Collegiate will run on a quarter system. Collegiate’s proposed year-long calendar and daily/weekly schedules incorporate the following elements designed to sustain an achievement-focused, disciplined school culture and to support and advance students’ mastery of fundamental skills and rigorous academic content:

- 29 days of dedicated teacher professional development including four data days
- Extended instructional day Monday through Thursday (7:55 am - 4:15pm)
- Adaptive, data-driven professional development every Friday with truncated instructional day (students dismiss at 1:30 pm on Fridays)
- Quarter system for assessment and grading with diagnostic, interim, and final assessments in all core content courses
- Academic progress report conferences every five weeks
- Family orientation and individual family chats for all new students in August
- Cafecitas\textsuperscript{109} for monthly family feedback and monthly family community events
- Joyous weekly rituals to ensure that celebrate achievement and quarterly awards assemblies to celebrate students who are achieving and showing academic growth
- Earned end-of-year trips for students
- Three-week Summer Academy for credit recovery

Figure 22: Collegiate Charter School of Los Angeles DRAFT Calendar 2015-2016 displays Collegiate’s proposed yearly calendar and details special programming, testing windows, and professional development schedule.

\textsuperscript{109} Monthly coffee morning meetings where the school’s leadership invites all Collegiate parents/guardians into the school community for a one-hour meeting, Cafecitas will offer families the opportunity to hear directly from the Executive Director and other key leaders and to give direct input and feedback on a frequent and informal basis.
<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>1</td>
</tr>
</tbody>
</table>

**July**

**August**

**September**

**October**

**November**

**December**

**January**

**February**

**March**

**April**

**May**

**June**

- **Holiday/breaks (closed)**
- **Assessment days**
- **First day of school**
- **Report Cards mailed**
- **Staff professional development: no school for students**
- **Incentive trips**
- **Academic Progress Report Conferences**
- **Summer Academy**
- **Early dismissal days**
- **First day of quarter**
- **Last day of quarter**
- **Family event (optional)**
Collegiate Charter High School of Los Angeles

Daily/Weekly Schedules

Collegiate’s founding team has modeled a daily and weekly schedule for the founding four years of the school’s growth. The proposed schedule for year one is displayed below and exhibits the following features:

- 90-minute bi-weekly blocks for all students in English, Math, Science and History
- 50-minute Friday blocks for all students in Math, Science and History
- 55 minutes of daily writing instruction
- 64 minutes of daily student independent work time and/or Office Hours/Tutoring
- Daily advisory for all students

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110 Aligns to CSCCS in ELA and Mathematics.
111 Ibid.
- Bi-weekly College Readiness class that alternates with Visual & Performing Arts classes
- Class schedule for all grades that maximizes inclusion model for SPED students by scheduling pull-out time during Office Hours and/or College Readiness class
- Flexible student scheduling to ensure that students will not be homogeneously “tracked” throughout their day (with the exception of Math courses)
- After school program that affords extended homework support and tutoring time
- After school program that enables students to play a sport should they opt in
- Early-late schedule for teachers (no teacher teaches both the first and last blocks of the day and can therefore arrive late or leave early many days of the week)
- Weekly 45-minute instructional coaching meetings for all teachers
- Breaks for teachers (no teacher is on for more than four consecutive hours)
- Extended planning time (each teacher is blocked for at least 10 hours of planning time build into their week) with emphasis on creating daily extended planning blocks (90+ minutes) where possible
- Light postings/duties for teachers (most meals, transitions and non-academic blocks in the day are covered by school leaders and operations personnel)

Given the intensity and length of the daily schedule for students, Collegiate will institute a school-wide policy whereby the grade level team will be responsible for planning and monitoring daily homework load. Students should never be assigned more than an estimated three hours of homework daily. The grade level team, when they meet each Friday, will as part of their weekly agenda calendar estimated daily homework minutes for average students in their classes in the upcoming week to ensure that teachers are not unwittingly assigning overwhelming homework loads.

All students will have 64 minutes of independent work time and/or supported study time built into the core school day from 3:10 to 4:14 pm daily. Students may additionally opt into the after-school study hall support block from 4:15 to 6:00 pm to access an additional hour of structured, quiet homework support. Students taking advantage of these two structures would therefore arrive home from school daily with an estimated hour of homework and reading remaining.

Given the intensity of teachers’ instructional schedules, we have chosen to the extent feasible to have leadership and operations support personnel own the majority of postings and duties throughout the day in order to preserve valuable planning time for teachers.

All credit-bearing and required classes will be staffed by appropriately certificated personnel.
### Figure 23: Proposed Year One Monday-Wednesday Grade 9 Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Grade 9 - Monday &amp; Wednesday Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40-8:04 AM</td>
<td>Brown</td>
</tr>
<tr>
<td>(24 minutes)</td>
<td>Arrival &amp; Entry</td>
</tr>
<tr>
<td></td>
<td>Breakfast &amp; Lockers (LATE BELL @ 7:55 AM)</td>
</tr>
<tr>
<td>8:05-8:55 AM</td>
<td>Physical Education I</td>
</tr>
<tr>
<td>(50 minutes)</td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td>PE TEACHER</td>
</tr>
<tr>
<td></td>
<td>Students: 20</td>
</tr>
<tr>
<td></td>
<td>M-T-W-Th</td>
</tr>
<tr>
<td>8:56-8:59 AM</td>
<td>Students: 20</td>
</tr>
<tr>
<td>(4 minutes)</td>
<td>M-T-W-Th</td>
</tr>
<tr>
<td></td>
<td>Lockers</td>
</tr>
<tr>
<td>9:00-10:30 AM</td>
<td>Common Core Pre-Higher Math</td>
</tr>
<tr>
<td>(90 minutes)</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>MATH 9 TEACHER</td>
</tr>
<tr>
<td></td>
<td>Students: 33</td>
</tr>
<tr>
<td></td>
<td>Block - M/W</td>
</tr>
<tr>
<td>10:33-12:03 PM</td>
<td>Pre-AP World History</td>
</tr>
<tr>
<td>(90 minutes)</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>HISTORY 9 TEACHER</td>
</tr>
<tr>
<td></td>
<td>Students: 33</td>
</tr>
<tr>
<td></td>
<td>Block - M/W</td>
</tr>
<tr>
<td>12:04-12:35 PM</td>
<td>Lunch, HW Club &amp; Overtime</td>
</tr>
<tr>
<td>(31 minutes)</td>
<td>Advisory/IR</td>
</tr>
<tr>
<td></td>
<td>Students: 16/17</td>
</tr>
<tr>
<td>1:08-1:11 PM</td>
<td>Lockers</td>
</tr>
<tr>
<td>(4 minutes)</td>
<td>Students: 16/17</td>
</tr>
<tr>
<td>1:12-2:07 PM</td>
<td>College Readiness 9</td>
</tr>
<tr>
<td>(55 minutes)</td>
<td>College Readiness</td>
</tr>
<tr>
<td></td>
<td>SPANISH TEACHER</td>
</tr>
<tr>
<td></td>
<td>Students: 23</td>
</tr>
<tr>
<td></td>
<td>Block - M/W</td>
</tr>
<tr>
<td>2:11-3:06 PM</td>
<td>Writing 9</td>
</tr>
<tr>
<td>(55 minutes)</td>
<td>ELA</td>
</tr>
<tr>
<td></td>
<td>ENG. 9 TEACHER #1</td>
</tr>
<tr>
<td></td>
<td>Students: 23</td>
</tr>
<tr>
<td></td>
<td>M-T-W-Th</td>
</tr>
<tr>
<td>3:10-4:14 PM</td>
<td>Office Hours/ Tutoring Interventions</td>
</tr>
<tr>
<td>(64 minutes)</td>
<td>Varies</td>
</tr>
<tr>
<td></td>
<td>M-T-W-Th</td>
</tr>
<tr>
<td>4:15 PM</td>
<td>Lockers &amp; Dismissal</td>
</tr>
<tr>
<td>4:15-6:00 PM</td>
<td>Sports Teams</td>
</tr>
<tr>
<td>(105 minutes)</td>
<td>OPT-IN</td>
</tr>
<tr>
<td></td>
<td>TBD (Part-Time Stipended Coaches)</td>
</tr>
<tr>
<td></td>
<td>Students: 80-90</td>
</tr>
<tr>
<td></td>
<td>M/T/W/Th</td>
</tr>
</tbody>
</table>
## Figure 24: Proposed Year One Tuesday-Thursday Grade 9 Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40-8:04 AM</td>
<td>Arrival &amp; Entry</td>
</tr>
<tr>
<td>8:05-8:55 AM</td>
<td><strong>Brown</strong>:&lt;br&gt;Physical Education I&lt;br&gt;Spanish I&lt;br&gt;Physical Education I&lt;br&gt;Guided Reading&lt;br&gt;Students: 20&lt;br&gt;M-T-W-Th</td>
</tr>
<tr>
<td></td>
<td><strong>UCLA</strong>:&lt;br&gt;Physical Education&lt;br&gt;Foreign Language&lt;br&gt;SPANISH TEACHER - Digital Curriculum&lt;br&gt;PE TEACHER&lt;br&gt;Students: 15&lt;br&gt;M-T-W-Th</td>
</tr>
<tr>
<td></td>
<td><strong>Princeton</strong>:&lt;br&gt;Physical Education&lt;br&gt;Foreign Language&lt;br&gt;SPANISH TEACHER - Digital Curriculum&lt;br&gt;PE TEACHER&lt;br&gt;Students: 20&lt;br&gt;M-T-W-Th</td>
</tr>
<tr>
<td></td>
<td><strong>Berkeley</strong>:&lt;br&gt;Physical Education&lt;br&gt;Foreign Language&lt;br&gt;SPANISH TEACHER - Digital Curriculum&lt;br&gt;PE TEACHER&lt;br&gt;Students: 15&lt;br&gt;M-T-W-Th</td>
</tr>
<tr>
<td></td>
<td><strong>Small Groups/Alt.</strong>&lt;br&gt;Students: 13/13/13</td>
</tr>
<tr>
<td></td>
<td><strong>PE TEACHER</strong>&lt;br&gt;SPANISH TEACHER - Digital Curriculum&lt;br&gt;PE TEACHER&lt;br&gt;Students: 13/13/13</td>
</tr>
<tr>
<td>8:56-8:59 AM</td>
<td><strong>Lockers</strong></td>
</tr>
<tr>
<td>9:00-10:30 AM</td>
<td><strong>Science</strong>:&lt;br&gt;Science&lt;br&gt;ENGL. 9 TEACHER #1&lt;br&gt;Students: 33&lt;br&gt;Block - T/Th</td>
</tr>
<tr>
<td></td>
<td><strong>ELA</strong>:&lt;br&gt;ENGL. 9 TEACHER #1&lt;br&gt;Students: 33&lt;br&gt;Block - T/Th</td>
</tr>
<tr>
<td></td>
<td><strong>Math</strong>:&lt;br&gt;ENGL. 9 TEACHER #1&lt;br&gt;Students: 33&lt;br&gt;Block - T/Th</td>
</tr>
<tr>
<td></td>
<td><strong>Pre-AP World History</strong>:&lt;br&gt;History&lt;br&gt;ENGL. 9 TEACHER #1&lt;br&gt;Students: 33&lt;br&gt;Block - T/Th</td>
</tr>
<tr>
<td></td>
<td><strong>Math</strong>:&lt;br&gt;ENGL. 9 TEACHER #1&lt;br&gt;Students: 33&lt;br&gt;Block - T/Th</td>
</tr>
<tr>
<td>10:33-12:03 PM</td>
<td><strong>Biology</strong>:&lt;br&gt;Science&lt;br&gt;ENGL. 9 TEACHER #1&lt;br&gt;Students: 33&lt;br&gt;Block - T/Th</td>
</tr>
<tr>
<td></td>
<td><strong>ElA</strong>:&lt;br&gt;ENGL. 9 TEACHER #1&lt;br&gt;Students: 33&lt;br&gt;Block - T/Th</td>
</tr>
<tr>
<td></td>
<td><strong>History</strong>:&lt;br&gt;ENGL. 9 TEACHER #1&lt;br&gt;Students: 33&lt;br&gt;Block - T/Th</td>
</tr>
<tr>
<td></td>
<td><strong>Math</strong>:&lt;br&gt;ENGL. 9 TEACHER #1&lt;br&gt;Students: 33&lt;br&gt;Block - T/Th</td>
</tr>
<tr>
<td>12:04-12:35 PM</td>
<td><strong>Lunch, HW Club &amp; Overtime</strong></td>
</tr>
<tr>
<td>12:36-1:07 PM</td>
<td><strong>Advisory/IR</strong>:&lt;br&gt;Students: 16/17</td>
</tr>
<tr>
<td>1:08-1:11 PM</td>
<td><strong>Lockers</strong></td>
</tr>
<tr>
<td>1:12-2:07 PM</td>
<td><strong>Art I-A</strong>:&lt;br&gt;TBD (Part-Time Stipended)&lt;br&gt;Students: 23&lt;br&gt;Block - T/Th</td>
</tr>
<tr>
<td></td>
<td><strong>Writing 9</strong>:&lt;br&gt;ENGL. 9 TEACHER #1&lt;br&gt;Students: 33&lt;br&gt;M-T-W-Th</td>
</tr>
<tr>
<td></td>
<td><strong>College Readiness 9</strong>:&lt;br&gt;SPANISH TEACHER&lt;br&gt;Students: 23&lt;br&gt;M-T-W-Th</td>
</tr>
<tr>
<td></td>
<td><strong>Writing 9</strong>:&lt;br&gt;ENGL. 9 TEACHER #1&lt;br&gt;Students: 33&lt;br&gt;M-T-W-Th</td>
</tr>
<tr>
<td>2:11-3:06 PM</td>
<td><strong>Writing 9</strong>:&lt;br&gt;ENGL. 9 TEACHER #1&lt;br&gt;Students: 33&lt;br&gt;M-T-W-Th</td>
</tr>
<tr>
<td></td>
<td><strong>Art I-A</strong>:&lt;br&gt;TBD (Part-Time Stipended)&lt;br&gt;Students: 23&lt;br&gt;Block - T/Th</td>
</tr>
<tr>
<td></td>
<td><strong>College Readiness 9</strong>:&lt;br&gt;SPANISH TEACHER&lt;br&gt;Students: 23&lt;br&gt;M-T-W-Th</td>
</tr>
<tr>
<td></td>
<td><strong>Course: Algebra Concepts</strong>:&lt;br&gt;Math&lt;br&gt;HEAD OF SCHOOL&lt;br&gt;Students: 20&lt;br&gt;M-T-W-Th</td>
</tr>
<tr>
<td></td>
<td><strong>Math</strong>:&lt;br&gt;ENGL. 9 TEACHER #1&lt;br&gt;Students: 33&lt;br&gt;M-T-W-Th</td>
</tr>
<tr>
<td>3:10-4:14 PM</td>
<td><strong>Office Hours/ Tutoring Interventions</strong>&lt;br&gt;Varies&lt;br&gt;M-T-W-Th</td>
</tr>
<tr>
<td></td>
<td><strong>Office Hours/ Tutoring Interventions</strong>&lt;br&gt;Varies&lt;br&gt;M-T-W-Th</td>
</tr>
<tr>
<td></td>
<td><strong>Office Hours/ Tutoring Interventions</strong>&lt;br&gt;Varies&lt;br&gt;M-T-W-Th</td>
</tr>
<tr>
<td></td>
<td><strong>Office Hours/ Tutoring Interventions</strong>&lt;br&gt;Varies&lt;br&gt;M-T-W-Th</td>
</tr>
<tr>
<td>4:15 PM</td>
<td><strong>Lockers &amp; Dismissal</strong></td>
</tr>
<tr>
<td>4:15-6:00 PM</td>
<td><strong>Sports Teams</strong>:&lt;br&gt;TBD (Part-Time Stipended Coaches)&lt;br&gt;Students: 70-80&lt;br&gt;M/T/W/Th</td>
</tr>
<tr>
<td></td>
<td><strong>Tutoring/HW Help</strong>:&lt;br&gt;OPT-IN&lt;br&gt;Students: 30-40&lt;br&gt;M/T/W/Th</td>
</tr>
<tr>
<td></td>
<td><strong>OPT-IN</strong>&lt;br&gt;TBD (Part-Time Stipended Coaches)&lt;br&gt;Students: 30-40&lt;br&gt;M/T/W/Th</td>
</tr>
<tr>
<td></td>
<td><strong>SPORTS TEAM:</strong>&lt;br&gt;OPT-IN&lt;br&gt;TBD (Part-Time Stipended Coaches)&lt;br&gt;Students: 70-80&lt;br&gt;M/T/W/Th</td>
</tr>
</tbody>
</table>

**Breakfast & Lockers (LATE BELL @ 7:55 AM)**

**SPED Coordinator pushes into Gen. Ed. Classes for CTT**

**SPED Support**

**Specialized schedule**

**Course:** Algebra Concepts

**Math**

**DEAN OF SCH. CULTURE**

**SPED Coordinator Pull-Outs for IEP minutes**

**SPED Support**

**Specialized schedule**
Figure 25: Proposed Year One Friday Grade 9 Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Brown</th>
<th>UCLA</th>
<th>Princeton</th>
<th>Berkeley</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40-8:04 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(24 minutes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:05-8:05 AM</td>
<td>8:05-8:05 AM</td>
<td>8:05-8:05 AM</td>
<td>8:05-8:05 AM</td>
<td>8:05-8:05 AM</td>
</tr>
<tr>
<td>(50 minutes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:05-8:55 AM</td>
<td>Physics</td>
<td>Health</td>
<td>Math I</td>
<td>AP World History I</td>
</tr>
<tr>
<td>(70 minutes)</td>
<td>Science</td>
<td>Health</td>
<td>Math</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>SCIENCE 9 TEACHER</td>
<td>DEAN OF SCH. CULTURE</td>
<td>MATH 9 TEACHER</td>
<td>HISTORY 9 TEACHER</td>
</tr>
<tr>
<td></td>
<td>Students: 33</td>
<td>Students: 33</td>
<td>Students: 33</td>
<td>Students: 33</td>
</tr>
<tr>
<td></td>
<td>Block - F</td>
<td>Block - F</td>
<td>Block - F</td>
<td>Block - F</td>
</tr>
<tr>
<td>8:58-9:48 AM</td>
<td>Health</td>
<td>Physics</td>
<td>AP World History I</td>
<td>Common Core Pre-Higher Math</td>
</tr>
<tr>
<td>(50 minutes)</td>
<td>Health</td>
<td>Science</td>
<td>History</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>HEAD OF SCHOOL</td>
<td>SCIENCE 9 TEACHER</td>
<td>HISTORY 9 TEACHER</td>
<td>MATH 9 TEACHER</td>
</tr>
<tr>
<td></td>
<td>Students: 33</td>
<td>Students: 33</td>
<td>Students: 33</td>
<td>Students: 33</td>
</tr>
<tr>
<td></td>
<td>Block - F</td>
<td>Block - F</td>
<td>Block - F</td>
<td>Block - F</td>
</tr>
<tr>
<td>9:51-10:41 AM</td>
<td>Math I</td>
<td>AP World History I</td>
<td>Physics</td>
<td>Health</td>
</tr>
<tr>
<td>(50 minutes)</td>
<td>Math</td>
<td>History</td>
<td>Science</td>
<td>Health</td>
</tr>
<tr>
<td></td>
<td>MATH 9 TEACHER</td>
<td>HISTORY 9 TEACHER</td>
<td>SCIENCE 9 TEACHER</td>
<td>HEAD OF SCHOOL</td>
</tr>
<tr>
<td></td>
<td>Students: 33</td>
<td>Students: 33</td>
<td>Students: 33</td>
<td>Students: 33</td>
</tr>
<tr>
<td></td>
<td>Block - F</td>
<td>Block - F</td>
<td>Block - F</td>
<td>Block - F</td>
</tr>
<tr>
<td>10:44-11:34 AM</td>
<td>AP World History I</td>
<td>Common Core Pre-Higher Math</td>
<td>Health</td>
<td>Physics</td>
</tr>
<tr>
<td>(50 minutes)</td>
<td>History</td>
<td>Math</td>
<td>Health</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>HISTORY 9 TEACHER</td>
<td>MATH 9 TEACHER</td>
<td>DEAN OF SCH. CULTURE</td>
<td>SCIENCE 9 TEACHER</td>
</tr>
<tr>
<td></td>
<td>Students: 33</td>
<td>Students: 33</td>
<td>Students: 33</td>
<td>Students: 33</td>
</tr>
<tr>
<td></td>
<td>Block - F</td>
<td>Block - F</td>
<td>Block - F</td>
<td>Block - F</td>
</tr>
<tr>
<td>11:35-11:39 AM</td>
<td></td>
<td></td>
<td>Lockers</td>
<td></td>
</tr>
<tr>
<td>(4 minutes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:40-12:11 PM</td>
<td></td>
<td></td>
<td>Lunch, HW Club &amp; OT</td>
<td></td>
</tr>
<tr>
<td>(31 minutes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:12-1:29 PM</td>
<td></td>
<td></td>
<td>Clubs &amp; Extended Overtime</td>
<td></td>
</tr>
<tr>
<td>(77 minutes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30 PM</td>
<td></td>
<td></td>
<td>Dismissal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:31-2:04 PM</td>
<td></td>
<td></td>
<td>Teacher Break</td>
<td></td>
</tr>
<tr>
<td>(33 minutes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:05-3:19 PM</td>
<td></td>
<td></td>
<td>Weekly Grade Level Team Meeting</td>
<td></td>
</tr>
<tr>
<td>(74 minutes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:20-4:30 PM</td>
<td></td>
<td></td>
<td>Weekly Whole-Staff Professional Development</td>
<td></td>
</tr>
<tr>
<td>(70 minutes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample schedules for the school are provided below for regular and short days for grades 9-12.

**Figure 26: SAMPLE Daily Schedule for Grade 9 Student Achieving on/above Grade**

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Course/program</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40-8:04 AM</td>
<td>24 min.</td>
<td>Arrival &amp; Breakfast</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td>7:55 AM</td>
<td></td>
<td><em>Start of School</em></td>
<td></td>
</tr>
<tr>
<td>8:05-8:55 AM</td>
<td>50 min.</td>
<td>Spanish I</td>
<td>Spanish Teacher #1</td>
</tr>
<tr>
<td>9:00-10:30 AM</td>
<td>90 min.</td>
<td>Common Core Integrated Math I (M/W) Biology (T/Th)</td>
<td>Grade 9 Math Teacher Grade 9 Science Teacher</td>
</tr>
<tr>
<td>10:33-12:03 PM</td>
<td>90 min.</td>
<td>Pre-AP World History (M/W) English I (T/Th)</td>
<td>Grade 9 History Teacher English 9 Teacher #1</td>
</tr>
<tr>
<td>12:04-12:35 PM</td>
<td>31 min.</td>
<td>Social Lunch/HW Club/ Overtime</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td>12:36-1:07 PM</td>
<td>31 min.</td>
<td>Advisory &amp; Independent Reading</td>
<td>Advisors</td>
</tr>
<tr>
<td>1:12-2:07 PM</td>
<td>55 min.</td>
<td>Early College Awareness (M/W) Arts I-A: Graphic Design (T/Th)</td>
<td>Dean of School Culture, Stipended Arts Teacher</td>
</tr>
<tr>
<td>2:11-3:06 PM</td>
<td>55 min.</td>
<td>Writing I (M/T/W/Th)</td>
<td>English 9 Teacher #1</td>
</tr>
<tr>
<td>3:10-4:14 PM</td>
<td>64 min.</td>
<td>Office Hours/Tutoring Interventions</td>
<td>Rotates among teachers</td>
</tr>
<tr>
<td><strong>4:15 PM</strong></td>
<td></td>
<td><strong>Dismissal</strong></td>
<td></td>
</tr>
<tr>
<td>4:15-6:00 PM</td>
<td>105 min.</td>
<td>Team Sports: Soccer (Optional)</td>
<td>Part-time Stipended Coach</td>
</tr>
</tbody>
</table>

**Figure 27: Daily Schedule for Grade 9 Student Achieving below Grade**

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Course/program</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40-8:04 AM</td>
<td>24 min.</td>
<td>Arrival &amp; Breakfast</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td>7:55 AM</td>
<td></td>
<td><em>Start of School</em></td>
<td></td>
</tr>
<tr>
<td>8:05-8:55 AM</td>
<td>50 min.</td>
<td>Leveled Guided Reading</td>
<td>SPED Coordinator</td>
</tr>
<tr>
<td>9:00-10:30 AM</td>
<td>90 min.</td>
<td>Biology (M/W) Common Core Pre-Higher Math (T/Th)</td>
<td>Grade 9 Math Teacher Grade 9 Science Teacher</td>
</tr>
<tr>
<td>10:33-12:03 PM</td>
<td>90 min.</td>
<td>Pre-AP World History (M/W) English I (T/Th)</td>
<td>Grade 9 History Teacher English 9 Teacher #1</td>
</tr>
<tr>
<td>12:04-12:35 PM</td>
<td>31 min.</td>
<td>Social Lunch/HW Club/ Overtime</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td>12:36-1:07 PM</td>
<td>31 min.</td>
<td>Advisory &amp; Independent Reading</td>
<td>Advisors</td>
</tr>
<tr>
<td>1:12-2:07 PM</td>
<td>55 min.</td>
<td>Math Skills &amp; Concepts</td>
<td>Executive Director</td>
</tr>
<tr>
<td>2:11-3:06 PM</td>
<td>55 min.</td>
<td>Writing I (M/T/W/Th)</td>
<td>English 9 Teacher #1</td>
</tr>
<tr>
<td>3:10-4:14 PM</td>
<td>64 min.</td>
<td>Office Hours/Tutoring Interventions</td>
<td>Rotates among teachers</td>
</tr>
<tr>
<td><strong>4:45 PM</strong></td>
<td></td>
<td><strong>Dismissal</strong></td>
<td></td>
</tr>
<tr>
<td>4:45-6:00 PM</td>
<td>105 min.</td>
<td>Team Sports: Soccer (Optional)</td>
<td>Leadership</td>
</tr>
</tbody>
</table>

---

112 Starting in Year 2, College Readiness courses will be taught by dedicated College Readiness Teachers.

113 English Teachers each teach one daily Leveled Guided Reading class, one 90-minute section daily of English I, and two 60-minute sections daily of Writing I. Additionally, they will each run Office Hours/Tutoring from 3:36-4:44 pm two days each week and will lead daily advisory small groups. This schedule will allow for 2-3 hours of daily planning/prep time. English teachers do not teach on Fridays and will therefore have the morning to co-plan and grade.

114 Leveled Guided Reading will meet in small groups, which will be planned and taught by a combination of the Academic Dean, ELA, the SPED Coordinator or Dean of Special Education and Academic Support, and the RSP Teacher.
Figure 28: SAMPLE Friday Early Dismissal Schedule for All Grade 9 Students

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Course/program</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40-8:04 AM</td>
<td>24 min.</td>
<td>Arrival &amp; Breakfast</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td>7:55 AM</td>
<td></td>
<td><strong>Start of School</strong></td>
<td></td>
</tr>
<tr>
<td>8:05-8:55 AM</td>
<td>50 min.</td>
<td>Biology</td>
<td>Grade 9 Science Teacher</td>
</tr>
<tr>
<td>9:08-9:58 AM</td>
<td>50 min.</td>
<td>Health</td>
<td>Dean of School Culture</td>
</tr>
<tr>
<td>10:01-10:51 AM</td>
<td>50 min.</td>
<td>Common Core Integrated Math I</td>
<td>Grade 9 Math Teacher</td>
</tr>
<tr>
<td>10:54-11:44 AM</td>
<td>50 min.</td>
<td>Pre-AP World History</td>
<td>Grade 9 History Teacher</td>
</tr>
<tr>
<td>11:40-12:11 PM</td>
<td>31 min.</td>
<td>Social Lunch, HW Club, Overtime</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td>12:12-1:29 PM</td>
<td>77 min.</td>
<td>Student Clubs, Extended Overtime115</td>
<td>Varies by club/Leadership</td>
</tr>
<tr>
<td>1:30 PM</td>
<td></td>
<td><strong>Dismissal</strong></td>
<td></td>
</tr>
</tbody>
</table>

As reflected in the sample grade 9 schedules above, the proposed ninth grade schedule includes:

- 444 instructional minutes during the full-length required school day and 200 instructional minutes on Fridays
- 64 minutes of structured independent or supported homework/study time on Mondays through Thursdays during the Independent Work & Office Hours block
- Daily Physical Education for students who desire it either through the morning Physical Education I class or through the After school program for students who opt in
- Daily advisory to enable advisors to check in with specific struggling students on homework, class participation, behavior, and engagement
- Daily independent reading
- Daily social lunch for students who submitted complete homework in the morning and who consistently met Collegiate’s expectations for participation the day before
- Student Clubs on Fridays chosen by students and led by local volunteers, nonprofits, or teachers

Students who are recommended for Leveled Guided Reading and/or Math Skills & Concepts during their ninth grade year will have opportunities to accrue all required credits for graduation in grades 10 through 12 within the core school day as reflected in the sample grade 10 through grade 12 schedules portrayed below. Additionally, students in ninth requiring one-on-one support from a RSP Teacher, school psychologist or contracted services per their EIPs or will be scheduled for these supports primarily during the Independent Work & Office Hours block on Mondays through Thursdays in order to maximize the extent to which these students can access mainstream classroom-based instruction while still receiving the critical support they require. This will remain true in grades 10 through 12, as well.

