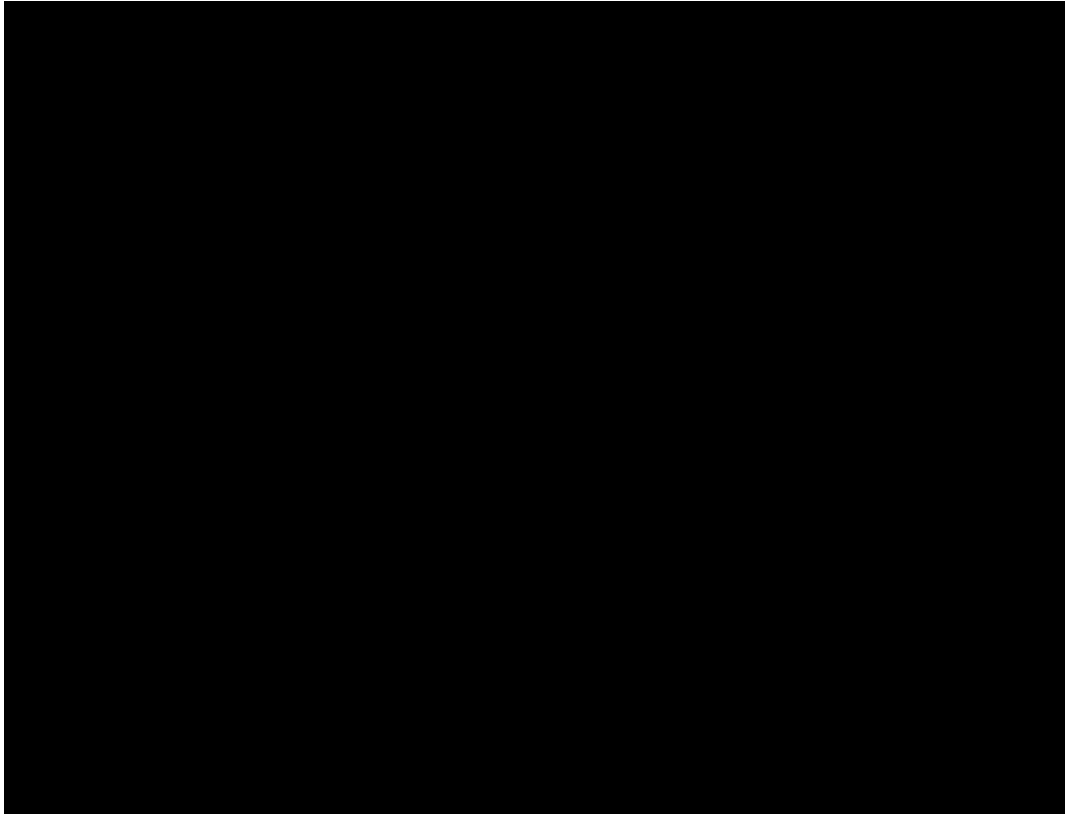


RISE KOHYANG
ELEMENTARY SCHOOL



NEW CHARTER PETITION

Respectfully submitted:

October 11, 2017

Los Angeles Unified School District
Charter School Division

Table of Contents

TABLE OF CONTENTS.....	2
ASSURANCES, AFFIRMATIONS, AND DECLARATIONS.....	6
ELEMENT 1 – THE EDUCATIONAL PROGRAM	8
1.1: GENERAL INFORMATION	14
1.2 COMMUNITY NEED FOR PROPOSED CHARTER SCHOOL: TARGET COMMUNITY TO BE SERVED	14
1.3: HOW RKES WILL MEET THE NEEDS OF THE COMMUNITY.....	16
1.4 STUDENT POPULATION TO BE SERVED	17
1.5 FIVE YEAR ROLLOUT PLAN	17
1.6: RKES MISSION AND VISION STATEMENTS.....	18
1.7: AN EDUCATED PERSON IN THE 21ST CENTURY: COLLEGE AND CAREER READINESS AND USE OF TECHNOLOGY	18
1.8: HOW LEARNING BEST OCCURS	20
1.9 GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS	21
1.10: THE REQUIREMENTS OF EDUCATION CODE § 47605(B)(5)(A)(II) AND LCFF TABLES	24
1.11: CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH	46
1.12 CURRICULUM AND INSTRUCTION	53
1.12A: KEY FEATURES AND COMPONENTS OF THE SCHOOL’S EDUCATIONAL PROGRAM BY SUBJECT AREA.....	55
1.12C: INTERVENTION AND ENRICHMENT PROGRAMS.....	68
1.12D: CURRICULAR AND INSTRUCTIONAL MATERIALS	72
1.14 INSTRUCTIONAL METHODS AND STRATEGIES USED TO DELIVER CURRICULUM	74
1.15 HOW RKES’ INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS... 	77
1.16: HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY	78
1.20: DESCRIPTION OF RKES’ TRANSITIONAL KINDERGARTEN PROGRAM.....	78
1.21: ACADEMIC CALENDAR AND SCHEDULES	79

1.22: SAMPLE DAILY SCHEDULES	80
1.23: INSTRUCTIONAL DAYS AND MINUTES CALCULATOR	84
1.25: PROFESSIONAL DEVELOPMENT: RECRUITING TEACHERS QUALIFIED TO DELIVER THE EDUCATIONAL PROGRAM	84
1.26: ONGOING PROFESSIONAL DEVELOPMENT TO ENSURE TEACHERS HAVE CAPACITY TO DELIVER EDUCATIONAL PROGRAM	85
1.27: MEETING THE NEEDS OF ALL STUDENTS	86
1.27A: MEETING THE NEEDS OF ALL STUDENTS: ENGLISH LEARNERS (EL)	87
1.28: MEETING THE NEEDS OF ALL STUDENTS: GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL	94
1.29: MEETING THE NEEDS OF ALL STUDENTS: STUDENTS ACHIEVING BELOW GRADE LEVEL	95
1.30A: MEETING THE NEEDS OF ALL STUDENTS: SOCIO-ECONOMICALLY DISADVANTAGED / LOW INCOME STUDENTS.....	96
1.30B: MEETING THE NEEDS OF ALL STUDENTS: STUDENTS WITH DISABILITIES.....	97
1.31: MEETING THE NEEDS OF ALL STUDENTS: STUDENTS IN OTHER SUBGROUPS.....	97
1.32 A TYPICAL DAY AT RKES.....	97
ELEMENT 2: MEASURABLE PUPIL OUTCOMES & ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED	101
2.1 MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM.....	102
2.2-3 MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS, SCHOOLS PLAN FOR ASSESSING STUDENT ACADEMIC GROWTH.....	102
2.6 DATA ANALYSIS AND REPORTING.....	104
2.7 GRADING, PROGRESS REPORTING AND PROMOTION / RETENTION.....	106
ELEMENT 4: GOVERNANCE	109
4.1: GOVERNANCE STRUCTURE	113
4.2 GOVERNING BOARD COMPOSITION AND MEMBER SELECTION: COMPOSITION OF THE BOARD	118
4.3 GOVERNING BOARD COMPOSITION AND MEMBER SELECTION: BOARD MEMBER SELECTION.....	118
4.4-4.5 GOVERNANCE PROCEDURES AND OPERATIONS.....	119
4.6 STAKEHOLDER INVOLVEMENT.....	120
ELEMENT 5: EMPLOYEE QUALIFICATIONS.....	123

5.1 EMPLOYEE POSITIONS -- BRIGHT STAR SCHOOLS	123
5.2. EMPLOYEE POSITIONS – CAMPUS EMPLOYEES	128
5.3 EMPLOYEE POSITIONS – OTHER ROLES	139
ELEMENT 6: HEALTH AND SAFETY PROCEDURES	140
6.1 CUSTODIAN(S) OF RECORDS	143
6.2 STUDENT HEALTH AND WELLNESS	143
ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE	145
7.1 RKES’S PLAN TO ACHIEVE AND MAINTAIN LAUSD’S RACIAL AND ETHNIC BALANCE GOAL	145
7.2 SPECIFIC OUTREACH REGARDING ENROLLMENT	147
ELEMENT 8: ADMISSION REQUIREMENTS	148
8.1 ADMISSIONS REQUIREMENTS	149
8.2 STUDENT RECRUITMENT	149
8.3A: LOTTERY PREFERENCES AND PROCEDURES	149
ELEMENT 9: ANNUAL FINANCIAL AUDIT	155
9.1 ANNUAL AUDIT PROCEDURES	155
ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES	157
10.1 DISCIPLINE FOUNDATION POLICY	160
10.2: GROUNDS FOR SUSPENSION AND EXPULSION	161
10.3 PROCEDURES FOR SUSPENSION	163
10.4 EXPULSION PROCEDURES	164
10.5 EXPULSION HEARING	165
10.6 APPEAL OF SUSPENSION OR EXPULSION	166
10.7 POLICIES AND PROCEDURES REGARDING REHABILITATION, REINSTATEMENT, AND READMISSION.	167
ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS	168
11.1: STAFF RETIREMENT SYSTEMS	168
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	170
12.1: HOW PARENTS WILL BE INFORMED OF PUBLIC SCHOOL ALTERNATIVES	170
ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES	171
ELEMENT 14: MANDATORY DISPUTE RESOLUTION	172

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES 176
**15.1 THE SPECIFIC POSITION(S) THAT WILL SERVE AS THE SCHOOL’S CLOSURE AGENT(S) IN
THE EVENT THAT THE SCHOOL CLOSES: 182**
ADDITIONAL PROVISIONS.....178
ADDENDUM.....192

Assurances, Affirmations, and Declarations

Rise Kohyang Elementary School (also referred to herein as “RKES” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with

Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

- All Students enrolled as of December 1 of each school year

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

1.1: General Information

Rise Kohyang Elementary School will be a charter school within the Bright Star Schools charter network. Bright Star Schools is a charter management organization with seven schools serving three communities across Los Angeles (Koreatown, San Fernando Valley, West Adams).

The contact person for Charter School is:	<i>Anoli Patel, Principal</i>
The contact address for Charter School is:	<i>600 S. La Fayette Park Place, Los Angeles, California 90230</i>
The contact phone number for Charter School is:	<i>323 -954-9957</i>
The proposed address or target community of Charter School is:	<i>Koreatown, Los Angeles</i>
This location is in LAUSD Board District:	<i>District 2</i>
This location is in LAUSD Local District:	<i>Central</i>
The grade configuration of Charter School is:	<i>Transitional Kindergarten – 5th</i>
The number of students in the first year will be:	<i>115</i>
The grade level(s) of the students in the first year will be:	<i>Transitional K and Kindergarten</i>
The scheduled opening date of Charter School is:	<i>August 2018</i>
The enrollment capacity is:	<i>569</i>
The type of instructional calendar will be:	<i>Traditional, Single Track</i>
The bell schedule for Charter School will be:	<i>8:00 am -3:30 pm</i>
The term of this charter shall be from:	<i>July 1, 2018 to June 30, 2023</i>

1.2 Community Need for Proposed Charter School: Target Community to be Served

Rise Kohyang Elementary School will be a Bright Star school, predominantly serve students living in the Koreatown region of Los Angeles, California. Rise Kohyang Elementary School will start in transitional kindergarten (TK) through fifth grade. Students will be able to matriculate into Rise Kohyang Middle School and Rise Kohyang High School, thus having the option of a full TK-12th grade experience of high-quality education.

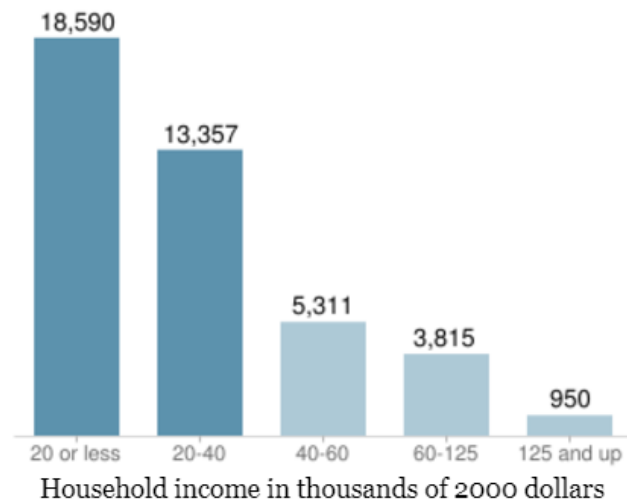
Koreatown is a dynamic neighborhood, filled with art, history and a diverse community. This rich diversity brings a set of challenges, which we are prepared to work in partnership with our community. Chart 1.2 indicates the average income in Koreatown is **\$30,558**, with 32.6% of households in their community making less than \$20,000. Additionally, 68% of Koreatown residents are foreign born and only 21.4% of residents older than age 25 have received higher education.¹

¹ Source: <http://maps.latimes.com/neighborhoods/neighborhood/koreatown/>

Chart 1.2

Income

- **\$30,558** median household income (2008 dollars), **low** for **the city of Los Angeles** and **low** for the county
- In Los Angeles County, **Downtown, University Park** and **Chinatown** have the most similar household incomes.
- The percentages of households that earn **\$20,000 or less** and **\$20,000 to \$40,000** are high for the county.



Source: Medium Income as reported by the Los Angeles Times. Retrieved from <http://maps.latimes.com/neighborhoods/neighborhood/koreatown/>

Studies continually indicate that students living in households at or below the poverty line are at a greater risk of academic failure than their peers who live in households above the poverty line, as noted in Eric Jensen's *Teaching with Poverty in Mind*. Elementary school is the foundation to building critical social, emotional and academic development necessary to prepare capable and confident students relentlessly pursuing higher education. In turn, Bright Star Schools is committed to increasing access to resources and opportunities for our students.

To achieve this goal, RKES will provide a rigorous academic program, tools for good decision-making and a culture of accountability, scaffolding and creativity. This program is designed to address the following:

1. To create a small school community with a focus on college prep and character education to address the unique challenges in the local community.
2. To create the option for a successful and contiguous TK -12 programmatic option for students and families in this community
3. To work with the LAUSD schools in our local community to raise our collective educational excellence, especially relative to high school graduation rates as well as familiarity & access to the college application, acceptance and matriculation processes.

By the time Bright Star students enters 12th grade, they will be prepared to enter higher education confidently and competitively, with a strong familiarity with the college application, acceptance and matriculation processes. We will also support the foundational skill building of our students with outreach and education to families so that the support of students extends to the home environment, no matter what that looks like for each student.

All Bright Star schools will work to develop the socio-emotional and coping skills to overcome the many life challenges they may face on their path to accessing higher education.

1.3: How RKES will meet the needs of the community.

In response to the need for a small community based school, RKES will provide a small, safe, and supportive educational program which will set the foundation for success in college and life beyond.

In response to the low high school and college graduation rates in our community, we will ensure that our students have access to an achievement-oriented learning environment, beginning in kindergarten (and transitional kindergarten). We would like to ensure all students make a smooth transition to the demands of college preparatory middle and high schools with the ultimate goal of college graduation.

In response to the limited familiarity and access with college application, acceptance and matriculation in our local community, our school will maintain a college preparatory focus in the primary grades, so students are able to develop the foundational skills necessary for entrance into high-performing middle and secondary schools. We will also support the foundational skill building of our students with outreach and education to families so that the support of students extends to the home environment.

Our school will work to develop the character skills in students that will serve them through the many life challenges they may face in their lives, on their path to accessing higher education.

Surrounding Schools

Rise Kohyang Elementary School (RKES) will largely reflect the demographics served by the surrounding LAUSD elementary schools. Demographic and performance data for nine surrounding schools (both charter and LAUSD) in Koreatown is as follows:

Surrounding School CAASPP Performance Data for 2016-2017											
Schools local to: 600 S. La Fayette Park Place, Los Angeles, California 90057											
School Information		ELA					Math				
School Type	School Name	% Overall	% SPED	% English Learner	% Socio-economically Disadvantaged	% Hispanic or Latino	% Overall	% SPED	% English Learner	% Socio-economically Disadvantaged	% Hispanic or Latino
Charter	N.E.W. Academy of Science and Arts School	27.4	8.33	5.63	26.9	27.4	21.92	16.67	5.63	22.07	21.92
LAUSD	Charles White Elementary School	14.5	3.7	1.02	15.14	12.77	10.4	3.7	0	10.75	10.53
Charter	Camino Nuevo Kayne Siart	41.5	5.36	16.67	42.04	40.77	34.41	8.77	16.56	34.9	33.76
Charter	Everest Value School	48.08	58.33	23.19	46.26	46.21	45.57	69.23	27.14	44.3	43.54
LAUSD	Cahuenga Elementary School	55.74	30	25.4	50.97	35.88	57.83	35	38.81	52.38	36.36
LAUSD	Commonwealth Avenue Elementary School	45.61	2.78	5.19	42.72	38.26	39.77	2.86	10.53	37.87	33.08
LAUSD	Hobart Elementary School	30.87	3.03	0.65	30.06	28.49	26.58	3.03	1.94	25.28	24.72
LAUSD	Hoover Street Elementary School 2	57.55	16.07	25.86	58.18	57.73	57.14	21.43	32.23	57.7	57.59
LAUSD	Leo Politi Elementary School	21.22	0	0.87	21.66	21.36	13.18	6.06	0.84	13.2	12.5

1.4 Student Population To Be Served

As indicated in *Section 1.2: Community to be Served*, RKES plans to serve students starting in transitional kindergarten and within five years, moving to fifth grade (“TK-5”). Bright Star School’s goal is to have a TK/K-12 offering in the Koreatown community; if successful, RKES would complete that pipeline in conjunction with Rise Kohyang Middle School and Rise Kohyang High School in Koreatown. Based on surrounding schools data above, we expect that a significant portion of our students (approx. 90%) will qualify for free or reduced price meals, 30-40% will be English Learners, and 10-13% will be special education students. Additionally, LA Times² lists “68.0% of residents are foreign born, high for the city of Los Angeles and high for the county. **Korea** (28.6%) and **Mexico** (23.9%) are the most common foreign places of birth.” Given these predominances, RKES anticipates our students will be reflective of this population.

1.5 Five Year Rollout Plan

RKES plans to open in August 2018 with the transitional Kindergarten (“TK”) and Kindergarten. In August 2019, we plan to add 1st grade, followed by 2nd grade the following year until the school reaches full enrollment serving approximately 569 students in TK-5th grades. While we cannot accurately determine precise enrollment for each year, for purposes of planning our budgets and operations conservatively, the table below shows our enrollment projections for the five-year term of this charter, with class sizes of 25-32 students per class.

Grade	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
TK	23	23	23	23	23
K	92	92	92	92	92
1		92	92	92	92
2			92	92	92
3				90	90
4					90
5					90
Total	115	207	299	389	569

² <http://maps.latimes.com/neighborhoods/neighborhood/koreatown/>

1.6: RKES Mission and Vision Statements

The mission of all Bright Star Schools is to provide holistic, inclusive support for all students to achieve academic excellence and grow their unique talents so that they find joy and fulfillment in higher education, career, and life.

The mission of Rise Kohyang Elementary School is to prepare students in transitional Kindergarten through fifth grade for higher education in a small, safe, and supportive educational program. To achieve this goal, we will provide a rigorous academic program, tools for good decision-making and a culture of accountability, creativity and compassion.

The vision for all Bright Star Schools is that Bright Star students will become leaders who act with integrity and champion equity to enrich our communities and the world.

RKES will create a small, safe, structured environment that pushes each student to act with integrity and strive for academic excellence. Our transitional kindergarten through fifth grade program will prepare students to make a smooth transition from elementary school into the demands of college preparatory middle and high schools, on their way to higher education. We envision a school with a grade span, curriculum, and educational program that will allow students to learn how to read, write, and compute at or above grade level and to develop the academic and character skills that will serve them through the many life challenges they may face in accessing higher education. We envision a school in which education enriches the lives of students and their families and where we work closely with families to do the hard work necessary to achieve excellence and college graduation.

For the vision of RKES to become a reality, every decision regarding the educational program and philosophy centers on how to best drive student achievement by creating a small, safe and structured community enabling students the opportunity and support to reach the high expectations we hold for them.

1.7: An Educated Person in the 21st Century: College and Career Readiness and Use of Technology

RKES will strive to ensure students who matriculate from fifth grade are prepared to be successful in college-preparatory middle and high schools, thus able to apply critical thinking and learning application in all settings, ultimately preparing them to have a choice in personal career path and optimal success in life.

In the 21st century, changes in our global society call for a new definition of “an educated person.” Access to information is central as we become more interdependent and able to communicate more freely. This interdependency requires:

- An understanding of the global diaspora with a respectful approach to communication and interaction;
- Strong literacy and mathematical ability;
- Significant problem-solving skills;
- A higher level of education than ever before – aligned to living and working in a globalized new millennium.

To master these interdependencies, Bright Star Schools believes students must be lifelong learners, have a firm grasp of computer technology, work well in a multicultural society, and be prepared to handle various careers and professions over their lifetimes. The educated person will need to work cooperatively with others from diverse backgrounds, identify and solve problems, and be able to resolve conflicts in a constructive manner. United Way reports, “The good jobs of the future will increasingly be tied to the global economy and will require both high-tech skills and flexible, ‘soft’ skills – such as communication and teamwork skills – needed to compete in the 21st century economy.”³

With knowledge and communication as key tools for the new millennium, a strong foundation in literacy is an integral component to ensuring *all* students are prepared to handle the complexities of the 21st century and to take their place as an educated person within our democracy. Public schools must provide a strong academic literacy program and must hold and support the highest of expectations. Educational programs need to ensure all students succeed in learning at high levels.

In *Good to Great*, author Jim Collins⁴ identifies the main factor for achieving outstanding organizational results as a narrow focus of the company’s resources in its field of competence. As a school, we believe that strong literacy development is *the* key competency students must master to be successful, and thus the major focus of our educational program. Like all schools in the 21st century dedicated to the academic and life success of its students, RKES will ensure all students are educated for the demands and opportunities of the new century.

Within this context, RKES believes a truly educated person in the 21st century must possess the following skills and attributes:

1. **High academic proficiency:** the academic understanding of concepts that include and exceed the scope of state and national standards in the major subject areas: Reading, English Language Arts, Math, Social Studies, Science, Physical Education, Foreign Language, Technology, and others we see fit, based off the needs of our community.
2. **Communication skills:** the ability to communicate ideas effectively through reading, writing, and speaking in more than one language.
3. **Research skills:** the aptitude to access, process, manage, interpret, question, validate, and act upon information.
4. **Technological proficiency:** the knowledge of the software and hardware required to research and present information in a variety of media.
5. **Interpersonal skills:** the social skills necessary to cooperate, make group decisions, resolve conflicts, and identify group roles in order to work effectively as a team.
6. **Intrapersonal skills:** strengths/weaknesses, and identify and execute the steps necessary to achieve growth.
7. **Innovation:** the ingenuity to creatively solve problems, make connections, and construct interdisciplinary combinations (Boyer 1995, Friedman).
8. **Tolerance:** the willingness to understand and respect cultural differences in perspectives, beliefs, values and traditions.

³ Pitkin, B., Garcia, A., Martinez, J. (2007) *Quality of Life in Los Angeles 2007 State of the County Report*. Pg. 2. United Way. Los Angeles, CA. <http://www.unitedwayla.org>.

⁴ Collins, J. (2001). *Good to Great: Why Some Companies Make the Leap... and Others Don't*. New York: Harper Business.

9. **Curiosity:** the capacity to recognize personal inquiries and identify individualized learning goals accordingly.

1.8: How Learning Best Occurs

It is our belief at RKES and all Bright Star schools, learning best occurs when:

1. **Schools and class sizes are small⁵.**
 - Research shows that school size is the second most significant predictor of student success, second to socio-economic status. Research strongly emphasizes the superiority of small schools as places where the learning environment is enhanced.
2. **Parents participate in the educational program.**
 - Small schools are more likely to encourage parental involvement. Since our student population has rich cultural heritage, it is important that we honor these heritages to engage parents (and students).
3. **The school climate's focus is on accountability and is driven by data, but whose vision remains aspirational.⁶**
 - This "beginning with the end in mind" approach requires a standards-based system that directs academic programs and considers the many facets of the learners.
 - RKES provides a continuous collection and application of data for students, parents, teachers and administrators.
4. **Highly specialized teachers and staff support student learning.**
 - Specialized staff development programs provide proactive instructional leadership.
5. **Programs have strong literacy components.⁷**
 - Literacy provides a foundation for most academic success.
6. **Programs incorporates technology.**
 - Technological innovations enhance communication, and hence relationships, within the academic environment and provide students with the knowledge and skills to enter the business and social opportunities of the 21st century.
7. **Children are known and understood as individuals.**

⁵ <https://www.brookings.edu/research/class-size-what-research-says-and-what-it-means-for-state-policy/>

⁶ notebook.lausd.net/pls/ptl/url/ITEM/790E58B514CA6064E0430A0002106064

⁷ <https://www.edweek.org/ew/articles/2011/05/11/31murray.h30.html>

1.9 Goals For Enabling Pupils To Become And Remain Self-Motivated, Competent, And Lifelong Learners

The RKES program will emphasize an interdisciplinary approach to education at all levels. This philosophy is promoted by a commitment to direct instruction and structured inquiry as the leading vehicles & pedagogical approach for learning. Inquiry is defined as a process initiated by the learner or the teacher who moves the learner from his or her current level of understanding to a new and deeper level of understanding.

At RKES, everyone is a learner. The RKES program will not just be about a development of skills and knowledge, but also the development of self-awareness, personal values and attitudes.

The RKES goals for enabling pupils to become and remain self-motivated, competent and lifelong learners are:

1. **Students excel and reach their academic potential.**
 - a. Proficiency in reading and other language arts skills including writing and oral communication as outlined by Common Core.
 - b. Mastery of age-appropriate principles of mathematics and logical reasoning, along with the ability to apply them to real life situations as defined by California State Standards and Common Core.
 - c. General knowledge of social studies including global knowledge of communities, history, geography and cultures as defined by the Common Core.
 - d. Sufficient knowledge, skills, and strategies of science as defined by the Common Core Standards and Next Generation Science standards that enables students to hypothesize, evaluate data, and define and solve problems.
2. **Students embrace a spirit of discovery and possess critical thinking skills (intrinsic and lifelong motivation to learn).**
 - a. Students will set personal learning goals and monitor progress towards those goals.
 - b. Students will demonstrate the ability to ask probing and thoughtful questions.
 - c. Students will identify, access, integrate and use available information and resources, including technological sources.
 - d. Students are enthusiastic and engaged in the learning process.
3. **Students demonstrate character development based on a platform of values that evidence global perspective, cultural acceptance and personal responsibility.**
 - a. Student embody RKES' values of:
 - Curiosity
 - Optimism
 - Gratitude
 - Grit
 - Self-control
 - Social intelligence
 - Zest⁸
 - b. Students can articulate the meaning of the following attributes and demonstrate what it

⁸ Based on the work of Paul Tough, (2012). *How Children Succeed. Grit, Curiosity, and the Hidden Power of Character*. Houghton Mifflin, Boston, MA

means to be a(n):

- Thinker
- Inquirer
- Knowledgeable
- Communicator
- Principled
- Open-minded
- Caring
- Risk-taker
- Balanced and Reflective

- c. Students will collaborate and work effectively with others in a cooperative group

We believe students become and remain self-motivated, competent, lifelong learners as a result of our strong, positive school culture and ongoing emphasis of our school's shared values.

Character Development and Values

The Character Education Partnership (CEP) studied the effectiveness of K-12 character education programs and found that while there is no single formula for character education, the most successful schools shared 11 common characteristics. According to the CEP, effective character development programs:⁹

1. Promote core ethical values and supportive performance values as the foundation of good character.
2. Define “character” comprehensively to include thinking, feeling, and behavior.
3. Use a comprehensive, intentional, and proactive approach to character development.
4. Create a caring school community.
5. Provide students with opportunities for moral action.
6. Include a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them succeed.
7. Strive to foster students' self-motivation.
8. Engage the school staff as learning and moral community that shares responsibility for character education and attempt to adhere to the same core values that guide the education of students.
9. Foster shared moral leadership and long-range support of the character education initiative.
10. Engage families and community members as partners in the character-building effort.
11. Assess the culture of the school, the school staff's functioning as character educators, and the extent to which students' manifest good character.

Like the CEP, we believe that character development is based on a school culture that teaches, reinforces, models, and values good choices and where students demonstrate good character. Therefore,

⁹ Lickona, Ed.D., et al., *CEP's Eleven Principles of Effective Character Education*, 2007.

we use the CEP’s principles as a guide for how we incorporate character development and build a culture that reinforces the character traits needed for success in high school, college, and life.¹⁰

Summer Academy, during the first week of school, will be dedicated to teaching and practicing many of the basic behaviors we expect students to exhibit everyday—raising their hands to speak, listening attentively, sitting up straight, looking at the person who is speaking, asking good questions, and participating in class. Though standards based instruction will take place during Summer Academy as well, a higher emphasis than usual is placed on practicing excellent academic behavior during non-instructional times, to set the bar for the remainder of the school year.

Character education will continue throughout the regular school year as well, **not in a single isolated class**, but intentionally throughout the school day and week. The skills developed in the summer will serve as the foundation for skills and habits developed during the regular school year, including working with a partner or small group, completing homework, working to the highest possible quality, treating others with respect at all time, valuing different opinions, and making appropriate choices.

Teachers in all content areas will support strong character. For example:

- Teachers lead students to analyze the motivation of characters in text and the impact of actions on others
- Teachers help students express their ideas effectively and build the habit of using feedback to make changes
- Teachers encourage curiosity, problem solving, and the importance of following a process
- Teachers promote attention to detail and finding multiple ways to solve problems and check work
- Teachers discuss fairness, civil rights, and social justice
- Teachers foster creativity and confidence
- Teachers encourage teamwork

Throughout the day, we will help students develop and maintain character through a focus on our school’s values:

- Curiosity
- Optimism
- Gratitude
- Grit
- Self-control
- Social intelligence
- Zest¹¹

Students will earn individual and class points during each class period by demonstrating positive behaviors that correlate with our eight values. Individual points will determine a student’s eligibility for incentive based trips and special activities at the school. Individual points will also be communicated

¹⁰ In addition to the work of the Character Education Partnership, our beliefs about school culture and our design to build a school-wide culture that builds character draw heavily from *Teaching with Love and Logic: Taking Control of the Classroom*, by Fay and Funk (1995), *The Power of Our Words*, by Paula Denton (2007), and *The Little Book of Restorative Justice: Teaching Responsibility; Creating Caring Climates*, by Amstutz and Mullet (2005).

¹¹ Based on the work of Paul Tough, (2012). *How Children Succeed. Grit, Curiosity, and the Hidden Power of Character*. Houghton Mifflin. Boston, MA

with parents each week to keep them informed about their child’s work habits and behavior. Low levels of points may lead to disciplinary consequences, such as a loss of privileges, after-school detention, parent notification, and/or the drafting and implementation of an improvement plan.¹² Class points will lead to class rewards, such as outdoor reading time, an extra chapter of read aloud, or lunch with the teacher.

More important than the points system will be the school-wide emphasis on genuine character and the building of a culture that encourages every person to be their best. We want our students to be confident in who they are and able to make their best choices, even when nobody is awarding points. This is the kind of character that will set them up for continued success.

School leaders and teachers will develop rituals to build and maintain a positive school culture and reinforce strong character, including shout outs during daily homeroom time, monthly point awards, honor roll breakfasts, special RKES shirts, teachers vs. students sporting events, attendance trophies, birthday recognition, bulletin boards that celebrate success, special grade-level activities, and weekly professional development.

We will evaluate our success with character education through analysis of student and class reports, periodic reflections of students and staff, and other informal school culture evaluations throughout the year. Data from these sources are used to inform on-going professional development of the staff with regard to school culture and character development.

1.10: The Requirements Of Education Code § 47605(B)(5)(A)(Ii) and LCFF Tables

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

The following chart details the school’s annual goals, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals.

¹² More detail about the school’s discipline plan can be found in *Element Ten: Suspensions and Expulsions*.

LCFF STATE PRIORITIES

GOAL #1

All students demonstrate increased academic growth and improved English proficiency.

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

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

Outcome #1: Students will increase proficiency on the CAASPP by at least 5% of the base score (both ELA and Math).¹³

Metric/Method for Measuring: Percent of students who meet or exceed the state standard on the CAASPP.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD	X ≥ 5 % increase from the base score	X ≥ 5 % increase from the base score	X ≥ 5 % increase from the base score	X ≥ 5 % increase from the base score	X ≥ 5 % increase from the base score
English Learners	TBD	X ≥ 5 % increase from the base score	X ≥ 5 % increase from the base score	X ≥ 5 % increase from the base score	X ≥ 5 % increase from the base score	X ≥ 5 % increase from the base score
Socioecon. Disadv./Low Income Students	TBD	X ≥ 5 % increase	X ≥ 5 % increase	X ≥ 5 % increase	X ≥ 5 % increase	X ≥ 5 % increase

¹³ These goals will not be measured until the school has a 3rd grade class.

		from the base score	from the base score	from the base score	from the base score	from the base score
Foster Youth	*	*	*	*	*	*
Students with Disabilities	TBD	$X \geq 5\%$ increase from the base score	$X \geq 5\%$ increase from the base score	$X \geq 5\%$ increase from the base score	$X \geq 5\%$ increase from the base score	$X \geq 5\%$ increase from the base score
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	TBD	$X \geq 5\%$ increase from the base score	$X \geq 5\%$ increase from the base score	$X \geq 5\%$ increase from the base score	$X \geq 5\%$ increase from the base score	$X \geq 5\%$ increase from the base score
Filipino Students	*	*	*	*	*	*
Latino Students	TBD	$X \geq 5\%$ increase from the base score	$X \geq 5\%$ increase from the base score	$X \geq 5\%$ increase from the base score	$X \geq 5\%$ increase from the base score	$X \geq 5\%$ increase from the base score
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Student subgroups (EL and SPED) will increase proficiency on the CAASPP by 5% of the difference between subgroup performance and overall school performance (both ELA and Math).¹⁴

Metric/Method for Measuring: Percent of students who meet or exceed the state standard on the CAASPP.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)						
English Learners	TBD	X ≥ 5 % increase from the base score	X ≥ 5 % increase from the base score	X ≥ 5 % increase from the base score	X ≥ 5 % increase from the base score	X ≥ 5 % increase from the base score
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities	TBD	X ≥ 5 % increase from the base score	X ≥ 5 % increase from the base score	X ≥ 5 % increase from the base score	X ≥ 5 % increase from the base score	X ≥ 5 % increase from the base score
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

¹⁴ These goals will not be measured until the school has a 3rd grade class.

Expected Annual Measurable Outcomes

Outcome #3: At least 35% of enrolled EL students will increase 1 ELPAC level from the prior year

Metric/Method for Measuring: ELPAC Level

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)						
English Learners	TBD	≥ 35%	≥ 35%	≥ 35%	≥ 35%	≥ 35%
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #4: School will increase reclassification rate by 1% to 5% of previous year's rate

Metric/Method for Measuring: percentage point increase in reclassification rate

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)						
English Learners	TBD	Increase between 1% - 5% from previous year	Increase between 1% - 5% from previous year	Increase between 1% - 5% from previous year	Increase between 1% - 5% from previous year	Increase between 1% - 5% from previous year
Socioecon. Disadv./Low Income Students						

Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #5: (Grades TK-2) 90% of students will increase by Scholastic Guided Reading level 3 levels or maintaining above grade level in reading.

Metric/Method for Measuring: Increases in student’s Scholastic Guided Reading Level (SGRL)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD	Increase SGRL by 3 or remain above grade-level	Increase SGRL by 3 or remain above grade-level	Increase SGRL by 3 or remain above grade-level	Increase SGRL by 3 or remain above grade-level	Increase SGRL by 3 or remain above grade-level
English Learners	TBD	Increase SGRL by 3 or remain above grade-level	Increase SGRL by 3 or remain above grade-level	Increase SGRL by 3 or remain above grade-level	Increase SGRL by 3 or remain above grade-level	Increase SGRL by 3 or remain above grade-level
Socioecon. Disadv./Low Income Students	TBD	Increase SGRL by 3 or remain above grade-level	Increase SGRL by 3 or remain above grade-level	Increase SGRL by 3 or remain above grade-level	Increase SGRL by 3 or remain above grade-level	Increase SGRL by 3 or remain above grade-level
Foster Youth	*	*	*	*	*	*

Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	TBD	Increase SGRL by 3 or remain above grade-level	Increase SGRL by 3 or remain above grade-level	Increase SGRL by 3 or remain above grade-level	Increase SGRL by 3 or remain above grade-level	Increase SGRL by 3 or remain above grade-level
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: (Grades TK-2) 60% of students will be identified as Proficient or Mastered in ELA and Math as identified in report card.

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

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	<i>TBD</i>	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)
English Learners	<i>TBD</i>	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)
Socioecon. Disadv./Low Income Students	<i>TBD</i>	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)
Foster Youth	*	*	*	*	*	*
Students with Disabilities	<i>TBD</i>	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)
African American Students	*	*	*	*	*	*

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	<i>TBD</i>	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)
Filipino Students	*	*	*	*	*	*
Latino Students	<i>TBD</i>	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)	≥60% (Math) ≥60% (ELA)
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #2

School promotes a school culture which is a positive, engaging, calm and supportive for both student social and emotional development.