115 Students earning multiple Overtimes (detention) in the course of a week and/or students who do not meet behavioral expectations during regular Overtime that week may earn Extended Overtime, in which case they will not attend their chosen student club. During Extended Overtime, the Dean of School Culture will run guided reflection with the students and help them to formulate a plan for behavioral improvement.
**Figure 29: SAMPLE Daily Schedule for Grade 10 Student Achieving on/above Grade**

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Course/program</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40-8:04 AM</td>
<td>24 min.</td>
<td>Arrival &amp; Breakfast</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td>7:55 AM</td>
<td></td>
<td><strong>Start of School</strong></td>
<td></td>
</tr>
<tr>
<td>8:05-8:55 AM</td>
<td>50 min.</td>
<td>Spanish I</td>
<td>Spanish Teacher #1</td>
</tr>
<tr>
<td>9:00-10:30 AM</td>
<td>90 min.</td>
<td>Common Core Integrated Math II (M/W)</td>
<td>Grade 10 Math Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemistry (T/Th)</td>
<td>Grade 10 Science Teacher</td>
</tr>
<tr>
<td>10:33-12:03 PM</td>
<td>90 min.</td>
<td>AP World History (M/W)</td>
<td>Grade 10 History Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English II (T/Th)</td>
<td>English 10 Teacher #1</td>
</tr>
<tr>
<td>12:04-12:35 PM</td>
<td>31 min.</td>
<td>Lunch/HW Club/ Overtime</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td>12:36-1:07 PM</td>
<td>31 min.</td>
<td>Advisory &amp; Independent Reading</td>
<td>Advisors</td>
</tr>
<tr>
<td>1:12-2:07 PM</td>
<td>55 min.</td>
<td>Professional Careers (M/W)</td>
<td>College Readiness Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arts I-B: Graphic Design (T/Th)</td>
<td>Stipended Arts Teacher</td>
</tr>
<tr>
<td>2:11-3:06 PM</td>
<td>55 min.</td>
<td>Writing II (M/T/W/Th)</td>
<td>English 10 Teacher #1</td>
</tr>
<tr>
<td>3:10-4:14 PM</td>
<td>64 min.</td>
<td>Office Hours/Tutoring Interventions</td>
<td>Rotates among teachers</td>
</tr>
<tr>
<td><strong>4:45 PM</strong></td>
<td></td>
<td><strong>Dismissal</strong></td>
<td></td>
</tr>
<tr>
<td>4:45-6:00 PM</td>
<td>105 min.</td>
<td>Team Sports: Soccer (optional)</td>
<td>Part-time Stipended Coach</td>
</tr>
</tbody>
</table>

**Figure 30: Daily Schedule for Grade 10 Student Achieving Below Grade**

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Course/program</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40-8:04 AM</td>
<td>24 min.</td>
<td>Arrival &amp; Breakfast</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td>7:55 AM</td>
<td></td>
<td><strong>Start of School</strong></td>
<td></td>
</tr>
<tr>
<td>8:05-8:55 AM</td>
<td>50 min.</td>
<td>Spanish I</td>
<td>Spanish Teacher #1</td>
</tr>
<tr>
<td>9:00-10:30 AM</td>
<td>90 min.</td>
<td>Common Core Integrated Math I (T/Th)</td>
<td>Grade 10 Science Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemistry (M/W)</td>
<td>Grade 10 Math Teacher</td>
</tr>
<tr>
<td>10:33-12:03 PM</td>
<td>90 min.</td>
<td>World History (M/W)</td>
<td>Grade 10 History Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English II (T/Th)</td>
<td>English 10 Teacher #1</td>
</tr>
<tr>
<td>12:04-12:35 PM</td>
<td>31 min.</td>
<td>Lunch/HW Club/ Overtime</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td>12:36-1:07 PM</td>
<td>31 min.</td>
<td>Advisory &amp; Independent Reading</td>
<td>Advisors</td>
</tr>
<tr>
<td>1:12-2:07 PM</td>
<td>55 min.</td>
<td>Professional Careers (M/W)</td>
<td>College Readiness Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arts I-A: Dance (T/Th)</td>
<td>Stipended Arts Teacher</td>
</tr>
<tr>
<td>2:11-3:06 PM</td>
<td>55 min.</td>
<td>Writing II (M/T/W/Th)</td>
<td>English 10 Teacher #1</td>
</tr>
<tr>
<td>3:10-4:14 PM</td>
<td>64 min.</td>
<td>Office Hours/Tutoring Interventions</td>
<td>Rotates among teachers</td>
</tr>
<tr>
<td><strong>4:45 PM</strong></td>
<td></td>
<td><strong>Dismissal</strong></td>
<td></td>
</tr>
<tr>
<td>4:45-6:00 PM</td>
<td>105 min.</td>
<td>Homework Support</td>
<td>Leadership</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Course/program</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40-8:04 AM</td>
<td>24 min.</td>
<td>Arrival &amp; Breakfast</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td>7:55 AM</td>
<td></td>
<td><strong>Start of School</strong></td>
<td></td>
</tr>
<tr>
<td>8:05-8:55 AM</td>
<td>50 min.</td>
<td>Chemistry</td>
<td>Grade 10 Science Teacher</td>
</tr>
<tr>
<td>9:08-9:58 AM</td>
<td>50 min.</td>
<td>Health</td>
<td>Dean of School Culture</td>
</tr>
<tr>
<td>10:01-10:51 AM</td>
<td>50 min.</td>
<td>Common Core Integrated Math I</td>
<td>Grade 9 Math Teacher</td>
</tr>
<tr>
<td>10:54-11:44 AM</td>
<td>50 min.</td>
<td>AP World History/World History</td>
<td>Grade 9 History Teacher</td>
</tr>
<tr>
<td>11:40-12:11 PM</td>
<td>31 min.</td>
<td>Lunch, HW Club, Overtime</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td>12:12-1:29 PM</td>
<td>77 min.</td>
<td>Student Clubs, Extended Overtime</td>
<td>Varies by club/ Leadership</td>
</tr>
<tr>
<td>1:30 PM</td>
<td>Dismissal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 31: SAMPLE Friday Early Dismissal Schedule for All Grade 10 Students
## Figure 32: SAMPLE Daily Schedule for Grade 11 Student Achieving on/above Grade

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Course/program</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40-8:04 AM</td>
<td>24 min.</td>
<td>Arrival &amp; Breakfast</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td>7:55 AM</td>
<td></td>
<td><strong>Start of School</strong></td>
<td></td>
</tr>
<tr>
<td>8:05-8:55 AM</td>
<td>50 min.</td>
<td>Writing III (M/T/W/Th)</td>
<td>English 11 Teacher #1</td>
</tr>
<tr>
<td>9:00-10:30 AM</td>
<td>90 min.</td>
<td>Common Core Integrated Math III (M/W)</td>
<td>Grade 11 Math Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Biology (T/Th)</td>
<td>Grade 11 Science Teacher</td>
</tr>
<tr>
<td>10:33-12:03 PM</td>
<td>90 min.</td>
<td>AP U.S. History (M/W)</td>
<td>Grade 11 History Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP English Language &amp; Comp. (T/Th)</td>
<td>English 11 Teacher #1</td>
</tr>
<tr>
<td>12:04-12:35 PM</td>
<td>31 min.</td>
<td>Advisory</td>
<td>Advisors</td>
</tr>
<tr>
<td>12:36-1:07 PM</td>
<td>31 min.</td>
<td>Lunch/HW Club/ Overtime</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td>1:12-2:07 PM</td>
<td>55 min.</td>
<td>SAT Prep (M/W)</td>
<td>College Readiness Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Independent Work Time (T/Th)</td>
<td>Leadership</td>
</tr>
<tr>
<td>2:11-3:06 PM</td>
<td>55 min.</td>
<td>Spanish III (M/T/W/Th)</td>
<td>Spanish Teacher #2</td>
</tr>
<tr>
<td>3:10-4:14 PM</td>
<td>64 min.</td>
<td>Office Hours/Tutoring Interventions</td>
<td>Rotates among teachers</td>
</tr>
<tr>
<td><strong>4:45 PM</strong></td>
<td></td>
<td><strong>Dismissal</strong></td>
<td></td>
</tr>
<tr>
<td>4:45-6:00 PM</td>
<td>105 min.</td>
<td>Team Sports: Soccer (optional)</td>
<td>Part-time Stipended Coach</td>
</tr>
</tbody>
</table>

## Figure 33: Daily Schedule for Grade 11 Student Achieving below Grade

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Course/program</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40-8:04 AM</td>
<td>24 min.</td>
<td>Arrival &amp; Breakfast</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td>7:55 AM</td>
<td></td>
<td><strong>Start of School</strong></td>
<td></td>
</tr>
<tr>
<td>8:05-8:55 AM</td>
<td>50 min.</td>
<td>Writing III (M/T/W/Th)</td>
<td>English 11 Teacher #2</td>
</tr>
<tr>
<td>9:00-10:30 AM</td>
<td>90 min.</td>
<td>Physics (M/W)</td>
<td>Grade 11 Science Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Common Core Integrated Math II (T/Th)</td>
<td>Grade 11 Math Teacher</td>
</tr>
<tr>
<td>10:33-12:03 PM</td>
<td>90 min.</td>
<td>English III (M/W)</td>
<td>English 11 Teacher #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>U.S. History (T/Th)</td>
<td>Grade 11 History Teacher</td>
</tr>
<tr>
<td>12:04-12:35 PM</td>
<td>31 min.</td>
<td>Advisory</td>
<td>Advisors</td>
</tr>
<tr>
<td>12:36-1:07 PM</td>
<td>31 min.</td>
<td>Lunch/HW Club/ Overtime</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td>1:12-2:07 PM</td>
<td>55 min.</td>
<td>Arts I-B: Dance (M/W)</td>
<td>Stipended Arts Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SAT Prep (T/Th)</td>
<td>College Readiness Teacher</td>
</tr>
<tr>
<td>2:11-3:06 PM</td>
<td>55 min.</td>
<td>Physical Education I</td>
<td>Athletics Director</td>
</tr>
<tr>
<td>3:10-4:14 PM</td>
<td>64 min.</td>
<td>Office Hours/Tutoring Interventions</td>
<td>Rotates among teachers</td>
</tr>
<tr>
<td><strong>4:45 PM</strong></td>
<td></td>
<td><strong>Dismissal</strong></td>
<td></td>
</tr>
<tr>
<td>4:45-6:00 PM</td>
<td>105 min.</td>
<td>Homework Support (optional)</td>
<td>Leadership</td>
</tr>
</tbody>
</table>

## Figure 34: SAMPLE Friday Early Schedule for All Grade 11 Students

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Course/program</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40-8:04 AM</td>
<td>24 min.</td>
<td>Arrival &amp; Breakfast</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td>7:55 AM</td>
<td></td>
<td><strong>Start of School</strong></td>
<td></td>
</tr>
<tr>
<td>8:05-8:55 AM</td>
<td>50 min.</td>
<td>AP Biology or Physics</td>
<td>Grade 11 Science Teacher</td>
</tr>
<tr>
<td>9:08-9:58 AM</td>
<td>50 min.</td>
<td>SAT Prep</td>
<td>College Readiness Teacher</td>
</tr>
<tr>
<td>10:01-10:51 AM</td>
<td>50 min.</td>
<td>Common Core Integrated Math III (M/W)</td>
<td>Grade 11 Math Teacher</td>
</tr>
<tr>
<td>10:54-11:44 AM</td>
<td>50 min.</td>
<td>AP U.S. History/U.S. History</td>
<td>Grade 11 History Teacher</td>
</tr>
<tr>
<td>11:40-12:11 PM</td>
<td>31 min.</td>
<td>Lunch, HW Club, Overtime</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td>12:12-1:29 PM</td>
<td>77 min.</td>
<td>Student Clubs, Extended Overtime</td>
<td>Varies by club/ Leadership</td>
</tr>
<tr>
<td><strong>1:30 PM</strong></td>
<td></td>
<td><strong>Dismissal</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Figure 35: SAMPLE Daily Schedule for Grade 12 Student Achieving on/above Grade

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Course/program</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40-8:04 AM</td>
<td>24 min.</td>
<td>Arrival &amp; Breakfast</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td><strong>7:55 AM</strong></td>
<td></td>
<td><strong>Start of School</strong></td>
<td></td>
</tr>
<tr>
<td>8:05-8:55 AM</td>
<td>50 min.</td>
<td>Writing IV (M/T/W/Th)</td>
<td>English 12 Teacher #1</td>
</tr>
<tr>
<td>9:00-10:30 AM</td>
<td>90 min.</td>
<td>AP Calculus (M/W)</td>
<td>Grade 12 Math Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Physics (T/Th)</td>
<td>Grade 12 Science Teacher</td>
</tr>
<tr>
<td>10:33-12:03 PM</td>
<td>90 min.</td>
<td>AP U.S. American Gov. &amp; Politics (M/W)</td>
<td>Grade 12 History Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP English Lit. &amp; Comp. (T/Th)</td>
<td>English 12 Teacher #1</td>
</tr>
<tr>
<td>12:04-12:35 PM</td>
<td>31 min.</td>
<td>Advisory</td>
<td>Advisors</td>
</tr>
<tr>
<td>12:36-1:07 PM</td>
<td>31 min.</td>
<td>Lunch/HW Club/Overtime</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td>1:12-2:07 PM</td>
<td>55 min.</td>
<td>AP Independent Work Time (M/T/W/Th)</td>
<td>Leadership/Operations Staff</td>
</tr>
<tr>
<td>2:11-3:06 PM</td>
<td>55 min.</td>
<td>College Admissions</td>
<td>College Counselor</td>
</tr>
<tr>
<td>3:10-4:14 PM</td>
<td>64 min.</td>
<td>Office Hours/Tutoring Interventions</td>
<td>Rotates among teachers</td>
</tr>
<tr>
<td><strong>4:45 PM</strong></td>
<td></td>
<td><strong>Dismissal</strong></td>
<td></td>
</tr>
<tr>
<td>4:45-6:00 PM</td>
<td>105 min.</td>
<td>Team Sports: Soccer (optional)</td>
<td>Part-time Stipended Coach</td>
</tr>
</tbody>
</table>

### Figure 36: Daily Schedule for Grade 12 Student Achieving below Grade

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Course/program</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40-8:04 AM</td>
<td>24 min.</td>
<td>Arrival &amp; Breakfast</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td><strong>7:55 AM</strong></td>
<td></td>
<td><strong>Start of School</strong></td>
<td></td>
</tr>
<tr>
<td>8:05-8:55 AM</td>
<td>50 min.</td>
<td>Writing IV (M/T/W/Th)</td>
<td>English 12 Teacher #2</td>
</tr>
<tr>
<td>9:00-10:30 AM</td>
<td>90 min.</td>
<td>Environmental Science (M/W)</td>
<td>Grade 12 Science Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Common Core Integrated Math III (T/Th)</td>
<td>Grade 12 Math Teacher</td>
</tr>
<tr>
<td>10:33-12:03 PM</td>
<td>90 min.</td>
<td>Government/Economics (T/Th)</td>
<td>Grade 12 History Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English IV (M/W)</td>
<td>English 12 Teacher #2</td>
</tr>
<tr>
<td>12:04-12:35 PM</td>
<td>31 min.</td>
<td>Advisory</td>
<td>Advisors</td>
</tr>
<tr>
<td>12:36-1:07 PM</td>
<td>31 min.</td>
<td>Lunch/HW Club/Overtime</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td>1:12-2:07 PM</td>
<td>55 min.</td>
<td>College Admissions</td>
<td>College Counselor</td>
</tr>
<tr>
<td>2:11-3:06 PM</td>
<td>55 min.</td>
<td>Physical Education II</td>
<td>Athletics Director</td>
</tr>
<tr>
<td>3:10-4:14 PM</td>
<td>64 min.</td>
<td>Office Hours/Tutoring Interventions</td>
<td>Rotates among teachers</td>
</tr>
<tr>
<td><strong>4:45 PM</strong></td>
<td></td>
<td><strong>Dismissal</strong></td>
<td></td>
</tr>
<tr>
<td>4:45-6:00 PM</td>
<td>105 min.</td>
<td>Homework Support (optional)</td>
<td>Leadership/Operations Staff</td>
</tr>
</tbody>
</table>

### Figure 37: SAMPLE Friday Early Schedule for All Grade 12 Students

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Course/program</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40-8:04 AM</td>
<td>24 min.</td>
<td>Arrival &amp; Breakfast</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td><strong>7:55 AM</strong></td>
<td></td>
<td><strong>Start of School</strong></td>
<td></td>
</tr>
<tr>
<td>8:05-8:55 AM</td>
<td>50 min.</td>
<td>AP Physics or Environmental Science</td>
<td>Grade 12 Science Teacher</td>
</tr>
<tr>
<td>9:08-9:58 AM</td>
<td>50 min.</td>
<td>College Admissions</td>
<td>College Counselor</td>
</tr>
<tr>
<td>10:01-10:51 AM</td>
<td>50 min.</td>
<td>Common Core Integrated Math III or AP Calculus</td>
<td>Grade 12 Math Teacher</td>
</tr>
<tr>
<td>10:54-11:44 AM</td>
<td>50 min.</td>
<td>AP Gov. &amp; AP Microecon. or Gov./Econ.</td>
<td>Grade 12 History Teacher</td>
</tr>
<tr>
<td>11:40-12:11 PM</td>
<td>31 min.</td>
<td>Lunch, HW Club, Overtime</td>
<td>Leadership/Operations Staff/Parent Volunteers</td>
</tr>
<tr>
<td>12:12-1:29 PM</td>
<td>77 min.</td>
<td>Student Clubs, Extended Overtime</td>
<td>Varies by club/Leadership</td>
</tr>
<tr>
<td><strong>1:30 PM</strong></td>
<td></td>
<td><strong>Dismissal</strong></td>
<td></td>
</tr>
</tbody>
</table>
Students who opt out of after-school can still take two years of Physical Education and two years of Spanish within the required school day and can thereby meet Collegiate’s graduation requirements. Students recommended into Leveled Guided Reading as freshmen will have options for accruing two years of Spanish credit and two years of Physical Education credit:

1. They may participate in a team sport after school one or two years and earn Spanish (and the remaining Physical Education credit) during the core day
2. They may take their final Spanish credit during a morning zero period in their grade 12 year
3. They may take Spanish during the Independent Work/Office Hours block in their grade 12 year.

Figure 38: Instructional Days & Minutes Calculator displays the total instructional minutes for each grade the school will serve.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grades offered</th>
<th>Number of regular days</th>
<th>Number of instructional minutes per regular day</th>
<th>Number of early dismissal days</th>
<th>Number of instr. minutes per early dismissal day</th>
<th>Number of minimum dismissal days</th>
<th>Number of instr. minutes per minimum dismissal day</th>
<th>Number of other days</th>
<th>Number of instr. minutes per other day</th>
<th>Total number of instructional days</th>
<th>Minutes required per state law</th>
<th>Total number of instr. minutes</th>
<th>Number of instr. minutes above/ below state required</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/K</td>
<td>N</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>36000</td>
<td>0</td>
<td>-36000</td>
</tr>
<tr>
<td>1</td>
<td>N</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50400</td>
<td>0</td>
<td>-50400</td>
</tr>
<tr>
<td>2</td>
<td>N</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50400</td>
<td>0</td>
<td>-50400</td>
</tr>
<tr>
<td>3</td>
<td>N</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>50400</td>
<td>0</td>
<td>-50400</td>
</tr>
<tr>
<td>4</td>
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<td>0</td>
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<td>0</td>
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<td>0</td>
<td>50400</td>
<td>0</td>
<td>-50400</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>50400</td>
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<td>-50400</td>
</tr>
<tr>
<td>6</td>
<td>N</td>
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<td>0</td>
<td>0</td>
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<td>50400</td>
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<td>-50400</td>
</tr>
<tr>
<td>7</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>50400</td>
<td>0</td>
<td>-50400</td>
</tr>
<tr>
<td>8</td>
<td>N</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>50400</td>
<td>0</td>
<td>-50400</td>
</tr>
<tr>
<td>9</td>
<td>Y</td>
<td>148</td>
<td>444</td>
<td>35</td>
<td>200</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>183</td>
<td>64800</td>
<td>72712</td>
</tr>
<tr>
<td>10</td>
<td>Y</td>
<td>148</td>
<td>444</td>
<td>35</td>
<td>200</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>183</td>
<td>64800</td>
<td>72712</td>
</tr>
<tr>
<td>11</td>
<td>Y</td>
<td>148</td>
<td>444</td>
<td>35</td>
<td>200</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>183</td>
<td>64800</td>
<td>72712</td>
</tr>
<tr>
<td>12</td>
<td>Y</td>
<td>148</td>
<td>444</td>
<td>35</td>
<td>200</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>183</td>
<td>64800</td>
<td>72712</td>
</tr>
</tbody>
</table>

This schedule will allow us to more than double the instructional minutes teachers dedicate to literacy and math instruction each day, providing crucial time for pre-teaching of vocabulary and scaffolding of aims and skills, and affording students extended independent practice time for rigorous problem-solving and textual analysis work. In addition to the instructional minutes tabulated above, students may opt into our 105-minute daily after-school program, wherein they may participate in and earn physical education credits for sports or receive tutoring and homework support.
Professional Development

Research and practice confirm that teacher quality plays a paramount role in schools that are closing the achievement gap: "In a 1992 study, Stanford University education researcher Eric Hanushek PhD estimate[d] that the difference between having a good teacher and having a bad teacher can exceed one grade-level equivalent in annual achievement growth. Likewise, Sanders (1998) and Sanders & Rivers (1996) argued that the single most important factor affecting student achievement is teachers, and the effects of teachers on student achievement are both additive and cumulative. Furthermore, they contend that the lower achieving students are the most likely to benefit from increases in teacher effectiveness. Taken together, these multiple sources of evidence...all conclude that quality teachers are a critical determinant of student achievement."\(^{116}\)

Our professional development framework is espoused by Paul Bambrick-Santoyo in *Leverage Leadership*, a work that "stem[s] from his ten years at Uncommon Schools, where he manages North Star Academy, seven public charter schools in Newark, N.J., where students are nearly all low-income and minority and outperform their white, affluent counterparts across the state and country."\(^{117}\) Bambrick names strong professional development and intentionally fostering strong adult professional culture as two of seven key levers in building and operating a high-performing school. Collegiate’s teacher professional development model borrows in equal parts from Bambrick’s framework, as well as from those of the Brooke Charter Schools Professional Development Model,\(^{118}\) as well as from Achievement First’s Teacher Career Pathway Model.\(^{119}\)

Lead Petitioner and proposed Executive Director Vanessa Jackson has received extensive formal training and has undertaken extensive practice with both of these coaching and development approaches, having implemented these methods with her direct reports in helping build a high-performing college preparatory urban charter school in Crown Heights, Brooklyn, NY.

**Weekly professional development:** On Fridays throughout the school year, students will dismiss at 1:40 pm and the afternoon will be dedicated to teacher professional development. Three hours will be dedicated to working in a school-wide group and in grade-level teams to learn from each other’s successes, brainstorm solutions to challenges, and analyze what works and does not work in each teacher’s style and lesson plans. Led by the Executive Director and/or by the Academic Dean, these sessions will be oriented around clear learning goals that we set as a group at the outset of the year.\(^{120}\) Professional development topics will include, but are not limited to: school culture, character development, classroom management, state content standards and assessments, long-term lesson planning, daily lesson design, informal and formal assessment, data analysis, teaching ELA standards in a literature-based program, teaching ELA standards through non-fiction and informational texts, integrating reading and writing standards across the curriculum, effective strategies for vocabulary development and academic English effective feedback for students, teacher collaboration, differentiated instruction, student engagement techniques, communicating with and engaging parents and guardians, English Learner strategies and compliance, Special Education strategies and compliance, protocols for examining student work, integrating literacy in the content areas, and integrating technology.

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117 http://uncommonschools.org/node/2186.
118 http://www.ebrooke.org/great-teaching/developing-great-teaching/.
120 http://www.ebrooke.org/great-teaching/developing-great-teaching/.
Collaboration and co-planning: Collegiate teachers will work as a team to close the achievement gap for all students in the school, not just for the students in their classroom. The Collegiate daily schedule will afford common planning time for grade level teams. This configuration allows for daily common planning, ensuring that teachers new to Collegiate and/or new to teaching receive the support, guidance, and feedback of more seasoned veterans on their teams. Teacher desks will be strategically located in the Teacher Resource Room, a professional space where teachers will conduct their planning and co-planning to ensure high levels of peer-to-peer communication and support. Teachers will use daily dedicated co-planning time in this space during their students’ enrichment block to design lessons with their grade-level team. Teachers will upload their best curricula and lesson plans onto our internal server, enabling all Collegiate educators to learn from and adapt successful materials. Our “open door” policy will encourage teachers to view each other as teammates available for help and guidance throughout the school day.121

Coaching observation and feedback: Teachers will be observed, formally and informally, throughout the year. Those observations will result in immediate, real-time feedback on strengths and weaknesses. These observations will then feed into twice-yearly formal evaluations, which will be based on the teaching standards outlined in Collegiate’s Essentials of Effective Instruction. The evaluations also will consider scholar performance (as measured by state test scores and classroom outcomes) and contribution to school-wide professional development activities.122

Professional Development Calendar: Figure 39: Year One Professional Development Scope & Sequence outlines the scope and sequence of Collegiate’s professional development priorities for Year One. In addition to the weekly professional development, staff will receive 23 days of summer training and development prior to the opening of school, as well as 4 days annually of guided assessment data analysis and instructional battle-planning on designated Data Days.

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Month:</th>
<th>Example aims:</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%/Cycle of High Expectations</td>
<td>July</td>
<td>• Teachers will be able to (TWBAT) use the cycle of high expectations to ensure that 100% of students meet 100% of expectations 100% of the time.</td>
</tr>
<tr>
<td>Strong voice</td>
<td>July</td>
<td>• TWBAT use strong voice when giving directions and/or issuing a consequence.</td>
</tr>
<tr>
<td>What to do</td>
<td>July</td>
<td>• TWBAT to articulate clear, concise, observable directions.</td>
</tr>
<tr>
<td>Behavioral system</td>
<td>July</td>
<td>• TWBAT swiftly issue merits and deductions using rationale and the language of student choices.</td>
</tr>
<tr>
<td>Positive framing</td>
<td>July</td>
<td>• TWBAT use positive framing to cultivate positive and compliant classroom culture.</td>
</tr>
<tr>
<td>Pair-share</td>
<td>July</td>
<td>• TWBAT use precise directions to teach students the habits of great pair-share work.</td>
</tr>
<tr>
<td>Do It Again</td>
<td>July</td>
<td>• TWBAT execute re-do’s 100% of the time when students fall short of meeting an expectation.</td>
</tr>
</tbody>
</table>

121 Ibid.
122 Ibid.
<table>
<thead>
<tr>
<th>Three-part aims</th>
<th>July</th>
<th>- TWBAT write lesson objectives that define what students will know and be able to do, the work they will perform to demonstrate mastery, and the medium in which they will practice the work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control-the-Game</td>
<td>July</td>
<td>- TWBAT enhance student comprehension of a text and guide students toward practice of a discrete reading comprehension skill through leading a control-the-game reading of a passage.</td>
</tr>
<tr>
<td>Common Core</td>
<td>July</td>
<td>- Working in content teams, TWBAT break a Common Core standard into its component bite-sized learning objectives.</td>
</tr>
</tbody>
</table>
| Accelerated Reader  | July  | - TWBAT set clear classroom procedures for computer-based literacy work.  
- TWBAT use Accelerated Reader to invest students in a daily independent reading ritual. |
| Common planning     | July  | - TWBAT use a common lesson planning process that results in clear, high quality plans and lesson materials that all teachers can implement. |
| Advisory            | August| - TWBAT plan tight, joyful daily advisory routines that foster academic culture for all members of the advisory. |
| Mastery grading     | September| - TWBAT implement a grading policy across all core subjects that reflects students’ mastery of skills and content. |
| Parent phone calls  | September| - TWBAT build influence with parents by relating and relationship-building with families over the phone. |
| Family investment   | September| - TWBAT conduct positive family conferences that foster strong family-school relationships, unearth misunderstandings, and result in outcomes. |
| Think-alouds        | September| - TWBAT script think-alouds to model key skills. |
| Aligning time to priorities | September| - TWBAT use a weekly priorities & tasks worksheet to track their deliverables and action items.  
- TWBAT use a weekly time tracker to monitor their use of prep time. |
| Data day preparation| October| - TWBAT use the Collegiate’s Common Assessment Data Platform and the data analysis tool to create a data day pre-analysis presentation. |
| Aligning time to priorities | October| - TWBAT use a weekly schedule in tandem with their weekly priorities & tasks worksheet to align time to priorities. |
| Right is right      | October| - TWBAT use right-is-right to maintain high levels of rigor in their classes. |
| No opt-out          | November| - TWBAT to no opt-out to ensure that 100% of students are learning and participating. |
| Rigorous questioning| December| - TWBAT craft rigorous questions to push higher levels of rigor and critical thinking in their lessons. |
| Precise praise      | January| - TWBAT use precise praise to reinforce positive behavior. |
Data day preparation | January | • TWBAT use the Collegiate’s Common Assessment Data Platform and the data analysis tool to create a data day pre-analysis presentation.

Economy of language | February | • TWBAT economy of language by scripting their questions and responses to push more heavy lifting by students.

Informal reading assessment | March | • TWBAT use frequent checks for understanding to monitor student learning and quickly identify gaps or misunderstandings in real-time.

Data day preparation | April | • TWBAT use the Collegiate’s Common Assessment Data Platform and the data analysis tool to create a data day pre-analysis presentation.

Cold call | May | • TWBAT use cold-call to engage all students.

### Meeting the Needs of All Students

**College Readiness for All**

Our school design includes several key elements, common among high-performing urban charter schools nationally that are successfully meeting the needs of all students. As a small school, Collegiate will be a safe and structured school where all students are well-known by their teachers. Collegiate will offer a rigorous academic program and differentiated academic and social-emotional support for every student regardless of a student’s incoming skill level or ability. Complying with all federal, state and district laws, regulations and mandates, we will serve students of any degree of disability. Accordingly, Collegiate’s instructional schedule is designed to meet students where they are intellectually, cognitively, and social-emotionally, and to provide the instructional opportunities, resources, and services to ensure that 100% of our students can meet the California State Common Core Standards in ELA and Math and that every student will graduate from Collegiate college and career ready.

**Freshman Front-Loading**

Given our projected feeder pattern, we recognize that significant portions of our students will enter the school in grade 9 performing well below grade level. Accounting for this, all elements of our intervention model will be front-loaded into the grade nine program so that entering students who have not had strong college preparatory elementary and/or middle school preparation will nonetheless access daily learning opportunities and the support they need to develop the critical foundational content knowledge and skills that will enable them to master grade level material in grades 9 through 12.

**Identification and Selection**

Starting at the outset of grade 9, students will be selected or recommended for specific intervention programs, strategies and supports based on: (1) diagnostic data in math and reading including the NWEA MAP assessment, home language survey data, and CEDLT data; (2) services and supported mandated by IEPS; (3) grades on progress reports and report cards; (4) homework completion data; (5) interim assessment data; (6) teacher or advisor recommendations; and (7) results from state-mandated and College Board exams.

**Differentiated Support and Intervention**
The core elements of our intensive intervention and support model, designed to ensure that all students can successfully access our general education curriculum, are detailed in Figure 40: Strategies for Meeting All Students' Needs. A number of these strategies will be in place for all students, as we recognize that all students can benefit from these structured supports. Other strategies will be differentiated by grade level or by student.

**Figure 40: Strategies for Meeting All Students' Needs**

<table>
<thead>
<tr>
<th>Intervention/Support</th>
<th>Target</th>
<th>Key Strategies</th>
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</table>
| Academic Advising Program | All students 9-12 | • Single-gender advisories of 13-17 students per advisory meet daily  
• Led by a faculty or staff member  
• Advisor conferences with each student weekly providing guidance around time-management, study schedule, and other key metacognitive skills  
• Academic progress report conferences every five weeks between students' families and advisors or Academic Deans |
| Homework Support | All students 9-12 | • Daily ritualized morning homework collection and accountability system for grades 9 and 10 to build consistent homework completion habit  
• Daily Homework Club at lunch for students missing homework  
• Daily After school opt-in homework support for students struggling to complete homework assignments (participation by recommendation) |
| Office hours | All students 9-12 | • Daily 64-minute “Office Hours” and independent work time, during which students can schedule with teachers for tutoring and support  
• Students with grades of “Not Yet”¹²³ may be required to attend office hours per teachers’ discretion |
| Daily tutoring (grades 9-12) | Opt-in, grades 9 - 12 | • Daily opt-in tutoring during After school block for any student earning a Not Yet one or more classes (participation by recommendation) |
| Intensive remedial reading interventions (grade 9) | All ninth grade students reading ≥ .5 years below grade level | • Daily leveled guided reading groups of 10-13 students emphasizing reading comprehension skills, vocabulary development, and read and spoken language fluency development |
| Leveled independent reading | All students in grades 9 and 10 | • 27 minutes of daily leveled independent reading  
• Student choice of genres and of at or slight above genre texts |
| Math remediation | All ninth grade students do math ≥ 1 year below grade level | • Math procedures and concepts course to remediate for discrete math problem-solving and conceptual skills prerequisite to students’ success in Collegiate’s Math I through Math IV courses  
• Pre-teaching of daily objectives for Math I  
• Differentiated remediation support with pre-algebraic content through Khan Academy |

¹²³ For a full description of the grade of Not Yet and of Collegiate’s grading system, please consult Elements 2 and 3 of this petition.
| Predictable lesson structures and rituals | All students 9-12 | • Teachers employ common lesson formats selecting from one of five formats  
• Teachers use common language, nonverbal cues, and sequencing of lesson components to ensure high levels of predictability of expectations and enhance positive student behavior |
| Extended literacy time | All students 9-12 | • Students get 7 hours of combined text-based and writing intensive core ELA instruction weekly for all four years of high school |
| Extended math time | All students 9-12 | • Students get four hours of weekly math instruction for four years |
| Scaffolded development of metacognitive skills | All students 9-12 | • Silent study hall for students not in good academic standing; earned choice of silent or quiet study hall for all students in good academic standing  
• Explicit teaching of study skills (e.g. note-taking, creating flash cards, studying in groups, reviewing notes to prepare for exams) |
| Frequent and systematic positive behavior system | All students 9-12 | • Clear system of incentives and consequences common across all classrooms  
• Merit system for grades 9 and 10 to ensure constant feedback and behavioral support |
| Emphasis on quality of oral contribution | All students 9-12 | • Students coached explicitly on how to construct strong oral responses and arguments  
• English language development specifically emphasized across all classes through frequent use of pair-shares and opportunities for re-doing oral responses |
| Collaborative team teaching | Classrooms serving students with IEPs | • Two-teacher inclusion model to maximize students with special needs’ minutes in mainstream, least restrictive settings while ensuring effective implementation of best support and modification strategies |

Additional strategies will target students who may have additional needs: students performing far above or below grade level, students with low socioeconomic status, English Learners (ELs), and Special Education students. These additional supports will be incorporated within the school day and/or offered during results, as needed.

**Staffing & Implementation Ramifications**
As detailed in our school organizational chart in **Element 5**, Collegiate’s staffing model reflects the staffing we will require to implement the aforementioned supports and intervention, ensuring successful support of our students with disabilities, English Learners, students achieving above grade level, and students achieving far below grade level. This staffing model features:

**Figure 41: Staffing to Meet the Needs of All Students**

| Special Education Coordinator (Y1-Y2) | A fully licensed and certificated Special Education teacher, the SPED Coordinator will lead the Student Success Team (SST), reporting directly to the Executive Director, overseeing all IEPs, engaging in collaborative team teaching in core academic courses, providing one-on-one and small-group services to students with special needs, and leading professional development for all core classroom teachers on effective modifications, strategies and interventions for Collegiate’s students with special needs. |
| Dean of Special Education (Y3 ➔) | In year 3, the Dean of Special Education will assume all responsibilities of the Special Education Coordinator and will additionally serve as the |
A fully licensed and certificated Special Education teacher, the RSP teacher will engage in collaborative team teaching in core academic courses and provide one-on-one and small-group services to students with special needs.

In addition to providing targeted instructional coaching for all ELA, science and history teachers that incorporates professional development of teachers’ literacy and literary analysis instructional strategies for low readers, the Academic Dean, ELA will teach guided reading courses, oversee the independent reading program, and manage data and reading interventions for grades 9 and 10.

In addition to providing targeted instructional coaching for all math and science teachers that incorporates professional development of teachers’ quantitative instructional strategies for mathematicians, the Academic Dean, Math & Science will teach math intervention courses, oversee implementation of the Khan Academy differentiated math remediation program, and manage data and math interventions for grades 9 and 10.

In order to afford ELA teachers appropriate planning, grading and prep time each week while still offering extended bi-weekly English blocks and daily writing blocks, Collegiate will employ two dedicated ELA teachers at each grade level. This will also afford the school capacity to offer leveled guided reading each morning to grade 9 struggling readers.

Starting in year 3, Collegiate will employ a full-time school psychologist. In addition to providing direct counseling services to students, this team members will collaborate with the Dean of School Culture to provide teacher professional development to teachers and grade level teams to build teachers’ toolkits for serving students with varying social-emotional needs.

The Dean of School Culture will enable this support and intervention model by providing a variety of supports, including coaching teachers on effective classroom management strategies for students with special needs.

Collegiate will contract with a LAUSD district-approved services provider such as Total Education Solutions to ensure provisions of any additional services needed to meet the needs of our students as mandated by their IEPs in the event that our core staff is not qualified to provide these services.

As detailed above under Daily Schedules, Collegiate’s proposed daily and weekly schedules were designed to maximize every student’s access to mainstream classes while at the same time affording ample time in the school day to provide supports for students requiring additional tailored supports.

**Students with Disabilities**

Collegiate recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with the LAUSD OR SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs. Collegiate will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, Collegiate will comply with AB 602, LAUSD guidelines, and all California laws pertaining to special education students.

Collegiate shall initially remain, by default, a public school of LAUSD for purposes of special education, pursuant to Education Code Section 47641(b). However, Collegiate reserves the
right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a special education local plan area (SELPA) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.

So long as Collegiate operates as a public school of the authorizer, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, LAUSD will provide special education services for students enrolled in the Charter School to the extent required by law. Specifically, the authorizer will (a) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or (b) provide Collegiate with an equitable share of state and federal special education funding to support special education instruction or designated instruction and services to students enrolled in the charter school. Collegiate reserves the right to contract with agencies and vendors outside the authorizer when appropriate to secure special education services, including administrative support services.

Collegiate anticipates that a Memorandum of Understanding ("MOU") will be developed between the school and LAUSD, which shall delineate the respective responsibilities of Collegiate and LAUSD with regard to the funding and delivery of special education and related services.

Per Federal Law, all students with disabilities will be fully integrated into the programs of Collegiate, with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending Collegiate is properly identified, assessed and provided with necessary services and supports.

Collegiate will meet all the requirements mandated within a student’s Individual Education Plan (IEP). The school will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the school will work with LAUSD and/or SELPA to provide an appropriate placement and services.

Collegiate will work with LAUSD and/or SELPA to make time and facilities available to meet the needs of the student’s IEP. Collegiate will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The school will make available student’s work products for analysis and evaluation of progress and will participate in the IEP reviews conducted by the LAUSD, where applicable.

If a parent or faculty member feels the student’s educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to LAUSD, which will then forward such written notice to LAUSD and/or SELPA within two school days. The school will encourage open communication between the parents and the LAUSD and/or SELPA for any items related to the special education services. Students at LAUSD who have IEP’s will continue to attend the school, unless the IEP recommends otherwise.

In order to comply with Child Find requirements as specified by law, LAUSD will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student’s success at the school. This
Search and Serve

Upon the commencement of Collegiate’s school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and the Executive Director or Dean of Special Education and Academic Support, Collegiate will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. The Executive Director or the Dean of Special Education and Academic Support and faculty will then convene the Student Study Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. assessments, teacher observations, grades, etc.) regarding the student’s progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Study Team composed of the student, the student’s parent or guardian, the Executive Director or Dean of Special Education and Academic Support, and an Collegiate faculty member will be responsible for identifying the student’s needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student’s ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student’s needs, they will recommend that student for a formal special education assessment. Collegiate may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Charter School Students

If a student enrolls at Collegiate with an existing IEP, Collegiate will notify LAUSD and/or the SELPA (where applicable according to SELPA policies) within 5 days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student’s present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, Collegiate shall work with the LAUSD and/or SELPA to implement the existing IEP at Collegiate or as otherwise agreed by the parent/guardian.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. Collegiate’s internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by Collegiate within 15 days. Collegiate will notify the LAUSD and/or SELPA (where applicable according to SELPA policies) of the assessment request within 5 days of receipt. Parents will be informed via the Special Education Manager that special education and related services are provided at no cost to them.
If Collegiate, in collaboration with LAUSD and/or SELPA, concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent’s written consent for assessment.

Assessment
The Executive Director or Dean of Special Education and Academic Support will be responsible for gathering all pertinent information and sharing such information with LAUSD and/or SELPA (where applicable according to SELPA policies). Information gathered will be used as tools to determine the student’s disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student’s primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but are not limited to:

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

Unless conflicting with LAUSD or SELPA policies and procedures, Collegiate will follow the following assessment guidelines. If a conflict with LAUSD or SELPA policies and procedures exists, then LAUSD policies and procedures will govern.

1. Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment.
2. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent’s written consent for assessment.
3. The student must be evaluated in all areas related to his/her suspected disability.
4. Assessments must be conducted by a person with knowledge of the student’s suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist.
5. Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory.
6. Assessments will be delivered in the student’s primary language, and a qualified interpreter will be provided if needed.
7. Assessment tools must be used for purposes for which the assessments or measures are valid and reliable.
8. Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
9. A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student’s need for special education. Collegiate, in coordination with LAUSD OR SELPA will be responsible for scheduling, coordinating and facilitating the IEP.
meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

**Development and Implementation of IEP**

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services.

Collegiate, in collaboration with LAUSD OR SELPA, will ensure that all aspects of the IEP and school site implementation are maintained. Collegiate will provide modifications and accommodations (outlined within each individual’s IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP’s will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed
- The student, if appropriate
- The Executive Director or Dean of Special Education and Academic Support
- At least one special education teacher (RSP Teacher)
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment
- A LAUSD or SELPA Special Education Representative
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results
- Others familiar with the student may be invited as needed

Collegiate views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents’ schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent’s home.

A copy of the IEP will be given to the parent in accordance with state laws and LAUSD or SELPA policies. Upon the parent or guardian’s written consent, the IEP will be implemented by Collegiate, in cooperation with the LAUSD or SELPA in which Collegiate is a member.

Upon the parent or guardian’s written consent, the IEP will be implemented by Collegiate. The IEP will include all required components and be written on Collegiate or SELPA forms.

The student’s IEP will include the following:

- A statement of the student’s present levels of academic achievement and functional performance
- The rationale for placement decisions
- The services the student will receive and the means for delivering those services
• A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered
• Measurable annual goals and short-term objectives focusing on the student’s current level of performance
• A description of how the student’s progress toward meeting the annual goals will be measured and monitored and when reports will be provided
• Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments
• For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

• Yearly to review the student’s progress and make any necessary changes
• Every three years to review the results of a mandatory comprehensive reevaluation of the student’s progress
• After the student has received a formal assessment or reassessment
• When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent’s request)
• When an Individual Transition Plan is (ITP) required at the appropriate age
• When Collegiate seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student’s misconduct was a manifestation of his/her disability.

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

If a parent or faculty member feels the student’s educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, Collegiate will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student’s IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student’s progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student’s progress toward achieving the annual goal is measured, the student’s progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Staffing
Although LAUSD will hold ultimate responsibility for providing Special Education services (so long as Collegiate operates as a school of the authorizer for purposes of special education),
Collegiate is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of.

It is the goal of Collegiate in year one to employ one full-time Special Education Coordinator, who will serve as a Resource Service Program (RSP) teacher. In addition to having the proper credentials to teach a general education subject, this person will also possess a Special Education Credential. In years one and two, this teacher, along with the Executive Director of Collegiate, will be the primary Collegiate representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at Collegiate will also be involved in assuring that all IEPs and 504 plans are properly implemented and will receive explicit direction and professional development regarding the interventions, modifications and accommodations appropriate to individual students' IEPs or 504s.

Beginning in year 3, pending budgetary availability, Collegiate plans to employ a Special Education certificated Dean of Special Education and Academic Support that will have duties that will include:

- Ensure that all aspects of the IEP are followed
- Arrange for the teacher of the student to attend the team meetings
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights
- Consult quarterly with the Executive Director to ensure that the objectives and goals of students with IEP's are being met
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP
- Maintain a central file with all special education evaluation material and IEP’s in accordance with FERPA and IDEA guidelines
- Provide a report of student progress on the same schedule as students in general education
- Maintain a caseload of students for intervention support per their IEPs

In addition to the above special education staff, Collegiate also seeks related services from the Authorizer for special education students enrolled in Collegiate in the same manner as is provided to students in other LAUSD and California schools (so long as Collegiate operates as a public school of the LAUSD for purposes of special education). Collegiate also reserves the right to contract with service providers outside of the LAUSD when appropriate.

**Reporting**

Collegiate, in collaboration with LAUSD, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners
- The number of students provided with test modifications and the types and the number of students exempted from District assessments
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions
- The basis of exit from Collegiate of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.)

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of Collegiate’s Executive Director. The Executive Director will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Executive Director will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student’s IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

**Procedural Safeguards**

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

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

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. Collegiate will utilize the Notice of Procedural Safeguards used by the AUTHORIZER or SELPA in which it is a member.

**Dispute Resolution**

In the event that a parent/guardian files a request for a due process hearing or request for mediation, LAUSD and Collegiate shall work together to defend the case, so long as the Charter School operates as a school of the authorizer for special education purposes. In the event that LAUSD determines that legal representation is needed, Collegiate agrees that it shall be jointly represented by legal counsel of LAUSD’s choosing.

So long as the Charter School operates as a school of the authorizer for special education purposes, LAUSD may initiate a due process hearing or request for mediation with respect to a student enrolled in Collegiate if the authorizer determines such action is legally necessary or advisable. Collegiate agrees to cooperate fully with the Authorizer in such a proceeding.

So long as Collegiate operates as a school of the District for purposes of special education, Collegiate understands that the Authorizer shall have sole discretion to settle any matter in mediation or due process. The Authorizer shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

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124 In the event that Collegiate opts to operate as an LEA in a SELPA, Collegiate reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education.
Complaint Procedures
Parents or guardians also have the right to file a complaint with LAUSD and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Special Education Strategies for Instruction and Services
Collegiate will comply with the federal mandate of the “least restrictive environment,” meaning that the school will make every attempt to educate special education students along with their non-disabled peers. Collegiate will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through Collegiate’s extended day and year. Each student’s IEP requires different kinds of modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student’s needs and how these fit within the general educational program of the school. The instruction outlined in each student’s IEP will be delivered by personnel qualified to do so.

Professional Development for Collegiate Staff
The Executive Director, Dean of Special Education and Academic Support, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the District or SELPA.

So long as Collegiate operates as a “school of the Authorizer” for special education purposes, LAUSD agrees to allow Collegiate staff access to all Special Education related professional development opportunities that are available to other employees of LAUSD.

Collegiate also intends to seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

Section 504 of the Rehabilitation Act
Collegiate shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

Collegiate recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Collegiate. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

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

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

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The Executive Director or Dean of Special Education and Academic Support will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

**English Learners (ELs)**

Given the significant number of ELs that LAUSD serves and the demographics of our proposed community of Boyle Heights, Lincoln Heights, El Sereno and East Los Angeles, in particular, we anticipate serving significant numbers of classified EL students. Collegiate commits to providing these students with an exceptional education, transitioning them into English Proficiency by providing effective supports and teaching methodologies.

**General Assurances**

Collegiate Charter High School of Los Angeles will comply with all federal, state, and district mandates regarding English Learner (EL) education and re-designation of EL students. Further, the school will meet all requirements of federal and state law ensuring equal access to the curriculum for English language learners. Each year, Collegiate will implement an English Learner (EL) Master Plan which will document identification, services, program, and evaluation. On an annual basis, Collegiate will notify the District regarding the EL Master Plan.
Identification & Parent Notification
Each year as required, all students who are identified as ELs via the Home Language survey will take the California English Language Development Test (CELDT) within 30 days of identification through the Home Language Survey. The school will notify parents of the school’s responsibility to conduct CELDT testing and will inform parents of CELDT testing results within 30 calendar days following receipt of test results. Parents and guardians will be notified of their rights and encouraged to participate in the reclassification process.

Supporting English Learners
Collegiate will support ELs through a structured English immersion program, an approach that is research-proven as the most effective model for moving all students toward English proficiency. Structured English immersion will be implemented in every mainstream classroom, and we will not track students in their class schedules based on English language proficiency, but will rather implement heterogeneously grouped class cohorts. It is the goal of Collegiate that all of our students will leave the school at the conclusion of 12th grade highly proficient in the English language, properly re-designated.

Collegiate’s core content courses will use the California Department of Education’s English Language Development standards to inform curriculum and lesson planning. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. All instruction will take place in English; on occasion, targeted language support may be provided to students. Exposing students to experiences in a variety of learning modalities – kinesthetic, auditory, and visual – that correspond to the subject matter and grade level curriculum and that provide structured, explicit language instruction will enhance language acquisition.

Teachers will use Specially Designed Academic Instruction in English (SDAIE) strategies to enhance the English Language development of all of our students. Incorporating SDAIE strategies, teachers will develop and execute lesson plans that deliver grade level appropriate content and skills that fall within students’ zone of proximal development. SDAIE provides (1) access to the core curriculum, (2) English language development, and (3) opportunities for social integration into the multicultural classroom community.

Specific SDAIE strategies that Collegiate teachers will incorporate in daily lessons include supporting verbal explanations with nonverbal cues and designing appropriate learning sequences, such as building upon prior knowledge. In addition to employing these specific SDAIE strategies, teachers will also provide students with differentiated explicit language instruction. The school will use proven methodologies including increased time for reading and math and individualized instruction for EL students.

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

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

Beyond the structured English immersion modifications our teachers will make in their mainstream classes within Collegiate’s extended day schedule, ample time during our tutoring block each day will be used for additional intensive English language instruction during small group and workshop time.

Reclassification

Based on the reclassification procedures developed by the California Department of Education (CDE) and set forth in Education Code Section 313(d), Collegiate will utilize multiple criteria in determining whether to reclassify an EL student as proficient in English, including, but not limited to, and as outlined in Figure 42: Process for English Learner Reclassification, all of the following:

**Figure 42: Process for English Learner Reclassification**

<table>
<thead>
<tr>
<th>Form of evaluation</th>
<th>Criteria for reclassification</th>
</tr>
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<tbody>
<tr>
<td>A. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test pursuant to Section 60810 of the Education Code:</td>
<td>1. The student must demonstrate English proficiency on the annual CELDT by achieving an overall performance level of 4 or 5 with skill area scores of 3 or higher.</td>
</tr>
</tbody>
</table>
| B. Comparison of the student’s performance in basic skills against an empirically established range of the performance of English proficient students of the same age in basic skills that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. | 1. A student’s score on the CAASPP for English Language Arts is basic or higher in English Language Arts. This score suggests that the pupil may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification.  
2. Students with scores above the cut point on the CAASPP selected by the school district should be considered for reclassification.  
3. For students scoring below the cut point, Collegiate, in accordance with criteria set by LAUSD, should attempt to determine whether factors other than English language proficiency are responsible for low performance on the CAASPP for English Language Arts and whether it is reasonable to reclassify the student. |
C. Teacher evaluation, including, but not limited to, a review of the pupil’s curriculum mastery:

<p>| | |</p>
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<tbody>
<tr>
<td>1.</td>
<td>Teachers will use student academic performance in core subjects to inform the reclassification process.</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers understand and note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.</td>
</tr>
</tbody>
</table>

D. Parental opinion and consultation:

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<tbody>
<tr>
<td>1.</td>
<td>Collegiate will provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.</td>
</tr>
<tr>
<td>2.</td>
<td>Collegiate will provide an opportunity for a face-to-face meeting with parents and guardians to discuss the reclassification process.</td>
</tr>
</tbody>
</table>

Collegiate will notify parents and guardians of reclassification, update the school and school district records, as well as monitor the student’s progress for two years. Students will be evaluated annually using the CELDT to determine appropriate reclassification. If the school serves over 21 ELs, Collegiate will establish an English Learner Advisory Committee comprised of parents, staff and community members specifically designated to advise the school and the School Site Council on EL program services.  

Gifted and Talented Students and Students Achieving above Grade Level

Collegiate is committed to providing additional challenge for students who are performing above grade level. Parents will be notified of their students’ high aptitude and/or high academic standing and will be counseled regarding extension opportunities for their child during academic progress report conferences with advisors that will take place every 5 weeks. Students earning advanced scores on the NWEA MAP and/or Smarter Balanced Assessments in English Language Arts/Literacy and/or Mathematics, students earning GPAs of 3.0 or higher, and students otherwise identified by the staff as high-achieving, will benefit from the following components of our school’s design:

- Opportunity to take Advanced Placement courses over the course of high school career
- Small school size and safe environment, where “it is cool to be smart”
- Opportunities to attend funded pre-college academic summer programs on college campuses where they will take college courses
- Extensive independent reading at each student’s level that allows each child to excel at his or her own pace in grades 9 and 10
- Opportunity to take Math II as a freshman and progress through AP Calculus by the end of grade 12
- Opportunities to build leadership skills through peer tutoring
- Opportunities to extend mastery of advanced academic content through weekly student clubs that are of a more academic nature (e.g. Robotics Club, Mock Trial, Creative Writing Club)

Teachers will be trained to differentiate lessons to meet the needs of advanced learners, and will provide learning experiences that meet the special needs of these students with regard to the

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125 A full description of the designated roles and responsibilities of the ELAC can be found at cde.ca.gov.
pace of lessons, the depth of content presented, and the variety of processes used and products created.

**Students Achieving Below Grade Level**

Collegiate is committed to working with students who are achieving below grade level in order to help them achieve at expected levels. Our instructional program, as described above, is designed to address gaps and ensure that students are prepared for our rigorous college-preparatory curriculum in grades 10 through 12 and thereafter.

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

- Performing more than one grade level below his/her actual grade level on the NWEA MAP Literacy and/or Mathematics assessment in grades 9 through 12
- Scoring below Proficient on the CAASPP assessment in English Language Arts/Literacy and/or Mathematics in grade 11
- Students failing one or more classes at the conclusion of an academic progress report window throughout the year
- Students scoring below 500 on any section of the PSAT or SAT

Students achieving below grade level will benefit from the following supports at Collegiate as detailed at the outset of *Meeting the Needs of All Students*:

- Bi-weekly academic advising check-ins with advisors
- Daily leveled guided reading
- Daily math intervention and remediation course
- Targeted tutoring interventions during Office Hours
- Homework Club
- After school homework help and small-group tutoring
- Extended literacy and math blocks to increase time on task
- Collaborative team teaching model to enhance opportunity for differentiation of student support model in mainstream classes

Students’ progress will be monitored weekly by their core academic teachers; students who are not making progress toward grade-level standards will be referred to the Student Study Team, described above, for further consideration.

**Socio-Economically Disadvantaged Students**

We strongly believe that poverty alone does not indicate the need for specific instructional techniques. Our instructional approaches will be based on each student’s instructional needs, not their income level. Based on 2010 Census data and reports from the local schools, we anticipate that over 80% of our students will qualify for free and reduced lunch. Our school design is based on highly successful urban schools that serve a similar population of low-income students and offers a multitude of supports that meet the needs of potentially “at-risk” students, including:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Small school size and safe environment
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
• Extended time for math (problem-solving and procedures) instruction
• Systematic reading fluency strategy and textual analysis instruction
• Extensive independent reading at each student’s level
• Systematic writing and grammar instruction
• Frequent use of “think-pair-share” and other cooperative learning strategies
• Use of graphic organizers to represent ideas
• Reinforcement of ELA standards in all content areas
• Explicit vocabulary instruction in all content areas
• Group work and oral presentations in all content areas
• Frequent use of assessments and specific feedback from teachers
• Academic support groups for all content areas held during Prep
• Frequent communication with and engagement of parents in supporting expectations

Students in Other Subgroups
Collegiate will serve all students, regardless of categorical profile by using academic achievement and psychometric data to drive the selection and implementation of appropriate interventions – supports, modifications, and accommodations.

A Typical Day
The following describes the experience of a visitor spending a day with a ninth grade class at Collegiate on a typical Tuesday.