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

1. School-wide programs and staff professional development to ensure ongoing positive school climate.
2. Creation of experiences in school which empower students and support their growth socially and emotionally.
3. Providing students with opportunities to ensure they have access to experiences and resources they may not be able to afford outside of school

Expected Annual Measurable Outcomes

Outcome #1: School will maintain a 95% ADA

Metric/Method for Measuring: Average Daily Attendance

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD	≥95%	≥95%	≥95%	≥95%	≥95%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						

Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						
Outcome #2: No more than 5% of students will experience an incident of suspension						
Metric/Method for Measuring: % of students who experience an incident of suspension						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD	<5%	<5%	<5%	<5%	<5%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #3: Total days of suspension will not exceed 5% of the product of total enrollment and instructional days

Metric/Method for Measuring: : Total days of suspension will not exceed 5% of the product of total enrollment and instructional days

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD	<5%	<5%	<5%	<5%	<5%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #4: No more than 2% of students will be expelled

Metric/Method for Measuring: Percent of expelled students

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD	<2%	<2%	<2%	<2%	<2%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						

African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						
Outcome #5: 65% of students will positively rate school on end of year student surveys.						
Metric/Method for Measuring: % of positive responses						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD	≥ 65%	≥ 65%	≥ 65%	≥ 65%	≥ 65%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Expected Annual Measurable Outcomes

Outcome #6: The percent of students who are chronically absent will decrease from the previous year by no less than 2%

Metric/Method for Measuring: % chronically absent

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD	≥2%	≥2%	≥2%	≥2%	≥2%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

GOAL #3

School actively engages and involves families in their students learning to be advocates for their students	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal

1. Investment in materials, tools, programs, and services ensuring accessible parent communication.
2. School events and programs purposefully created to introduce parents to school staff, the school's educational program, and encourage a parent's ability to advocate on behalf of their student.
3. Staff members who play the role of liaison between school and family.
4. School will hold a public hearing to gather family input on the Local Control Accountability Plan prior to the school site councils meeting to review and ultimately approve the Local Control Accountability Plan.
5. Family members provide feedback on school's Local Control Accountability Plan and Single Plan for Student Achievement. Families members elected to the school site council will vote to approve the finalized version of the Local Control Accountability Plan and the Single Plan for Student Achievement.

Expected Annual Measurable Outcomes

Outcome #1: Parent Attendance - Parent Teacher Conferences (80%)

Metric/Method for Measuring: Parent Attendance at Parent Teacher Conferences throughout the year

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD	≥ 80%	≥ 80%	≥ 80%	≥ 80%	≥ 80%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						

American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						
Outcome #2: Parent Attendance - One Parent Education Seminar (25%)						
Metric/Method for Measuring: Parent Attendance at the Parent Education Seminar						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD	≥ 25%	≥ 25%	≥ 25%	≥ 25%	≥ 25%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #3: Parent Attendance - Back to School Night (60%)

Metric/Method for Measuring: : Parent Attendance at Back to School Nights

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD	≥ 60%	≥ 60%	≥ 60%	≥ 60%	≥ 60%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #4: One Yearly Counselor Contact (50%) [via calls and meetings to inform student progress]

Metric/Method for Measuring: Contact w/ Counselor

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD	≥50%	≥50%	≥50%	≥50%	≥50%
English Learners						
Socioeconomically Disadvan / Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						

Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						
Outcome #5: 85% of parents will positively rate the school						
Metric/Method for Measuring: % of positive responses						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD	≥85%	≥85%	≥85%	≥85%	≥85%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #6: 85% of parents will return surveys

Metric/Method for Measuring: % of parents who respond

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD	≥85%	≥85%	≥85%	≥85%	≥85%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

GOAL #4

School facilities are in good repair. Instructional staff is also properly credentialed and teaching standards aligned instructional material.

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

1. Ongoing investment in technology, professional development opportunities, and instructional staff members to support teacher improvement.
2. Staff members whose role is to ensure the school is a safe and clean environment for students.
3. Investment in technology to ensure that teachers are properly credentialed

Expected Annual Measurable Outcomes

Outcome #1: 100% of areas will rate as good or excellent on the SARC

Metric/Method for Measuring: SARC rating

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD	100%	100%	100%	100%	100%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						

Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #2: School will Average a 3 out of 4.

Metric/Method for Measuring: School will Average a 3 out of 4 on the Bright Star Schools facility Operation check list.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD	≥3	≥3	≥3	≥3	≥3
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #3: All instructional materials are aligned to state standards

Metric/Method for Measuring: Alignment of instructional materials

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD	100%	100%	100%	100%	100%
English Learners						
Socioecon. Disadv./Low Income Students						

Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #4: 100% of students have access to standards aligned materials at home and in school as appropriate for a given lesson.

Metric/Method for Measuring: Access to standards aligned materials

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD	100%	100%	100%	100%	100%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						

White Students						
<p>Outcome #5: School will have zero misassignments of teachers of ELs, zero total teacher misassignments, and no vacant teaching positions at the time of updating (April-May).</p> <p>Metric/Method for Measuring: Number of misassignments between teaching assignments and teaching positions and teacher vacancies.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD	0%	0%	0%	0%	0%
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

1.11: Curricular and Instructional Design of The Educational Program: Key Educational Theories and Research

RKES will provide a safe and structured environment where we will be able to support students to meet academic standards articulated through the new Common Core standards, develop strong character values, and academic stamina in order to meet student's own personal goals.

In addition to using best practices from other successful public schools and conducting a strong research base, our school goals are informed by a focus on accountability, standard-based curriculum, and high expectations with measurable goals. The five goals are listed here, with detailed explanations for each proceeding the list.

1. *We hold high academic and behavioral expectations for every student.*
2. *We engage and grow competent and experienced school leadership and staff.*
3. *We offer a rigorous academic program with intentional student supports.*
4. *We provide clear standards, research-proven curriculum, and frequent assessments.*
5. *We are a mission-driven school community.*

1. *We hold high academic and behavioral expectations for every student.*

A. Academic Expectations

RKES will develop and maintain a school culture that is achievement-oriented and is built on strong and universal values. The school's core values shall be explicitly taught with the hopes of assisting students to rise to the high academic and behavioral expectations we hold for them. Teachers shall actively model and teach the values of the school throughout the day of instruction as well as during the weekly community circle.

Each and every adult at RKES will believe that all students are college-bound by holding students to high academic expectations at every grade level. Teachers will communicate to students that intelligence is malleable; we believe this belief is critical to our success. Because of this, effort is continuously celebrated and rewarded in the classroom. A vast majority of characteristics ascribed to "intelligence" are skills that can be taught and learned.¹⁵

Teaching to mastery also is critical. Classes will be structured to optimize learning, with common routines for all daily practices that minimize distraction and disruption from learning time, and with multiple formal and informal checks for understanding. Since all students will be expected to meet or exceed grade level standards, a student who does not meet passing scores on assessments will be given multiple supports until they master the material.

RKES will use the Response to Intervention (RTI) model to provide struggling students appropriate interventions utilizing the differentiated instructional materials provided in the adopted curricula, executed by Instructional Assistants. Additionally, a Counselor will work closely with students and family to identify behavioral and social barriers to the student's learning and connect the parents to the appropriate resources so each child can thrive.

¹⁵ Rothman, R. (1996). *Organizing for Results*, National Center on Education and the Economy.

Teachers will assign appropriate levels of homework at each grade level (ranging from 30 minutes per night in TK and kindergarten to 70 minutes per night in 5th grade) and students shall be held to high expectations for nightly homework completion in order to practice skills taught explicitly during the school day. We recognize that many of our families have parents who work beyond school hours, thus we anticipate approximately 60% of our scholars participating in our after-school program, which begins with a 60-minute session for homework completion. During this time, the after-school staff will be available to assist students with their homework.

Because we believe this daily reinforcement of skills and content taught during the school day is critical to students' academic growth, we will structure supports within the day to aid its completion. For example, if students do not complete homework they will miss "choice time" at the end of the day. "Choice time" provides students opportunities to choose center-learning opportunities (i.e., alphabet learning, manipulatives, poetry, writing, puzzles, computer, art, etc.).

Lastly, RKES will formally recognize and celebrate students who evidence the academic and behavioral excellence that lie at the core of the school's values and educational program by gathering together each week with celebration at a community meeting. The school shall celebrate our core values by having teachers provide awards for students exemplifying the school values.

B. Behavioral Expectations

We seek to create confident, self-assured learners. We believe that confidence and self-assurance comes from our delivery of a structured learning environment that engages students in learning. RKES will have high standards for student conduct and communicates those with clarity and consistency. We believe that every child wants to behave well, and will rise up to the expectations of the primary adults in their lives. We will establish a positive, caring atmosphere where students feel safe and successful while being held to high standards of behavior at all times. A strong school culture is the foundation of student discipline, utilizing student engagement strategies. Behavioral expectations shall be consistent from classroom to classroom.

All students will be expected to wear uniforms¹⁶ and practice common courtesies (please, thank you, and proper greetings), use good table manners at breakfast and lunch, and learn how to converse respectfully with their peers and with adults. In all classrooms, students will sit at their desks, listen and track the speaker. All the school's high expectations will be explicitly taught, constantly modeled, and appropriately reinforced to our students, and poor behavior choices will be addressed quickly, effectively, and in developmentally appropriate ways.

The school day will be structured and transparent so that students understand how to adhere to school routines. When necessary to redirect and correct student behavior, teachers shall be trained in common student discipline techniques (such as modeling appropriate behaviors,

¹⁶ RKES will provide uniforms or supplies to any student or parent unable to purchase uniforms or school supplies required by the school (as demonstrated by financial duress).

praising students, using incentives, practicing procedures). Teachers will manage minor disruptions in their classrooms and teach the common routines and behaviors necessary for our students to be successful.

The entire school community will be guided by a clear Code of Conduct. Implementation of the Code of Conduct shall be designed to ensure students engage in positive interactions with teachers and with one another throughout the school day. It will also provide the necessary tools to guide students' internal decision making in order to assist them in choices that will lead them to success in college and life. The school's Code of Conduct is based on preventing misbehavior with the appropriate incentives for following our Code of Conduct. Students will be recognized during morning meeting and school wide during community meeting for their positive contributions and demonstrated commitment to learning and growing, thus modeling for all students what is expected and celebrated at RKES. Students will earn privileges for positive behaviors (choosing your seat, lunch with a teacher or school leader, pencil, etc.), while those who engage in negative behaviors and violate the school's Code of Conduct earn consequences such as loss of choice time for students (see Academic Calendar and Schedules section).

Character education shall be explicit at RKES with morning meeting each day and the school-wide celebration of community meeting. Teachers will create their own curriculum under the supervision and support of our deans. The goal of this curriculum is to have students internalize and utilize the school's core values of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest.¹⁷

2. ***We engage and grow competent and experienced school leadership and staff.***

We know that in order for any school to be successful, effective leadership must be present. RKES will launch with experienced leadership capacity from day one, including an experienced Deputy Superintendent of Education, Principal, and the support of the Bright Star Schools network. The most successful charter schools have learned that there must be dedicated and senior staff responsible for both the organizational and the academic success of the school.

Our **Deputy Superintendent of Education**, reporting to the Executive Director and Board of Directors, will be responsible for leadership and management of all aspects of the school's strategic development and operations. Successful managerial experience and proven practice with our student population is integral to this position.

The **Principal** will report to and work closely with the Deputy Superintendent of Education as he/she focuses on daily issues of teaching and learning. Having a Principal solely devoted to improving instruction and supporting teachers and students allows RKES to remain focused on academic outcomes. This leadership structure also allows the Principal to conduct daily classroom observations to keep our focus on improving teaching and student learning.

¹⁷ Based on the work of Paul Tough, (2012). *How Children Succeed. Grit, Curiosity, and the Hidden Power of Character*. Houghton Mifflin. Boston, MA.

3. The **Executive Director, and the Bright Star Schools network** assist with all operational matters at the school site, are responsible for operations and reporting, and to ensure the school is operating smoothly.

Combined with an experienced and highly trained faculty and staff, the Bright Star Schools network and the use of outside consultants and expertise, RKES is designed to ensure that appropriate staffing and operations support all facets of our program.

4. ***We offer a rigorous academic program with intentional student supports.***

RKES will offer rigorous academic programming beginning in the youngest grades to ensure a foundation of skills that sets students on the path for academic success.

A. Foundational Skills— Common Core and the Content Areas

Our academic program will be centered on mastery of foundational skills in literacy and mathematics, along with mastery in the core content areas of social studies and science, all based on the California content standards including the Common Core and new Next Gen Science Standards. Students will benefit from longer literacy and math instruction in the primary years. Specific attention and longer instruction in literacy ensures students have early literacy success that supports them to higher levels of achievement. The overall literacy program is based on the five components of a balanced literacy program: phonemic awareness/phonics, fluency, vocabulary, comprehension, and writing.

B. College Readiness and Awareness

As mentioned, Bright Star Schools heavily believes that college graduation is a major key to employment choice and lifelong sustained success. To promote college graduation, we will emphasize college readiness and awareness starting in kindergarten. Students and their families will take field trips to local universities, as early as kindergarten. While the work and college discussion begins in the earliest years, the entire school will carry out these practices. In addition, all courses and instruction are planned and implemented for students to gain the foundational skills, transcripts, and test scores - and the personal ambition - necessary to enter college preparatory middle and high schools.

C. Extended Day

A critical teaching methodology at RKES will be to provide teachers more time to teach and support students, and to provide more time for students to learn and advance. More access to effective instructional time increases learning. As noted above, students will attend RKES for an extended school day. School will open at 7:30 a.m. (school officially begins at 8:00 a.m.) and dismissal is at 3:30 p.m. for all grade levels. Catherine Dodd¹⁸ examines several studies that explore the question of whether **extending learning time for students in need of support can bridge the academic gap**. In one study, extending the school day for kindergartners using the same curriculum as its half-day counterparts made a

¹⁸ Dodd, C. (Sept-Oct 2002) *Extended-day programs: time to learn: extending learning time for students in need of support can bridge the academic gap by providing students with the time they require to master subject content*. Leadership. http://findarticles.com/p/articles/mi_m0HUL/is_1_32/ai_94872301/pg_1.

significant difference in the achievement levels of the full-day participants.¹⁹

Beyond providing a longer school day, “Choice Time” will be provided to students who do not adequately complete daily assignments and voluntarily for students who would like a quiet space to complete their work or need tutoring support. During this 50-minute block at the end of the day, students will engage in RTI and tutoring (monitored by the teacher) and can utilize the differentiated curricular resources provided within the adopted materials. Students especially may spend time engaging with additional manipulatives in math and utilize leveled reading for literacy support. As appropriate, students may utilize technology based programs such as Dreambox for Math and iStation for reading. Students will also have the opportunity to engage with a series of self-driven academic activities that may include attending one of the classroom centers (such as the “poetry center”).

D. CULTURALLY-RELEVANT LEARNING ENVIRONMENT

Our culturally-relevant learning environment will honor our diverse representation of students as an asset to the school community. Because of the anticipated large Hispanic/Latino and Korean populations, all home communications shall be accessible in English, Spanish and Korean. This helps to instill in our students that their bilingual capacities are attributes and gifts, as well as assets. We recognize our students have multiple identities whether as immigrants, Americans, and/or Angelenos, and we organize the learning environment to meet these needs and honor these identities.

5. *We provide clear and consistent standards, research-proven curriculum, and frequent assessments.*

Clear standards ensure learning is focused on the specific skills and content knowledge that students need to master in a logical and sequential manner and allow for effective planning of instruction and assessments. All school curricula will be fully aligned with the newly approved Next Generation Science Standards (NGSS), meaning the units are designed with special attention paid to the Core Ideas, Crosscutting Concepts, the Scientific Practices. At the primary level this requires a particular focus on inquiry based learning, demonstrations, and experimentation students may utilize science kits such as GEMS or FOSS. The Principal will guide and support all classroom teachers as they organize and plan all daily lessons using these standards. All assessments and instruction will be designed for mastery of the standards, which the understanding that this will more fully develop as we gain greater clarity about the NGSS state assessments.\

A. Uniform Instructional System

To maximize learning, all teachers in all grades will follow a Uniform Instructional System²⁰ (UIS). Working within a model that provides for direct instruction, inquiry based instruction, guided practice, and student mastery, teachers will use an instructional approach often referred to as “I do,” “We do,” “You do.” Teachers will begin by making a connection to the student’s prior learning and directing the teaching to the lesson’s objective (“I do”). Students will then move to practicing content with the teacher’s guidance (“We do”). After the teacher feels confident in the students’

¹⁹Hough, D. & Bryde, S. (April 1996) *The effects of full-day kindergarten on student achievement and affect*. Paper presented at the annual conference of the American Educational Research Association, New York, NY. (ERIC Document Reproduction Service No. ED 395 691).

²⁰<http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf>

understanding as a group, the lesson will move into individual student practice (“You do”).

Teachers will also implement the use of a Unified Blackboard System²¹ (UBS) with elements that include: 1) Do Now, or lesson starter, 2) Aim or learning standard, 3) Agenda or steps for the lesson, 4) and Homework. Each teacher will begin instruction with a Do Now, a five-minute quiet activity to get students engaged in the lesson. On the board, the teacher will then write the Aim or learning standard and agenda for the day. The homework assignment will also be iPosted so students know and are able to write down their daily homework assignment.

Students will receive a weekly syllabus in English and translated in Spanish and/or home language to inform parents about the daily agenda, homework, and learning objectives.

B. Research-Proven Curriculum

RKES will utilize curricula with a proven track record and research base. Using Common Core curricula that are standards-based ensures students have access to standards-aligned, research-proven instruction.

C. Frequent Assessments

Assessment is essential for measuring students’ academic needs and ensuring that all students are mastering the learning standards. At the beginning of every school year, incoming students will be assessed with age-appropriate, standardized assessment tools giving teachers assistance in the process of designing curriculum, lessons, and pacing, as these formative, benchmark assessments provide a clear understanding of current student mastery. These assessments will also enable us to identify students who may need extra help to reach mastery on learning content standards. At the end of each year, we will administer these same assessments in order to measure individual and cohort longitudinal progress and the efficacy of the curriculum and instruction, designing refinements and changes where needed.

Curriculum-aligned, standards-based interim assessments are developed by school leadership and staff, and are administered to students every semester. Teachers will use these periodic assessments to measure how well students are mastering the standards. Teachers will meet with the Principal after each assessment to discuss the results and to create an action plan when re-teaching is necessary. Student performance data will drive whole class instruction, small group work, and one-on-one tutoring. Interim assessments will allow teachers to effectively assess students’ skill needs and target instruction and support to address specific deficiencies. By continuously using data to drive instruction, the academic needs of every student are met. A thoughtful, sequential series of frequent assessments (see Element 2/3 for details on assessments) continuously informs leadership and staff as to the efficacy of the instructional program and student supports, and guides all decisions in a time-effective and proactive manner for every student.

²¹ USB is a successfully instructional practice used by high performing charter schools such as Excel Academy, Boston, Roxbury Preparatory, and Edward Brooke in Boston, MA, and described by Dr. Lorraine Monroe in her book, *Nothing’s Impossible: Leadership Lessons from the Inside and Outside the Classroom*. 1997. Random House, NY. Teachers learn how to implement USB system during the four weeks of summer professional development and as needed during the school year.

6. *We are a mission-driven school community*

We will involve all members of the school community in the pursuit of our mission, and to continuously channel our collective energies towards our unrelenting goal of academic achievement and college readiness for every child. Within our achievement-oriented school community, we will engage all community stakeholders in the development of school's core values. The Board of Directors of Bright Star Schools brings expertise, time, commitment and excellence to governing the school and the achievement of its mission. School leaders are primarily responsible for implementing the school's mission. School leaders support the work of teachers to ensure the staff is able to successfully deliver the rigorous academic program, monitor, and adjust the program to meet the individual needs of the students. Teachers will be hired because of their unwavering belief that students can learn and achieve at high levels and their demonstrated capacity that they can deliver on this belief. Teachers will be committed to the planning and delivery of standards-based lessons daily, as well as providing daily, individualized academic support as needed. Beyond school leaders and staff, we will also ensure the following stakeholders are continuously engaged in realizing our school mission:

A. *Parents/Families*

Parents will be continuously encouraged to be engaged in their child's education through family orientations, home visits, parent workshops, and frequent communications between school and home. After the school lottery,(if a school lottery is needed in that academic year, because applications exceed number of seats) families attend an orientation meeting in which school leaders explain the school mission, philosophy, code of conduct and family responsibilities. Before the first day of school, RKES leadership and staff will ensure that families are knowledgeable about the school and understand their commitment to their child's education by having families acknowledge and sign a contract which outlines students and parent expectations with regard to uniform, attendance, daily bell schedule, and general conduct expectations.

Families will be invited to attend Family Workshops each year provided and facilitated by the Principals at the Rise schools along with teachers. The workshops will be held at times conducive to various family schedules. Workshop topics in the primary and elementary grade levels (TK-5) will include but are not limited to how to help children read, do math, increase language development, and complete homework. Families will also have an opportunity to inspire the workshop topics. In helping our students reach a high level of rigor, we ensure we are meeting the needs of our families whether they speak a language other than English or have limited educational backgrounds. These workshops will be bilingual, optional and not required for families to attend.

Cafecitos (or coffee talks) will occur in the morning once a month with parents, school leadership and/or teachers, communicating curriculum, homework supports, and strategies to help each child succeed. Cafecitos are a time for parents and the school to communicate and build relationships all in support of the school's ambitious and critical mission. The principal will facilitate these gatherings in English and Spanish. If the principal does not speak Spanish or Korean, the event will have a staff member who is able to translate present.

B. **Students**

With supports, students will embrace the strong school community environment and demonstrate the school mission through their academic performance, internalization of the school's core values and involvement in the community. Our students manifest the academic, behavioral and leadership goals of the school. From the first day of school, students will set academic and personal goals. Teachers will communicate with students on a daily, weekly, and on a trimester basis regarding their personal goals. In addition, parent-teacher-student conferences will be held twice annually to ensure that teachers, students and parents are communicating about the student's progress and any concerns that may arise. This will help to motivate students and encourage them to take ownership over their own learning and progress as they both set their own goals and then engage in meaningful discussions about their progress.

We plan to follow our students after matriculation (especially those who additionally attend Rise Kohyang Middle School and Rise Kohyang High School) by developing an alumni network, exemplifying our college-driven focus. It is our hope that over time, alumni will be given opportunities to return to RKES to tutor students, participate in high school and college chats and mentor members of the current student body.

C. **Community**

Building strong ties with the local community is critical. Bright Star Schools has partnered with individuals and organizations in the Koreatown and Los Angeles community through outreach efforts to business, policy makers, community leaders, and key stakeholders that are dedicated to helping students obtain academic success.

As our reputation in the community has grown, the members of our school community exhibit pride in all Rise Kohyang schools, Bright Star Schools, themselves and the broader Koreatown and Los Angeles communities. This helps our students and their families feel a powerful sense of belonging, which in turn helps to motivate them to work hard and succeed.

1.12 Curriculum and Instruction

RKES will integrate a balanced instructional approach to provide a standards-based curriculum that is both skills-based and inquiry based, in order to ensure each and every student meets our high expectations for success, well beyond achieving proficiency on national standards. To be clear, instruction at RKES will start first with the California Common Core State Standards (CCSS) and the frameworks for instructional design, all of which drive the creation of lesson plans and the assessment of both student and teacher achievement. Purchased curricular materials will be used as a basis upon which teachers will build.

Teachers will collaboratively plan units of study using the 'backward design' guidelines described in *Understanding by Design*²². This strategy advises teachers to begin with the question: "What would we

²² Wiggins & McTighe, 1998.

accept as evidence that students have attained the desired understandings and proficiencies – before proceeding to plan teaching and learning experiences.”

There are three steps to this process:

1. Identify desired results: Beginning with the standards, teachers will determine a three-tiered hierarchical set of learning expectations:

- Enduring understandings: How will students internalize the standards such that they are linked to an authentically meaningful big picture understanding of the material?
- Information and skills worthy of familiarity: What prior knowledge do my students need to make meaning of this new information?
- Important knowledge and skills: What foundational knowledge and skills do students need to master this material?

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

2. Aligning Assessments to the Desired Results: Recognizing that teachers will be shaping their standards-based instruction into larger projects and thematic units, it is essential that they assess mastery in an explicit way. Teachers will assess throughout the unit of study using a variety of assessment methods including both formative and summative assessments. Methods will include online assessments, quizzes or tests aligned with the style students will encounter on standardized-assessments as well as more comprehensive or authentic checks for understanding such as informal checks, student observation, 1:1 conferencing, performance tasks and projects. Teachers will match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance.

3. Differentiating Instruction to Meet the Needs of All Learners: After the learning expectations (knowledge and skills) have been identified, teachers will work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals with all of their students. Teachers will design innovative instructional strategies by differentiating the content, process, and products delivered to students in order to provide equal access for all learners (including English language learners and students with special needs). Teachers will write effective standards-aligned lesson plans and utilize a repertoire of research-based instructional strategies to increase student achievement.

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

1.12a: Key Features and Components Of The School's Educational Program By Subject Area

English Language Arts

Literacy is the key academic skill on which all future skill and knowledge acquisition is based. One of the greatest barriers that hinder students' academic success is a weak foundation in literacy. Studies confirm that success or failure in building a foundation of fundamental literacy in the primary grades is a compelling gauge of future academic success. According to the National Research Council, "academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of 3rd grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school."²³

The language arts program at RKES will be aligned fully with the new California Common Core State Standards. While our pedagogical approach is student-centered and we individualize instruction as much as possible, our general scope and sequence follows that of Common Core. Common Core's "College and Career Readiness Anchor Standards" dictate the broad goals for what all students should be able to do prior to graduating high school in order to be ready for higher education and a range of career options, while the K-5 standards inform the more grade-specific expectations. Our language arts curriculum utilizes state adopted textbooks, teacher-created curriculum and a variety of supplementary resources to enhance student learning including leveled libraries and guided reading (based on Fountas and Pinnell's Guided Reading²⁴), daily test preparation, grammar, mechanics, and usage, *Step Up to Writing* and Thinking Maps.

Teachers will also use trade books, primary historical documents, and non-fiction texts (i.e. *Time Magazine for Kids* and *The Los Angeles Times*). In particular, we introduce in TK/Kindergarten the basics of reading, exposing students to a range of literature (stories, drama, and poetry) and informational texts (historical, scientific, and technical texts, and literary nonfiction). Students will learn to ask and answer questions about key details in a text with prompting and support. They will also learn to retell familiar stories, demonstrating their ability to identify characters, settings, and major events. They will begin to understand the mechanics of reading as well, learning to follow words from left to right and recognize uppercase and lowercase letters along with the corresponding sounds. In terms of writing, kindergarten students combine drawing, dictating, and writing to express ideas and narrate events. They will begin to show a command of the English language regarding grammar and usage when writing and speaking. They hone their speaking skills by participating in collaborative discussions with different partners about the texts or key topics covered in class.

Each subsequent grade will build upon the reading, writing, speaking, listening and language skills introduced in kindergarten. The instruction at each grade level will include increasingly complex reading materials and as the students develop stronger skills, they assume more independence in their work assignments. Students will be able to apply grade-level phonics and word analysis in decoding words. By 4th grade, the students will have developed their critical thinking skills to the point that they

²³ National Research Council. (1998) (<http://www.ed.gov/inits/americanreads/ReadDiff/> accessed on 11/10/07.

²⁴ <http://www.fountasandpinnell.com/guidedreading/>

will be able to compare and contrast using quotes and evidence from a text.

To achieve mastery of the Common Core literacy standards, we will employ a research-proven,²⁵ balanced-literacy program as outlined by the federal government: (phonemic awareness and phonics, fluency, vocabulary, comprehension and writing), that includes a significant focus on phonics.²⁶ Students in kindergarten through third grade receive intensive phonics and phonemic awareness instruction using SRA Reading Mastery to ensure they have a solid foundation in fundamental reading skills. If there still is a need for extensive phonics instruction as measured by student assessment results in reading and writing after the third grade, students receive one-on-one tutoring with a teacher to improve their skills. This tutoring will be embedded within the regular school day and may occur during the ELA block or during the RTI lock at the end of the day. A foundation of strong literacy skills developed in the primary years through the instruction of a balanced literacy program allows literacy instruction in the upper grades to focus powerfully on deep comprehension of a variety of fiction and non-fiction texts. We recognize that reading proficiency is essential to the mastery of all other academic subjects; therefore, students must graduate from RKES reading at or above grade level in order to be successful in college.

The literacy program at RKES will be divided into four reading blocks and a read aloud with independent reading time for all grades. These blocks will not be taught in isolation, but rather are integrated to allow for application of skills in context:

Literacy Blocks Components	
Literacy Blocks	Component
Block 1—Guided Reading & English Language Development	Reading comprehension, modeling reading instruction, and developing vocabulary
Block 2—Direct Instruction	Reinforce phonemic awareness, phonics, vocabulary, decoding skill mastery, and writing
Block 3—Writing Program	Language mechanics, organization, genre study, grammar
Block 4—Reading Comprehension	Reading Comprehension strategies
Daily Read Alouds & Independent Reading Time (IRT)	Fluency, vocabulary, reading comprehension

Team teaching in literacy will be utilized to lower the student/teacher instruction ratio and provide for shared teaching experience. Because teachers will share instruction for all students, teachers are able to lesson plan together and collaborate on how to meet the needs of individual students. Teaching is made

²⁵ High achieving charter schools that utilize these curriculums include Endeavor College Prep, Achievement First, Elm City College Preparatory, Crown Heights Charter School, Amistad Elementary, and North Star Elementary.

²⁶ Reading Mastery, a reading instruction programs published by The McGraw-Hill Company, SRA designed to produce fluent, independent, and highly skilled readers. Curriculum is utilized by thousands of schools. More information can be found at <https://www.sraonline.com>.

public as all teachers work together to meet the needs of every student. Teachers have grade level lesson planning time that they are required to participate in on a weekly level. However, they also have daily planning time at the end of the day which they may choose to use collaboratively. All grade level teachers plan together and deliver the same lesson plans. We divide the students into smaller groups based on flexible-ability reading groups that rotate among the teachers. This enables our teachers to focus their efforts on a specific skill set or strategy with small groups, and enables students to receive targeted instruction based on their needs. This is particularly critical as we help our significant English Learner population become English-proficient.

A. Phonemic Awareness and Phonics: The balanced literacy approach will begin by teaching phonemic awareness and sound-letter correspondence and progresses to word and passage reading, vocabulary development, comprehension, and building oral reading fluency. After building a foundation, later lessons emphasize accurate and fluent decoding while teaching students the skills necessary to comprehend and learn from expository text. Lessons are fast-paced and interactive. Student instruction is differentiated as students are grouped by similar reading level, based on placement tests.

In the 4th and 5th grades, literacy instruction will make the transition from emphasizing phonics and phonemic awareness to intermediate grammar and novel reading. Students will begin dissecting sentences and classifying various parts of speech, and diagramming complex sentences, and reading various prose and poetry (novels, plays, sonnets, poetry, speeches) with instructional supports.

B. Read Alouds: As detailed in the seminal report, *Becoming a Nation of Readers*, written by a nationally recognized group of experts on the study of how children develop and learn language, “The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.”²⁷ This is true not just of the earliest grades, but throughout all levels of our school: “The commission found conclusive evidence to support reading aloud not only in the home but also in the classroom: It is a practice that should continue throughout the grades.”

Based on this research, RKES will build Read Alouds into the literacy blocks and infused within curricular areas like Science, Social Studies, and Character Education. All Read Alouds will be tied to standards learning and have an explicit lesson plan with directed instruction, purpose, and objective for learning. Students are encouraged to read aloud and be read to daily by parents/teachers to increase their decoding ability and fluency rate. Fluency is the rate and accuracy with which students are able to read. Read Alouds, direct reading instruction, and independent reading all work to increase student fluency. We will test all students’ fluency on a weekly basis to ensure students are progressing.

²⁷ Richard C. Anderson, Elfrieda H. Hiebert, Judith A. Scott, Ian A.G. Wilkinson. (1985). *Becoming a Nation of Readers: The Report of the Commission on Reading*. Champaign-Urbana, IL: Center for the Study of Reading.

C. Vocabulary: Embedded in Reading Mastery are strong vocabulary strands. RKES teachers build the vocabulary skills of our students through a strong complement of independent reading and structured instruction. Bill Honig,²⁸ a respected early reading expert cites compelling research on the subject:

- Students who score in the top five percent on reading tests read 144 times more than students who score in the bottom five percent.
- By the fourth grade, if students want to make grade level progress, they should be reading more than 1.1 million words a year of outside-of-school reading (25 to 35 books or the equivalent) which should take 15 to 30 minutes a night; this is in addition to the 1.7 million words of school text. Instead of reading the necessary 2.8 million words, the average fifth grader reads only about 900,000.
- Although teaching vocabulary strategies (e.g. word families, scaffolding, etc.) helps retention rates, the vast majority of new words can be learned only through reading. To reach these levels, students need to read the recommended 25 to 35 books a year after the first grade.

D. Independent Reading Time (IRT): Each day, students have an independent reading time (IRT). This time expands upon the more typically used “Silent Sustained Reading” (SSR) or “Drop Everything and Read” (DEAR) programs. The job of the teacher during IRT will be to get all of his or her students to be avid, active readers by finding appropriate books, inspiring students to read, and monitoring their independent reading. A computer-based program such as accelerated reader will be utilized to assess and track student reading. In addition, we utilize a leveled library system to ensure students are reading books at their appropriate reading levels. A leveled library is a system for coding books by reading level, e.g., levels A, B, or C is a kindergarten reading book. The leveling system is based on text analysis and language characteristics. Using this system, teachers will assess students’ reading ability and help students choose appropriate books at “their just right reading level.”²⁹ Teachers will model comprehension strategies³⁰ at the start of IRT in a mini-lesson and students will utilize these strategies during their independent reading time. For example, the teacher may ask the students to further their understanding of their IRT book by making a text to text connection to the class Read Aloud book earlier that day. At the end of IRT, students will volunteer the connection made during their reading. Teachers will also actively coach students to ensure students are utilizing comprehension strategies, choosing appropriate books, and constructing meaning during their independent learning time.

E. Comprehension: RKES teachers will build student comprehension skills in two different ways. First, through the study of literature (each grade level reads both fiction and non-fiction), teachers will develop students’ standards-aligned comprehension skills. A standards-based novel unit creation tool aids teachers in developing standards-based questions for novels, and teachers share this base of top-quality units with each other as part of weekly professional development and common planning time. As students’ progress through the elementary grades they read books with increasingly higher-level

²⁸ Honig, Bill. (1995) *Teaching Our Children To Read; The Role of Skills in a Comprehension Reading Program*. Thousand Oaks, CA: Corwin Press.

²⁹ Fountas, I and Pinnell. G. (2005). *Leveled Books, K-8: Matching Texts to Readers for Effective Teaching*. Heinemann.

³⁰ Reading comprehension strategies are informed through *Mosaics of Thought* written by [Susan Zimmermann](#) and [Ellin Oliver Keene](#), who outline eight cognitive processes identified in comprehension research and used by successful readers.

vocabulary and complex novel plots. In upper elementary grades (grades 3-5), students will read classical texts from a wide-range of authors in fiction, non-fiction, and poetry. Students will also develop their literacy skills through the reading, analysis and schoolwide productions.

In addition to building comprehension through literature, students will learn to deeply analyze text. Using shorter pieces of primarily poetry and non-fiction, students learn to identify question types and go back to the text to find the answers to those questions. Students are asked to prove their answers, and rich discussions about question types and text proofs build the analysis skills of students. Students present both written and oral presentations to demonstrate comprehension.

F. Writing: We will offer a rigorous writing curriculum that is designed to have students produce writing with excellent organization, elaboration, and flow in multiple genres. The curriculum will have a heavy focus on sentence structure, basic grammar, and paragraph formation. We will use the Step Up To Writing curriculum. Students will complete daily oral language activities that support the development of grammar skills. Teachers will use a variety of grammar materials in daily mini-lessons. Students will also learn step-by-step how to develop excellent sentence structures, paragraphs, and essays. Extensive prewriting, drafting, revising, and editing take place on all pieces of writing. RKES students will be able to produce top-quality narratives, expository and persuasive essays, research papers, and literary analysis essays. A strong foundation in phonics ensures students are fluent readers able to analyze text using explicit comprehension strategies. Step-Up to writing prepares students to think critically and communicate clearly with regards to their ideas, both a fundamental skill for life and success in higher education.

G. Literacy Across the Curriculum: As envisioned by the Common Core standards, RKES will, from the beginning, include a focus on literacy in all subjects for all grades. Classes in social studies and science are able to serve both as an opportunity to develop students' core reading skills to a greater degree, as well as to increase their content knowledge in these subjects. For example, 2nd grade students may be reading the book *From Seed to Plant* (Gibbons, 1991) in literacy classes to reinforce the 2nd grade science standards on ecosystems and plants. Journal entries may be used in science lessons to document students' observations, aligned to grade level writing standards. Historical fiction is used in literacy to reinforce social science lessons. Character education in the foundational grades and ethics courses in the upper grades will all utilize literature-based lessons. Increasing reading fluency across subject areas allows students to access content in all of their classes to a greater degree.