7:30 am: As a visitor spending the day at Collegiate, you arrive shortly after 7:30 am on a Tuesday. Approaching the main entrance, you see that the school is already prepared for the day: A portable whiteboard greets students at the drop-off curb and reminds parents about the upcoming staff-parent evening soccer match later in the week and about the upcoming college trip to USC. You also notice a sign affixed to the board: Yesterday’s Collegiate Homework Completion Rate – 98%. The school’s vocabulary words of the week – “vibrant,” “loquacious,” “intransigent,” and “lucidity” – along with definitions and sample sentences are also displayed on the whiteboard.

7:30 am: Promptly at 7:35 am, all of Collegiate’s teachers meet with the Executive Director, in the teacher resource room just inside the school’s entrance. This is the Tuesday morning “teacher huddle,” a weekly opportunity on Tuesdays for the entire staff to connect, communicate important information, and re-focus on school-wide priorities for the week based on data and observations from Monday. You learn that for the past three weeks teachers have been working on ratio: the proportion of teacher talk and work to student talk and work in the classroom. An observation tracker via which teachers are sharing their observation data on ratio with one another is posted on a white board in the teacher work room where the huddle is underway. Teachers are giving each other “shout-outs,” specific praise of instances in which they have seen each other show strong improvement on ratio.

The huddle then transitions into announcements. One of the teachers reminds the group that her grade 9 advisory UCLA has the highest average on independent reading pages for the past month and will be eating pizza lunch with her in her classroom to celebrate their hard work. The Executive Director shares feedback from five different parents that they really appreciate the positive phone calls home that teachers are making, reminding them that it is an important part of promoting appropriate student behavior and investment in homework completion. At 7:40 am, teachers head to their classrooms to prepare for arrival and breakfast.
7:40 am: You transition out to the building’s entrance with the Executive Director and Dean of School Culture to observe student arrival. Roughly 30 students have gathered in front of the school and are patiently waiting to enter for breakfast before the start of the day. Two parent volunteers are posted in front of the building ensuring that students leave a path on the sidewalk for other pedestrians to pass by and are greeting students as they arrive.

The Executive Director opens the school’s double doors and greets each student. The Dean of School Culture is stationed further twenty yards further out toward the street, is shaking each student’s hand and smiling, and is giving verbal and nonverbal reminders to students about uniform, electronics, and hats. You notice that all students fix these items before getting in line to be greeted and admitted by the Executive Director. The students have been taught to make eye contact, use a firm handshake, and return the greeting. “Good morning, Celia.” “Good morning, Ms. Jackson,” replies the first student to enter, establishing strong eye contact and shaking hands with Ms. Jackson with a smile. “Are you ready to learn today?” asks Ms. Jackson. “Yes, I am,” replies the girl with a smile. Ms. Jackson repeats this ritual with each student in succession.

Further down the hallway, students are stopping by the homework submission station, a long line of tables with brightly color-coded, neatly organized crates, into which arriving students sort their assignments. They then move further down the hallway and are greeted by Ms. Ordoña, the school’s Operations Manager, who is standing sentry near the breakfast station. You notice that each student has been taught to pick up the four breakfast items from the crates at the station before stopping at their lockers to drop off lunchboxes and other items before entering their classrooms and placing their backpacks on the back of their chairs and books in designated spots on and under their desks.

7:55 am: By 8:02 am 33 students have entered Dartmouth, the ninth grade classroom into which you have stepped. As part of their entry process, each student has checked out a ChromeBook laptop computer for the day and four students now have ChromeBooks on their desks and are checking their grades in the student-family portal of the student information system.126 One student is at the back corner of the room conferencing with the teacher, Mr. Ramirez. The student and Mr. Ramirez are speaking softly, modeling low voice levels for the rest of the room; however, you can make out that they are discussing the student’s grades, and Mr. Ramirez is checking as to whether the student is clear about specific steps to study for an upcoming math quiz later in the week. The temperature of the room is warm and calm. Students are quietly chatting at their desks in small groups of two to four. At 8:08 am, students start to pack up and put away their breakfast items, place any items they had taken out back into their backpacks, and quickly line up at the doorway. As students are packing up, you notice that each student has a weekly schedule displayed in the transparent cover slip of their materials binder that reflects their weekly schedule for the year by day of the week.

8:02 am: The students file out of the classroom and head off to their classes. The voice level in the hallway remains at a soft hum. Students walk briskly on the right-hand side of the hallway, and teachers are posted at the doorways of their classrooms observing transition and monitoring voice level. Some students transition outside to the blacktop for Physical Education. Others head to Spanish I. Yet others head into classrooms where their Leveled Guided Reading

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126 One-to-one student-to-computer ratios will be introduced in year three per the proposed five-year budget model. Until that time, if we are unable to secure additional blended learning funding in year one, the school will implement a laptop cart system.
classes are about to take place. At 8:05 am the bell rings. With the exception of two students, the hallway is completely silent and cleared of all students, who are now in their classrooms engaged in the start of class. You observe as the Dean of School Culture notifies both of these students that they are now late to class and will serve an Overtime tomorrow at lunch. Both students look disappointed but acknowledge this respectfully and head into their classes.

8:05 am: You step into Spanish I. The Spanish I class you observe is tailored for native Spanish speakers in grade 9, and the entire class is conducted in Spanish. The class commences with a Do-Now that requires students to write about something they did over the weekend using past tense verb constructions and the subjunctive. The class then transitions into a reading exercise. They are reading a short story that is written on a sixth grade Spanish reading level. The teacher leads a Control-the-Game reading of the text in Spanish, stopping the reading every five minutes to afford opportunities for students to stop and jot answers to questions on their guided notes page for the reading. At one point, a student raises her hand and asks a question in English. The teacher swiftly issues a deduction and instructs the student to re-ask the question in Spanish. At the conclusion of the class, the teacher distributes an exit ticket, which requires students to provide a three-sentence written response providing characterization of the main character from the story. The teacher steps out into the hallway and collects the exit ticket at the doorway as students exit.

At one point during this block, you step out for 20 minutes and enter the classroom next door to observe Leveled Guided Reading. Initially when you enter, the thirteen students in the group are engaged in a control-the-game reading of their text, *Enrique’s Journey* by Sonia Nazario. This adapted text for seventh grade readers is just above the reading level of the group you observe. The teacher stops strategically at points prompting students to answer comprehension questions in pairs, providing vocabulary definitions for tier II words, and giving time for short written responses to inference questions. With 20 minutes remaining in the period, the teacher releases students into independent work, wherein students will read a section of the text independently providing written responses to focus questions to guide and increase their comprehension as they read. The teacher circulates and conferences with individual students during this time, supporting them with different reading strategies as they progress through the independent work.

8:56 am: Block 1 has ended and students now have four minutes to visit their lockers and get to their next classes. As with the first transition of the day, this transition feels calm and orderly, yet urgent. You notice teachers again posted at their classroom doors, greeting students with a handshake as they enter.

9:00 am: You follow a group of students into English 9. In the first 15 minutes of class, students complete a three-minute do-now during which they practice vocabulary words from the past three weeks. The instructor then introduces two new words from the current text, and students log these in their vocabulary notebooks with definitions, parts of speech, and sample sentences.

English 9 is conducting an interpretive seminar today on a chapter from *The Color Purple*. Students’ desks are arranged in a rectangle around the perimeter of the classroom and each student has displayed on his/her desk the text, a notebook with common notes formatting, the seminar participation rubric, their planner, and a writing utensil. The teacher has written a

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127 Had this visit occurred on a Monday or Wednesday, the visitor would be observing Pre-AP World History during this academic block.
guiding question on the white board at the front of the room: “According to the text, is cruelty something that is taught – something that is unnatural? In your opinion, what does the text suggest it takes for someone (male or female) to deserve true respect?” Students are discussing these questions, each time referencing specific line from the chapter and citing textual evidence before making an assertion. Students are speaking one at a time and when they disagree with one another’s perspectives are doing so respectfully.

Each student has on his or her desk a ChromeBook opened up with a graphic organizer displayed that s/he types into as appropriate, the text, a pen, and a seminar participation rubric. The teacher is redirecting the discussion as needed, pushing students to cite evidence from the text, and stopping the class to provide think-time write-time when needed. Throughout the seminar, students gradually populate the graphic organizer on their screens with evidence from the text. You realize that the graphic organizer is a scaffolding tool setting students up to write an analytical essay about the text and that students are pulling evidence from the text and through the analysis provided by the seminar discussion to substantiate claims that will connect to their theses for their analytical essays.

For the last 15 minutes of class, students are released into independent work to continue to pull out evidence from the text which they will later that day use in Writing I class to develop claims or assertions for their analytical essays.

10:33 am: You enter into the hallway as transition to Block 3 commences and decide to observe Biology class.126 The Biology teacher is standing in the doorway at the classroom’s threshold and you make a mental note that in fact this is how you have seen every teacher stationed during transition and start of class this morning. Each student shakes the teacher’s hand as s/he enters, and grabs a Do-Now from the table just inside the door before silently proceeding to their desks, putting backpacks on the backs of chairs, and getting out their binder, biology reader, planner, and a writing utensil. Students are all seated and getting to work when the bell rings at 10:53 am. The Do-Now is a quick reading comprehension and recall quiz from the homework reading from the previous night. It consists of three multiple choice questions. After three minutes, the teacher gets the class’ attention, they correct and pass in the quiz, and then the teacher transitions the class into lab time.

The class is finishing a unit on mammalian physiology, and the lab experiment requires students to test muscle strength of every student in the ninth grade in order to generate a data set through which to test a hypothesis about muscle strength. The students are divided into groups of three, each of which has a ChromeBook on their lab table. The students have pulled up a data set in GoogleDocs that is shared across grade 9 Biology classes and the group you are observing is working to identify trends in the data. The teacher circulates to monitor for on-task behavior and discussion and to course-correct where students are not executing the methodology prescribed by the lab instructions. From time to time, the teacher approaches the whiteboard and writes students’ names on the board under a column heading that reads “Merit Worthy.” He is noting the names of students who are taking leadership in keeping their groups on task or who are using evidence from the homework texts to support assertions they are making while looking at the data with their groups.

It is in Biology class that you notice a second teacher in the classroom, the SPED Coordinator, who is working closely with three specific students throughout the block to offer specific support.

126 Had this visit occurred on a Monday or Wednesday, the visitor would be observing math instruction during this academic block.
The SPED Coordinator monitors these three students’ groups, asking targeted questions when they get stuck and ensuring that these three students are fully participating in their groups. In one instance, the SPED Coordinator prompts a group member to read a set of directions out loud twice to his group. In another instance, you notice that the SPED Coordinator coaches a group member to help explain the meaning of a specific term to the rest of the group and then instructs all three members of the group to annotate their lab directions with the meaning of that term. You realize that the Biology teacher and the SPED Coordinator have carefully planned out a targeted set of interventions to help the three target students be successful on group work in the current course unit and that the SPED Coordinator is now delivering these interventions.

12:04 pm: Students begin to transition to lunch. Lunch takes place outside at a group of picnic tables, adjacent to which is a long line of tables with the lunch provisions, which the food services vendor has arranged. Two food services employees are stationed at the lunch line getting ready to distribute lunch. You watch as students line up single-file on one side of the lunch line to receive meals. The Dean of School Culture, Executive Director, Operations Manager, and Spanish teacher are all stationed around the perimeter of the lunch area ready to monitor students while the rest of teachers who have busy teaching and planning schedules take 30 minutes for their own lunches. Most students transition to the general lunch area to choose their seats. The Executive Director reminds students who are taking longer to choose seats that they need to be seated.

During lunch, you notice that most students finish eating within roughly 10 minutes. Students may raise their hands to be excused, discard their trash, and head to the blacktop to play basketball or volleyball; or they may remained seated to socialize per their preference. All students are closely supervised and the mood feels joyous and energetic throughout lunch.

12:34 pm: Students have discarded their used lunch items and are packed up and transitioning to advisory. For advisory, students head to classrooms in single-gender groups of sixteen to seventeen. When students arrive in their advisory classrooms, they immediately sit down and pull out their independent reading books. The advisor prompts two students who have recently finished books to pull out their ChromeBooks to take Accelerated Reader quizzes. She prompts a third student to proceed to the conferencing corner at the back of the room. For the next 20 minutes, the advisor pulls up current grades and behavioral data and conferences with two different students about their academic and character progress while others independently read. With five minutes remaining, the advisor makes two quick announcements from the daily staff email’s announcements for students section and then instructs her advisory to pack up and line up for transition.

1:11 pm: After visiting lockers, all grade 9 students transition to Visual & Performing Arts, Math Skills & Concepts, or Early College Awareness. You decide to observe Early College Awareness, a class that is part of the 9-12 College Readiness sequence. Again, desks are arranged in seminar formation. Students take their Early College Awareness binders and place a blue folder on their desks along with the planner and a writing utensil. Out of the folders, students pull a series of documents: high school resumes, transcripts, personal statements and teacher recommendations from four students. The students are conducting a mock college admissions committee meeting and are pretending that they must make a decision regarding which of the four applicants they are reviewing should be admitted to Occidental College. They have reviewed the students’ transcripts and teacher recommendations and have determined that two of the candidates’ cumulative GPAs do not meet Occidental’s requirements. Now the students are debating between the remaining two candidates.
Having scrutinized the personal statements and high school resumes, they determine their choice. The College Readiness teacher then prompts students to pull up graphic organizers on their ChromeBooks and introduces a writing prompt to assess mastery of the concepts of college admissibility: “Using evidence from the college application artifacts provided, in 1-2 paragraphs, explain why you as a college admissions officer for Occidental College selected your chosen candidate. Be sure to cite specific information and clearly link your claims to the evidence.” The teacher releases the class into independent work for the remainder of the period. Students get to work on their graphic organizers, poring through the admissions artifacts and underlining key information in their notes on the artifacts as they select their textual evidence.

2:08 pm: Students from Early College Awareness now transition to writing class across the hallway. Upon entering, each student glances at the white board at the front of the room for directions, quickly retrieves a ChromeBook from his/her backpack, and heads to his/her desk to set up for class. When the bell rings, two students are still loitering at the laptop cart. The teacher states, “Manuel and Sabrina, I need you in your seats; you are late to class.” She quickly logs these deductions in her Kickboard dashboard on her laptop and scans the room. The remaining students are working on a three-minute Do-Now consisting of grammar exercises.

The class then transitions into writing studio and conferencing time. Each student is logged into GoogleDocs and is beginning to draft the claims for the paper for which they had been selecting evidence in their English 9 class earlier that morning. “Remember: your first step is to name the document in GoogleDocs, put your heading on the document, and then share with me,” the teacher reminds the class. The class continues to work individually for the next 20 minutes on drafting claims for the paper that connect to their thesis statements while the teacher circulates and conferences with individual students. Twenty minutes into the independent time, the teacher has everyone look up. She has projected her view of one student’s claims up onto the white board. “Sarah, can you please explain how your first claim connects to your thesis?” The teacher uses the student’s work and thinking as an example to the rest of the class and then releases the class back into independent work for the remainder of the period.

3:06 pm: At 3:33 pm students prepare to transition to Independent Work time & Office Hours. You review the office hours’ weekly schedule that is posted on one of the school’s academic bulletin boards in the hallway. You observe that each content instructor holds tutoring/office hours two day each week. You further observe that math tutoring/office hours meets Mondays and Wednesdays and ELA tutoring/office hours meets Tuesdays and Thursdays, so that a student needing both can access both. You then note that each teacher has posted lists of students who are to attend office hours each day, as well as a sign-up sheet on which additional students have scheduled one-time appointments to drop in for extra support or to retake a quiz or test. Students transition to tutoring/office hours. Students not signed up for office hours head to designated classrooms for independent work time to get started on their homework. For the next hour and eight minutes, you circulate throughout the building observing a series of target intervention groups underway, as we as independent study time.

4:15 pm: The required school day is over and students may dismiss at 4:15 pm. However, the day’s opportunities have not ended. Students in good academic standing (earning grades of ≥ 70% in every class) have the option of participating on sports teams after school for the next 75 minutes. Students who are not yet in good academic standing and/or students who are struggling to consistently and fully complete their homework have been recommended into an after school study hall program by their advisors. You watch as roughly 50 students file into
study hall. You watch as another 70 students head out to the blacktop and turf for basketball and soccer practice. As the Dean of Students explains, only 12 of the school's 132 ninth graders have opted to not take advantage of after school programming, citing responsibilities at home and club sports commitments off campus. Students transitioning to sports check their ChromeBooks back in for the evening with the operations staff. Students headed to after school study hall keep their ChromeBooks with them in their study hall classrooms and will check these back in with the Operations Assistant at 6:00 pm.

When you go outside at 5:00 pm, you see that sports practices are well underway. Students have changed into their sports attire and are running warm-up and conditioning drills with their coaches, part-time instructors leading the after school sports programs as volunteers or for stipends. You see students working hard and pushing each other to run faster and practice more precisely even at the end of a long school day. Students look like they are enjoying their practices even when the coaches have them re-do drills or sprints when team members fall short of the mark.

Meanwhile, back inside the building, many teachers have already departed for the day. Others are co-planning together in the teacher work room. As the Executive Director and Dean of Students get ready to oversee the final dismissal for the day, you thank them for a great visit.

129 Any staff member or volunteer working at Collegiate will pass a background check, as described in Element 5, regardless of whether they are a full-time employee, part-time employee, or volunteer.
Elements 2: Measurable Pupil Outcomes; 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 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Standardized Testing
Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, 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.

Measurable Goals of the Educational Program
Collegiate’s measurable goals and objectives align to the State of California’s eight priorities, pursuant to California Education Code 52052, and frame key levers of improving school environment and instruction and thereby outcomes for developing skilled and competent life-long learners. Figure 43: Measureable Goals of the LCAP details our goals for all students and for all subgroups of students at Collegiate, which are to be reflected in and consistent with Collegiate’s Local Control Accountability Plan.
Figure 43: Measureable Goals of the LCAP\textsuperscript{130}

<table>
<thead>
<tr>
<th><strong>STATE PRIORITY #1 — BASIC SERVICES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SUB-PRIORITY A — TEACHERS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal to Achieve Sub-priority</strong></td>
</tr>
<tr>
<td>Teachers are required to hold a valid credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Actions to Achieve Goal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization</td>
</tr>
<tr>
<td>2. Collegiate operations staff will annually review credential status</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Measurable Outcome</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Methods of Measurement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing</td>
</tr>
<tr>
<td>2. CALPADS Report 3.5 NCLB Core Course Section Compliance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SUB-PRIORITY B — INSTRUCTIONAL MATERIALS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal to Achieve Sub-priority</strong></td>
</tr>
<tr>
<td>Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Actions to Achieve Goal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All current instructional materials will be reviewed for alignment to California State Common Core Standards (CSCCS) and to the California State Test (CST) where appropriate</td>
</tr>
<tr>
<td>2. Instructional materials will be purchased that align to CSCCS and these will be appropriately budgeted.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Measurable Outcome</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Methods of Measurement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content leaders and teachers review all instructional materials before purchase</td>
</tr>
<tr>
<td>2. Signed purchase orders</td>
</tr>
<tr>
<td>3. School maintains list of textbooks and supplemental materials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SUB-PRIORITY C — FACILITIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal to Achieve Sub-priority</strong></td>
</tr>
<tr>
<td>Maintain a clean and safe school facility.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Actions to Achieve Goal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Daily general cleaning by custodial staff will maintain campus cleanliness</td>
</tr>
<tr>
<td>2. Logs are completed and on file</td>
</tr>
<tr>
<td>3. Bi-annual facility inspections will screen for safety hazards</td>
</tr>
<tr>
<td>4. Monthly evaluations of custodial staff will be completed</td>
</tr>
<tr>
<td>5. Cleanliness spot checks will be performed monthly by operations staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Measurable Outcome</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Custodian scores Satisfactory or better in all areas of evaluation, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections will be corrected within three months.</td>
</tr>
</tbody>
</table>

\textsuperscript{130}This framework and these goals precisely mirror those in Figure 12 in Element 1 of this petition.
### State Priority #2 — Implementation of Common Core State Standards

*Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*

#### Sub-priority A – CCSS Implementation

**Goal to Achieve Sub-priority**
Teachers will use the CSCCS as the foundation for their curriculum planning and instruction.

**Actions to Achieve Goal**
1. Provide professional development for the teachers on CSCCS and related assessments.
2. Update teacher evaluation tool to reflect inclusion of CSCCS teaching practices.
3. Content Team Leaders will be trained in CSCCS best practices in order to effectively observe and give feedback to teachers regarding CSCCS implementation.

**Measurable Outcome**
100% of unit maps and assessments will be aligned to the CSCCS.

**Methods of Measurement**
1. School leaders will regularly observe teachers and spot-check lesson plans, materials, unit maps, and assessments.
2. Executive Director will review teacher evaluation and coaching notes.

#### Sub-priority B – EL Students & Academic Content Knowledge

**Goal to Achieve Sub-priority**
All students, including English Learners (ELs), will gain academic content knowledge through the implementation of the CSCCS.

**Actions to Achieve Goal**
1. All students, including ELs, participate in daily reading and writing classes with appropriate instructional supports.
2. Students requiring additional language support will receive daily intensive small group language support.

**Measurable Outcome**
100% of students, including ELs, will gain academic content knowledge through the implementation of the CSCCS.

**Methods of Measurement**
1. Weekly Show-What-You-Know Quizzes
2. Quarterly Interim Assessments

### State Priority #3 — Parental Involvement

*Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*

#### Sub-priority A – Parent Input

**Goal to Achieve Sub-priority**
Maintain parent representation on the School Site Council (SSC).

**Actions to Achieve Goal**
1. Each fall, the SSC nominates and elects parents to serve as new members.
2. Hold monthly SSC meetings.
3. Share information with school community regarding SSC decisions.

**Measurable Outcome**
Annually, the SSC will have, at minimum, five parent members serving on the council.

**Methods of**
1. SSC meeting minutes
### SUB-PRIORITY B – PROMOTING PARENT PARTICIPATION

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Provide a variety of ways for parents to be involved in their child’s education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>1. School hosts a minimum of six evening family events throughout the year and ≥6 monthly <em>cafe citas</em>.&lt;br&gt;2. School sends weekly letter with announcements, upcoming events, and volunteer opportunities.&lt;br&gt;3. School implements online parent portal in SIS so that parents can access and monitor their students’ progress each week.</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>A minimum of 6 evening family events and 6 <em>cafe citas</em> each year, and 8 instances of teachers updating their grade book in the online system each quarter.</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>1. Calendar of family events&lt;br&gt;2. Sign-in sheets from family events&lt;br&gt;3. Time stamp log from SIS on grade book updates by teacher</td>
</tr>
</tbody>
</table>

### STATE PRIORITY #4 — STUDENT ACHIEVEMENT

**Pupil achievement, as measured by all of the following, as applicable:**
- **A. CA Measurement of Academic Progress and Performance on statewide assessment**
- **B. The Academic Performance Index (API)**
- **C. Percentage of pupils who are college and career ready**
- **D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)**
- **E. EL reclassification rate**
- **F. Percentage of pupils who have passed an AP exam with a score of 3 or higher**
- **G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness**

### SUB-PRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than comparison schools and corresponding subgroups at comparison schools on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>Classroom instruction conducive to student learning; adequate learning environments; appropriate CSCCS aligned instructional materials</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>Students at every applicable grade level, including all student subgroups, score at a proficiency rate at least 5% higher than local schools on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>1. CAASPP score reports</td>
</tr>
</tbody>
</table>

### SUB-PRIORITY B – API

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>API: School will meet the annual API Growth Target School-wide and Subgroups, or equivalent, as mandated by the CA State Board of Education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>Classroom instruction will incorporate testing strategies in preparation for the CAASPP.</td>
</tr>
<tr>
<td><strong>Measurable Outcome</strong></td>
<td>School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Methods of Measurement** | 1. CAASPP Score reports  
2. CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education |

**SUB-PRIORITY C – COLLEGE AND CAREER READY**

<table>
<thead>
<tr>
<th><strong>Goal to Achieve Sub-priority</strong></th>
<th>Students are on track to be college and career ready.</th>
</tr>
</thead>
</table>
| **Actions to Achieve Goal** | 1. School utilizes the NWEA MAP to assess start and end-of-year reading levels in grades 9 and 10  
2. Dedicate significant time during the school day to independent reading.  
3. Teachers use Accelerated Reader to monitor weekly reading progress and give feedback to students. |
| **Measurable Outcome** | 100% of students will grow at least one grade level each year in reading; 90% of students at Collegiate more than three years will read on or above grade level. |
| **Methods of Measurement** | 1. NWEA MAP assessment results in September versus June in grades 9 and 10 |

**SUB-PRIORITY D – EL PROGRESS**

<table>
<thead>
<tr>
<th><strong>Goal to Achieve Sub-priority</strong></th>
<th>EL students will advance at least one performance level per the CELDT/ELPAC each academic year.</th>
</tr>
</thead>
</table>
| **Actions to Achieve Goal** | 1. Students participate in rigorous daily reading and writing instruction.  
2. Teachers use SDAIE and ELD instructional strategies in their daily lessons.  
3. Teachers will provide more intensive intervention as needed based on on-going analysis of student data. |
| **Measurable Outcome** | 100% of EL students will advance at least one performance level on the CELDT/ELPAC each academic year. |
| **Methods of Measurement** | 1. CELDT/ELPAC results |

**SUB-PRIORITY E – EL RECLASSIFICATION RATES**

<table>
<thead>
<tr>
<th><strong>Goal to Achieve Sub-priority</strong></th>
<th>EL students will be reclassified as Fluent English Proficient annually.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions to Achieve Goal</strong></td>
<td>1. School will review student data twice per year to identify students meeting criteria for reclassification</td>
</tr>
</tbody>
</table>
| **Measurable Outcome** | 60% of students at Collegiate will earn reclassification within three years of enrollment.  
80% of students at Collegiate will earn reclassification within four years of enrollment.  
100% of students at Collegiate will earn reclassification within five years of enrollment. |
| **Methods of Measurement** | 1. Reclassification documents |

**SUB-PRIORITY F – ADVANCED PLACEMENT PERFORMANCE**

<table>
<thead>
<tr>
<th><strong>Goal to Achieve Sub-priority</strong></th>
<th>Students will pass an AP exam with a score of 3 or higher.</th>
</tr>
</thead>
</table>
| **Actions to Achieve Goal** | 1. School will offer AP exams in 4 subjects.  
2. 100% of students have opportunity to take at least 2 AP courses. |
<table>
<thead>
<tr>
<th>Measurable Outcome</th>
<th>80% of students will earn a score of 3 or higher on at least 1 AP exam before graduating from Collegiate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods of Measurement</td>
<td>1. Testing Coordinator score reports from College Board</td>
</tr>
</tbody>
</table>

**SUB-PRIORITY G – EARLY ASSESSMENT PROGRAM**

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Students will demonstrate college readiness on the SAT I exam.</th>
</tr>
</thead>
</table>
| Actions to Achieve Goal | 1. School will support students to ensure that each student takes the SAT twice.  
2. Students will complete an SAT-aligned course of study in grades 9-11 |
| Measurable Outcome | 80% of students will meet or exceed the College Board’s College Ready Benchmark on the SAT.¹³¹ |
| Methods of Measurement | 1. Junior and senior year SAT scores on coordinator score report |

**STATE PRIORITY #5—STUDENT ENGAGEMENT**

Pupil engagement, as measured by all of the following, as applicable:
- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

**SUB-PRIORITY A – STUDENT ATTENDANCE RATES**

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>School will maintain a high Average Daily Attendance (ADA) rate.</th>
</tr>
</thead>
</table>
| Actions to Achieve Goal | 1. Parents and students will be informed of our attendance policies specified in our Family Handbook given out at the beginning of every year and to mid-year enrollees.  
2. Operations staff will monitor daily, weekly and monthly attendance to identify trends and concerns.  
3. Operations staff will conduct meetings with families regarding attendance concerns in order to improve a student’s attendance and/or punctuality. |
| Measurable Outcome | ADA will be at least 95% |
| Methods of Measurement | 1. Monthly, Quarterly, and Annual ADA reports |

**SUB-PRIORITY B – STUDENT ABSENTEEISM RATES**

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Students will have a minimum number of absences in any school year.</th>
</tr>
</thead>
</table>
| Actions to Achieve Goal | 1. Parents and students will be informed of our attendance policies specified in our Family Handbook given out at the beginning of every year and to mid-year enrollees.  
2. Operations Team will monitor daily, weekly and monthly attendance to identify trends and concerns.  
3. Operations Team will conduct meetings with families regarding attendance concerns in order to improve a student’s attendance and/or punctuality. |
| Measurable Outcome | ≥76% of students will achieve an attendance rate of 96% or greater. |
| Methods of Measurement | 1. Annual and Monthly absence reports from our student information |

¹³¹ The College Board will redefine this benchmark in 2015 when the new SAT format is introducing which scores on a 1600 scale rather than a 2400 scale.
<table>
<thead>
<tr>
<th>Measurement system.</th>
</tr>
</thead>
</table>

**Sub-priority C – Middle School Dropout Rate**

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>N/A</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>N/A</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Sub-priority D – High School Dropout Rate**

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>No students will drop out of high school.</th>
</tr>
</thead>
</table>
| Actions to Achieve Goal | 1. School will offer an academically engaging learning environment for all within a culture of high expectations and support.  
2. Operations staff will ensure students transferring out of Collegiate are immediately enrolled in another school. |
| Measurable Outcome | 100% of 9-12 students will immediately enroll in other high schools if leaving Collegiate before graduation. |
| Methods of Measurement | 1. Spreadsheet tracking high school enrollment. |

**Sub-priority E – High School Graduation Rate**

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Collegiate students will graduate from high school.</th>
</tr>
</thead>
</table>
| Actions to Achieve Goal | 1. School will offer an academically engaging learning environment for all within a culture of high expectations and high support.  
2. Operations team will ensure students transferring out of Collegiate are immediately enrolled in another school. |
| Measurable Outcome | 100% of Collegiate students in the 12th grade will graduate high school within 5 years of entering 9th grade. |
| Methods of Measurement | 1. Spreadsheet tracking high school enrollment. |

**State Priority #6 — School Climate**

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

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

**Sub-priority A – Pupil Suspension Rates**

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>School will maintain a low annual suspension rate.</th>
</tr>
</thead>
</table>
2. Teachers use tier one strategies to build a strong positive culture and support all learners.  
3. Teachers respond to minor misbehavior in an appropriate and effective way.  
4. Teachers involve campus leadership for more serious offenses, including any behaviors that may result in suspension or expulsions. |
| Measurable Outcome | Annually, ≤ 5% of all enrolled students will be suspended out of school. |
| Methods of Measurement | 1. Monthly Suspension Reports (in Welligent)  
|                        | 2. CALPADS Report |

### Sub-priority B – Pupil Expulsion Rates

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Collegiate will maintain a low annual expulsion rate.</th>
</tr>
</thead>
</table>
|                            | 2. Teachers use tier one strategies to build a strong positive culture and support all learners.  
|                            | 3. Teachers respond to minor misbehavior in an appropriate and effective way.  
|                            | 4. Teachers involve campus leadership for more serious offenses, including any behaviors that may result in in-school or out-of-school suspension or expulsions. |
| Measurable Outcome          | Annually ≤ 2% of enrolled students will be expelled. |
| Methods of Measurement      | 1. Monthly Reports in Welligent  
|                            | 2. CALPADS Report |

### Sub-priority C Other – School Connectedness

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Students, parents, and teachers will feel a sense of community at our school.</th>
</tr>
</thead>
</table>
| Actions to Achieve Goal     | 1. Executive Director will work with teachers and staff to create a strong, positive school culture for our adult team and the students.  
|                            | 2. Teachers will frequently communicate with families to ensure open communication and trusting relationships between school and home.  
|                            | 3. Collegiate will devise and administer satisfaction surveys to parents, students, and teachers annually. |
| Measurable Outcome          | 80% or more of students, families, and teachers will express satisfaction with the school’s safety, culture, and academic program on an annual survey. |
| Methods of Measurement      | 1. Survey reports |

### State Priority #7 – Course Access

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

- **Grades 1-6**: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
- **Grades 7-12**: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

<table>
<thead>
<tr>
<th>Goal to Achieve priority</th>
<th>Students, including all student subgroups, will have access to and enroll in our academic and educational program as outlined in the school’s charter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>School follows a daily and weekly schedule that allows students from all subgroups to access a broad course of study, including core and non-core content areas.</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>100% of students, including all student subgroups, will have access to core and non-core content areas; all graduates have fulfilled the A-G requirements.</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>Student schedules and transcript</td>
</tr>
</tbody>
</table>
STATE PRIORITY #8—STUDENT PERFORMANCE
Pupil outcomes, if available, in the subject areas described in E.C. §51210(A)-(I), inclusive of §51220, as applicable.