Key Features and Components of the School's Education Program by Subject Area: English Language Development for English Learners

We will meet the needs of our significant English Learner population via specific supports and strategies across the curriculum and an instructional day designed to foster their English Language proficiency. These strategies include both designated and integrated supports, so all teachers will be trained in specially designed academic instruction in English (SDAIE) strategies and be able to meaningfully integrate into the classroom. Designated supports will be provided in small groups during Center's literacy time, along with pull outs during interventions and/or enrichment time. It is our intent to provide students with meaningful, effective and efficient language development skills, but never at the expense of a student participating in the most joyful parts of the day. Specific practices include, but are not limited to:

- Providing comprehensible input for ELLs
- Making lessons visual
- Linking new information to prior knowledge
- Determining key concepts for each unit and defining language and content objects for each lesson,
- Modifying vocabulary instruction
- Using cooperative learning strategies
- Modifying testing and homework
- Providing directions/instructions or essential core content in the student’s native language as warranted
- Using texts and creating a welcoming classroom environment reflective and respectful of the student’s culture and native language
- Using a variety of peer collaboration and reading strategies so that students can work together to make meaning of a text and practice academic discourse
- Provide students with reading choices, including texts that reflect their diverse cultural heritages in the classroom
- Explicit vocabulary instruction and teaching of cognates including general academic vocabulary and domain specific vocabulary

Two literacy blocks each week will be specifically dedicated to ELD for all English Learners, grouped by ability/proficiency level, e.g., ELD levels 1 and 2 are in the same group, Level 3 and 4 students are in the same group, and Level 5 and English proficient students (EOs) are grouped together -- RKES recognizes that English Proficient students may include IFEP and RFEP students.

This designated ELD instruction each week enables targeted English Language instruction in the context of grade-level literacy development. RKES will use California Treasures ELD for ELD curriculum.

Bright Star Schools following the California ELD Standard³¹, which includes three levels represent the stages of English Language Development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge:

- Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.
- Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

³¹ This information is pulled from: https://scoe.org/files/Proficiency_Level_Descriptors...pdf

Key Features and Components of the School's Educational Program By Subject Area: Mathematics

Similar to our ELA program, our math program will be entirely aligned with the new California Common Core State Standards (CCSS), and includes a multi-disciplinary approach to ensure we connect mathematics instruction to science learning. From TK/Kindergarten through fifth grade, RKES students will have a daily mathematics course that focuses on computation and a second math session daily that focuses on application and other critical math skills (calendar, money, number line, etc.). The math program will also give the school an opportunity to provide remediation as needed as well as provide advanced and expansive mathematics instruction. This is based off of The Standards for Mathematical Practice³², which “describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years.” The eight standards for Mathematical Practice include:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

The curriculum reflects as follows:

- In TK/Kindergarten we will introduce counting skills and the concepts of addition and subtraction. To create a basic foundation for place values, we will expand students' number knowledge to include 11-19. Our teachers will help students grasp a basic understanding of measurement by comparing “measurable characteristics.” They will also introduce problem-solving skills and other mathematical practices in age-appropriate ways.
- For each subsequent grade, teachers will use scaffolding techniques to build students' math skills focusing on the following categories:
 1. Operations and algebraic thinking
 2. Number and operations in base ten (and beginning in third grade to include fractions)
 3. Measurement and data;
 4. Geometry.

The gradual increase in skill development can be illustrated with the example of geometry. Starting in kindergarten, students will learn the names of basic shapes. In 1st grade, they are able to identify the main characteristics that distinguish shapes (straight versus curved exterior, number of sides, etc.) and are able to draw shapes. They will also partition shapes to form “halves” or “fourths.” In 2nd grade, they will deepen their understanding of shapes' attributes further to include angles. In 3rd grade, students will realize that shapes can be grouped into classifications according to their attributes, like rhombuses and rectangles being quadrilateral shapes. Students also begin to grasp the idea that by partitioning shapes into different equal parts, the sub-parts have equal “areas.” By 4th grade, students will elevate their understanding of shapes' classifications and are able to draw shapes based on their lines and angles, including symmetry and asymmetry. As a culminating application, students will learn to graph points on a coordinate system with two axes in order to solve real-world math problems. In 5th grade, students develop fluency with the addition, subtraction, multiplication, and division of fractions. Students also extend their understanding of decimal operations, volume, and multiplication of multi-

³² *Common Core State Standards for Mathematics*, page eight

digit whole numbers.

The curriculum recognizes that students need both basic fact knowledge and “automaticity” with procedural computation as well as deep understanding of conceptual concepts and the ability to solve complex mathematical problems. All RKES students will know their addition and subtraction facts by the end of second grade and their times tables by the end of third grade. Students will be expected to complete basic addition, subtraction, multiplication, and division computations to 95 percent accuracy. Teachers will require students to apply this strong basic skills knowledge in challenging problem-solving situations. Specifically, students will be expected to: use basic symbols to solve simple and complex problems; gather and interpret data using graphs and charts, predict outcomes of probability experiments; and solve problems involving proportional relationships. We will use a problem-solving supplement that provides daily demonstration of problem-solving skills.

Math lessons will follow a structured lesson plan designed for maximum success. The beginning of class will include a review of all homework assignments and will include cumulative review. There will also be daily sections for basic facts review and problem solving. Concepts will be introduced in a set sequence, emphasizing both step-by-step approaches and explanations for all mathematical processes. Math classes also make use of the rap, rhythm, and rhyme techniques pioneered by Harriett Ball³³ and as used successfully by many of the highest performing public schools serving urban students.

Key features and components of the school’s educational program by subject area: Social studies

Research has shown that one major reason that urban students score lower on reading tests is that they lack sufficient background knowledge to comprehend more complex text³⁴. When one reads a text, he or she must know how to decode the words and how to analyze the text. To truly understand the text, however, one must also know the basic vocabulary and contextual information the author assumes his or her readers understand. For this reason – and the importance of our students understanding the world around them – it is essential that students receive a rich and rigorous education in social studies.

Our social studies curriculum will follow the Common Core. Teachers will use the state adopted California Vistas textbook program to present curriculum in an engaging and challenging format. Teachers will expect students to master the key concepts and vocabulary, and will also teach them to analyze primary sources, debate different points of view, and make cause-and-effect connections. Social studies classes are fast-paced and teachers work with students to hone their non-fiction reading skills, learn important content, and apply and retain it in written essays and oral presentations.

RKES will design and deliver curriculum that aligns with the themes and contents of California History-Social Science framework, as follows³⁵:

- Kindergarten: Learning and working, Now and Long Ago
- Grade 1: A Child’s Place in Time and Space
- Grade 2: People who make a difference
- Grade 3: Continuity and Change
- Grade 4: California: A Changing State
- Grade 5: United States History and Geography: Making a New Nation

³³ Harriet Ball has developed "**multi-sensory teaching**" techniques that simultaneously address audio, visual and tactile-kinesthetic (A-V-T/K) learners. More information on Harriet Ball can be found at <http://www.harriettball.com>.

³⁴ ³⁴ Strangman, N. and Hall, T. (2009). *Background Knowledge*. National Center on Accessing the General Curriculum. http://aim.cast.org/sites/aim.cast.org/files/ncaac_BKNov3.pdf

³⁵ <https://www.cde.ca.gov/ci/hs/cf/sbedraftssfw.asp>

Key features and components of the school's educational program by subject area: Science

Science instruction will combine student mastery of core vocabulary and conceptual knowledge with the application of scientific principals in laboratory settings. The science program is designed to the California Next Generation Science Standards (). We agree with current thought leaders in the science community that “learning about science and engineering involves integration of the knowledge of scientific explanations (i.e., content knowledge) and the practices needed to engage scientific inquiry and engineering design.”³⁶

In Kindergarten, students will acquire basic knowledge about energy flow, understanding that animals need food to survive, while plants need water and light. They will be introduced to weather and climate concepts, and grasp the meaning of natural resources and natural hazards. Teachers will organize activities that help students understand humans' impact on our environment. Students also will learn about motion and stability, connecting the push-pull dynamic. Many of the science standards covered in kindergarten simultaneously help them to comprehend “cause” and effect.”

For each subsequent grade, curriculum will reflect topics and strategies in accordance with California Next Generation Science Standards. Our teachers will employ scaffolding techniques to build students' science knowledge and to foster their sense of curiosity about the physical world they live in and the energy forces they observe. At culmination of our program, students' understanding about energy flow, a topic first introduced in kindergarten, deepens to the point that they realize that energy from food was once energy from the sun, which was captured through photosynthesis by plants. They will appreciate the interdependence of ecosystems. Students will comprehend gravity and the effect of the sun on earth given its proximity compared to other stars. Students will learn that matter can be subdivided into particles and understand that chemical reactions can occur when different substances combine. As a highly valuable long-term skill, they learn the principles of engineering design and are able to identify problems and strategies to test for solutions.

Using both the hands-on FOSS science curriculum with the Harcourt Science textbook ensures students will have access to an engaging and challenging curriculum aligned to the NGSS. Science assessments, for example, will include sections that focus on the key terms and ideas of a unit as well as a performance task component that requires students to synthesize and analyze data from laboratory experiments. Teachers also actively work to reinforce key mathematical concepts, especially graphing and measurement skills.

³⁶ (2011) *A Framework for K-12 Science Education: Practices, crosscutting concepts, and core ideas*. (p. 11). Washington, DC: The National Academies Press.

Key features and components of the school's educational program by subject area: Character Education – including Visual/Performing Arts, Health and Physical Education

The RKES curriculum incorporates a rigorous and developmentally appropriate program of values and character education to prepare students to thrive in school, college and the world. This curriculum will guide all students with the life skills necessary to create self-motivated, competent, and lifelong learners. Established curriculum such as Second Step³⁷ and Morning Meetings³⁸ will be used along with developmentally appropriate texts that highlight and teach our school's core values. These values will be the basis of a school culture that provides a safe and productive environment necessary for the academic, social, and emotional growth of every student. We believe that ethics are important in creating civic individuals. Ethics combined with perseverance help students to successfully confront the challenges they will face as they grow and mature and to avoid self-destructive behaviors and situations they may face as adolescents and young adults.

The development of perseverance and/or grit is particularly key to our students' success. Therefore, we will focus on this value and drill the mantra "you must work hard." We are charged with helping students develop the capacity, when faced with difficult decisions and situations, to make educated decisions and not run from difficult situations but rather have learned to deal with challenges with a strategy to mitigate the challenges they face. Teacher professional development will include significant time devoted to common practices for positively dealing with academic errors on tests or mistakes made in homework, helping students build confidence, and fostering and modeling integrity, perseverance, dignity, pride, respect, and compassion. We will create learners that feel confident about learning and have the skill sets to understand how to focus, listen well, and organize themselves for successful learning.

Much of the emphasis in the primary years on character education is furthered with the ethics curriculum in the upper elementary grades as students become more self-aware and autonomous. Students in the upper elementary grades have an opportunity to explore multicultural literature in the pursuit of ethics, or the study of what it means to be a good person. Students will read a collection of materials to explore the philosophy of what is right and what is wrong and engage in debates, written analysis and deeper level thinking on ethical issues.

A. Advisory- During Advisory, students are explicitly taught social-emotional lessons centered around values and character traits. Cool Tools is used in Kindergarten – second grade and Second Step is used with grades 3-5.

B. Morning Meetings: Each day it will be important for the RKES staff to convey the urgency and excitement of learning. The tone of the day is set with the first interaction. Every morning, the leadership team, along with teachers, will greet students with a morning handshake. Once students pass through the school threshold, a professional, considerate and scholarly environment is maintained.

³⁷ Second Step is a research-based violence prevention program that integrates academics with social and emotional learning. For more information, <http://www.cfchildren.org/programs/ssp/overview/>.

³⁸ Morning Meeting is a way to build community, increase student investment, and improve academic and social skills. Kriete, R. (2001). *The Morning Meeting Book*. Northeast Foundation for Children.

Building on the morning handshake, each student begins their day with an emphasis on the RKES core values. The primary teachers will implement Morning Meetings as this sets the tone for a respectful learning environment. Morning Meetings will motivate students and create an environment of trust, community, respect, and scholarship. The meeting format includes the teacher beginning with a class greeting using class chants or a group motto, group activities, and closing.³⁹ In addition, morning meetings will provide opportunities for developing student vocabulary, oral language and team building skills. While a short period of the day, it sets the tone for the learning community and extends beyond the meeting.

C. Community Circle: Justice, fairness, and equity also are important values infused throughout the school culture and rituals. Through studying nonviolent social movements for justice, learning strategies for problem solving and conflict resolution, and our emphasis on respect for self, perseverance, and respect for others, our students learn to navigate challenges and conflicts in a peaceful way.

To create this school culture and infuse the ethics curriculum on a school-wide level, every Friday all students will come together to participate in a Community Circle, where teachers and school leaders will exemplify and celebrate the school's core values. Explicitly teaching values will help students achieve and succeed in our rigorous, college preparatory academic program, and grows students into young adults that embody the values that build self and community beyond the schoolhouse doors. The school leadership and teachers will celebrate student progress, prepare lessons to illustrate the core values and bring a global perspective of justice, equity and fairness through presentations and activities.

D. Structured Break Time: In addition to the morning and weekly rituals to build community, each break time for the primary students is organized to allow students authentic experiences for practicing the school's core values. Teachers will role-play and lead lessons on teamwork, cooperation, and compassion during morning meeting and throughout the character education lessons. Break times will be a period when teachers monitor and support the students' development in these areas. It will be a time when teachers scaffold supports for students and help build language and confidence in working together.

E. Enrichment Program: For students to become competitive and college bound, they must be well rounded and have access to as many enrichment opportunities as possible. Therefore, we will develop students' talents and interests in an enrichment curriculum that is an integral part of our daily educational program. Teachers are using the national visual arts and/or music standards to create appropriate lessons. Students in the early grades will attend enrichment classes that include such areas as yoga, meditation, dance, Spanish, Korean, technology and/or drama, with a rotating curriculum each trimester. The enrichment curriculum is implemented by teachers devoted to enrichment as well as part-time instructors (if necessary) to implement the program.

³⁹ Class meeting structure informed by Kriete, R. (2002). *The Morning Meeting Book*. Northeast Foundation for Children. MA.
New School Petition for Rise Kohyang Elementary School | 65

F. Physical Education: RKES' physical education curriculum will reflect California State Standards and teaches students about a fit and healthy lifestyle. American children are becoming more and more obese and fitness levels are decreasing⁴⁰. All children at RKES will have physical education classes each day with planned instruction to develop motor skills, and an understanding of common sports like baseball, basketball, soccer, and volleyball. The curriculum will prepare students for the California FitnessGram Physical Education test, and also teaches students how to play different sports and games as well as reinforce messages about nutrition, teamwork, and fair play.

G. Music: The music program, based on the program developed by Hobart Elementary, will begin in kindergarten with learning how to read music and play an instrument (instrument will depend on fundraising). Whether students play a recorder, guitar, or piano, students receive a strong foundation in music. A full time enrichment teacher will be employed to teach the music curriculum. Each year the enrichment program offered will vary so students rotate access to the enrichment courses such as music, yoga, technology, etc. Upper elementary (3-5 grades) students will have an opportunity to participate in an orchestra during the after school period and on Saturdays upon solidifying fundraising dollars to implement this program. The orchestra program goals will include students being able to play an instrument, tune their own instrument, and play music at a competitive level.

H. Technology: Students in the 21st century need to be technologically literate; that is, they need to know how to use the computer in the ways that professionals use it daily. All students will receive explicit instruction in basic typing skills, Word, Excel, PowerPoint, and email by both classroom teachers and enrichment teachers. In the lower grades (TK-2ND), students will use computer-based learning programs to master foundational literacy skills. In upper grades (3RD -5TH), students will use the computer for literacy programs, research and fact-finding to complete assigned projects and homework. Students will access technology on a daily basis. Technology instruction will be integrated into the core curriculum and used for testing. Benchmark assessments created through Illuminate (our student information system) will mimic the computer adapted response questions that are present on the Common Core exams readying students to take state standardized computer-based assessments.

1.12b: Innovative Components of the Instructional Program

College preparatory curriculum that begins in kindergarten: Our scholars will explicitly learn the importance of attending and graduating from college and/or higher education. Every classroom features college and university signage and decorations. Students are addressed individually as scholars and collectively as the year that they will graduate from college (kindergarteners that start in school in the fall of 2018 are called "The Class of 2031"). Additionally, every year, beginning in kindergarten, students visit colleges and universities, tour the campuses, and sit in on classes. By exposing students to the skills and knowledge they need to succeed in college and simultaneously stressing that every RKES scholar can and will attend and graduate from college, we help to dramatically improve the educational outcomes for the students in Koreatown.

⁴⁰Health Benefit: National Wildlife Federation. <http://www.nwf.org/Be-Out-There/Why-Be-Out-There/Health-Benefits.aspx>

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

Laser focus on the core content areas of literacy, mathematics: Our academic program will be centered on mastery of foundational skills in literacy and mathematics, along with mastery in the core content areas of social studies and science. Students will benefit from longer literacy and math instruction in the primary years. Specific attention and longer instruction in literacy will ensure students have early literacy success that supports them to higher levels of achievement. The overall literacy program is based on the five components of a balanced literacy program: phonemic awareness/phonics, fluency, vocabulary, comprehension, and writing.

Intentional use of data to drive instructional decisions: Teachers will plan and deliver instruction informed through frequent assessment where school leadership and teachers analyze assessments and plan instruction for students to master the individual standards embedded within them. Daily, weekly, and trimester-based systems are put in place to monitor the effectiveness of instruction and student learning. Teacher-created and curriculum-generated assessments are used to inform the weekly lesson plans. On a more formal basis, Interim Assessments are administered frequently and the scope and sequence of instruction is modified based on the student performance data on Interim Assessments.

An existing community of schools: RKES is building off of the success of Rise Kohyang Middle and High schools. It is our goal to provide the community of Koreatown with an option for a TK-12TH grade pathway to college and beyond.

Bright Star’s Innovative Counselors Program: The Connections Program is our latest and most comprehensive program created to meet the academic, social and emotional needs of our mainly low-income and minority students. The Connections Program provides every RKES student with individual guidance counseling, academic support, and social service referrals from their personal advocate (parent permission necessary for social service referrals and counseling). Bright Star Schools designed the Connections Program so every student will have an ally on staff who will help counsel and advocate for students socio, academic, and emotional needs (“Counselors”).

Counselors will fill out intake forms to gather information about their student’s school and home life, interests, and goals and aspirations and identify gaps where additional supports are needed, such as tutoring, enrichment classes, social services referrals, etc. Together, students and their Counselors will set short and long-term academic and personal goals and discuss progress towards these goals during regular check-ins. Counselors attend staff meetings to discuss their students with classroom instructors and work with local service providers to connect families with the social supports they need (domestic violence prevention, computer literacy workshops, job trainings, immigration law attorneys, mental health counseling, family planning, etc.). The team of Counselors lead family activities and monthly Parent Education workshops.