<table>
<thead>
<tr>
<th>Goal to Achieve Priority</th>
<th>All students will demonstrate appropriate mastery of CSCCS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>1. Executive Director will provide on-going professional development for teachers regarding implementation of CCSS.</td>
</tr>
<tr>
<td></td>
<td>2. School will purchase (or content team leaders will develop, if necessary) interim assessments to measure progress.</td>
</tr>
<tr>
<td></td>
<td>3. Content team leaders will lead teachers through intensive data analysis for interim assessments and creation of instructional action plans.</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>1. Consistent with state requirements, all students will reach growth expectations on the CAASPP. Initial expectations for achievement will be based off State determined AMO and will be revised annually as achievement expectations become clear with the new assessment program.</td>
</tr>
<tr>
<td></td>
<td>2. 100% of Collegiate graduates are accepted to 4-year colleges or universities.</td>
</tr>
<tr>
<td></td>
<td>3. 100% of Collegiate alumni will attend college.</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>1. CAASPP reports</td>
</tr>
<tr>
<td></td>
<td>2. Reports by student, classroom, and school levels, with filters available for academic cohort, critical sub-groups</td>
</tr>
</tbody>
</table>

Measuring Pupil Outcomes: Summative Assessment Performance Targets

Performance Targets Aligned to State Priorities
Below is a chart “consistent with the way information is reported on a school accountability report card,” EC § 47605(b)(5)(C)), identifying and describing specific targets that align with the eight (8) state priorities identified in California Education Code § 52060(d).

The new state priorities take an interest in ensuring that attention is given to specific demographic subgroups such as EL, Hispanic, and students with disabilities. While we think it is important to analyze trends among the subgroups, at Collegiate we will go a further and analyze data on an individual student basis. It is our belief that if we address each individual’s needs, the subgroups to which s/he belongs will also benefit. For the purposes of our annual goals, we will hold the same goals for each subgroup as we do for the broader school.

Targets will be revised as CDE goals are set and comparison school baselines are established; however, we affirm that our goals will meet or exceed State and District goals. Figure 44: LCAP-Aligned Targets details the metrics aligned to our accountability plan.

Figure 44: LCAP-Aligned Targets

<table>
<thead>
<tr>
<th>STATE PRIORITY #1: Basic Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priorities</strong></td>
</tr>
<tr>
<td>Sub-Priority A – Teachers: Teachers are required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on</td>
</tr>
</tbody>
</table>
### Teaching Credentialing

100% of teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Sub-Priority B - Instructional Materials: Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.

100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Sub-Priority C – Facilities: Maintain a clean and safe school facility

Custodian scores Satisfactory or better in all areas of evaluation, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections will be corrected within three months. (This applies if and when the Charter School is located on a private facility.)

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>90%/100%</td>
<td>90%/100%</td>
<td>90%/100%</td>
<td>90%/100%</td>
<td>90%/100%</td>
</tr>
</tbody>
</table>

### STATE PRIORITY #2: Implementation of Common Core State Standards

#### Sub-Priority A – CCSS Implementation: Teachers will use the California Common Core State Standards as the foundation for their curriculum.

100% of lessons and assessments will be aligned to the CSCSS.

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### Sub-Priority B - EL Students & Academic Content Knowledge: All students, including English Language Learners (ELLs), will gain academic content knowledge through the implementation of the CCSS.

100% of students, including ELLs, will gain academic content knowledge through the implementation of the CSCSS as measured on weekly quizzes and unit assessments.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### STATE PRIORITY #3: Parental Involvement

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Collegiate Charter High School of Los Angeles
### Sub-Priority A – Parent Input: Maintain parent representation on the School Site Council (SSC).

Annually, the SSC will have, at minimum, five parent members serving on the council.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>5 members</td>
<td>5 members</td>
<td>5 members</td>
<td>5 members</td>
<td>5 members</td>
</tr>
</tbody>
</table>

### Sub-Priority B – Promoting Parent Participation: Provide a variety of ways for parents to be involved in their child’s education.

A minimum of six Family Nights per campus, eight *cafecitos*, and two rounds of family report card conferences.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6 family nights, 4 cafecitos, 6x progress report conference annually</td>
<td>6 family nights, 4 cafecitos, 6x progress report conference annually</td>
<td>6 family nights, 4 cafecitos, 6x progress report conference annually</td>
<td>6 family nights, 4 cafecitos, 6x progress report conference annually</td>
<td>6 family nights, 4 cafecitos, 6x progress report conference annually</td>
</tr>
</tbody>
</table>

### STATE PRIORITY #4: Student Achievement

#### Sub-Priority A – CAASPP ELA / Literacy and Mathematics: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.

Students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than comparison schools and corresponding subgroups at comparison schools on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP proficiency rates are higher than comparison schools’</td>
<td>CAASPP proficiency rates are higher than comparison schools’</td>
<td>CAASPP proficiency rates are higher than comparison schools’</td>
<td>CAASPP proficiency rates are higher than comparison schools’</td>
<td>CAASPP proficiency rates are higher than comparison schools’</td>
</tr>
<tr>
<td>CAASPP scores will meet or exceed State targets</td>
<td>CAASPP scores will meet or exceed State targets</td>
<td>CAASPP scores will meet or exceed State targets</td>
<td>CAASPP scores will meet or exceed State targets</td>
<td>CAASPP scores will meet or exceed State targets</td>
</tr>
</tbody>
</table>

#### Sub-Priority B – API: School will meet the annual API Growth Target School-wide and Subgroups, or equivalent, as mandated by the CA State Board of Education.

School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a (baseline year – no growth)</td>
<td>State growth target will be met</td>
<td>State growth target will be met</td>
<td>State growth target will be met</td>
<td>State growth target will be met</td>
</tr>
</tbody>
</table>

#### Sub-Priority C – College and Career Ready: Students are on track to be college and career ready.

1. 100% of students will grow at least one grade level each year in reading.
2. 100% of students at Collegiate more than three years will read on or above grade level.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%/ 90%</td>
<td>100%/ 90%</td>
<td>100%/ 90%</td>
</tr>
</tbody>
</table>

#### Sub-Priority D – EL Progress: EL students will advance at least one performance level per the
## CELDT/ELPAC each academic year.

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of EL students will advance at least one performance level on the CELDT/ELPAC each academic year.</td>
<td>100%</td>
</tr>
</tbody>
</table>

## Sub-Priority E – EL Reclassification Rates: EL students will be reclassified as Fluent English Proficient annually.

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of students at Collegiate will earn reclassification within three years of enrollment. 80% of students at Collegiate will earn reclassification within four years of enrollment.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## Sub-Priority F – AP Exam Rates (Not Applicable)

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of Collegiate students will pass an AP exam with a score of 3 or higher; 50% of Collegiate students will pass 2 AP exams with scores of 3 or higher</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## Sub-Priority G – College Preparedness / EAP (Not Applicable)

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>95% of students will demonstrate college readiness on the SAT I exam by scoring at 1050 or above combined on the critical reading and math components of the SAT.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### STATE PRIORITY #5: Student Engagement

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Priority A – Student Attendance Rates: School will maintain a high Average Daily Attendance (ADA) rate.</td>
<td>ADA will be at least 95%</td>
</tr>
<tr>
<td>Sub-Priority B – Student Absenteeism Rates: Students will have a minimum number of absences in any school year.</td>
<td>≥76%</td>
</tr>
<tr>
<td>Sub-Priority C – Middle School Drop Out Rate: No students will drop out of middle school.</td>
<td>N/A</td>
</tr>
<tr>
<td>Sub-Priority D – High School Drop Out Rates (Not Applicable)</td>
<td>100% of 9-12 students will reenroll in other high schools if leaving Collegiate before</td>
</tr>
</tbody>
</table>
Sub-Priority E – High School Graduation Rates (Not Applicable)

100% of Collegiate students in the 12th grade will graduate high school within 5 years of entering 9th grade.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>100%</td>
</tr>
</tbody>
</table>

STATE PRIORITY #6: School Climate

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Priority A – Pupil Suspension Rates: School will maintain a low annual suspension rate.</td>
<td>≤ 5%</td>
</tr>
<tr>
<td>Sub-Priority B – Pupil Expulsion Rates: Endeavor will maintain a low annual expulsion rate.</td>
<td>≤ 2%</td>
</tr>
<tr>
<td>Sub-Priority C (Other) School Connectedness: Students, parents, and teachers will feel a sense of community at our school.</td>
<td>80% satisfaction rating</td>
</tr>
</tbody>
</table>

STATE PRIORITY #7: Course Access

<table>
<thead>
<tr>
<th>Priority</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students, including all student subgroups, will have access to and enroll in our academic and educational program as outlined in the school’s charter.</td>
<td>100%</td>
</tr>
</tbody>
</table>

STATE PRIORITY #8: Student Performance

<table>
<thead>
<tr>
<th>Goals</th>
<th>Pupil Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Priority A – Internal Assessment: All students will demonstrate appropriate developmental or age/grade level mastery of CSCCS.</td>
<td>Consistent with state requirements, all students will reach growth expectations on the CAASPP. Initial expectations</td>
</tr>
</tbody>
</table>
for achievement will be based off State determined AMO and will be revised annually as achievement expectations become clear with the new assessment program. for achievement will be based off State determined AMO and will be revised annually as achievement expectations become clear with the new assessment program.

<table>
<thead>
<tr>
<th>schools’ CAASPP scores will meet or exceed State targets</th>
<th>schools’ CAASPP scores will meet or exceed State targets</th>
<th>schools’ CAASPP scores will meet or exceed State targets</th>
<th>schools’ CAASPP scores will meet or exceed State targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>100%</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>100%</td>
</tr>
</tbody>
</table>

100% of Collegiate graduates are accepted to 4-year colleges or universities.

100% of Collegiate alumni will attend college.

Other Performance Targets
Collegiate welcomes college readiness-aligned accountability measures that ensure high standards for student achievement. In addition to the goals and objectives set for charter schools by LAUSD through the LCAP framework, Collegiate will also set ambitious goals and accompanying measures for our success that examine additional measures of college readiness. These are delineated in Figure 45: Additional Student Outcome Measures. We will include in our consideration of annual results:

- In grade 9, any student who has attended the school for at least 1 year
- In grade 10, any student who has attended the school for at least 2 years
- In grades 11-12, any student who has attended the school for at least 3 years

This measurement will enable us to assess and value the extent to which achievement and growth are attributable to the efficacy of the school's academic program and instructional execution.

**Figure 45: Additional Student Outcome Measures**

<table>
<thead>
<tr>
<th>Area</th>
<th>Metric</th>
<th>Grades measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationally-Normed Assessments: NWEA MAP</td>
<td>Average national percentile: ELA 60th</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Nationally-Normed Assessments: NWEA MAP</td>
<td>Average national percentile: Math 60th</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nationally-Normed Assessments: College Board PSAT &amp; SAT Exams</td>
<td>% of students scoring 45+ on the PSAT in Critical Reading 70%</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nationally-Normed Assessments: College Board PSAT &amp; SAT Exams</td>
<td>% of students scoring 50+ on the PSAT in Critical Reading 50%</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

132 Metrics for NWEA MAP assessment performance for grades 9 are differentiated by number of years a student has attended Collegiate. For students who have attended the school for one year, the target is 60th percentile for end of grade 9 in both ELA and math; for students who have attended the school for two or more years the target is 70th percentile for end of grade 9.
| Nationally-Normed Assessments: College Board PSAT & SAT Exams | % of students scoring 60+ on the PSAT in Critical Reading | 10% | 25% |
| Nationally-Normed Assessments: College Board PSAT & SAT Exams | % of students scoring 45+ on the PSAT in Math | 70% | 90% |
| Nationally-Normed Assessments: College Board PSAT & SAT Exams | % of students scoring 50+ on the PSAT in Math | 50% | 70% |
| Nationally-Normed Assessments: College Board PSAT & SAT Exams | % of students scoring 60+ on the PSAT in Math | 10% | 25% |
| Nationally-Normed Assessments: College Board PSAT & SAT Exams | % of students scoring 500+ on the SAT in Critical Reading | 75% | 85% |
| Nationally-Normed Assessments: College Board PSAT & SAT Exams | % of students scoring 550+ on the SAT in Critical Reading | 65% | 75% |
| Nationally-Normed Assessments: College Board PSAT & SAT Exams | % of students scoring 600+ on the SAT in Critical Reading | 25% | 35% |
| Nationally-Normed Assessments: College Board PSAT & SAT Exams | % of students scoring 500+ on the SAT in Math | 75% | 85% |
| Nationally-Normed Assessments: College Board PSAT & SAT Exams | % of students scoring 550+ on the SAT in Math | 65% | 75% |
| Nationally-Normed Assessments: College Board PSAT & SAT Exams | % of students scoring 600+ on the SAT in Math | 25% | 35% |
| Academic Achievement Profile | % of students in school with cumulative GPA >2.0 | 85% | 95% |
| Academic Achievement Profile | % of students in school with cumulative GPA >2.5 | 80% | 90% |
| Academic Achievement Profile | % of students in school with cumulative GPA >3.0 | 70% | 70% |
| Academic Achievement Profile | % of students in school with cumulative GPA >3.5 | 35% | 35% |
| College Admissions & Matriculation | % of students who submitted 5+ applications to "best-fit" four-year colleges or universities | 100% |
| College Admissions & Matriculation | % of eligible students who submitted complete FAFSAs | 100% |
| College Admissions & Matriculation | % of students accepted to four-year colleges and universities | 100% |
| College Admissions & Matriculation | % of students accepted to "selective" and "highly selective" 4-year colleges and universities | 35% |
Each year, the Collegiate governing board will approve a school accountability plan that will set goals and measures for student achievement, in order to measure the extent to which students demonstrate that they have attained the skills, knowledge, and attitudes specified in this charter petition. Each year, the Board of Directors will elect members to an Academic Committee to work closely with the Executive Director to ensure that students are making progress toward all goals and with the Board will hold the Executive Director accountable for student achievement.

Throughout this process, the Executive Director will consult with members of the Academic Committee, teachers, and other school staff to select effective curricula, materials and instructional strategies. This process will use student achievement results and research-proven best practices as the basis for changes in the school’s educational program, always using the CSCCS and California State Content Standards as our foundation.

Collegiate may modify student outcome goals annually based on changes to State and/or Federal accountability goals. Such changes in student outcome measures will be approved by the school’s Board of Directors.

**State-Wide Assessment**
Collegiate will administers tests required by CALPADS program in each year and subject as required by the state in Education Code §60602.5. These tests will demonstrate students’ mastery of grade-level content standards in each tested content area. A testing coordinator is appointed each year to manage the assessment process.

### Figure 46: Tests Required as Part of the CALPADS Program

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Type of Assessment</th>
<th>Purpose</th>
<th>Grades Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP</td>
<td>• Standards-based</td>
<td>• Measure proficiency with CSCC standards</td>
<td>• 11</td>
</tr>
<tr>
<td></td>
<td>• Multiple-choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California Standards Test in Science (CST)</td>
<td>• Standards-based</td>
<td>• Measure proficiency with state content standards in Science</td>
<td>• 10</td>
</tr>
<tr>
<td></td>
<td>• Multiple-choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California English Language Development Test (CELDT)</td>
<td>• Standards-based</td>
<td>• Measure proficiency of English Language Learners and reclassify students as appropriate</td>
<td>• All—based on student’s EL status and repeated annually until student is reclassified</td>
</tr>
<tr>
<td></td>
<td>• Multiple-choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Performance assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAHSEE (California High School Graduation Exit Exam)</td>
<td>• Standards-based</td>
<td>• Measure achievement in ELA and math</td>
<td>• 10; 11 and 12 for students who do not pass in grade 10</td>
</tr>
<tr>
<td></td>
<td>• Performance assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Measuring Pupil Progress toward Outcomes: Formative Assessment

Additional Methods of Assessment
Collegiate’s school leaders, teachers and governing board members will constantly drive all key decisions using data to guide analysis and conclusions. We believe in the value of analysis of standardized assessment results as a powerfully instructive tool for guiding instruction and intervention. We also recognize that no single assessment provides a comprehensive picture of student progress. As a result, Collegiate will use a combination of assessments to gather valuable data about our students’ strengths and key areas for growth and allow us to make informed instructional decisions for grade level cohorts, classes, small groups, and individuals.

Collegiate will administer the NWEA MAP exam among all students in grade 9 and 10 twice annually. This nationally normed assessment will yield critically important data on individual students’ literacy and math skills that will help teachers and school leaders make decisions around remediation and intervention grouping of our scholars as we work to help each student reach aggressive individual academic achievement growth goals.

Collegiate will use a system of quarterly interim assessments administered in English, writing, history/social sciences, math, and science courses at the conclusion of each academic quarter. Using a thorough understanding of grade level course content and skill standards and the school’s scope and sequence, as well as in depth analysis of released test questions and other relevant assessments, content leaders will develop or obtain assessments.

The quality of these assessments will be evaluated annually vis-à-vis their authenticity and the extent to which they accurately predict end-of-year high-stakes exam performance in the corresponding class. Teachers will receive professional development and on-going feedback to improve quality of their informal and formal assessments and push them to consistently analyze and use data in ways that drive student achievement.

On a weekly basis, students will take a Show-What-You Know quiz each Wednesday in English, writing, history/social sciences, math and science. These 30- to 45-minute assessments will assess students’ mastery of the specific skills and content taught across the previous week and will circulate back in cumulative review items to assess students’ retention of older skills and material.

Data Analysis and Reporting

Role of Data in Apprising Stakeholders
On a monthly basis, the Board of Directors will review the school dashboard of performance indicators. This data tool will enable the board to glean areas of strength and vulnerability in the school’s academic program and progress on an ongoing basis and to hold the Executive Director accountable for course-correction as needed. Working with the Executive Director, the Board will publish and post on the school’s website the school’s annual report, which will also be shared with the district and state.

Annually, Collegiate will create and publish a School Accountability Report Card (SARC) for submission to the California Department of Education, including the following components:
- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data
- Adequate yearly progress data

The SARC will be updated annually by the Director of Operations. The SARC will also made available to the public through our website.

**Communication of Data with Students and Families**

Students and their families will be consistently and proactively informed about student performance. Collegiate will involve students and their parents in the analysis of student work, noting progress, areas of strength, and plans to remediate any deficits. After each round of interim assessments, teachers will share results with students during class and may conduct short individual conferences with students who struggled to perform at their best. At these mini-conferences, teachers will work with each student to set goals for the upcoming assessment and personalize an individual action plan, including small group instruction or tutoring as needed. Although Collegiate cannot require parents or family members to attend these conferences, we will highly encourage and incentivize attendance.

Teachers also will use interim assessment results to create and maintain mastery charts for each student that show progress toward mastery for each content standard taught each year. These mastery charts will be publically displayed in highly visible areas of the classrooms or campus, shared with students after each round of assessments, and reviewed with parents in attendance at each report card conference. State testing results, AP and SAT results, and results of the CAASPP and NWEA MAP assessment will also be sent to families and discussed during academic progress report conferences.

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

**Grading Policy**

Collegiate will implement a highly consistent and clearly codified mastery-based grading system across the school in all classes and at all grade levels. Implementing mastery-based grading will help to ensure that our students progress from grade level to grade level ready to take on the increasing levels of rigor of our course curriculum and that of the end-of-year high-stakes exams, many of which are important gatekeepers to competitive colleges.

Figure 47: Collegiate Grading Scale displays Collegiate’s grading scale and GPA conversions. The grade of “Not Yet” will be assigned to any work that does not meet grade level standards. Students earn credit in a graded class by earning a grade of C- (70%) or higher.
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>GPA</th>
<th>Percentage</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>98-100%</td>
<td>A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-97%</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-92%</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>88-89%</td>
<td>A student earning a B in a course is consistently demonstrating proficiency with the content standards.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-87%</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>80-82%</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>78-79%</td>
<td>A student earning a C in a course is consistently demonstrating basic competency with the content standards.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-77%</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>70-72%</td>
<td></td>
</tr>
<tr>
<td>NY</td>
<td>0.0</td>
<td>Below 70%</td>
<td>A student earning less than 70% in a course is not yet demonstrating a basic level of mastery with the content standards.</td>
</tr>
</tbody>
</table>

**Promotion Requirements**

Pursuant to Education Code Section 48070-48070.6, and as a Local Education Agency, Collegiate Charter High School of Los Angeles shall adopt a policy regarding student promotion and retention as outlined below.

Collegiate will hold our students to rigorous promotion standards at each grade level. The purpose of holding students to clear grade-to-grade promotion requirements is to ensure that students are accumulating the course credits that they will need in order to ultimately graduate from Collegiate and that we thereby prevent students from arriving in grade 12 substantially credit deficient with no viable plan for recouping missing credits. Moreover, we know that if a student struggles in a content area in the lower grades and fails to earn credit in that content area in the lower grades, s/he will likely also struggle in the upper grades and is therefore likely to fall into deeper credit deficiency. For example, if a student struggles a fails Common Core Integrated Math I, there is a high likelihood that this student will similarly struggle in Common Core Integrated Math II.

Collegiate’s approach to grade level promotion standards seeks to prevent instances like these and to ensure that we are promoting students into the upper grades ready to take on the increasing rigor of our curriculum in the upper grades with the ultimate goal of ensuring that no Collegiate student reaches college needing to take (and pay for) remedial courses in college.

Students who do not meet the promotion requirements within the course of the regular school year will have the opportunity to retake courses or resubmit projects or major papers over the summer during three-week Summer Academy, as reflected in our proposed five-year budget. In order to earn promotion to the next grade level, a student at Collegiate Charter High School of Los Angeles must meet the promotion requirements for each grade delineated in Figure 48: Collegiate’s Grade Level Promotion Requirements.

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133 The Not Yet grade is intended to require students to re-do work that does not yet meet the standard in order to demonstrate mastery before being assigned a grade. This grading philosophy is based on the work of William Glasser. Glasser, W. *Schools without failure*. New York: Random House, 1969.
### Figure 48: Collegiate’s Grade Level Promotion Requirements

<table>
<thead>
<tr>
<th>Grade</th>
<th>Requirement</th>
</tr>
</thead>
</table>
| Into 10th   | - Student has earned in total 2 English credits, 1 Math credit, 1 Science credit, 1 History/Social Sciences credit, 1 credit in either Physical Education or World Languages, .5 Visual and Performing Arts credits, .5 College Readiness credits, .5 Health Education credits<sup>134</sup>  
  - Student has completed the Ninth Grade Capstone Project  
  - Student has missed no more than 12 days of school in the 9<sup>th</sup> grade                                                                                                                                               |
| Into 11th   | - Student has earned in total 4 English credits, 2 Math credits, 2 Science credits, 2 History/Social Sciences credits (including AP World History), 1 credit in World Languages AND either 1 credit in Physical Education or 1 additional credit in World Languages, 1 Visual and Performing Arts credit, 1 College Readiness credit, 1 Health Education credit<sup>135</sup>  
  - Student has earned a passing score on the CST Science Test  
  - Student has completed the Ninth Grade Capstone Project and the Tenth Grade Research Paper  
  - Student has missed no more than 12 days of school in the 10<sup>th</sup> grade                                                                                                                                              |
| Into 12th   | - Student has earned in total 6 English credits, 3 Math credits, 3 Science credits, 3 History/Social Sciences credits (including AP World History and AP U.S. History), 2 credits in World Languages 1 credit in Physical Education, 1 Visual and Performing Arts credits, 1.5 College Readiness credits, 1 Health Education credits<sup>136</sup>  
  - Student has earned a passing score on the CTS Science Test  
  - Student completed SAT exam at least once  
  - Students has completed the Ninth Grade Capstone Project, the Tenth Grade Research Paper, and the Eleventh Grade College Admissions Portfolio  
  - Student has missed no more than 12 days of school in the 11<sup>th</sup> grade                                                                                                                                               |

**Attendance:** Habitual truancy is highly correlated with low academic performance.<sup>137</sup> Modeled after an attendance policy that is currently implemented at over 100 successful urban charter schools nationally that exhibit very high levels of student attendance, Collegiate’s attendance policy seeks to ensure that we strongly support students in achieving high levels of attendance.

<sup>134</sup> Students electing into the ninth grade Leveled Guided Reading course – per the school’s recommendation and parent/guardian consent – will be exempt from the promotional requirement of earning credit in Physical Education and/or Spanish in grade 9 and will have the opportunity to earn this credit in a subsequent year. Similarly, students electing into the ninth grade Math Skills & Concepts course – per the school’s recommendation – will be exempt from the promotional requirement of earning credit in Visual and Performing Arts in grade 9 and will have the opportunity to earn this credit in a subsequent year; these same students will have .5 credits of the College Readiness graduation requirement waived.

<sup>135</sup> Students electing into the ninth grade Leveled Guided Reading course – per the school’s recommendation – will be exempt from the promotional requirement of earning credit in Physical Education and/or Spanish in grade 9 and will have the opportunity to earn this credit in a subsequent year. Similarly, students electing into the ninth grade Math Skills & Concepts course – per the school’s recommendation – will be exempt from the promotional requirement of earning credit in Visual and Performing Arts in grade 9 and will have the opportunity to earn this credit in a subsequent year; these same students will have .5 credits of the College Readiness graduation requirement waived.

<sup>136</sup> Students electing into the ninth grade Leveled Guided Reading course – per the school’s – will be exempt from the promotional requirement of earning credit in Physical Education and/or Spanish in grade 9 and will have the opportunity to earn this credit in a subsequent year. Similarly, students electing into the ninth grade Math Skills & Concepts course – per the school’s recommendation – will be exempt from the promotional requirement of earning credit in Visual and Performing Arts in grade 9 and will have the opportunity to earn this credit in a subsequent year; these same students will have .5 credits of the College Readiness graduation requirement waived.

and thereby higher levels of academic performance. A student may be retained if he or she misses more than 12 days in a school year. We will track daily attendance closely and communicate promptly and directly with families to minimize the impact of absence on any student’s academic progress. The school’s governing board will adopt a clear, objective promotion policy based on the above standards. School leaders and staff will communicate this policy proactively to students and families and will uphold and implement the policy fairly and consistently. In very extreme circumstances (e.g. chronic illness or pregnancy carried to term) a student may be granted an exemption from this policy if it is found that the student has nonetheless made acceptable academic progress.

**Communication with Families around Academic Progress, Promotion and Graduation**

Collegiate’s leadership team and teachers will have a formalized, well-codified, and family-friendly system for communicating with students and parents about all aspects of their students’ academic and social development including promotion and progress toward graduation. The school’s promotion and graduation requirements will be clearly laid out in the school’s student/family handbook, which each family will receive upon submitting their intent to enroll form. Families will receive the updated and revised family handbook annually at orientation each summer.

Collegiate will communicate early, clearly, transparently and frequently with students and families around promotion/retention decisions. While we recognize, per state, federal and district statutes, that we cannot require parent participation or communication from our families, we will go to great lengths to invest our families in the communication structures and partnership practices that we know will best support our students’ success. Formal family communication around promotion decisions and progress toward graduation will happen through four key structures and routines throughout the year at Collegiate:

- August Family University and Family Chats
- Academic progress report conferences (every five weeks)
- Weekly/monthly advisor check-ins
- Quarterly report cards
- June retention meetings

**August Family University:** Each August on a Saturday before the first day of school, Collegiate will host a Family University, which 100% of families – new and returning – will be invited to attend. Members of the school’s leadership team will orchestrate and lead this event for different grade levels, and all teachers will be present to help facilitate. Students and their families will receive a formal presentation about promotion requirements for the grade level, during which the school leader will walk through each individual promotion requirement for the ensuing year and will make clear that falling short of meeting these promotion requirements will result in a retention decision. At this time, families will also receive the Family Handbook, which outlines all expectations including those around promotion and graduation requirements.

In the two weeks after Family University, Family Chats will be scheduled for all new-to-Collegiate students and families. At these individual meetings, school leaders and advisors will meet with students and family members to review the Family Handbook and walk through the

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138 Academic advisors will check in monthly via phone or in person with all advisees in their advisory. Advisors will formalize a weekly communication structure with families of any students who are promotion-in-doubt.

139 We recognize that we cannot legally require family attendance at meetings but will endeavor through multiple modes of communication the importance of participation in this event for all families and students.
Academic Progress Report Conferences: Progress reports will be mailed home to families every five weeks. Progress reports will consist of an interim report card reflecting current grades, a short narrative summary of progress in the student's home language from the student's advisor, as well as a letter from the Executive Director designating the student's current academic standing: (a) In Good Academic Standing (earning ≥70% for the year in all classes); (b) On Track for Summer Academy (earning ≤70% in one class); or (c) Promotion-in-Doubt (earning ≤70% in two or more classes). Rather than mailed progress reports, families of students flagged as Promotion-in-Doubt will receive phone calls home scheduling in-person conferences with the student, a school leader, and a care-taking family member. Academic progress report conferences will be requested with all families of students whose promotion is in jeopardy, as laid out in the Collegiate Family-Student-School Commitment. The purpose of the conference is twofold: Foremost, the conference will provide an opportunity for the family and school leader to help the student diagnose causes of underperformance and formulate an improvement plan. This improvement plan may, for example, include the family’s choosing to sign the student up for After school homework support. Secondly, the conference is a key opportunity for the school leader and advisor to continue to build a relationship with the family while transparently preparing the family for the possibility of their student’s grade level retention. Families will sign a formal letter at each progress report conference acknowledging their student's academic status and the tenets of the improvement plan for the student adopted in the meeting.

Weekly Advisor Check-ins: Any student whose promotion is in doubt will have a weekly check-in during advisory time with their advisor. The purpose of this time is to check in on the student’s follow-through with his/her improvement plan and to ask for any additional support s/he may need from the advisor or the school. The advisor will log notes from this these weekly check-ins in the student information system so that school leaders can ensure that weekly check-ins are happening consistently and review progress.

Quarterly Report Cards: Quarterly report cards will go home approximately three days after the close of each academic quarter. These will reflect the student’s grades for the year thus far and their current GPA, cumulative GPA, and their character report. The report card will include a progress note clearly delineating the student’s academic standing – as described above – and must be signed and returned by a caretaking family member.

June Retention Meetings: Upon the conclusion of quarter IV, final grades for the year will be calculated, and individual letters communicating promotion decisions for students in good academic standing and for those slated to attend Summer Academy will be mailed home.

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140 While of course not a legally binding contract, the Collegiate Family-Student-School Commitment seeks to ensure that all families matriculate their students at Collegiate clear about the expectations for family communication that the school holds in order to support struggling students.
Students facing retention will be asked come into Collegiate with a caretaking family member to meet with the Academic Dean or Executive Director to discuss the plan for their grade level do-over year. We anticipate that, given the extensive communication that will have preceded this meeting around the student’s academic status, families will be well-prepared for this decision. The tone and focus of the meeting will center around how best to support the student in the upcoming year, how the student can prepare to have a markedly more successful year, and how re-doing the grade level will better position the student on the climb up the mountain to college.
Element 4: Governance

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

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 comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its 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 the school website will satisfy this requirement.

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

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 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 all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

**Legal and Policy Compliance**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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 Ed. Code section 47604.33.

**Responding to Inquiries**

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it 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 and accurate contact information for the school, 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 charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**Notification of the District**

Charter School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside 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. Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation.
**Student Records**
When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

**Governance Structure**
Collegiate Charter High School of Los Angeles ("Collegiate") is proposed as an independent charter school and will be governed by and operate as a 501c3 public benefit corporation within the State of California with an independent Board of Directors.

Collegiate’s Board of Directors will maintain active and effective governance of the school. The Board will hold the school accountable to its mission, ensure that it operates with fidelity to the beliefs and design described and ensured in the terms of the charter, and oversee financial viability, regulatory compliance, and organizational health over time. The Board will establish and approve policies that dictate the execution of all management responsibilities, including but not limited to, fiscal, personnel, and student policies. Figure 49: Board Governance & Accountability Structure displays the corporate governance structure under which Collegiate will operate. The Executive Director will report directly to the Board of Directors and will manage the executive leadership team of the school.

*Figure 49: Board Governance & Accountability Structure*¹⁴¹

¹⁴¹ In year one, the school executive team will consist of the Executive Director and an Academic Dean. This team will grow over the term of the charter and the graphic reflects the executive team at full 9-12 grade configuration.
The Board will set compensation for, hire, support, and evaluate the Executive Director and will delegate all day-to-day management decisions to the Executive Director. The Executive Director will report to the Board and will hire, support, and evaluate all school staff, oversee the instructional program, and report back through written management reports, financial dashboards, and academic dashboards provided to the Board at monthly Board meetings, publicly held in full accordance with the Brown Act. The Board will set evaluative measures in place to monitor and report on the effectiveness of the Executive Director in this capacity, will provide an annual written evaluation to the Executive Director, and will maintain this evaluation as part of the personnel file for the Executive Director.

As set forth in the bylaws, the Board of Directors will meet on a monthly basis at least ten times per year, in full accordance with the Brown Act.

The Board will consist of 7 to 15 Directors and will maintain an odd number of members for voting purposes. The Board will function in accordance with its approved Bylaws. The Board will operate under a structure of elected officers of Chair, Vice Chair, Secretary, and Treasurer, elected annually, and will utilize a committee structure.

The Board of Directors will include four elected officer positions to meet specific organizational needs per the organization’s bylaws:

**Board Chair Roles and Responsibilities**
Title: Chair of Board of Directors

Purpose:
The chair is the senior volunteer leader of Collegiate Charter High School of Los Angeles who presides at all meetings of the Board of Directors and other meetings as required. The Chair is an ex officio member of all committees of the organization. The Board Chair oversees implementation of corporate and local policies and ensures that appropriate administrative systems are established and maintained.

Key Responsibilities:
- Works with the Executive Director, board officers, and committee chair to develop the agendas for Board of Directors meetings, and presides at these meetings
- Appoints volunteers to key leadership positions, including positions as chair of board committees
- Supports annual fund-raising with his or her own financial contributions; recognizes his or her responsibility to set the example for other board members
- Works with the Board of Directors and paid and volunteer leadership, in accordance with Collegiate’s bylaws, to establish and maintain systems for:
  a. Planning the organization’s human and financial resources and setting priorities for future development
  b. Reviewing operational effectiveness and setting priorities for future development
  c. Controlling fiscal affairs
  d. Acquiring, maintaining, and disposing of property
  e. Maintaining a public relations program to ensure community involvement
  f. Ensuring the ethical standard

Elected by: Board of Directors

Length of Term: One year; renewable for three consecutive years

Time Commitment: Negotiable to meet the requirements of the organization

Reports to: Board of Directors

Support: Executive Director

Qualifications:
- Strong understanding of the role and mechanisms of charter school governance
- A commitment to Collegiate and its values; an understanding of Collegiate’s objectives, organization, and services, and the responsibilities and relationship of paid and volunteer staff
- Ability to understand nuanced concepts and articulate ideas
- Excellent facilitator

Board Vice Chair Roles and Responsibilities

Title: Vice Chair

Purpose: To preside in board chair’s absence
Key Responsibilities:
In Board Chair’s absence:
- Presides at meetings of Board of Directors
- Serves as member of standing committees
- Supports annual fund-raising with his or her own financial contributions; recognizes his or her responsibility to set the example for other board members

Elected by: Board of Directors

Length of Term: One year; renewable for three consecutive years

Time Commitment: Negotiable to meet the requirements of the organization

Reports to: Board of Directors

Support: Executive Director

Qualifications:
- Strong understanding of the role and mechanisms of charter school governance
- A commitment to Collegiate and its values; an understanding of Collegiate’s objectives, organization, and services, and the responsibilities and relationship of paid and volunteer staff
- Ability to understand nuanced concepts and articulate ideas

Board Treasurer Roles and Responsibilities

Title: Treasurer of the Board of Directors

Purpose:
The Treasurer, jointly with the Board Chair, ensures that current records are maintained, reflecting the financial condition of Collegiate Charter High School of Los Angeles. These records will include cash, outstanding advances, investments, accounts receivable and other assets, accounts payable, and fund balances (net assets).

Key Responsibilities:
- Control all Collegiate funds
- Participate in the preparation of the annual operating budget
- Serve as the chair of the Finance Committee
- Ensure that accurate books and records on financial condition are maintained
- Ensure that the assets are protected and invested according to corporate policy
- Ensure that Collegiate complies with corporate and statutory reporting requirements
- Ensure that comprehensive financial reports to the board are prepared in a timely and accurate manner
- Ensure that the complete records of the organization are available to the individual or individuals preparing the annual financial statements
- Performs all duties incident to the office of the treasurer
- Educate the full Board about the organization's finances and ensure that full Board completely understands the financial picture
Elected by: Board of Directors

Length of Term: One year; renewable for three consecutive years

Time Commitment: Negotiable to meet the requirements of the organization

Reports to: Board chair and the board of directors

Support: The Treasurer is supported by the Vice-Chair, Finance Committee, and the Dean of Operations.

Qualifications:
The Treasurer must display a commitment to Collegiate and an understanding of the organization and its principles, mission, goals, services, and the responsibilities and relationships of governance and management and paid and volunteer staff.

The Treasurer must also display the following:
- An understanding of needs for the school's services, as well as the financial and human resources.
- An understanding of the record keeping, accounting systems, and financial reports.
- An ability to work with the Executive Director and Dean of Operations, controller, accountant or bookkeeper, and auditors as necessary.

Board Secretary Roles and Responsibilities

Title: Secretary

Purpose:
The Secretary shall ensure that Collegiate's meetings and decision-making policies comply with the Brown Act: that all meetings are publically noticed, that minutes are kept, and that the school's incorporating documents are up to date and available.

Key Responsibilities:
The Secretary shall:
- Certify and keep at the principal office of the corporation the original, or a copy of the bylaws as amended or otherwise altered to date.
- Keep at the principal office of the corporation or at such a place as the Board may determine a book of minutes of all meetings of the directors and meetings of committees. Minutes shall record time and place of meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting and the proceedings thereof.
- Ensure that all notices are duly given in accordance with the provisions of the bylaws or a required bylaw.
- In general, perform all duties incident to the office of the secretary and such other duties as may be required by law, by the Articles of Incorporation, or by bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

Elected by: Board of Directors
Length of Term: One year; renewable for three consecutive years

Time Commitment: Negotiable to meet the requirements of the organization

Reports to: Board of Directors

Support: The Secretary is supported by the Chair and the Executive Director.

Qualifications:
- Strong understanding of the role and mechanisms of charter school governance
- A commitment to Collegiate and its values; an understanding of Collegiate’s objectives, organization, and services, and the responsibilities and relationship of paid and volunteer staff
- Ability to understand nuanced concepts and articulate ideas
- Strong knowledge of the Brown Act

Governing Board Composition and Member Selection
Each member of the Founding Board was carefully selected for his/her involvement in the community, dedication to education and student achievement, professional skill sets that contribute to sound governance and oversight of a public charter school, and alignment with Collegiate’s mission and vision. Collectively, this committed group of individuals demonstrates a track record evidencing the skills and experiences necessary to guide Collegiate’s fiscal and academic health. Several members of the Founding Board have extensive teaching experience. Many are Los Angeles natives and attended Los Angeles Unified School District K-12 schools, and all have lived and worked in the city for several years. The Founding Board’s diverse expertise in a number of fields – education, community development, finance, law, non-profit organizations, and consulting for business and organizational development – will allow it to provide strong governance and oversight of Collegiate.

Board Member Service and Terms
The Board will consist of 7 to 15 Directors and will maintain an odd number of members for voting purposes. The Board will function in accordance with its Bylaws. The Board will operate under a structure of elected officers of Chair, Vice Chair, Secretary, and Treasurer, elected annually, and will utilize the committee structure outlined in Figure 49: Board Governance & Accountability Structure. Selection of additional Board members post-authorization will be the responsibility of the full Board. A stable, dedicated Board is essential for Collegiate’s success, and we are committed to a careful screening process in order to ensure additional Board members share the same core beliefs and values for student achievement. The Governance Committee will present board candidates to the Board, and the Board as a body will consider and vote on the candidate within a public meeting. Details of that process are outlined below.

Governance Procedures and Operations

Location and Frequency of Board Meetings
The Board of Directors will convene monthly during the organization’s planning year and through the end of the founding year of operations. Thereafter, the Board and its committees will meet monthly on an ongoing basis for two-hour regular board meetings and will convene for an
annual all-day strategic planning retreat each May in advance of the impending school and fiscal year. Board meetings and committee meetings will take place in Los Angeles in a location convenient to the greatest extent for all Board Members and where the public’s attendance can also be accommodated during open sessions of the Board’s regularly scheduled meetings. All meetings will be publicly noticed and conducted in accordance with the Brown Act.

**Board Decision Making**

For the Board to take action, a quorum of at least five members must be physically present and/or present by phone. Alternatively, the Board may take written action with a minimum of five members voting nonetheless. The annual meeting schedule for the Board will be finalized each July, and meeting dates for each upcoming meeting will be advertised on the school’s website at least three weeks in advance of the meeting dates. All Board actions will be formalized either through simple majority vote during open meetings or via written action in accordance with the Brown Act. Members will receive board packets with relevant materials enclosed via email at least one week in advance for their review and consideration.

**Stakeholder Involvement**

**Parent Involvement**

Collegiate’s founders believe deeply in the power of family relationships and family engagement in transforming our school’s capacity to serve students well and get to great academic outcomes. Our platform for engaging families in myriad facets of the school community and in decision-making includes:

- Family University: August orientation for all new families
- Family Chats: one-on-ones to review family handbook with school leader
- Monthly Community Celebrations: Thanksgiving dinner, quarterly awards nights, family-staff soccer game, school performances, etc.
- Cafecitos: monthly coffee meetings with Executive Director for all parents to drop into to provide feedback
- Family Engagement Council: Meets quarterly with Executive Director to provide programmatic input; holds and sponsors school events
- Weekly Reports for Students on Caution (and for all students in grades 7-9)
- Academic Progress Report Conferences
- Phone calls home for all Tier III/Tier IV behaviors

We know that we cannot require parent participation in any facet of the school. However, we will work fervently to engage our parents. Our core belief in the power of school choice and commitment stems from our founding team’s research of strong urban charter schools’ success in engaging families in their students’ academic achievement and social-emotional development. Collegiate will implement a multi-tiered approach to family engagement. By familiarizing families early on with our school’s expectations, values and standards; by communicating frequently and transparently with our families throughout the year; and by formally engaging families in key opportunities for programmatic feedback, we seek to build partnership with our families that we can leverage on behalf of each student.

In the spring prior to opening our doors, Collegiate plans to convene a founding Family Engagement Council. Comprised of parents who demonstrate commitment to ensuring that the school’s development of programming incorporates strong parent voice, this group will be
parent-led, will work closely with the Executive Director on a monthly basis to inform improvements to communication and program, and will present twice each year to the Board in order to ensure that the school's governance and executive leadership have strong paths of communication with parents and families.

We will convene a School Site Council comprised of a combination of school administrators, parents and teachers to give input on the school’s accountability plan each year. Notably, the Family Engagement Council meetings will coincide with our site council meetings, so that parents on the School Site Council who wish to also take part in the Family Engagement Council do not need to schedule multiple commitments and make multiple trips.

**Teacher and Staff Involvement**

Collegiate’s organizational structure will embed a number of opportunities for teachers and staff to take part in shaping the organization’s direction and quality of the school’s academic program. Teachers and staff will also participate in an annual Saturday Retreat, when the whole school adult team convenes to analyze data and identify strengths and areas for improvement in execution of the academic program.

Beyond these whole-staff measures, a number of our highest-capacity teachers will exercise significant decision-making around key elements of program implementation through the key roles they play as leaders of various functional teams within our school’s operating structure. Through this structure, each year 9-13 teachers across the school’s faculty will access functional team leadership opportunities.

This structure will enable our school’s executive leadership team to develop our emerging leadership talent as well as to ensure that teachers are regularly accessing opportunities to help define the school’s approach to instructional excellence and culture-building. These team leaders will meet monthly with the executive leadership team to discuss key priorities for the school and will access additional professional development opportunities outside the school in order to ensure that they develop expertise and skills with which to support their teams.
Element 5: Employee Qualifications

“The qualifications to be met by individuals to be employed by the 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 recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/NCLB and Credentialing Requirements
Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

Background Checks
Collegiate Charter High School of Los Angeles will adhere to California laws, including fingerprinting and drug testing requirements and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.

Prior to commencing their work in our school, all prospective employees must furnish or be able to provide medical clearance including proof of medical exam and tuberculosis (TB) testing and fingerprinting for a criminal record check. Our offer letters will include explicit verbiage that state that an offer of employment with Collegiate Charter High School of Los Angeles is contingent on the candidate’s providing the school with the results of a clean background check.

All applicants will be required to provide a full disclosure statement regarding prior criminal record, as well as documents establishing legal working status. Collegiate’s Executive Director or Dean of Operations will provide all newly hired employees with the Live Scan Service Request form. The candidate will use this form at a live scan service provider and electronically submit their fingerprints to the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Prior to all new employees’ first day of work, Collegiate will process all background checks through the Department of Justice.
The Executive Director will remain the sole confidential employee of Collegiate who will retain access to the employee information furnished through the school's background checks of applicants. The Dean of Operations will facilitate conducting the background checks, and the Executive Director will review applicants' full background check results and, so long as results indicate that no criminal history exists for the applicant, then he/she is considered eligible to continue in the hiring process. If the results indicate that a criminal history does exist for the applicant, then a determination as to whether there are any convictions that would disqualify the applicant from employment must be made by the Executive Director and reviewed by the Collegiate governing board.

Additionally, the Executive Director and applicants for employment will be required to provide full disclosure to the Collegiate governing Board regarding relationships that would be considered nepotism or would somehow present a conflict of interest prior to employment.

**Teaching Credential Verification**

Collegiate will ensure verification of proper certification of all instructors delivering instructional minutes and/or support to students with IEPs and/or 504s prior to hiring of these personnel per minimum qualifications provided for by California Education Code Section 47605(l) which states that teachers in charter schools are required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.\(^\text{142}\)

Prior to extending an offer of employment to any teacher candidate, Collegiate’s Dean of Operations will obtain and provide to the Executive Director verification of proper California credentialing for all teacher candidates. The credential document will be verified with the California Commission on Teacher Credentialing. The applicant’s credential subject authorization must meet state and NCLB requirements for the subject(s) for which s/he is under hiring consideration to teach. In the case that the school hires a candidate for an allowed alternative route to certification position who is working toward proper credentialing, the school will monitor the individual’s progress toward credentialing.

**Staffing Model & Organizational Charts**

Collegiate’s staffing model will prioritize three key objectives that will best enable the school to be appropriately staffed to implement our mission and vision as we grow:

1. All Collegiate students’ courses and classrooms are led by appropriately certificated, highly qualified, and highly effective instructors.

2. All Collegiate students receive appropriately differentiated academic, behavioral, and social-emotional support and interventions in the course of their daily and weekly schedules.

3. All Collegiate teachers have clear performance goals, a clear and sustainable set of professional roles and responsibilities, and appropriate operational support, instructional resources and professional development opportunities to enable them to successfully meet their goals and execute on their roles and responsibilities.

Accordingly, Collegiate’s fully staffed team will be comprised of an executive leadership team, teaching faculty, student advising and support staff, and operations personnel. As the primary

\(^{142}\) [http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=47001-48000&file=47605-47608](http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=47001-48000&file=47605-47608)
school site administrator and reporting to the school’s governing board, the Executive Director will oversee the full team’s execution of key roles and responsibilities, will ensure that each student is taught by highly qualified teachers, and will ensure that each student is appropriately supported by appropriate personnel.

Collegiate’s organizational structure at full scale reflects the school’s leadership model with an executive team comprised of six specializing deans all reporting to the Executive Director. As reflected in the baselines for our teacher salary schedule provided in the proposed five-year budget model, we anticipate that the majority of our initial instructional hires will be teaching professionals entering their third or fourth year of teaching. In order to develop our young teachers’ classroom management skill sets and instructional planning and execution capacity, we will therefore provide significant professional development as detailed in **Element 1**. Collegiate’s organizational structure allows for every teacher and support staff member to be coached by a member of the school’s executive leadership team. Each dean will inform the Executive Director regarding elements of specific teachers’ evaluations, and the Executive Director will be responsible for conducting that evaluation. Additionally, Figure 51: Collegiate Staffing Model, Years 1-5 details the hiring timeline for all school administrative, classified, instructional support, and certificated staff.

**Figure 50: Collegiate’s Organizational Staffing Model**

In addition to instructional and management coaching responsibilities, each dean will serve as the content lead planner providing instructional planning materials to their teams and leading
professional development and co-planning sessions. In many cases, deans will also teach sections of content courses. These deans are therefore required to hold appropriate teaching credentials, which is reflected in the minimum requirements for their roles in the job descriptions delineated below.

Collegiate’s staffing model features both an Executive Director, as well as an Academic Dean starting in year one, in order to ensure that the school’s instructional leadership is strong and supportive from the outset. As portrayed in Figure 51: Collegiate Staffing Model, Years 1-5, this leadership team will grow a staff over the five-year charter term that balances robust classroom staffing, as well as strong instructional coaching and operations support.

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</table>

Job Descriptions and Minimum Qualifications
Collegiate will hire highly qualified, dedicated staff members per the qualifications and roles delineated as follows.

Executive Director
The Executive Director is formally the chief executive for the organization as a whole.

Champion and Strategize toward Student Achievement
- Lead and oversee the school’s instructional program
- Analyze data with other members of the school leadership team and with teachers directly and regularly to maximize student performance
- Ensure that every student shows dramatic achievement gains and that the school meets the ambitious performance goals set by Collegiate

Demonstrate Exceptional Teacher Leadership
- Directly coach a portfolio of teachers to help them master the instructional methodologies core to the school’s instructional model
- Train teachers to develop clear and consistent classroom expectations and routines
- Support teachers in building meaningful relationships with students and parents
- Observe lessons and provide targeted and actionable feedback to teachers
- Write thorough, thoughtful, actionable evaluations for all teachers

143 For a comprehensive representation of staffing, please consult the proposed five-year budget and accompanying budget narrative in Tab 8.
• Model great instruction in teaching

Lead and Manage the School's Executive Leadership Team
• Plan and participate in regular leadership team meetings
• Lead staff trainings at start and end of school year and on professional development days
• Work closely with academic deans to support high-achievement academic culture
• Assist teacher leaders (e.g., instructional coaches, grade team leaders) in developing leadership skills
• Model the Collegiate professional and core values at all times; be a visible and highly engaged leader in the school community

Teacher Selection, Development and Evaluation
• Conduct all hiring activities and make final hiring decisions
• Plan appropriate professional development for all teachers
• Formally supervise, observe, and evaluate all school staff

School Leadership
• Model the Collegiate values and set the standard for professional behavior
• Coach and manage all school deans, in particular coach deans around their coaching and management of direct reports
• Create a data-centered and achievement-oriented school culture
• Cultivate positive relationships with parents and the local community
• Interview and select teachers
• Communicate regularly with teachers, parents, and students both informally and through weekly staff and parent memos

Resource Management
• Ensure that the school runs smoothly, efficiently, and on budget
• Lead and direct all fundraising activities
• Serve as direct contact and sole reporting agent to the Board of Directors
• Manage school’s relationship with third-party back-office provider
• Oversee annual budgeting process and management of monthly budget
• Manage facilities contracting and acquisition

Compliance and Reporting
• Monitor the school’s progress and performance against accountability goals set forth in the charter
• Report progress and performance against goals to the governing board on a monthly basis and externally through the school’s annual report

Skills, Characteristics and Minimum Qualifications
• Very, very strong classroom management and discipline skills
• Excellent communication skills, especially with students and parents
• Extremely high standards for student achievement
• Team player
• Belief in the Collegiate's mission and educational model
• Maturity, humility, strong work ethic, sense of humor, and “roll-up-my-sleeves” attitude
**Education, Skills, Experience, Characteristics and Minimum Requirements**

- Three years of teaching and/or school leadership experience preferred with a proven record of high student achievement
- Experience managing a high-performing team toward measurable outcomes
- Bachelor’s degree; Master’s degree preferred

**Academic Dean**

The role of the Academic Dean is to oversee the instructional program, collaborating with the Executive Director to ensure that all levers and decisions are driving strong student achievement outcomes. This is a major leadership role within the school. Responsibilities of each Academic Dean will include but are not limited to:

**Champion and Strategize toward Student Achievement**

- Lead and oversee content areas’ instructional goal-setting and long-term planning
- Analyze data with other teachers and deans regularly to maximize student performance
- Ensure that every student shows dramatic achievement gains and that the school meets the ambitious performance goals set by Collegiate

**Demonstrate Exceptional Teacher Leadership**

- Directly coach a portfolio of teachers to help them master Collegiate’s proposed instructional methodologies
- Train teachers to develop clear and consistent classroom expectations and routines
- Support teachers in building meaningful relationships with students and parents
- Observe lessons and provide targeted and actionable feedback to teachers
- Model great instruction in teaching

**Serve as Active Member of School Leadership Team**

- Participate in regular leadership team meetings
- Lead staff trainings at start and end of school year and on professional development days
- Work closely with other academic deans to support high-achievement academic culture
- Assist teacher leaders (e.g., content team leaders, grade team leaders) in developing leadership skills
- Model the Collegiate professional and core values at all times; be a visible and highly engaged leader in the school community
- Model strong whole-group management and reinforce and uphold the school’s behavioral expectations during transitions, meals, and whole-group activities

**Teacher Development and Evaluation**

- Plan appropriate professional development for all teachers
- Formally supervise, observe, and evaluate all coachees

**Education, Skills, Experience, Characteristics and Minimum Requirements**

- Very, very strong classroom management and discipline skills

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144 Collegiate proposes to employ an Academic Dean for ELA and an Academic Dean for Math & Science. These team members’ roles and responsibilities will largely mirror one another’s.