Life Experience Lessons (LEL's): We believe that our students must be given the opportunity to enhance their education with real-life experiences. These experiential learning trips are called Life Experience Lessons or LELs. LELs include visits to universities as well as to national and historical sites. We want our students to come out of their “comfort zones” and become explorers of knowledge and new experiences. Some examples of such trips might be:

- Field trips to local museums
- Zoos
- Science centers
- Day hikes
- Day trips to the beach
- AstroCamp in the upper elementary grade levels

There are always two chaperones who are CPR certified who attend any LEL (the trip leader, plus one additional chaperones). However, all chaperones are encouraged to take advantage of free CPR certification provided by Bright Star Schools.

1.12c: Intervention and Enrichment Programs

All interventions are data-driven. All types of assessments provide teachers with valuable information on each student’s level of standard mastery. Teachers then use this information to guide the student’s instruction (please see intervention and enrichment sections in later parts of the petition for further detail). Students engage in RTI and Tutoring (monitored by the teacher), utilizing the differentiated curricular resources provided within the adopted materials. Students especially may spend time engaging with additional manipulatives in math and utilize leveled reading for literacy support. As appropriate, students may utilize technology based programs such as Dreambox for Math and iStation for reading. Students will also have the opportunity to engage with or a series of self-driven academic activities that may include attending one of the classroom centers (such as the “poetry center”).

For students to become competitive and college bound, they must be well rounded and have access to as many enrichment opportunities as possible. Therefore, we develop students’ talents and interests in an enrichment curriculum that is an integral part of our daily educational program.

A. Enrichment

Students in the early grades will attend enrichment classes that include such areas as movement, yoga, foreign language, technology and drama, with a rotating curriculum each trimester. The enrichment curriculum is implemented by teachers devoted to enrichment as well as part-time instructors (if necessary) to implement the program⁴¹.

- **Physical Education:** RKES’ physical education curriculum reflects California State Standards and teaches students about a fit and healthy lifestyle. All children at VAES will have physical education classes each day with planned instruction to develop motor skills, and an understanding of common sports like baseball, basketball, soccer, and volleyball. The curriculum prepares students for the California FitnessGram Physical Education test, and also

⁴¹ Class meeting structure informed by Kriete, R. (2002). *The Morning Meeting Book*. Northeast Foundation for Children. MA.
New School Petition for Rise Kohyang Elementary School | 68

teaches students how to play different sports and games as well as reinforce messages about nutrition, teamwork, and fair play.

- **Music:** The music program begins in kindergarten with learning how to read music and play an instrument (instrument will depend on fundraising). Whether students play a recorder, guitar, or piano, students receive a strong foundation in music. A full time enrichment teacher is employed to teach the music curriculum. Each year the enrichment program offered varies so students rotate access to the enrichment courses such as music, yoga, technology, etc. Upper elementary (3-5 grades) students will have an opportunity to participate in an orchestra during the after school period. The orchestra program goals include students being able to play an instrument, tune their own instrument, and play music at a competitive level.
- **Technology:** Students in the 21st century need to be technologically literate and need to know how to use the computer in the ways that professionals use it daily. All students will receive explicit instruction in basic typing skills, Word, Excel, PowerPoint, and email by both classroom teachers and enrichment teachers. In the lower grades, students will use computer-based learning programs to master foundational literacy skills. Primary students will use the computer for literacy programs, research and fact-finding to complete assigned projects and homework. Students will access technology on a daily basis. Technology instruction will be integrated into the core curriculum and used for testing. Benchmark assessments created through Illuminate (our SIS system) will mimic the computer adapted response questions that are present on the Common Core exams readying students to take state standardized computer-based assessments.

B. Intervention

Response to Intervention (RTI) model

At RKES, RTI is a multi-tier approach to the early identification and support of students with possible learning and behavioral needs. Struggling students are identified by procedures established by each school site, including CAASPP results, ELPAC results, student performance below 70% in a core subject area and/or a failing grade. These students are provided with interventions at increasing levels of intensity. These services are provided by a variety of personnel including paraprofessionals (i.e. teacher assistant) and teachers during a scheduled RTI during the students' advisory period. Progress is monitored to assess the students' progress on a monthly meeting during the COST meetings

A. Components of Response to Intervention (RTI) model

The following four components are essential to early identification of students who may need support:

1. **HIGH QUALITY, RESEARCHED BASED CLASSROOM INSTRUCTION:** At RKES, classroom teachers are expected to differentiate instruction to students through researched-based strategies and techniques. The Vice President of Curriculum and Instruction works closely with each site to assist in the implementation of current instructional practices.

Classroom teachers are required to attend a two to three week-long professional development prior to the start of the school year. During these weeks, teachers explore the most current instructional practices. Throughout the school year, each site is responsible for the implementation of professional development opportunities with the concentration being in classroom instruction. RKES requires the teachers to attend professional development sessions once a week and on six professional development

days throughout the year. Teachers also have the opportunity to attend professional development workshops and conferences throughout the year.

The principal and assistant principal are required to attend monthly instructional meetings led by the Deputy Superintendent of Education. The site is formally visited by the Deputy Superintendent of Education each month. During those visits, the site administrator and the Deputy Superintendent of Education visit each classroom to review instruction. Accomplishments are acknowledged and, if needed, an action plan is developed to enhance instruction. The action plan is monitored by both the site administrator and the Deputy Superintendent of Education.

2. *ONGOING STUDENT ASSESSMENT:* At RKES, data drives classroom instruction. Students are consistently and regularly assessed through various tools that include district created benchmarks, teacher created tests, assignments, and quizzes. Students will receive feedback on their work at least once per week and complete a formal assessment no less than every five weeks. The information can be quickly assessed by the teachers and staff by using Illuminate, an online data and assessment management system. School personnel use Illuminate to monitor all student progress throughout the year. Teachers meet regularly through collaboration and Student Success Teams to review the data and make educational decisions.
3. *TIERED INSTRUCTION:* The use of a multi-tiered instruction based on student data allows teachers to differentiate instruction for all students. A teacher assistant works with the classroom teacher in the implementation of tiered instruction through small group and one to one instruction. The classroom teacher and teacher assistant work together to deliver specific instructional strategies that will differentiate concepts for students considered at risk for academic failure.
4. *PARENT INVOLVEMENT:* RKES strongly believes that instruction is best delivered and retained when there is an active relationship between the home and school. Through the Student Success Team approach, parents are involved in creating an individual learning plan for their students. Parents are also asked, but not required, to volunteer at their child's school. We encourage parents to aspire to volunteering forty hours a year coordinating and participating in a variety of school activities; however, it is in no way required and parents who do not volunteer are not penalized. In order to assist parents in having a role in their child's education, RKES has a full-time Family Services Coordinator.

B. Response to Intervention (RTI) as a response to disproportionality

A key goal to RKES's RTI model is to improve the outcomes for all students. Through the RTI model, instruction and intervention are aligned with students' needs. High quality instruction is delivered with good fidelity. The RTI model allows RKES to monitor disproportionality, not based solely on a head count, but rather through a focus on differences in outcomes experienced by various groups.

C. RKES's Response to Intervention model

As mentioned, the RTI model allows RKES to monitor disproportionality, not based solely on a head count, but rather through a focus on differences in outcomes experienced by various subgroups of students. Teachers use frequent checks for understanding and weekly formative assessments to determine if students are grasping the material. Students who are struggling

receive Tier I interventions. Interventions are gradually increased if the lowest tier does not prove effective.

1. **TIER ONE: CORE INSTRUCTION:** Powerful instruction begins with the adoption and use of an evidence-based curriculum. Effective teachers do not simply teach such a program page by page for all students. Rather, they differentiate the instruction so it is designed to meet the specific needs of students. We believe that there are four key components that are critical to effective and powerful instruction. They are:
 - a. Essential skills and strategies are taught regularly thus providing students with the essential skills necessary to make meaning of the work they are presently working on, along with work they will encounter in the future. For example, across the curriculum, students are taught a strategy to comprehend and summarize complex informational reading texts.
 - b. Formative assessments are administered, and teachers use the results of student data to provide individual instruction and to group students for future instruction on the topic based on zone of proximal development.
 - c. Opportunities are given to apply skills and strategies throughout the instructional day. For example, the strategy mentioned in part for summarizing informational texts is used consistently across all disciplines.
 - d. Student progress is monitored regularly with interventions given as needed. While teachers are monitoring student progress in their individual classes on a weekly basis, they are also monitoring students' overall progress across all subject areas in monthly grade level meetings. Students who are exhibiting difficulties across multiple areas may be referred for an SST.

At RKES, teachers are required to incorporate these key components in their daily instruction. Furthermore, school-wide prevention efforts have been established to promote learning for all students. RKES anticipates that the majority of students will respond to these strategies and will not require additional interventions.

2. **TIER TWO: STRATEGIC INTERVENTIONS:** The use of a multi-tiered instruction based on student data allows teachers to differentiate instruction for all students. A teacher assistant works with the classroom teacher in the implementation of tiered instruction through small group and one to one instruction. The classroom teacher and teacher assistant work together to deliver specific instructional strategies that will differentiate concepts for students considered at risk for academic failure.
3. **TIER THREE: INTENSIVE INTERVENTIONS:** Students enter the learning environment with different skill sets; an individual student's RTI is unique and dependent on many factors. To reach desired outcomes in school, some students may require additional or unique instructional strategies or interventions *beyond* those typically available, such as: remediation of prerequisite skills in small groups, supports necessary to access the content in the students' native language (while receiving ELL supports), or technology-assisted scaffolding. These students may have had interrupted (or limited) schooling, a learning disability or medical need, limited language skills, and/or require more processing time and support. For these students, we create a unique schedule so that the student can receive additional support in the area of need. This may be within a designated intervention class period in lieu of advisory or on a unique pull out schedule, where students are excused from another non-core subject offering. Students may receive support using designated support using the Rosetta Stone program, Ascend Math, or on the Write Score system. Instructional specialist teachers may

also request or purchase additional research based resources as necessary to serve student needs beyond the materials we've already purchased.

1.12d: Curricular and Instructional Materials

As noted above, teachers will use standards-based, research-proven curricula adopted by the California Department of Education (CDE) for all core academic subjects. We will frequently assess and evaluate the effectiveness of our curriculum and the leadership team decides on modification as necessary.

Content Area Textbooks for Grades TK-5th				
Grade	English Language Arts and ELD	Mathematics	History Social Science	Science
TK/ K	<i>Journeys ELA</i> (Houghton Mifflin – Harcourt) Leveled Reading Library Writer’s Workshop	<i>Go Math!</i> (Houghton Mifflin – Harcourt)	<i>CA Vistas</i> (MacMillan/ McGraw-Hill)	<i>Full Option Science System</i> <i>FOSS</i> (Delta Education) <i>CA Science</i> (Harcourt)
1 ST	<i>Journeys ELA</i> (Houghton Mifflin – Harcourt) Leveled Reading Library Writer’s Workshop	<i>Go Math!</i> (Houghton Mifflin – Harcourt)	<i>CA Vistas</i> (MacMillan/ McGraw-Hill)	<i>Full Option Science System</i> <i>FOSS</i> (Delta Education) <i>CA Science</i> (Harcourt)
2 ND	<i>Journeys ELA</i> (Houghton Mifflin – Harcourt) Leveled Reading Library Writer’s Workshop	<i>Go Math!</i> (Houghton Mifflin – Harcourt)	<i>CA Vistas</i> (MacMillan/ McGraw-Hill)	<i>Full Option Science System</i> <i>FOSS</i> (Delta Education) <i>CA Science</i> (Harcourt)
3 RD	<i>Journeys ELA</i> (Houghton Mifflin – Harcourt) Leveled Reading Library	<i>Go Math!</i> (Houghton Mifflin – Harcourt)	<i>CA Vistas</i> (MacMillan/McGraw-Hill)	<i>Full Option Science System</i> <i>FOSS</i> (Delta Education) <i>CA Science</i> (Harcourt)

Content Area Textbooks for Grades TK-5th

Grade	English Language Arts and ELD	Mathematics	History Social Science	Science
	Accelerated Reader (Renaissance Learning) Writer’s Workshop			
4th	<i>Journeys ELA</i> (Houghton Mifflin – Harcourt) Leveled Reading Library Accelerated Reader (Renaissance Learning) Writer’s Workshop	<i>Go Math!</i> (Houghton Mifflin – Harcourt)	<i>CA Vistas</i> (MacMillan/ McGraw-Hill)	<i>Full Option Science System FOSS</i> (Delta Education) <i>CA Science</i> (Harcourt)
5TH	<i>Hatchet by Gary Paulsen</i> <i>Number The Stars by Lois Lowry</i> <i>Tuck Everlasting by Natalie Babbitt</i> <i>Maniac Magee by Jerry Spinelli</i> <i>Coraline by Neil Gaiman</i> <i>Charlie & the Chocolate Factory by Roald Dahl</i> Writer’s Workshop	<i>Bridges</i> (The Math Learning Center)	<i>History Alive</i> (Teachers Curriculum Institute)	<i>Full Option Science System FOSS</i> (Delta Education)

1.14 Instructional Methods and Strategies Used to Deliver Curriculum

Shared Characteristics of High Performing Charter Schools	
<ul style="list-style-type: none"> Firm belief that all students can learn and achieve at high levels. 	<ul style="list-style-type: none"> Frequent internal assessments with data to drive instruction.
<ul style="list-style-type: none"> Clear, outcome-focused mission, understood by all, and evidenced throughout the school. 	<ul style="list-style-type: none"> Strong discipline code enforced by all.
<ul style="list-style-type: none"> Leader(s) highly visible ensuring all are focused on mission. 	<ul style="list-style-type: none"> Clear and frequent communications with parents regarding student performance.
<ul style="list-style-type: none"> Highly-structured learning environment and organization. 	<ul style="list-style-type: none"> Strong curriculum focus on skill mastery.
<ul style="list-style-type: none"> Classroom practices promote continuity (and predictability) from one classroom to another. 	<ul style="list-style-type: none"> Extended school day and school year.

The mission of RKES relies on outcome-driven, effective teaching. In order to support teachers to make strong academic gains with students, instruction is closely monitored, continuously improved upon and driven by data. As certain practices in teaching have proven to engender student academic success, consistency in instruction is employed across classrooms to ensure a structured, safe and high performing environment. Structured lessons allow for clear expectations from students and teachers, effective evaluation and improvement of teaching practice and most importantly, strong academic outcomes. We will model our instructional methodologies and data-driven practices after approaches utilized at high performing schools which have consistently and successfully led to strong academic and behavioral outcomes.

RKES will subscribe to the following strategies in order to drive strong academic outcomes:

- Standards-based curriculum and instruction
- Organized and systematic approach to instructional delivery
- Schoolwide systems and structures
- Intervention Support Strategies
- Engagement Intensive Student-Teacher Interaction Techniques

We have included the teaching methodologies and rationales for the core subjects.

Standards-based Curriculum and Instruction

RKES' curriculum is based on the Common Core standards, Next Generation Science Standards and the English Language Development (ELD) Framework. All teachers will analyze state content standards, Common Core standards and internal school standards, such as reading and writing 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 Map. The frequent use of standards-driven assessment data assist teachers and administrators in ensuring that content mastery occurs at the

appropriate pace and in accordance with state standards.

Organized and Systematic Approach to Instructional Delivery

Consistent instructional approaches and strategies a part of our philosophy because effective classroom organization and management along with strategic instructional planning are cornerstones of a well-run educational program. We establish a system that sets clear teaching expectations every day; this ensures that all students learn their grade level standards and receive quality instruction.

1. **Standards Mapping** – all standards must be mapped out clearly and sequentially for learning to best occur with units that tie standards together.
2. **Syllabus** – In the upper elementary grades (3-5), each course will have a delineated syllabus that describes the course, lists teacher expectations, student outcomes, unit titles, assignments, gradebook categories and breakdowns, along with teacher contact information.
3. **Weekly overviews**—Teachers are responsible for submitting lesson plans on a weekly basis. Teachers who teach the same content for the same grades are expected to common plan to ensure instructional consistency. Weekly overviews are submitted to the Principal. S/he is responsible for the evaluation of the overviews and provides feedback to the teachers.
4. **Common Whiteboard Configuration**—Teachers use a common whiteboard configuration (WBC). Supported by the work of Dr. Lorraine Monroe, the founder of the Frederick Douglass Academy in Harlem, NY, the blackboard configuration is an instructional accountability system that streamlines the content of that day’s lesson. The WBC includes minimally:
 - a. The standard
 - b. Homework
 - c. Day’s Agenda
 - d. Do Now
 - e. Important dates

The WBC sets clear academic expectations of what students learn during that lesson and also serves as a visual cue for the teacher to manage his/her instructional pacing more effectively. Administrators will also use the WBC as a tool to identify how well the teacher follows the content, pacing and activities set forth in the lesson plan when they do their regular walkthroughs and evaluations.

Along with the WBC, administrators will look for a student help desk/area. As RKES believes in allowing students multiple chances to improve their grade, teachers will allow for missing assignments (MIs). Each classroom teacher will have an area designated for students to help themselves: find additional copies of all assignments, a schedule of all IWOC missed and a clear procedure for submitting MIs, clearing their MI grade and receiving their grade back.

School-wide systems and structures

We believe in implementing practices that maximize the amount of time a student is engaged in learning and that minimize the amount of time spent on non-instructional activities. Non-instructional activities include handing in homework, distributing class work, transitioning between classes, finding and retrieving class materials, etc. Administrators will work with teachers to decrease any amount of time that is extraneous; the bell schedule reflects short passing periods; and returning teachers share

with new teachers systems, strategies and procedures that have worked for them to maximize time on instruction. Throughout the school year, these systems will be refined and new systems and structures will be implemented as needed to achieve the same objective – utmost time spent on student learning.

Engagement Intensive Student-Teacher Interaction Techniques

RKES will provide a stimulating environment – one that has a steady and consistently brisk pace, a high degree of teacher and student interaction and one that uses techniques that support a culture of high academic and behavioral expectations. We will implement three components to ensure that teacher and student interaction is high:

- **Kinesthetic Learning.** Kinesthetic learning is an approach that uses physical activity to maintain student engagement and makes the learning process fun. Teachers strategically incorporate its use to teach students a new concept. It serves as a strong mechanism to provide physical movement during extended teaching blocks and extended school hours. Active student involvement also allows teachers to more effectively gauge the degree to which students are grasping the subject matter.
- **Checks for Understanding.** By including frequent and consistent checks for understanding through strategies such as use of whiteboards, reciprocal teaching, and think pair shares, teaching gain invaluable insight into student learning and are able to adjust instruction while keeping students actively engaged in the learning process.
- **Proven Instructional Techniques.** We will also use a variety of academic and behavioral techniques that reinforce student expectations. RKES strategically selects two to three instructional techniques as a focus in professional development sessions such as reader’s theater, or community circles. Teachers engage in training and simulated role-plays, and they are observed and provided with feedback on their delivery throughout the school year by the administrator and fellow teachers.