145 While Deans will help conduct formal annual teacher evaluations, these evaluations will be formally written by the Executive Director.
• Excellent communication skills, especially with students and parents
• Extremely high standards for student achievement
• Team player
• Willingness to aggressively seek administrative certification
• Belief in the Collegiate mission and educational model
• Maturity, humility, strong work ethic, sense of humor, and “roll-up-my-sleeves” attitude
• Four years of teaching experience preferred with a proven record of high student achievement
• Bachelor’s degree; Master’s degree preferred
• Minimum requirement: Single-subject or multi-subject teacher credential and administrative certification

Dean of Operations
The role of the Dean of Operations is to lead a high-performing team of operations staff whose chief function is to remove all non-instructional obligations and burdens from the plates of teachers and deans. Responsibilities of the Dean of Operations include but are not limited to:

Budget and Finance
• Work with the Executive Director to develop and manage the school’s budget
• Maintain accurate records of all financial transactions and submit them to a third-party back-officer services provider for processing
• Participate in monthly meetings to review/account for budget variances; monitor usage of the school credit card
• Ensure adherence to school’s fiscal policies and procedures; participate in annual financial audit process by providing documentation as needed to auditors
• Manage school purchasing process by placing orders with vendors, tracking delivery, and maintaining inventory

School Operations
• Each year, prepare the campus for start-up/new school year by ordering furniture, equipment, and classroom supplies as well as ensuring that school services (i.e., student food services, student transportation services) are lined up and ready for action
• Process new hires and maintain employee records to prepare the facility for occupation
• Manage the tracking and follow up regarding teacher certification and employee benefits
• Ensure compliance with all state, federal, and local employment laws and policies
• Ensure the maintenance of campus facilities by managing custodial personnel and third-party contracts for trash removal, recycling, and security
• Manage the school's food and transportation services by coordinating with service providers and overseeing deliveries
• Manage the school's supply and asset inventory

School Administration
• Ensure the timely implementation of all items on Collegiate’s monthly administrative calendar
• Ensure that the school is adhering to all local compliance and reporting requirements, as per calendars and guidelines provided by the Executive Director and ExED
• Provide oversight of the planning and execution of school special events, such as field lessons, parent conferences, and graduation
• Oversee the administration of all student assessments
• Disseminate progress reports to school staff and ensure the timely production of student report cards
• Ensure that student records are properly maintained and updated at the school

Management and Leadership
• Directly supervise the Operations Manager and Operations Assistant(s)
• Actively serve on the school’s leadership team
• Model strong whole-group management and reinforce and uphold the school’s behavioral expectations during transitions, meals, and whole-group activities

Education, Skills, Experience, Characteristics and Minimum Requirements
• At least 2 years of operations management experience in a fast-paced, entrepreneurial environment
• Demonstrated passion for and commitment to Collegiate’s mission and educational model
• Comfort level with financial oversight and budgetary tracking to support strategic growth
• Experience managing cross-functional teams to develop and implement systems and processes to increase the effectiveness and efficiency of a growing organization
• Willingness to work autonomously, collaboratively, and/or under the direction of senior staff, as needed
• Acute attention to detail coupled with the ability to think and act strategically
• Flexible and able to multi-task; can work within an ambiguous, fast-moving environment, while also driving toward clarity and solutions
• Demonstrated resourcefulness in setting priorities and guiding investment in people and systems
• Personal qualities of maturity, humility, strong work ethic, sense of humor, and a “roll-up-my-sleeves attitude”
• Bachelor’s degree

Dean of Special Education and Academic Support
Responsibilities of Dean of SPED and Academic Support include but are not limited to:

SPED Program Implementation
• Ensure all students, including students with IEPs, make ambitious and achievable academic progress each year
• Lead systematic building, improvement, and expansion of Collegiate’s continuum of special education services, including building the knowledge, skills, and mindsets of colleagues and staff
• Serve as instructional coach for RSP Teacher and for small portfolio of teachers implementing an inclusion model in general education classrooms
• Serve as “owner” and “facilitator” of all aspects of the special education and 504 processes (i.e. writing and implementing rigorous, standards-driven IEPs, managing legal documents and files related to students’ IEPs and 504 plans, ensuring all services are in compliance with mandates, coordinating annual IEP review process and initial IEPs, collaborating with and leading team of related service providers at the school, etc.)
• Manage a strong, professional relationship with the local district and act as the school administrator when meeting with the district
• Manage the Response to Intervention (RTI) process (i.e. determining which scholars need intervention, assigning them to specific interventions, tracking progress within interventions, etc.) and SST process
• Manage the “Child Find” process for incoming students with IEPs
• Manage the initial referral process, simultaneously identifying students with potential disabilities while actively working against the mis- and over-referral of students frequent in low income areas
• Build and maintain strong family partnerships, including but not limited to, demystifying the special education process
• Collect and analyze special education data trends and proactively problem solve ways to better serve all students
• Coach a team of learning specialists and interventionists
• Design and deliver high impact professional development for special education team and all teachers
• Coordinate IEP program services and ensure all teachers know their special education responsibilities
• Partner with other school leaders to coordinate testing accommodations
• Manage ELLs identification, service, and testing
• Contract, coordinate, and oversee all related services

Student Achievement & Character Development
• Ensure all staff hold all students to high academic and behavioral standards
• Relentlessly demonstrate and embody the character skills and actively teach, reinforce, and celebrate character skills; collaborate with the team to ensure behavior intervention plans are well designed and well implemented
• Deliver measurable student academic growth and increase each individual student’s achievement; collaborate with the Academic Deans to ensure the assessment of every student’s mastery of the content and support teachers and coaches in diagnosing and responding to areas of student misunderstanding

Core Instructional Excellence
• Ensure strategic scaffolding of instruction that maintains high rigor for all students
• Coach and support pedagogical skills that result in all students being supported to reach high academic and behavioral outcomes
• Deep content knowledge in reading development is an asset at all levels, though not required
• Collaborate with teachers, school support staff, and school leadership to provide professional development as needed

Classroom Culture
• Ensure that the positive, achievement-oriented, and structured learning environment invests all students their own achievement
• Embrace and use school culture systems, while seamlessly integrating individual student accommodations and modifications
• Identify scholars who are struggling behaviorally and provide proactive support
• Understand guidelines for suspension and expulsion of students with IEPs and ensure procedural rights are upheld

Planning and Data Analysis
• Set measurable, ambitious yet attainable goals for the year and for each interim assessment cycle
• Internalize standards and scope and sequence (for own grade/subject and the grades one year before and one year after) and know how standards build and are assessed
• Thoughtfully review and plan lessons and develop and implement specific strategies to ensure that each student achieves dramatic gains
• Coordinate the collection and analysis of RTI data to ensure that all below grade level scholars are receiving high quality interventions

Student and Family Relationships
• Build rapport with students outside of class (e.g. lunches with students, special events) so students understand unambiguously that teachers care about them
• Invest parents and families in their children’s academic success through regular communication of success and challenges; communicate and engage regularly with parents about student progress and IEPs
• Provide school-site support for families with children with disabilities

Education, Skills, Experience, Characteristics and Minimum Requirements
• Strong instructional and classroom management skills
• Record of success in developing teachers
• Strong problem analysis and problem resolution at both a strategic and functional level
• Knowledge of child development and different learning styles
• Demonstrated mastery of subject matter
• Unyielding commitment to students, self, and school’s constant learning and development
• Team player
• Excellent communication skills
• Highly organized
• Belief in Collegiate’s mission that the charter movement must embrace and serve students with disabilities
• Maturity, humility, strong work ethic, sense of humor, and “roll-up-my-sleeves” attitude; flexible, able to work autonomously as well as take direction as needed
• Experience and familiarity with IEP process, behavior modifications, and special education law
• Belief in and alignment with Collegiate’s core believes and educational philosophy is non-negotiable
• Three or more years of teaching experience in a special education setting with a record of high student achievement
• Master’s degree preferred
• Minimum requirement: Special Education certified

Dean of School Culture
The Dean of School Culture will model how to build strong, mutually respectful relationships with students and families and supports teachers to do the same. In addition to serving on the school’s Executive Leadership team, s/he coaches a portfolio of teachers, takes leadership of a particular subject or grade level, teaches one to two sections of students, and facilitates high-impact professional development for staff. This position requires a creative and inspiring educator with adult leadership experience, high energy, excellent organizational abilities and a talent for creating a warm and supportive environment for students.
Essential responsibilities of the Dean of School Culture include but are not limited to:

**Establish Structured, Positive, and Inspiring School Culture**
- Own the school’s character development program and ensure it builds and reinforces positive self-identity and necessary character strengths
- Lead recognition assemblies, parent workshops, family and community service events and other school-wide culture-building activities
- Partner with parents and families to build authentic school-wide community
- Coordinate and implement a school-wide behavior management system with meaningful incentives and consequences
- Work closely and effectively with children who have behavior challenges and their families; partner with school counselor and teachers to execute individualized behavior interventions when needed
- Facilitate staff trainings on student-teacher relationships, classroom management, parent partnership, and school culture
- Conduct regular school culture walkthroughs to help staff maintain a high bar of excellence.
- Supervise school entry, breakfast, lunch, dismissal, and transitions to ensure they are orderly and positive
- Accurately monitor and analyze daily student attendance, homework, and discipline records; create new systems and structures to proactively address school’s areas of need

**Demonstrate Exceptional Teacher Leadership**
- Directly coach a portfolio of teachers to help them master Collegiate’s proposed instructional methodologies within the realm of classroom management and student engagement
- Train teachers to develop clear and consistent classroom expectations and routines
- Support teachers in building meaningful relationships with students and parents
- Observe lessons and provide targeted and actionable feedback to teachers
- Write thorough, thoughtful, actionable formal evaluations for portfolio of teachers
- Model great instruction

**Serve as an Active Member of the School Leadership Team**
- Participate in regular leadership team meetings
- Lead staff trainings at start and end of school year and on professional development days
- Work closely with Academic Dean to support high-achievement academic culture
- Assist teacher leaders (e.g., deans, grade team leaders) in developing leadership skills
- Model the Collegiate professional and core values at all times
- Be a visible and highly engaged leader in the school community

**Education, Skills, Experience, Characteristics and Minimum Requirements**
- Exemplary instructional and classroom management skills
- Proven track record of meeting extremely high standards for student achievement
- High level of personal organization and planning
- Excellent communication skills with diverse constituents (teachers, parents, children, board members); clear writer, facilitator and public speaker
- Proven ability to proactively lead by example, effectively manage adults, and respond positively to feedback
- Team player; maturity, humility, strong work ethic, follow-through, sense of humor, and “roll-up-my-sleeves” attitude
- Strong belief in the Collegiate mission and educational model
- A bachelor’s degree; master’s degree preferred
- At least 3 years of urban teaching experience with a record of high student achievement
- Experience leading and managing adults.

**Classroom Teacher**
Classroom teachers at Collegiate – no matter their grade level or content area – will hold the following critical responsibilities and will meet the following specified minimum qualifications:

**Outstanding Academic Achievement and Student Character Development**
- Create a positive, achievement-oriented, and structured learning environment that excites and invests students
- Motivate students to realize high academic and behavioral standards
- Build classroom community by investing families in students’ academic success and development of strong character and leadership traits
- Utilize data from Collegiate’s interim assessments to drive instructional planning and to target interventions and supports
- Design and implement unit and lesson plans in collaboration with grade or content team
- Hold all students accountable during transitions, meals, trips, and school events
- Exemplify Collegiate’s core values in all interactions with students, families, and colleagues

**Professional Learning, Development, and Growth**
- Collaborate with instructional coach, grade-level chair and school team to improve instructional, culture-building, and leadership skills
- Attend all professional development, team planning, and data analysis meetings
- Participate enthusiastically in structured and informal learning and development opportunities

**Education, Skills, Experience, Characteristics and Minimum Requirements**
- Strong instructional and classroom management skills
- High level of personal organization and planning
- Team player: maturity, humility, strong work ethic, follow-through, sense of humor, willingness to respond positively to feedback and a “roll-up-my-sleeves” attitude
- Strong belief in the Collegiate mission and educational model
- Mastery of and enthusiasm for subject matter
- Two years of teaching experience preferred with a proven record of high student achievement Bachelor’s degree; Master’s degree preferred
- **Minimum requirement: Single-subject California teaching credential in the pertinent content area**
- Highly qualified as defined by No Child Left Behind
SPED Coordinator/Resource Specialist Program Teacher

The Resource Specialist Program (RSP) Teacher will work with the Executive Director initially and eventually with the Dean of Special Education and Academic Support to ensure high-quality special education services for students as we work to fulfill our mission for all students. The RSP Teacher will report to the Executive Director until the time that a Dean of Special Education and Academic Support is brought on, at which point the RSP Teacher will report to the latter. The RSP Teacher’s responsibilities and qualifications include but are not limited to:

Roles and Responsibilities

- Providing pull-out and push-in RSP services for students with Individualized Education Plans (IEPs)
- Drafting IEPS and ensuring compliance with all components of the IEP
- Ensuring that all service minutes are provided and appropriately documented through meticulous special education records
- Monitoring progress toward IEP goals and providing parents with frequent progress reports
- Scheduling, preparing for, and facilitating IEP meetings
- Meeting regularly with other members of the special education to collaborate and share best practices
- Collaborating with general education teachers to ensure academic success of special education students within the classroom
- Coordinating with the general education team to ensure students are provided an effective Student Success Team (SST) process
- Completing other tasks as directed by the Executive Director or Dean of Special Education and Academic Support

Education, Skills, Experience, Characteristics and Minimum Requirements

- Valid Resource Specialist Program credential through the CA Commission on Teacher Credentialing, including authorization to work with English language learners
- Working knowledge of special education law, documentation, and best practices
- Effective communication with parents, especially conflict resolution
- Successful teaching and/or special education experience, ideally with urban youth, as evidenced by strong achievement data and strong classroom relationships, preferred
- Working knowledge of content standards and curricular materials for the grade span for which he/she will be responsible, preferred
- Master’s degree in special education or related field, preferred

Operations Support Staff

Led by the Dean of Operations, the operations support team will share critical work in achieving Collegiate’s mission by taking important non-instructional tasks off of the plates of teachers and enabling the entire faculty and leadership team to function more efficiently. Operations support staff will ensure that teachers and deans stay focused on daily priorities that most directly drive greater achievement outcomes. Examples of key roles and responsibilities of members of the operations support team include:

146 In years one and two of Collegiate's operations, the SPED Coordinator will be a certificated RSP Teacher and will report directly to the Executive Director who will participate in all IEP meetings. In years three and onward, the RSP Teacher will report to the Dean of Special Education and Academic Support who will oversee all IEPs.

147 Operations support staff include the Operations Manager, Operations Assistants, the School Culture Assistant, and the College Readiness Assistant.
**Instructional Support**
- Coordinate dissemination and collection of exams during internal and external assessment windows
- Help proctor exams to free up teachers for extra grading time
- Manage academic progress report and report card dissemination to families
- Schedule families for academic progress report conferences
- Manage all bulletin boards displaying academic content (design and data updates)
- Event-plan quarterly awards assemblies

**Attendance**
- Manage daily attendance including late student intake
- Follow up with parents via phone regarding absences/lateness
- Schedule parents for attendance follow-up conferences with Dean of School Culture
- Manage attendance incentives planning and marketing to students

**Meals**
- Manage daily interactions with food services vendors
- Set up and break down breakfast and lunch
- Help supervise breakfast and lunch with leadership team members
- Manage invoicing for families non-F/R-eligible

**Behavior Management and School Culture**
- Produce daily Dean’s Report using data from merit tracking system\(^{148}\)
- Manage student incentives tracking system
- Own and update all school culture bulletin boards and web content
- Help supervise Overtime/Extended Overtime
- Plan incentives trips and events and manage permission slip dissemination and collection
- Schedule parent/guardian conferences with the Dean of School Culture
- Serve as advisors to 15-member single-gender advisories of students
- Manage uniform sales and uniform fundraising\(^{149}\)
- Support as an English/Spanish translator during staff-parent/guardian meetings

**Student Recruitment and Enrollment:**
- Manage recruitment marketing (mailings, flyering in the community, etc.)
- Co-lead prospective family information meetings
- Support the Family Outreach Coordinator with new student enrollment
- Field calls from prospective families
- Schedule families for family chats each August
- Serve as translator during family chats as necessary

**College Access and Readiness:**
- Coordinate summer programs matriculation details for students in pre-college programs (travel, invoicing, etc.)
- Support College Counselor with information/document management in Naviance

\(^{148}\) Depending on available finances, Collegiate may elect to implement a system that uses Excel, KickBoard, Illuminate, or another product that can efficiently manage behavioral data including merits, demerits, referrals, and Overtime.

\(^{149}\) Students will all receive a free uniform upon matriculating at Collegiate; families may elect to purchase additional uniform items should they so choose.
• Support event-planning and own event preparation and follow-up for all college access and college readiness programming for students and families

Skills, Education, Characteristics, and Minimum Qualifications
• Strong belief in the Collegiate mission and educational model
• Fluent in Spanish
• High level of personal organization and planning
• Team player: maturity, humility, strong work ethic, follow-through, sense of humor, willingness to respond positively to feedback and a “roll-up-my-sleeves” attitude
• Mastery of and enthusiasm for subject matter
• Strong command of Microsoft Office products (Word, Excel, PowerPoint, Outlook)
• Desire to work closely with students in an academic support role
• Bachelor’s degree required
Element 6: Health and Safety Procedures

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

Health, Safety and Emergency Plan
Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. 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 child abuse awareness and reporting and blood borne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

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

Criminal Background Checks and Fingerprinting
Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. 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, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Immunization and Health Screening Requirements
Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, 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 immunization records on file.

Safe Place to Learn Act
Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.
Element 7: Means to Achieve Racial and Ethnic Balance

"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 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. Instead, the District now receives 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.

Federal Program Compliance
As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant 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 NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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.

**Student Recruitment and Outreach Efforts**

Collegiate seeks to open with approximately 132 grade 9 students in August 2015. The school will develop and maintain a waitlist to ensure a filled grade level throughout the year. Student recruitment during the first year will be a key focus and will remain a priority year to year, in order to maintain the forecasted student enrollment throughout the life of the school. The Executive Director, Collegiate governing board members, and Collegiate staff and parents will be encouraged to continuously seek students who are of the age at which they can enter Collegiate accessing a path to and through college.

The founding leadership of Collegiate believes that exposure to peers from diverse backgrounds fosters the learning experiences of all. Students and families will learn from others how to respect different viewpoints and cultures, to recognize common ground, and to respect differences. Collegiate commits to ensuring that all students and families with whom we interface during recruitment outreach are made to feel welcome and respected.

The geographic area within a two-mile radius surrounding the proposed school site in Boyle Heights, Lincoln Heights, and surrounding communities will be the area chiefly targeted in outreach efforts. Census 2000 data for the zip codes encompassed by Boyle Heights
indicates that the area’s population is approximately 94% Latino, 1% African American, 2.4% Asian, and 2% White.\(^\text{150}\) The LAUSD’s Court-Ordered Integration Program ethnic goal is 70:30 or 60:40 (this ratio represents the percentage of predominantly Hispanic, Black, Asian or other – PHBAO – students as compared to other White). Because we are committed to siting the school in the neighborhood of Boyle Heights, Lincoln Heights, El Sereno and East Los Angeles, in order to maximize local families’ access to the school, we anticipate that the vast majority of students we serve will mirror the immediate neighborhood with respect to racial demographics.

Further, we are committed to upholding the District’s ethnic balance goal, which we will ensure through pursuing student recruitment and outreach that attracts a diverse student body. Recruitment collateral and presentations will be offered in both English and Spanish. Our outreach volunteers will speak the languages shared by families and community members. In addition, flyers and mass mailer postcards will be created and distributed throughout the target community. More detailed mailings with a letter about the school will also be sent out to targeted local Boyle Heights elementary and middle schools, homes, businesses, homeless shelters, churches, community centers, area medical clinics, community housing partnerships, and other community-based organizations.

Throughout the student recruitment outreach process, interested families and parents will receive lottery interest forms and later, applications for enrollment. These materials will clearly explain that any student – regardless of special learning needs, home language, or family socioeconomic status – can attend the school for free. Our recruitment brochures and presentation materials will also explain the goals and expectations of Collegiate to families, parents and students so that they understand the school’s culture and vision of academic rigor and are prepared to matriculate smoothly and stay at the school for their complete 9 through 12 or 9 through 12 education.

Throughout the summer and fall of 2014, we will target students and families of students preparing to enter grade 9 in fall 2015. Our recruitment events will be opportunities for our target community’s families to learn about Collegiate Charter High School of Los Angeles and for us to share information about the opportunity to enroll in a free, public college preparatory option. Our student recruitment calendar will include parent information sessions during March 2014 through December 2014 at the following locations which fall within a two-mile radius of our proposed location. Examples of these include:

- East Los Angeles Community Corporation
- The Boyle Heights Sunday farmers market
- Weingart East Los Angeles YMCA
- Salesian Boys & Girls Club
- Endeavor College Prep
- KIPP through College’s fall high school fair
- Canvassing at local community events and celebrations

\(^\text{150}\) http://maps.latimes.com/neighborhoods/neighborhood/boyle-heights/.
Element 8: Admission Requirements

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

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

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, 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.

Specific Admission Requirements

Collegiate Charter High School of Los Angeles is an open enrollment, tuition-free public school with no specific requirements for admission. We will admit all pupils who wish to attend the school as outlined in Education Code, Section 47605(d)(2)(A). To be included in the admissions process, families must submit an application, which will include the student’s name, grade, birthdate, and contact information.

In accordance with California Education Code 47605(d)(2)(B), Collegiate Charter High School of Los Angeles will hold a random public drawing should the number of students applying for school admission exceed the number of spaces available in any given grade.

Preference for available spaces will be given in order of the following:

- Students who reside within the boundaries of the Los Angeles Unified School District
- Siblings of currently enrolled students
- Children of Founding Parents, teachers, and staff not to exceed 10% of total enrollment in accordance with District policy on Founding Parents.\(^\text{151}\)

\(^{151}\) The petitioners will work with the Charter School Division staff to ensure proper documentation.
http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_INSTRUCTIONAL_SVCS/CHAR.
No other preferences shall be given in the lottery or admissions process.

**Founding Parent Requirement**

At Collegiate Charter High School of Los Angeles, we believe that parents are partners on the path to college. We want to start this partnership during our founding stage and ensure that families who contribute their time and are invested in our school will be able to send their children. The designation of “Founding Parent” will be in full compliance with District Policy as adopted by the LAUSD Board of Education on February 2, 2012.

Eligibility for Founding Parents is determined by contribution of 80 hours of personal time starting August 15, 2014 through to the first day of instruction.¹⁵² There will be no contribution of funds as part of the Founding Parent commitment.

Collegiate Charter High School of Los Angeles will comply with all oversight purposes and will submit required documentation to the Charter Schools Division.

**Recruiting Academically Low-Achieving, Economically Disadvantaged Students, and Students with Disabilities**

At Collegiate Charter High School of Los Angeles, we serve all children. We are open to all students; however, as described in our recruitment plan (Element 7), Collegiate Charter High School of Los Angeles is committed to recruiting English Learners (ELs), low-achieving students, economically disadvantaged students, and students with disabilities and we have targeted our recruitment efforts in the Eastside zip codes of 90023, 90031, and 90012, which encompass Boyle Heights and Lincoln Heights.

**Random Public Lottery**

In the event that the number of interested applicants exceeds the number of seats available, and in accordance with California Education Code 47605(d)(2)(B), a random public lottery will be held.

¹⁵² The Founding Period is defined by the specific period during which the charter petitioner team is developing the charter school through the school’s first day of instruction. Our proposed start date is August 18, 2015 and would mark the end of the Founding Period. If there is any delayed opening, the end of the Founding Period will remain the first day of instruction, and no one may be added to the founding group after that date.
Method to Communicate to All Interested Parties the Rules to Be Followed during the Lottery Process

In the event that a lottery must be held because there are more applicants than seats available, all interested families will receive a comprehensive letter detailing the lottery process in English and Spanish and any other language needed to serve the interested families.

To ensure the inclusion of all stakeholders and community residents who wish to attend, the random public lottery will be conducted in both English and Spanish in a location that is widely accessible and at a time that allows the greatest number of interested individuals and parties to attend. Families who submitted a completed application by the close of the enrollment period and its deadline of the third Friday in January at 5:00 PM will be notified in writing of the lottery’s date, time, location and rules. The date and time of the lottery will also be published on Collegiate Charter High School of Los Angeles’ website. Parents are invited but not required to attend. The Head of School will introduce the lottery and explain the process to all stakeholders.

The Executive Director will begin the lottery by acknowledging students who are given preference, including siblings and students residing within the boundaries of the Los Angeles Unified School District.

Following the introduction and outline of the lottery process and rules from the Executive Director, a neutral third party will draw student names from a container until all openings are filled and all applicants have an ordered place on the waiting list, informed by the chronological selection of the lottery. By the close of the lottery, all students will have either an identified seat or an identified spot on the waiting list.

Should there not be more applicants than seats available by the close of the enrollment period on the third Friday in January at 5:00 pm, all applicants will be notified in writing that they have a seat in the school, and all families will have three weeks to confirm their acceptance of the seat by returning a signed acceptance letter. We will continue to accept applications, admitting students on a rolling and first come, first-served basis. After all seats have been accepted, we will populate our waiting list.

Method Used to Verify Lottery Procedures are Fairly Executed

In the event that a lottery needs to be held, it will be conducted on the first Saturday in February at 10:00 am. The lottery will be conducted at the Charter School. If the lottery is held prior to the identification of a school site before the first year of Charter School’s operation, Collegiate Charter High School of Los Angeles will ensure that the location is reasonably accessible to all interested stakeholders who wish to attend.

Prior to the start of the lottery, the rules will be explained in both English and Spanish. The proposed neighborhoods of Boyle Heights and Lincoln Heights have a significant Hispanic population and as such, translation services will be provided. The rules of the lottery, including any preferences that will be given, will be distributed in writing in both English and Spanish and with other languages as needed.
The lottery will begin by identifying students given preference under the terms of California Law and the Collegiate Charter High School of Los Angeles charter petition. The number of seats for students with currently enrolled siblings will be set aside. The number of seats for Founding Parents, teachers, and staff will also be set aside, up to and not exceeding 10% of available seats.

To ensure that the lottery is conducted fairly and accurately, a multi-step process is followed. The process is outlined below.

- The first drawing will be for all LAUSD students. Once all LAUSD students have been selected, a second drawing will occur for students outside LAUSD.
- Student names will be printed on slips of paper and placed into a box. Student names with a preference will be indicated with a visible mark.
- Within the first drawing, siblings will have an identifiable marker indicating that they are related to a student already enrolled in the school. Prior to the lottery, seats will be set aside for the students.
- Similarly, children of Founding Parents, teachers, teachers, and staff will have an identifiable marker. Seats will be set aside for the students up to and not exceeding 10% of available seats.
- Preference will be indicated by a visible marker (i.e. green dot for siblings, or a blue dot for children of founding parents and staff).
- Each student’s name, as drawn, will be read out loud twice by an outside, neutral party.
- When each lottery form is pulled, the chronological order in which it was pulled is recorded. If the lottery form is marked with a preference, then it is also recorded what chronological number from the list of set aside seats.
- A final check of the lottery’s results will be conducted by a second individual before the final results are announced.

Slips will be pulled until all openings are filled; all remaining slips will be then be pulled to populate the waitlist.

**Figure 52: Timelines for the Open Enrollment Period and Lottery**

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Timeline</th>
<th>Details</th>
</tr>
</thead>
</table>
| Open Enrollment Period       | First business day after August 1, 8:00 am through third Friday in January, 5:00 pm | • Families attend information sessions  
• Families complete application form, and submit – either in person, via Collegiate’s website, or via mail to Collegiate where it will be received by the Executive Director during the planning year and by Collegiate’s Operations staff in each successive year |
| Random Public Lottery        | First Saturday in February, 10:00 am              | • Held if the number of applicants exceed available seats               |
| Notification of Enrollment Status | Within three business days of the lottery         | • Families will be notified, in writing and via U.S. mail, either of acceptance or place on waiting list |
Location for the Lottery and Efforts to Ensure that All Interested Parties May Observe the Lottery

In the event that the lottery cannot be held at the Charter School, Collegiate Charter High School of Los Angeles will ensure that an alternate location is available. The alternate location will be accessible to all interested stakeholders, parents, and families and be within the target communities of Boyle Heights and Lincoln Heights. Collegiate Charter High School of Los Angeles will make the public aware of any changes in location via our website, posting the notice in a public area and by calling all interested parties.

Date and Time Lotteries Will Occur so that Most Interested Parties will be Able to Attend

The public lottery will be held on the first Saturday in February at 10:00 am, so that most interested parties and stakeholders can attend.

Preference to Be Granted, if any, to Potential Students and Basis Upon Which Those Preferences Shall Be Granted

In accordance with California Education Code 47605(d)(2)(B), Collegiate Charter High School will hold a random public drawing should the number of students applying for school admission exceed the number of spaces available in any given grade.

Preference for available spaces will be given in order of the following:

- Students who reside within the boundaries of the Los Angeles Unified school district
- Siblings of currently enrolled students
- Children of Founding Parents, teachers, and staff not to exceed 10% of total enrollment in accordance with District policy on Founding Parents.

No other preferences shall be given in the lottery or admissions process.

Procedures to Determine Waiting List Priorities Based Upon Lottery Results
The waiting list will be established from the pool of applicants that do not receive admission to Collegiate Charter High School of Los Angeles through the random public lottery or, if no lottery is necessary, from applicants once all seats have been accepted.

Separate lotteries for each grade level will be held. During the lottery, all applicants’ names will be called. Once the number has exceeded the number of seats available within each grade level, the waiting list for that grade level will be established. The waiting list will be used to fill student vacancies before and during the school year.

Sibling preference will also apply when students are enrolled off of the waitlist. If a student moves from the waitlist to being an enrolled student, priority on the waitlist will be given to his or her sibling. In that instance, the sibling would move to the top of the waitlist due to sibling preference. In instances in which there are multiple siblings in the same grade, the sibling preference will be exercised in the order in which the siblings enrolled according to the previous lottery records.

### Means by Which the School will Contact the Parents/Guardians of Students Who Have Been Promoted off the Waiting List and Timelines under Which Parents/Guardians Must Respond to Secure Admission

At the time of the lottery or close of enrollment period if no lottery is needed, families will be notified within three days through written notice sent through the US Mail if they have an enrollment seat or if they are on the waitlist, and if on the waitlist, their specific spot on that list. All applications that are submitted after the open enrollment period will be added to the grade level waitlist in the order they are received.

If a seat becomes available during the school year, the school will contact the first family on the waiting list through telephone contact and via U.S. mail and offer them a seat at Collegiate. Should the family formally decline the seat by noting on the acceptance letter that they will no longer take the seat or by verbally declining the seat or fail to respond to communication within two weeks, the next family on the waitlist will be contacted until the seat is filled.

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Timeline</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notification of Available Seat</td>
<td>Within three business days of the seat becoming available</td>
<td>• Families will be notified, through phone contact and via U.S. mail, of acceptance</td>
</tr>
<tr>
<td>Enrollment Acceptance</td>
<td>Within three weeks of the seat becoming available (Acceptance Letter will be time-stamped with clearly marked dates for the end of the three week period when the Acceptance Letter must be post marked or at the school office)</td>
<td>• Families return completed acceptance form by the clearly marked date for the end of the three week period. If mailed, letter must be post marked by this date, or it must be submitted in person by the date.</td>
</tr>
<tr>
<td>Family Orientation Meetings</td>
<td>Ongoing for new family throughout the school year</td>
<td>• Families receive additional information about start of school year, bring completed enrollment paperwork</td>
</tr>
</tbody>
</table>
Waitlists will not be rolled over from year to year and all additional applicants will be added to the pre-existing waitlists through the random public lottery. All families reserve the right to ask to be removed from the waitlist. The waitlist gets refreshed each February. Families will be notified that the list will be refreshed and they will be given the opportunity to submit a new application for the upcoming lottery.

**Records School Shall Keep on File Documenting Fair Execution of Lottery Procedures**

All records of the lottery are made available, upon request, for public viewing. The school shall keep meticulous records of specific policies and procedures outlined for the lottery as well as a list of attendees, enrollment forms, established enrollment lists and waitlists. The lists will be kept in a binder in the front office and will be accessible for public review and inspection upon request in order to protect student and parent privacy rights, student identification numbers will be used instead of student names.

All incoming enrollment forms will be date and time stamped to ensure accuracy and equity across all applicants.
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)(l).

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(l) as it is amended from time to time.

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 school’s Calendar of Reports
h. Statistical Report – monthly according to school’s Calendar of Reports

In addition:

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

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

Annual Audit Procedure

Within four months of the close of the fiscal year, Collegiate will have completed its annual audit, and a copy of the auditor’s findings will be forwarded to the Los Angeles Unified School District (LAUSD), the County Superintendent of Schools, the State Controller, the California Department of Education and any other required agencies by December 15th.

Collegiate’s fiscal audit is a public document and as such will be maintained in the school’s main office and provided to the public upon request.

On an annual basis, the governing board of the Collegiate Charter School of Los Angeles will assume responsibility for selecting an appropriate auditor through a formal request for proposals conducted by the third-party financial manager ExED. The auditor will have, at minimum, a CPA and experience working with educational institutions, preferably charter schools. The Executive Director will work with ExED to make a recommendation to the finance committee about contract selection, which in turn will make a recommendation to the full board, which in turn will hold responsibility for voting to select an auditor.

Until the time that a Director of Operations is brought on board, the Executive Director will work with the auditor to complete the audit. When a Dean of Operations is hired, that individual will maintain the responsibility of working directly with the auditor to complete the audit and will share findings with the Executive Director and Finance Committee.

The auditor will be approved by the State Controller on its published list as an educational audit provider. The school will ensure that ExED only vets and interviews audit firms listed on the
State Controller’s list of approved auditors.

At the conclusion of the annual audit, the Finance Committee will review the audit. The Executive Director and the Director of Operations, along with the Finance Committee and the back office business support provider, will then review any audit exceptions or deficiencies to the Collegiate governing board with the recommendations and timelines for how to resolve them. Annually, by the statutory deadline, the Board will submit a report to the LAUSD, describing how the deficiencies have been or will be resolved, as well as the anticipated timelines for resolution.
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 implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. 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 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:
A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

Notification of 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 504 Plan?

Notwithstanding 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 Ed. 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.

**Discipline Foundation Policy**
Collegiate will implement a discipline foundation policy that conforms to LAUSD’s discipline foundation policy per the modified consent decree. This plan includes a well-codified system of positive behavior supports and interventions, as well as alternatives to suspension, especially for behavior issues related to low academic achievement and attendance-related concerns.

Collegiate’s discipline foundation policy borrows from several high-performing urban charter high schools nationally that have successfully fostered strong, safe, positive and achievement-oriented school culture among students in grades 9 through 12. These schools employ these developmentally appropriate practices in order to develop the decision-making habits and mindsets that college-bound students will need in order to fully access a rigorous high school academic program and reach college prepared for increased independence. This plan consists of (a) Collegiate’s Student Code of Conduct, (b) our positive behavior approach, and (c) our behavior intervention ladder of consequences, supports, and interventions. All three pieces of policy will be detailed in the student-family handbook and reviewed during Family University and family chats each year.

**Student Code of Conduct**
Our student code of conduct will define the expectations across all aspects of student behavior and discipline related to and including:

153 These schools include Amistad-Elm City Charter High School in New Haven, CT, Achievement First Brooklyn High School in Brooklyn, NY, Boston Collegiate Charter School in Boston, MA, and North Star Academy in Newark, NJ.
- Uniform and dress code
- Homework submission
- Punctuality and attendance
- Preparation for class
- Transition to classroom during arrival
- Breakfast and lunch conduct
- Whole-school community meeting conduct
- Transitions within the classroom
- Hallway conduct
- Bathroom conduct
- Drinking fountain conduct
- Group learning time
- Individual learning time
- Pair work
- Dismissal
- After-school programming
- Special evening events and field trips
- School-related opportunities for summer programs, internships, and jobs
- Academic integrity and honor code

The Collegiate Code of Conduct will define expected behaviors so that students and families are clear on the manner in which all students are expected to behave and so that students are clear on what choices are acceptable versus unacceptable. The code will also provide clear rationale for each rule and expectation, so that our students – adolescents who are learning what constitutes strong, positive professional behavior – have context and clear reasons for the expectations they are being asked to meet. The Code will also make transparent the positive behavior ladder of incentives for consistently meeting these expectations, as well as the ladder of supports, and interventions, and consequences in place for not meeting these expectations.

**Positive behavior incentives**

Collegiate will foster school-wide positive, achievement-oriented culture by recognizing and rewarding positive behavior that contributes to a safer, more focused and more academically successful learning environment. At Collegiate, students earn increasing levels of independence and privilege for consistently demonstrating that they can meet behavioral expectations. All students will start their ninth grade year held to the same high behavioral expectations and supported by uniform structures and supports for meeting those expectations. For example, all students will be accountable for coming to school in full uniform each day. Students may earn increasing independence and privilege in the area of professional attire by consistently meeting this expectation. Students who come to school in full uniform every day for the month will earn a dress-down pass and the opportunity to wear jeans and other school-appropriate casual wear on the last Friday of the month. In this way, students can earn opportunities for increased independence and decision-making by showing their mastery of the expectations around basic academic and professional habits that we know will set them up for greater college success.

**Consequences, supports, and interventions**

Students will invariably occasionally make mistakes and poor choices as they learn to navigate school and their social worlds. Collegiate’s discipline foundation plan incorporates a clear system of consequences, supports and interventions for students who choose to not meet expectations. The purpose of these structures is to develop students’ positive habits and the social-emotional skills and executive function they will need to exhibit in order to fully access Collegiate’s academic program and reach college prepared to live and learn as independent thinkers and decision-makers.

Collegiate’s ladder of consequences, supports and interventions seeks to preserve a safe and focused learning environment for all students through making clear the consequences for students choosing to not meet expectations while simultaneously recognizing and supporting the needs of students who struggle to meet our behavioral expectations and need additional interventions in order to develop stronger decision-making habits. These structures seek to
ensure that Collegiate maintains focused classrooms and a safe, positive school while minimizing the use of highly invasive strategies like suspension that deter from academic learning time and predict attrition. Collegiate will combine consequences with a reflection and restoration process when students slip up. In this way, students’ actions will not simply be consequence, which can begin to feel punitive and ineffective; instead, students will be accountable for processing with a staff member around why the choice they made was detrimental, will be supported by the staff member to recognize and practice how to make a better choice next time in a similar situation, and will apologize to community members when and where appropriate to restore trust.

Collegiate proposes to employ the following sets of consequences, supports, and interventions:

- **Referrals out of class and formal reflection with Executive Director or Dean of School Culture** for any students not able to meet behavioral expectations
- **Homework club** for any student missing homework or submitting incomplete homework (as an opportunity to do or re-do the assignment)
- **Friday extended character reflection** for any student who has failed to meet expectations during Overtime or who has earned two or more Overtimes in one week
- **In-class Recovery** day for any student who has engaged in substantially disrespectful behavior toward a peer or staff member where the student loses social opportunities and completes an extended character reflection
- **Highly recommended parent meetings** for any students assigned to Recovery
- **In-school, out-of-class suspension** for any student who is unable to meet expectations during recovery
- **Out-of-school suspension** for any student who has engaged in behavior that is unsafe to him/herself, a peer, of a staff member
- **Community restoration process** for any student subsequent to serving an in-school or out-of-school suspension to recognize choice, apologize for impact on community, and request reentry into the community’s support system
- **Intensive individualized behavioral support plan** for students with frequent and/or persistent struggles to meet behavioral expectations; plan may include morning advisor or Dean of School Culture check-ins, special seating, step-out breaks, cool-down cards, counseling, or a written plan on desk to be signed by each teacher at the conclusion of class
- **Modifications for students with special needs** in exceptional cases where it is demonstrated that a student’s disability or condition – documented in their IEP or 504 plan – prohibits them from meeting the school’s behavioral expectations to the extent that such modifications would not compromise the safety, health or focus of other members of the school community
Grounds for Suspension and Expulsion

Students will be subject to discipline for misconduct occurring (a) on school grounds, (b) while going to or coming from school, (c) during the lunch period, whether on or off the school campus and/or (d) during, going to, or returning from a school-sponsored activity.

Enumerated Offenses: The following acts are identified in the California Code of Education as grounds for student suspension and expulsion:

- **Physical Injury:** Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or willfully used force or violence upon the person of another, except in self-defense. (Ed. Code 48900(a)(2)); a violation can also require notification to police

- **Weapons, Explosives, Dangerous Objects:** Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Executive Director or the designee of the Executive Director (Ed. Code 48900(b)); notification to police may be required

- **Controlled Substances/Alcohol:** Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind (Ed. Code 48900(c)); notification to police may be required

- **Substances in Lieu of Controlled Substances:** Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant (Ed. Code 48900(d)); notification to police may be required

- **Robbery or Extortion:** Committed or attempted to commit robbery or act of extortion (Ed. Code 48900(e)); notification to police may be required.

- **Damage to Property:** Caused or attempted to cause damage to school property or private property (Ed. Code 48900(f)); notification to police may be required

- **Theft of Property:** Stole or attempted to steal school property or private property (Ed. Code 48900(g)); notification to police may be required

- **Tobacco:** Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel; however, this section does not prohibit use or possession by a pupil of his or her own prescription products (Ed. Code 48900(h))
- **Obscenity/Profanity**: Committed an obscene act or engaged in habitual profanity or vulgarity (Ed. Code 48900(i))

- **Drug Paraphernalia**: Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code (Ed. Code 48900(j)); notification to police may be required

- **Disruption/Defiance**: Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties (Ed. Code 48900(k))

- **Received Stolen Property**: Knowingly received stolen school property or private property (Ed. Code 48900(l)); notification to police may be required

- **Imitation Firearm**: Possession of an imitation firearm (Ed. Code 48900(m)) (An “Imitation Firearm” is a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm (Ed. Code 48900(m)); notification to police may be required

- **Sexual Assault/Sexual Battery (Included in Actions Requiring Mandatory Expulsion, Ed Code 48915(c) and below)**: Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code (Ed. Code 48900(n)); notification to police required for students in grades 4-12; the definition of sexual assault includes rape, various types of sexual abuse, and lewd and lascivious conduct (Penal Code 261, 266c, 286, 288, 288a, 289.); sexual battery is the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse (Penal Code 243.4); see also, Ed. Code 48915(c) triggering mandatory expulsion procedures in the event of such a violation

- **Sexual Harassment**: Committed sexual harassment (Ed. Code 48900.2), meaning an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one’s academic performance or to create an intimidating, hostile or offensive educational environment; “sexual harassment” must be unwelcomed by the recipient in order to constitute a violation of Education Code 48900.2, and only students in grades 4-12 are subject to suspension for sexual harassment

- **Hate Violence**: Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (Ed. Code 48900.3); notification to police required for students in grades K-12 (the definition of hate violence is the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual’s “race, color, religion, ancestry, national origin, disability, gender, or sexual orientation”)

- **Intentional Harassment**: Created a hostile educational environment (Ed. Code 48900.4) (the definition of intentional harassment is the engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe
or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment)

- **Terrorist Threats Against School Officials and/or Property:** Committed a terrorist threat against school officials, school property or both (Ed. Code 48900.7) (the definition of a terrorist threat includes 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 ($1,000.00), 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, his or her immediate family’s safety, the protection of school property, and/or the personal property of the person threatened or of his or her immediate family; notification to police may be required)

Potential Disciplinary Actions: In general, a suspension may be imposed only when other means of correction fail to bring about the proper conduct. However, with respect to the violations set forth in Ed. Code 48900 sub-sections (a) – (e), i.e., the first five enumerated above, an out-of-school suspension may be authorized for a first offense. (Additionally, a suspension for any of the above-listed violations is permissible if a student’s presence causes a danger to persons or property or threatens to disrupt the instructional process.) Expulsion for a violation of subsections (a) – (e) is permitted based upon the recommendation of the School Leader and a finding by the Collegiate Board of Directors (or a designated committee thereof) that the student committed the offense and that either: (a) other means are not feasible or have repeatedly failed to correct the behavior; or (b) due to the nature of the act, the student’s presence would cause a continuing danger to personal safety. Ed. Code 48915(b).

With respect to the remaining violations set forth above, except as otherwise noted (with respect to acts triggering mandatory expulsion consideration), a suspension is permitted only when other corrective actions have failed to bring about the proper conduct. However, prior corrective action is not a prerequisite if a student’s presence would cause a danger to persons or property, or threaten to disrupt the instructional process (Ed. Code 48900.5). Expulsion for these offenses are limited to situations in which the Executive Director has made a recommendation based on a finding that one of these enumerated offenses was committed, and there is a finding by the Board (or a properly empowered committee thereof) that either: (a) other means of disciplining are not feasible or have repeatedly failed to correct the behavior; or (b) due to the nature of the act, the presence of the student would cause a continuing danger to someone’s personal safety (Ed. Code 915(e)).

Additional Offenses Identified by Statute:

- **Electronic Signaling Device:** Pursuant to Ed. Code 48901.5, Collegiate forbids the possession of electronic signaling device, including cell phones and pagers while on school grounds, while attending school sponsored activities, or while under the supervision and control of school employees

- **Harassment of Witness:** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of
either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed. Code 48900(o)) Pursuant to Ed. Code 48900, a violation could provide grounds for suspension.

- **Soma**: Offering, selling or negotiating to sell the prescription drug Soma (Ed. Code 48900(p))

- **Hazing**: It is a violation to engage in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace (Ed. Code 48900(q) and 32050-32052); hazing includes any method of initiation or pre-initiation into a student organization or student body or any pastime or amusement engaged in with respect to these organizations which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any pupil or other person attending Collegiate. (Hazing shall not include customary athletic events or other similar contests or competitions. No student, or other person in attendance at Collegiate shall conspire to engage in hazing, participate in hazing, or commit any act that causes or is likely to cause bodily danger, physical harm, or personal degradation or resulting in physical or mental harm to any fellow student or person attending Collegiate; pursuant to Ed. Code 48900, a violation could provide grounds for suspension.

- **Bullying**: Ed. Code 48900(r) prohibits acts of bullying that are directed specifically toward a student or school personnel, including bullying by means of an electronic act (cyber bullying)

- **Vandalism/Malicious Mischief**: Prohibited conduct includes defacing, damaging or destroying any school property including, books, supplies of all kinds, equipment, buildings and grounds; parents can be held financially liable for damages up to $10,000 and can also be liable for the amount of any reward not exceeding $10,000 pursuant to Section 53069.5 of the Government Code (Ed. Code 48904)

**Category I – Mandatory Expulsion**: Under the mandatory provisions of Education Code 48915(c) and (d), a student who has committed one or more of the following acts must be immediately suspended and recommended for expulsion, and Collegiate Charter High School of Los Angeles’s Board must act on this recommendation:

- Possessing, selling or otherwise furnishing a firearm when a Collegiate employee verified firearm possession
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code
- Committing or attempting to commit a sexual assault or committing sexual battery
- Possession of an explosive

**Category II – Mandatory Recommendation for Expulsion**: Under the provisions of Education Code 48915(a)(1) – (5) and 48915(b), a student who has committed one of the following acts of misconduct must be recommended for expulsion unless there is a finding that expulsion would be inappropriate under the circumstances:

- 48915(a)(1): Causing serious physical injury to another person, except in self-defense
• 48915(a)(2): Possession of any knife or other dangerous object of no reasonable use to the student
• 48915(a)(3): Unlawful possession of any controlled substance listed in Chapter 2 (Commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis
• 48915(a)(4): Robbery or extortion
• 48915(a)(5): Assault or battery upon a school employee

If there is a recommendation for expulsion based on a violation of the offenses identified in Ed. Code 48915(a)(1)-(5), the Board of Directors or its designated committee may – but is not required to – expel based on a finding that the student committed the offense and either: (a) other means of disciplining are not feasible or have repeatedly failed to correct the behavior; or (b) due to the nature of the act, the presence of the student would cause a continuing danger to personal safety (Ed. Code 48915(b)). The governing Board or its designated committee shall decide within three school days of the hearing whether or not to approve the recommendation to expel.

Suspension Procedures
As detailed at the beginning of this Element, Collegiate commits to establishing a school culture in which all students are safe and able to learn. We believe that learning time is sacred and that many misbehaviors can be corrected in class. However, behavior that continually disrupts the school environment or those behaviors detailed above may warrant suspension or expulsion, which will occur through the following steps.

The suspension of a student will be at the discretion of the Executive Director or the Executive Director’s designee. Parents will be notified in advance to enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion. In order to ensure that in the case of suspension both the student and the parent receive adequate notice and meaningful opportunity to be heard prior to suspension, Collegiate will implement the following three-step protocol:

Step 1 – Informal Family Conference: Suspension shall be preceded by an in-person conference conducted by the Executive Director with the student and the student’s parent or guardian. The conference may be omitted if the Executive Director determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or school personnel. If the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted as soon as possible.

Step 2 – Determination of Length and Placement of Suspension: The length and placement of the student’s suspension will be determined by the Executive Director, based on the severity of the offense(s), as evidence by witness statements, physical evidence, and other relevant factors.

Collegiate is determined to have systems to prevent suspension to the greatest extent possible and to simultaneously support and require positive and professional behavior at all times. Collegiate believes that a student should not be removed from the general class environment unless his or her presence is a continual distraction to others or the student is at risk of harming themselves or others. A student who has exhibited a Tier III behavior will first earn “Recovery,” a
set of suspension-preventative consequences and behavioral supports that will require the student to reflect and reset before reentering the school community. In Recovery, a student will lose all social privileges for the day. Recovery will allow students to receive access to the curriculum in the classroom environment while being separated from the school community. A student assigned to Recovery will sit at a designated desk in the classroom, physically separated from his or her peers. In addition, a student assigned to Recovery must:

- Check in with the Dean of School Culture prior to the start of each day and at strategic points throughout the day
- Attend all classes, receive academic instruction, and complete all class work and homework
- Not communicate with any other students throughout the day, including during breaks and lunch
- Not participate in class activities
- Not attend field trips, dances, or other school activities if these occur during the suspension period

If a student fails to meet the expectations of Recovery and/or poses a continual distraction to others, the student will be removed from the classroom and will serve an In-School Suspension. In In-School Suspension, the student receives all of the consequences and supports as s/he would in Recovery but is removed from the classroom environment. If a student were to earn 6 In-School Suspensions over the course of a school year, s/he would earn an Out-of-School suspension.

If a student is a continual distraction to others or poses a risk to self or others, that student may be assigned either an In-School or Out-of-School Suspension. An Out-of-School suspension is recognized as an absence from school.

**Step 3 – Notice to Parents:** Parents and students have due process rights with regards to suspensions and expulsions. At the time of the student’s suspension, a school employee shall make a reasonable effort to contact the student’s parents by telephone or in person. Initial contact will be followed by a written notice, which will state the specific offense committed by the student, as well as the date and time the student may return to school. If the school officials wish to confer with the parents regarding matters pertinent to the suspension, the school may require that parents must respond without delay, and that a violation of school rules can result in expulsion from school.

The number of days a student must serve In-School Suspension will be aligned with the severity of the behavior, but will not exceed ten days. The length of suspension for students may not exceed a period of five continuous days unless an administrative recommendation has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding five continuous days, a second conference will be scheduled between the parent/guardian and the Executive Director or the Executive Director’s designee to discuss the progress of the suspension upon the completion of the tenth day of suspension.

Students serving In-School Suspension will complete all academic work in order to continue to access their education during the term of the In-School Suspension.

In the case of Out-of-School Suspension, arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of
the suspension. In extreme cases of a long-term suspension exceeding five consecutive days of Out-of-School Suspension, the school may provide a tutor or other aide to support the student's continued education during their required absence from school.

A student may be suspended from school for not more than twenty school days in any school year; however, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

**Expulsion Procedures**

**Step 4 – Recommendation for Expulsion:** If the Executive Director recommends expulsion, the student and the student’s parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Executive Director upon either of the following findings:

- The student’s presence will likely be disruptive to the educational process
- The student poses a threat or danger to others

Upon this determination, the student’s suspension will be extended pending the results of an expulsion hearing. Students will be recommended for expulsion if the Executive Director finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible, or have repeatedly failed to bring about proper student conduct
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

**Step 5 – Expulsion Hearing:** Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the Executive Director determines that an act subject to expulsion has occurred. The hearing will be presided over by the Board of Directors (or a designated committee thereof). The expulsion hearing will be recorded and made available as part of the public record and a Fact and Findings document will be prepared to summarize the evidence adduced at the hearing, to substantiate the expulsion decision. Written notice of the hearing will be forwarded to the student and the student’s parents at least 10 calendar days before the date of the hearing. This notice will include:

- Date and place of the hearing
- Statement of the specific facts, charges and offense upon which the proposed expulsion is based
- Copy of the disciplinary rules that relate to the alleged violation
- Opportunity for the student or the student’s parents to appear in person at the hearing
- Opportunity for the student to be represented by counsel
- Right to examine and acquire copies of all documents to be used at the hearing
- Opportunity to cross-examine all witnesses that testify at the hearing
- Opportunity to present evidence and witnesses on behalf of the student

Upon expulsion, written notice will be sent by the Executive Director to the parents/guardians of any student who is expelled. This notice will be sent within 24 hours of the hearing through certified over-night postal delivery, and will include:
• The specific offense committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion”
• Notice of the student or parent obligation to inform any new district in which the student seeks to enroll of the student’s status with Collegiate

In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

If the decision is not to expel, the student will return to classes at Collegiate.

**Appeal of Suspension or Expulsion:** Parents will be notified in advance to enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion.

The suspension of a student will be at the discretion of the Executive Director or the Executive Director’s designee. A suspension appeal may be made to the Executive Director within the term of the suspension. Following due consideration, the Executive Director’s decision regarding student suspension will be considered final.

An expulsion may be appealed within ten business days and must be submitted in writing to the Executive Director; the appeal may be sent via the United States Postal Service or brought, in-person, to the school. The student will be considered suspended until a meeting is convened to hear the appeal (within 10 business days), at which time the parents must attend to present their appeal. Per California *Education Code 48918*, a student may be represented by legal counsel or a non-attorney advisor.

The appeal will be heard by a fair and impartial panel comprised of three or more members of the Board of Directors. An expulsion appeals hearing will be convened to determine whether due process was followed in the original expulsion decision. The hearing will be recorded using video.

For a student who is not reinstated upon appeal, the family will be sent written notification of such within business three days of the hearing, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

The decision of the panel of representatives of the Board of Directors will be final.

**Rehabilitation:** Students who are expelled from Collegiate shall be given a rehabilitation plan upon expulsion as developed by the 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 year from the date of expulsion when the student may reapply to the Charter School for readmission.

**Readmission:** Collegiate’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 students for readmission. Upon completion of the readmission process, Collegiate’s governing Board shall readmit the student, unless Collegiate’s governing Board makes a finding
that the student 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 student
and the student’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 student and the
student’s parent/guardian within a reasonable time.

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

Certificated, Classified and Other Staff Members

All classified and certificated employees will be covered by Medicare and Social Security and the school will make the required contributions. Full-time employees may elect to participate in a 403b retirement contribution plan. Collegiate will not participate in CalSTRS or PERS. Positions to be covered by Social Security and a 403b plan include all full-time certificated teaching and non-certificated positions. Collegiate's Executive Director will be responsible for ensuring that appropriate and timely arrangements for coverage have been made. Collegiate accepts and understands its obligations to comply with specific sections of the Education Code Section 47611. Collegiate will determine the process by which salaries, benefits, working conditions, and items, i.e., calendars, holidays, vacations, work day and year on an annual basis and communicate this to Collegiate staff.
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 who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

Collegiate Charter High School of Los Angeles is a school of choice and no student will be required to attend. The parent/guardian of each student enrolled in the charter school will be informed that enrollment in the charter provides no right to enrollment in any other school in the district, except to the extent that such right is extended by existing policy.
Element 13: Rights of District Employees

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

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).

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

Any Dispute between the District and Charter School 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.

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

   Executive Director
   Collegiate Charter High School of Los Angeles

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 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.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s
request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) 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. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
Element 15: Exclusive Public School Employer

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

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“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.
Element 16: Charter School Closure Procedures

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

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

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

Prior to revocation, and in accordance with Ed. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Ed. Code section 47607.3.

Closure Action
The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, 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 or non-renewed by the LAUSD Board of Education; 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 Ed. 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
Upon 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 immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and 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), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

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 the 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 the 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 this notification 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 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 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 school closure
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, which will include 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 school closure
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 school closure, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

School and Student Records Retention and Transfer
Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:
1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable 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 student records to the receiving schools shall be in accordance with 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 the 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, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. 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.

8. 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 CDE will notify the charter school and the authorizing entity of any liabilities the 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 the 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 the charter school.

This audit may serve as the school’s annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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 the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the 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 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 the 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 the 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. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)
d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. 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 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
Additional Provisions

Facilities

**District-Owned Facilities**

If Charter School is using District facilities as of the date of the submittal 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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. 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.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. 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 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. 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 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. The District shall have 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**
  - 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 Ed. Code 47612 and 5 CCR § 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.
  - 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 charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the charter school 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 charter school facility. Charter School shall
resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. 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 provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Ed. 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] 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 ("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. 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 bus service. If Charter School provides student bus 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 $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 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.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella 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. 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 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 school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys'
fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

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 Ed. 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.

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.

Internal Fiscal Controls
Charter School will develop and maintain sound internal fiscal control policies governing all financial 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).