Data Driven Instruction

Essential to the future school’s success and student success, RKES has outlined very specific expectations around assessment practices. Assessment (and the performance data it reveals) will play an enormous role in designing curriculum and ensuring that RKES is preparing all students to see college as a legitimate choice.

A variety of formative and summative assessment tools (end-of-unit curriculum tests, informal checks, observation/dialogue, standards based quiz/test, open-ended prompts, performance tasks and presentations) will enable our faculty to develop and refine their instructional strategies and provide targeted support to ensure that each and every student is meeting the defined criteria for academic success.

At least monthly, the Principal will facilitate data conferences to engage teachers in conversations, reflection, and planning based on student achievement data. In order to support this process, the school will systematically collect and analyze student data on key demographic, behavioral, and proficiency

indicators. We will collect data through the implementation of a robust set of diagnostic and benchmark assessments that complement the state standardized test data (including the new California Assessment of Student Performance and Progress and ELPAC data, etc.) and provide continuous information about student progress towards standards. The school will implement formalized diagnostic assessments, which will provide data at least three times per year informing student grouping, Lexile levels, intervention and enrichment needs, and pre- and re-teaching needs.

Formative diagnostics will be part of our daily teaching practice. Data-driven conversations will also focus on teacher-generated grades to ensure that grading policies are fair, equitable, and focused on student proficiency (as opposed to behavior, homework completion, or compliance).

Content (3rd-5th grades) and grade levels (all grades) will be provided with common planning time that they will use to examine data at least monthly. The Principal will monitor the progress of all subgroups (particularly language learners and special education students), and patterns of academic achievement or behavior that may indicate declining progress or inequitable outcomes among different sub groups. Any problematic data trends will be directly addressed through meetings with individual teachers and departments, and through the examination of policies that may be contributing to declining achievement or inequities. At all times, teachers will be expected to be able to articulate data patterns in their classrooms and describe what they are doing to raise the achievement of all students, and close any gaps that may exist.

Explicit instruction – particularly in reading, writing and mathematics – will play an important role within the overall delivery of instruction. Skill-specific academic needs will be identified through formative and summative assessments and subsequently addressed through direct instruction. Phonics, reading fluency, reading comprehension, sentence structure, grammar, and arithmetic are examples of skill areas that will be introduced and reinforced explicitly by teachers working with students individually, in small groups, and as a whole class.

1.15 How RKES' Instructional Methodologies And Curriculum Will Ensure Student Mastery Of The California CCSS And Other State Content Standards

All of RKES courses will be designed in alignment with the California state standards (www.cde.ca.gov/be/st/ss) and the new CA CCSS (www.corestandards.org). Our faculty will receive training and support in ensuring our students receive individualized support and instructional strategies as they work to master the content standards.

1.16: How The Instructional Program Will Support Student Development Of Technology-Related Skills And Student Use Of Technology

In order to prepare our students for 21st century careers, we recognize that technology fluency is imperative. Students will have access to computers in the classrooms and in our computer lab/mobile computer carts. Students will conduct research online, write, create presentations and use a variety of technological tools to communicate and organize their learning. Students and their families will be able to access information about assignments, their own progress and achievement, and more via a web-based platform. This regular practice and exposure to technology will ensure that students are prepared to take computer-based state standardized assessments.

1.20: Description of RKES' Transitional Kindergarten Program

The scope and sequence for transitional kindergarten through fifth grade will be based on the Common Core State Standards.

RKES shall comply with all applicable requirements regarding transitional kindergarten. TK students will be integrated into the general Kindergarten classroom and will receive targeted instruction in the prerequisite skills required for mastering the Kindergarten Common Core Standards. This may require additional coaching and instruction on those social emotional skills required to assist students in their success, and the school will use Cool Tools as an embedded social-emotional learning (SEL) curriculum.

RKES will incorporate a strong transitional kindergarten program. Our program will differentiate instructional and social needs for each student. The Transitional Kindergarten program will be for any student whose fifth birthday falls between September 1st and December 1st. We will employ strong practices in early childhood development like language development, fine and gross motor development, and foundational background in mathematics, science and social studies. The transitional kindergarten program will use the same curriculum as our kindergarten program (curriculum program detailed in upcoming section) but pacing and instructional delivery is monitored through the differentiated needs of the students and use of data collection. For instance, transitional kindergarten students may not progress in their guided reading levels as quickly as their kinder counterpart, and the teachers will plan guided lessons particular to the needs of the transitional students. For more detail on the curriculum and scope and sequence, transitional kindergarten and the kindergarten program is articulated below.

1.21: Academic Calendar and Schedules

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. The RKES school year includes 180 days of instruction and runs from late August to mid-June. The school day begins at 7:30 a.m. and ends at 3:30 p.m. (with optional after school enrichment until 6:00 p.m.). To begin planning for the year, teachers participate in intensive professional development for two to three weeks prior to school opening each year, along with additional pupil-free PD days throughout the school year. See below for updated table with instructional day's calendar.

August 18						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



September 18						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Notes	
Aug 20:	First Day of School
Aug 30:	Back to School Night (5th)
Sep 3:	Holiday - Labor Day
Sep 24:	Pupil-Free Day
Oct 4:	Family Night
Oct 12:	Report Card 1 Published
Oct 17-19:	Parent Conferences
Oct 22-26:	Fall Break
Nov 1:	Family Night
Nov 9:	Holiday - Veteran's Day
Nov 19-24:	Thanksgiving Break
Dec 6:	Family Night
Dec 18 - Jan 2:	Winter Break
Jan 4:	Report Card 2 Published
Jan 8-10:	Parent Conferences
Jan 14:	Holiday - MLK Day
Feb 1:	Family Night
Feb 18:	Holiday - President's Day
Feb 19:	Pupil-Free Day
Mar 1:	Family Night
Mar 22:	Report Card 3 Published
Mar 25-27:	Parent Conferences
Mar 29 - Apr 5:	Spring Break
Apr 22:	Pupil-Free Day
May 2:	Family Night
May 21:	Report Card 4 Published
May 27:	Holiday - Memorial Day
Jun 11:	Promotion / Graduation
Jun 17-21:	Life Experience Lessons

October 18						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 18						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 18						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 19						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 19						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 19						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 19						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 19						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 19						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Early Dismissal	
September 1 & 22	February 16
October 17-20	March 16 & 26-29
November 9 & 17	April 13 & 20
December 15	May 25
January 9-12	June 4-8

2018-2019

1.22: Sample Daily Schedules

To further describe the program at RKES, sample school day schedules are provided. RKES opens at 7:15 am and the instructional day begins at 7:30 am with dismissal at 3:30 p.m.

Regular Schedule TK – 2ND Grade			
Class	Start Time	End Time	Minutes
Breakfast and Bright Work	7:30 a.m.	8:00 a.m.	30
Morning Meeting	8:00 a.m.	8:20 a.m.	20
Literacy Block 1 & Designated ELD	8:20 a.m.	9:00 a.m.	40
Literacy Block 2	9:00 a.m.	9:40 a.m.	40
Break	9:40 a.m.	10:00 a.m.	20
Literacy Block 3	10:00 a.m.	10:40 a.m.	40
Literacy Block 4	10:40 a.m.	11:20 a.m.	40
Math I	11:20a.m.	12:00PM	40
Lunch	12:00p.m	12:20p.m.	20
PE	12:20 p.m.	12:40 p.m.	20
Math II	12:40 p.m.	1:20 p.m.	40
Enrichment	1:20 p.m.	2:00 p.m.	40
Core Teaching (Social Studies and Science)	2:00 p.m.	2:40 p.m.	40
Choices/Tutoring/RTI	2:40 p.m.	3:30 p.m.	40
Grand Total Minutes			480
Instructional Minutes			360

Regular Schedule (3rd – 5th grade)			
Topic	Start time	End time	Minutes
Breakfast and Bright work	7:30 a.m.	8:00 a.m.	30
Morning meeting	8:00 a.m.	8:20 a.m.	20
Reading/Designated ELD	8:20 a.m.	9:00 a.m.	40
Writing	9:00 a.m.	9:40 a.m.	40
Math I (skills)	9:40 a.m.	10:20 a.m.	40
Break	10:20 a.m.	10:40 a.m.	20
Math II	10:40 a.m.	11:20 a.m.	40
Science	11:20 a.m.	12:00 p.m.	40
PE	12:00 p.m.	12:40 p.m.	40
Lunch	12:40 p.m.	1:00 p.m.	20
Social Studies	1:00 p.m.	1:40 p.m.	40
Enrichment	1:40 p.m.	2:20 p.m.	40
Advisory	2:20 p.m.	3:00 p.m.	40
Choices/tutoring/RTI	3:00 p.m.	3:30 p.m.	30
		TOTAL	480
		TOTAL (instructional)	360

The morning will begin with “Bright Work” folders that will be used consistently in each classroom as students enter the classroom each morning, containing practice exercises that support remediation or acceleration of learning, based on individual student needs and have an instructional component. Bright work also includes “Do Nows” and reviews whole group instruction of standards that need remediation or acceleration.

In Kindergarten – 2nd grade, English Language instruction will include three hours or 160 instructional minutes daily. The core teaching will include 40 minutes of alternating social studies and science instruction. P.E. will be taught by credentialed teachers using the state curriculum and we’ll meet the

required minutes by teaching 20 minutes each day. In addition, students will attend a 40-minute enrichment class taught by an enrichment teacher, which will include alternating classes of movement, yoga, art, foreign language, drama, and/or music.

In 3rd – 5th grades, instruction will include 80 instructional minutes daily of ELA and math, as well as 40 minutes of social studies and science respectively. The Power Core Teaching includes 40 minutes of additional instruction in either ELA or math (alternating by teacher weekly planning). P.E. will be taught by credentialed teachers using the state curriculum, and we'll meet the required minutes by teaching 20 minutes each day. In addition, students will attend a 40-minute Enrichment class taught by an enrichment teacher, which includes alternating classes of movement, yoga, art, foreign language, drama, and/or music.

One day a week, the schedule will be shortened for teacher professional development. The shortened schedule, which releases students at 1:45 p.m., is provided below.

Shortened Schedule (TK-2nd Grade)			
	Start Time	End Time	Time (Minutes)
Breakfast & Bright Work	7:30 a.m.	8:00 a.m.	30
Community Circle	8:00 a.m.	8:20 a.m.	20
Literacy Block 1	8:20 a.m.	9:00 a.m.	40
Literacy Block 2	9:00 a.m.	9:40 a.m.	40
Break	9:40 a.m.	10:00 a.m.	20
Literacy Block 3	10:00 a.m.	10:40 a.m.	40
Literacy Block 4	10:40 a.m.	11:20 a.m.	40
Math I	11:20 a.m.	12:00 p.m.	40
Lunch	12:00 p.m.	12:20 p.m.	20
PE	12:20 p.m.	12:40 p.m.	20
Math II	12:40 p.m.	1:20 p.m.	40
RTI/Choice/Tutoring	1:20 p.m.	1:45 p.m.	25
Grand Total Minutes			375
Instructional Minutes			280

Shortened Schedule (3rd – 5th Grade)			
	Start Time	End Time	Time (Minutes)
Breakfast & Bright Work	7:30 a.m.	8:00 a.m.	30
Community Circle	8:00 a.m.	8:20 a.m.	20
Reading/ELD	8:20 a.m.	9:00 a.m.	40
Writing	9:00 a.m.	9:40 a.m.	40
Break	9:40 a.m.	10:00 a.m.	20
Math I (skills)	10:00 a.m.	10:40 a.m.	40
Math II (problem solving)	10:40 a.m.	11:20 a.m.	40
Social Studies	11:20 a.m.	12:00 p.m.	40
Lunch	12:00 p.m.	12:20 p.m.	20
PE	12:20 p.m.	12:40 p.m.	20
Science	12:40 p.m.	1:20 p.m.	40
RTI/Choice/Tutoring	1:20 p.m.	1:45 p.m.	25
Grand Total Minutes			375
Instructional Minutes			280

1.23: Instructional Days and Minutes Calculator

RKES will dramatically exceed the minimum number of instructional minutes required for grades TK-5.

Grades	Grades Offered	Number of Regular Days	# of Instr. Minutes Per Regular Day	# of Minimum Days	# of Instr. Minutes Per Minimum Day	Total # of Instr. Days	Minutes Req'd Per State Law	Total # of Instr. Minutes	# of Instr. Minutes Above/ Below State Req't.
TK / K	Yes	139	360	39	280	180	36000	50400	+14400
1 st	Yes	139	360	39	280	180	50400	64800	+14400
2 nd	Yes	139	360	39	280	180	50400	64800	+14400
3 rd	Yes	139	360	39	280	180	50400	64800	+10560
4 th	Yes	139	360	39	280	180	50400	64800	+10560
5 th	Yes	139	360	39	280	180	50400	64800	+10590

1.25: Professional Development: Recruiting Teachers Qualified to Deliver the Educational Program

RKES recognizes that capable teachers and quality teaching play an extraordinarily significant role in the academic achievement of students. Recruitment, professional development and support, and retention of the highest quality faculty will be of the utmost importance.

Bright Star Schools local recruiting methods include word-of-mouth, advertisements in local papers and on education and non-profit based job boards (such as Edjoin), as well as through a strong partnership with Teach for America and participation in annual charter schools job fairs. Additionally, Bright Star recruits at most major colleges and universities in the Greater Los Angeles area with university credentialed programs, including but not limited to: Azusa Pacific University, California State University - Northridge, Claremont Graduate University, Loyola Marymount University, Pepperdine University, University of California Los Angeles, University of Southern California, as well as all California State Universities. Recently, Bright Star Schools added outreach to online credentialing programs such as Alliant University and National University.

On a national level, Bright Star Schools' most effective recruiting method comes from our strong partnership with Teach for America and EnCorps. In addition to Los Angeles, Bright Star recruits from the Nevada, New Mexico, Northern California and Twin Cities regions. Additionally, Bright Star contacts alumni networks of colleges and universities, as well as teaching-based organizations such as Teach for America and Building Excellent Schools. See *Element 5: Employee Qualifications* for more about desired teacher qualifications in the hiring process.

Additionally, in 2016-2017, Bright Star's teacher retention rate significantly increased, moving from 72% to 89%. This is largely due to a wellness initiative Bright Star has implemented in all schools which allows teachers additional family leave, as well as weekly on site fitness classes at school, nursing pods in each school for mothers, and healthy snacks in the teacher's lounge. This initiative was

covered by the LA Times⁴² in February 2017, where our Deputy Superintendent of Education is quoted: “It’s time to stop perpetuating the myth of the teacher martyr and start creating working conditions that allow instructors to make teaching a lifelong career.” Bright Star is committed to finding ways that allow instructors to maximize their impact in the classroom.

1.26: Ongoing Professional Development to Ensure Teachers Have Capacity to Deliver Educational Program

Because teachers are at different levels within their careers, each one of their needs and motivations for improvement is different. Therefore, Bright Star conducts a survey at the beginning and end of each school year, as well as after each organization-wide professional development day, to ensure all teachers’ professional growth needs are addressed, budgeted and met to the best of our resources.

RKES shall use both student achievement data and instructional data to develop the school site professional development plan. At the beginning of each school year, the Deputy Superintendent of Education will review the CAASPP data, diagnostic testing results (such as from state aligned interim assessments, and pretests on online math and reading programs) to determine the efficacy of the previous year’s instruction and student and teacher needs. This information will be used to develop the school wide goals, which will ultimately inform instruction. Additionally, teacher observation and evaluation data will be closely tracked in our HR reporting system to determine trends in teacher needs. We have a few positions to help in this endeavor: Deputy Superintendent of Education, Vice President of Curriculum and Instruction, Instructional Coaches, and of course, the Principal. These experienced educators will perform routine observations, provide feedback and prepare professional development workshops for the “Professional Learning Communities” (PLCs) as needed.

Additionally, professional development will be provided by the Bright Star Schools’ Director(s) of Special Education, Bright Star Schools’ Director of Curriculum and Instruction, administrators from other Bright Star schools, teachers who demonstrate promising practices and external professional development providers (as needed).

Beginning of the year professional development for the first year of the school’s charter term will include:

- Seminars in reading and writing across the curriculum;
- Rigorous unit and lesson planning to teach for conceptual knowledge;
- Curriculum mapping to the Common Core State Standards;
- Best practices in assessment and use of classroom level data;
- Promoting a safe and positive classroom culture.

Teachers new to RKES have one week of orientation/development to devise the scope and sequence of their respective curricula, to learn the philosophy and structures of the school culture, and all school policies and procedures. Existing teachers have at least two weeks before school begins. After our assessment week in fall and spring, there is a pupil-free day, where teachers and administrators gather and assess student data on achievement, student behavior, and exam scores. With this information, teachers amend their instruction accordingly and make student intervention placements, including additional follow-up meetings with families.

Five (5) pupil free days have been scheduled into the academic calendar to allow for professional development throughout the school year. Those days will include a combination of student achievement data review, presentations on high leverage instructional strategies, grade level and departmental meetings. Additionally, teachers will be contracted to stay until 4 p.m. each day to allow for school-wide

⁴² <http://www.latimes.com/local/lanow/la-me-ed-teacher-retention-grants-20170217-story.html>

professional development and departmental meetings. Lastly, minimum days are scheduled every other month to allow for collaborative professional development with other Bright Star Schools.

After two weeks of teacher professional development, student orientation follows, allowing for the development of strong teacher-student relationships. By building strong staff and community and culture with our teachers, then sequentially building community among our students, our schools are able to reinforce the idea of collaboration at both the staff and school level.

During the school year, RKES teachers will meet collaboratively with their administrators and fellow colleagues for professional development on a regular basis around high impact instructional and classroom culture strategies. RKES and district administrators lead interactive professional development sessions focused on Danielson Framework focus areas and other high leverage classroom best practices. Additionally, teachers will receive ongoing classroom practice feedback through our Teacher Evaluation & Development process, where administrators lead teachers through 1 or 2 (depending on teachers' level of experience and proficiency) full observation cycles of pre-conferencing, observing, and post-conferencing around the Danielson Teaching & Learning Framework.

At the end of the school year, teachers and administrators shall meet regularly by department, whole group and grade level to close out the year and prepare for the upcoming school year. Not including weekly professional learning community (PLC) time, returning teachers receive a minimum of 20 days of professional development; new teachers have 25 days throughout the school year allowing for adequate teacher support and growth.

Meeting the Needs of all Students

At RKES diverse abilities shall be acknowledged, celebrated, and developed. The student body will be comprised of students with widely varying degrees of learning styles. All students at RKES will receive instruction in an inclusive setting to maintain the least restrictive environment. All students are held to high expectations. Multi-layered intervention and support services, high expectations, and research-based instructional practices further ensure that all students' unique learning needs are met effectively.

1.27: Meeting the Needs of All Students

A Student Success Team (SST) will be automatically formed for each student who does not have sufficient credits to be classified as matriculating to the next grade level. SSTs will also be conducted for any student that struggles in general and is identified through the COST process which is conducted at monthly grade level meetings. At the monthly COST meeting teachers within the grade level bring relevant data (e.g. benchmark assessments, gradebooks, discipline referrals) and discuss students who are at risk of not being successful, including students who are at-risk of becoming a long-term English learner (LTEL). If it appears that a student is experiencing challenges in multiple classes, the grade level team refers the student for an SST. The SST is facilitated by the student's connector, who acts as the main point of contact for monitoring the implementation of interventions. Also present will be the principal, the student's grade level teachers, parent, and student. If the tiered interventions are not producing the anticipated improvements and any signs of a disability are present, the student is referred for an assessment process. If a disability is not present, the SST team reconvenes to determine additional supports and the process continues.

Students shall be typically referred by the classroom teacher, but any member of the school staff may request support from the SST for a student whose learning, behavior or emotional needs are not being met under existing circumstances. All SST meetings will be documented, and student progress is reviewed in subsequent meetings. During the creation of the initial plan, the team indicates on the SST document whether the data will be reviewed after four or six weeks. The SST lead will gather and review the data at that point. If a student is following the SST plan and achieving, than a successive meeting is not necessary; rather additional meetings are planned for students who continue to demonstrate that they are struggling.

1.27a: Meeting the Needs of All Students: English Learners (EL)

RKES is required to timely identify potential English Learner students 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 (EL) must be:

- Based on sound educational theory;
- Adequately supported with trained teachers and appropriate materials and resources;
- 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), RKES shall submit a certification to the District certifying they will either adopt and implement LAUSD's English Learner Master Plan or implement RKES's own English Learner Instructional/Master Plan. If RKES chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs' needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;

Process for Identifying English Language Learners

Upon being admitting to Bright Star Schools, students receive an enrollment packet which includes the following Home Language Survey (HLS) questions:

- What language did the student learn when he or she first began to talk?
- What language does this student most frequently use at home?
- What language do you use most frequently to speak to this student?
- Which language is most often used by the adults at home?

The family's answers to these questions are used to determine a student's home language status as follows:

- English Only (EO): If the answers to the four questions on the HLS are "English", the child is classified as English Only.
- Possible English Learner (EL): If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the child is assessed to measure his or her level of English proficiency. However, if the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home

language. The school's administrator/designee must research the student's home language background using the following indicators, as well as consultation with the student's parent:

- Parent/guardian requires an interpreter to communicate in English
- Parent/guardian speaks to their child in a language other than English
- The HLS is completed in a language other than English (including spelling the word "English" in another language; e.g. *ingles*)
- Student initiates interaction with their parents/guardians in a language other than English
- It is revealed that the child, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English
- Student, after having been enrolled in the Mainstream English Program designed for students with fluent-English proficiency for a reasonable length of time, demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English.

If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the California English Language Development Test (ELPAC); however, beginning in the 2017-18 school year this will be the English Language Proficiency Assessments for California (ELPAC). The parent will be consulted by a staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

State and federal regulations require that if the student's HLS indicates a language other than English is used at home, the student's English language proficiency level must be assessed. Students will be assessed within 30 calendar days at the beginning of the school year, or within 2 weeks if a student enrolls during the school year. In addition, parents must be notified of the assessment results and program placement within 30 calendar days of initial enrollment.

NOTE: In accordance with *Education Code (EC)*, initially-enrolling students identified by the HLS as potential ELs may not be exempted from taking the state-adopted English language proficiency assessment. The purpose of the English language proficiency assessment is to officially determine a student's language proficiency level in English. It is also used on an annual basis to measure progress in acquiring English.

HOW THE SCHOOL WILL USE THE RESULTS OF THE ELPAC TO SUPPORT AND ACCELERATE STUDENT PROGRESS TOWARDS ENGLISH PROFICIENCY

Based on a student's overall performance on the ELPAC, he/she may be classified as an English Learner (EL) or an Initially Fluent English Proficient (IFEP) student. Once a student is identified as an EL, the student must be annually assessed with the ELPAC until he/she meets the eligibility criteria and is reclassified to Redesignated Fluent English Proficient (RFEP). Students are to be tested in their grade-level English classrooms. Please see the section titled "Process for Monitoring Progress of ELs and Reclassified (RFEP) Students" below for a specific breakdown of supports provided for Newcomers and Long Term English Learners (LTELs).

The HLS is completed by the parent or guardian upon the student's initial enrollment in the charter school. The information provided on the initial HLS takes precedence over any information provided in subsequent surveys completed. When the charter's initial HLS conflicts with previous HLS and the charter is aware that in a former school the student was considered an ELL student (and not yet reclassified English Language Proficient RFEP), the charter will continue to classify the student as an ELL in accordance with the original HLS within the student's cumulative file.

EDUCATIONAL PROGRAM FOR ENGLISH LANGUAGE ACQUISITION

All students are placed in the Mainstream English Program. English Language Learners are supported through a combination of modified instruction, additional academic support as needed, and specific strategies for acquiring academic English. Teachers provide sheltered instruction using “specially designed academic instruction in English” (SDAIE) techniques when students have difficulty understanding English. The school also promotes the success of English Language Learners by valuing the Spanish language as a critical resource and fostering a bilingual culture. English Language Learners act as mentors to Spanish Language Learners as part of class assignments in the Spanish courses.

RKES EL students receive both Designated and Integrated ELD instruction. Designated instruction happens at specific protected timed during the school day and focuses on language skills. Our Designated ELD instruction uses the ELD standards to give EL students strategic language practice. RKES employs a site-based ELD coordinator that provides ELD instruction. The table proceeding demonstrates the differences between designated and integrated supports.

Bright Star Schools Instructional Differences between Integrated Designated ELD supports

Instructional Differences	Integrated ELD	Designated ELD
TIME	Within regular classes in all content areas	Specific protected time during the school day
FOCUS	Content of lesson with language support	Language skills, using content from regular curriculum
STANDARDS	State content standards in tandem with ELD Standards	ELD Standards

English Language Proficiency Assessments

The ELPAC results are to be accurately and permanently recorded in the school’s SIS. ELs with disabilities must be assessed with the initial or annual ELPAC. ELs with disabilities may be tested using the California Department of Education (CDE)-approved *Testing Variations, Accommodations, and Modifications*, which is updated annually. The Individualized Education Program (IEP) team must document in the student’s IEP any accommodations or modifications used, and these must not deviate from those approved by CDE. All ELs with disabilities will be assessed with the ELPAC annually after they have been identified as ELs. ELs with moderate-to-severe disabilities are to be assessed in accordance with their IEP.

State and federal guidelines require each EL to be assessed annually to determine their progress in acquiring English language proficiency. This assessment is given within a test window prescribed by California *Education Code*.

The official ELPAC assessment results are provided to parents in a language they understand when the results become available from the test publisher. Information on how to interpret the ELPAC results is available in various languages. Parents may request a meeting to discuss the assessment results.

English Language Proficiency Assessment – Annual Assessment

State and federal guidelines require each EL to be assessed annually to determine their progress in acquiring English language proficiency. This assessment is given within a test window prescribed by California *Education Code*.

The official ELPAC assessment results are provided to parents in a language they understand when the results become available from the test publisher. Information on how to interpret the ELPAC results is available in various languages. Parents may request a meeting to discuss the assessment results.

RKES aims to meet the following:

- 40% of ELL students will increase 1 ELPAC level each year until graduation
- The school will maintain an RFEP rate within 5% of the previous year's rate
- Students will increase proficiency on the CalMAPP by 5% of the base score (both ELA and Math).
- English Language Learners and Special Education students will increase proficiency on the CalMAPP by 5% of the difference between subgroup performance and overall school performance (both ELA and Math).

Initial Language Classification / Status

A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment, currently the ELPAC, and in 2018-19 and beyond the ELPAC annual assessment. Based on the performance level, a student may be classified as follows (the following is based on the CDE webpage for ELPAC Performance Descriptors here:

<http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>):

- A. English Learner
- B. Initial Fluent English Proficient

See below for more details regarding classifications. Ongoing monitoring on a per-student basis is closely monitored by teachers and counselors; the high level monitoring of all students is performed by the Assistant Principal.

2017-18 ELPAC Performance Level Descriptors	
English learners at this level have fully functional receptive (listening and reading) and productive skills (speaking and writing). They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.	4
English learners at this level have moderately functional receptive (listening and reading) and productive skills (speaking and writing). They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.	3
English learners at this level have somewhat functional receptive (listening and reading) and productive skills (speaking and writing). They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.	2
English learners at this level have limited functional receptive (listening and reading) and productive English skills (speaking and writing). They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.	1

A. English Learner (EL)

The overall performance level on the initial ELPAC is based off the California English Language Development Standards. The California Department of Education adopted the following three proficiency levels to classify an English Learner’s level⁴³:

1. **Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
2. **Expanding:** Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.
3. **Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

⁴³ Definitions taken from:

<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

B. Initial Fluent English Proficient (IFEP)

The overall performance level on the initial ELPAC is Early Advanced or Advanced, with listening and speaking skill area scores of Intermediate or higher (grades K and 1), and with Listening, Speaking, Reading, and Writing skill area scores of Intermediate or higher (grades 2-12). This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.

Annual Language Classification/Status

Parents of ELs will be notified each year of their child's current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

Parental Notification of Initial Assessment Results and Program Placement

Parents of students (ELs and IFEPs) who are administered the **initial** ELPAC must receive official notification, within 30 calendar days, informing them of their child's:

- Initial English language proficiency level and how it was assessed
- Official language classification

In addition to the above, parents must also receive information regarding the:

- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Parental Notification of Annual Assessment Results and Program Placement

Parents of EL students who are administered the **annual** ELPAC must receive official notification within 30 calendar days, informing them of their child's:

- Annual English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement

PROCESS AND SPECIFIC CRITERIA FOR RECLASSIFICATION

Once a student is identified as an English Language Learner (ELL), the student will continue to take the ELPAC, on an annual basis until the student is Reclassified as Fluent English Proficient (RFEP). The test will be administered within the time constraints that are mandated by the CDE.

ELLs are reclassified to fluent English proficient based on the following multiple criteria identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

Criteria	Proficiency
Assessment of English fluency on the CELDT	<p>Kindergarten – Grade 1</p> <p>Overall performance level of 4 with scores of 4 or higher in Listening, Speaking, Reading and Writing</p> <p>OR</p> <p>Overall performance level of 5 with scores of 3 or higher in Listening, Speaking, Reading and Writing</p> <p>Grades 2-5</p> <p>Overall performance level of 4 or 5 with scores of scores of 3 or higher in Listening, Speaking, Reading and Writing.</p>
Basic Skills Assessment	<p>Basic, Proficient or Advanced score on the Reading Inventory (RI)</p> <p>OR</p> <p>Meeting or Exceeding proficiency score on Developmental Reading Assessment (DRA).</p> <p>OR</p> <p>Score of Standard Met or Standard Exceeded on the ELA SBAC.</p>
Parent consultation and approval.	
The school may also consider	
Teacher consultation based on student grades/progress report marks and other school level data.	

The administrator/designee at each school site is responsible for ensuring that ELLs who meet the eligibility criteria are reclassified in a timely manner. This process begins when the official results of the ELPAC are released, as well as at the end of each reporting period. Students who have met the reclassification criteria are identified and parents are informed of their proficiency in writing.

PROCESS FOR MONITORING PROGRESS OF ELS AND RECLASSIFIED (RFEP) STUDENTS

All RFEP students are monitored at the end of each reporting period. If a student is not making satisfactory progress after reclassification, the administrator/designee will meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support. Appropriate intervention measures may include, but are not limited to, any of the following:

- Student/teacher/parent conference
- Specialized reading, writing, and/or math instruction
- After school and/or before school academic support
- Intervention/Intersession classes
- Summer school

English Language Learners with disabilities will follow the same methods for identification and reclassification while adhering to appropriate testing accommodations and/or modifications listed in their Individualized Education Programs (IEPs). In addition to the aforementioned criteria for reclassification, the IEP team should also determine if an ELL with a disability has met the English Language Development (ELD) goal(s) in his/her IEP.

If a student has been identified as “At-Risk” for becoming an LTEL by their teacher or Counselor, they will be referred to the student support team to determine specific supports needed. See *section 1.27: Meeting the Needs of All Students* for more information on how the SSTs determine appropriate next steps and accurate assessments of student needs.

Based on results of SST, students may get specialized pull-out instruction (note that this will not be in lieu of another core subject).

1.28: Meeting the Needs of All Students: Gifted and Talented Students and Students Achieving Above Grade Level

Identifying students achieving above grade level

While we anticipate that most students’ needs are addressed by the wide variety of school-wide supports already in place, RKES is committed to working with students who are performing above grade level to help them achieve, grow and be continuously challenged. High-achieving students will be referred for a meeting if they meet the following criteria:

- Performing more than one level above his/her actual grade level as determined by California Content Standards
- Earning 4 on rubrics (or A on letter grades) of content learning standards in core content learning standards

A meeting with the parent, Counselor, and the Principal or designee is used to document goals and objectives to accelerate a student achieving above grade level. The Assistant Principal of Instruction and the student’s Counselor will monitor the progress of students achieving above grade level through implementation of its data driven systems. Weekly, interim and yearly assessments will be provided to all students and the data is aggregated by sub groups during grade level meetings and at the Bright Star Data Days. RKES will examine student’s performance and supports to help advance this group. At this time, RKES does not anticipate offering a GATE program in the inaugural years.

How RKES will determine, meet the educational needs of and monitor the progress of gifted and talented students

High achieving students will be provided differentiated instruction, which accelerates the pace and amount of instruction the student receives. In addition, we will customize a student’s individual work folder with assignments and materials that accelerate their learning and address the goals and objectives. During, before and after school, and on Saturdays, an individual program is assembled for high achieving students to accelerate their learning, as well as customizing homework to meet student’s objectives, and communicating progress with students, teachers, and parents. For example, students may be assigned accelerated and enriched assignments in their area of strength. Utilizing the components of Sandra Kaplan’s “Depth and Complexity,” assignments will be modified and extended as such.

Students may also engage in longer term cross curricular projects with students of similar ability level. Students will not be assessed for Gifted and Talented Education (GATE) eligibility.

1.29: Meeting the Needs of All Students: Students Achieving Below Grade Level

How RKES will identify students in this group

While we anticipate that most students' needs are met by the wide variety of school-wide Tier I supports already in place, RKES is committed to working with students who are achieving below grade level to help them achieve at high levels. Teachers receive extensive training on effective intervention strategies utilizing the RTI model targeted towards the areas of greatest need. Our emphasis on high expectations for all students, no excuses, hard work, structured school environment and more all help to create a school culture of success and support.

How RKES will identify and meet the educational needs of students achieving below grade level

Nevertheless, in some instances students who are achieving below grade level may require additional assistance and Tier III Interventions to catch up to their peers. As discussed above, strategies may include after-school tutoring, differentiated instruction and other program modifications and supports as determined by the classroom teacher. Teachers may modify classroom materials or strategies in coordination with the SST Team for students who are low achievers, depending on the student's specific need, including such things as providing visual aids; adapt worksheets or assignment materials; providing directions in writing or in smaller, distinct steps; pre-teaching; modifying assignments (lower level or shorten); give extra cues or prompts; offer extended time or allow breaks; modify testing methods (e.g., read test questions aloud, change the setting of the test to a more quiet environment, etc.). Students may also receive small group pull out support and instruction embedding within the regular class day. Every effort is made to avoid pulling students from an elective period so that Tier III interventions are not perceived as a punishment.

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

How RKES will monitor the progress of students achieving below grade level

RKES monitors the progress of students at-risk through implementation of its data driven systems included Illuminate, iStation, and Dreambox Math. Weekly, interim and yearly assessments are provided to all students and the data is aggregated by sub groups. RKES examines at-risk students performance and may refer to these students for Tier II interventions, such as small group clustering and re-teaching, in class differentiated materials or strategies, small group work with an Instructional Assistant, or daily tutoring (led by classroom teacher) to help advance this group. The Assistant Principal will be primarily responsible for monitoring the progress of these students. In the event that a

student is at risk of retention, the school notifies the parent in writing and also contacts the child's parent by phone. Before March 1 of the current year, the child's Counselor and teachers consult with the Principal and parent in each case concerning possible retention. In all cases, parents are encouraged to remain involved throughout the process. After intensive interventions have been implemented and the results documented, a collaborative decision by RKES leadership, teachers, and parents to retain may be made. As needed, a determination will be made whether assessment for special education services is needed.

If parents do not agree with the assessment as made by the team, Parents may appeal to the Principal, then Deputy Superintendent of Education, and finally the Executive Director, using the Family Complaint Policy outlined in the Student and Family Handbook.

1.30a: Meeting the Needs of All Students: Socio-Economically Disadvantaged / Low Income Students

How RKES will identify students in this subgroup and will monitor their progress

As mentioned in Section 1.2, the vast majority of our families in the communities we serve are socio-economically disadvantaged. In the 2016-2017 CALPADS data, 86.6% of our students in the Koreatown cluster qualified for free-reduced lunch. Because of this, the design of Bright Star schools are geared specifically towards the needs of socioeconomically disadvantaged students.

Our teachers and staff will also receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. Supports would include ensuring access to our free/reduced meal plan, tutoring, and after school program if needed. RKES maintains and analyzes assessments records to ensure we are meeting the needs of this targeted population as measured by CA Department of Education for performance on state standardized assessments. In addition to ensuring socioeconomically disadvantaged students are academically prepared, we also assist with families in need of uniforms or school supplies. We fundraise to provide families that need assistance with purchasing uniforms or other school supplies like paper, pencils, backpacks, etc.

How RKES will meet the needs of students in this subgroup

We will provide the structural, programmatic, and curricular elements that enable teachers to bridge their students' academic gaps and demonstrate strong academic achievement at all grade levels - regardless of socio-economic status. Instructional methods and educational components at RKES will be designed to address the needs of this population. Our Connections program is one of the greatest supports to our socio-economically disadvantaged students. While our Counselors all have PPS credentials, many also possess an MFT or a MSW. Counselors work collaboratively with the whole family to identify supporting agencies that provide services that assist families in overcoming the students' unique barriers to learning. This may include anything from arranging no-cost or low-cost counseling services for the student or family members, assisting families in applying for subsidized housing or other family aid services available to local residents.

Furthermore, we expose all students to multiple enrichment opportunities both during and after school, as well as take them on a number of LEL's that increase cultural awareness and provide for varied life experiences. Faculty and staff accompany students on a number of enriching trips such as Underwood Farms, the Gentle Barn, and Topanga Canyon's Shakespeare camps. RKES also collaborates with community partners to coordinate events such as the Community Helper Living Museum, so students can make and develop greater connections to their community at large.

1.30b: Meeting the Needs of All Students: Students with Disabilities

The district required language included above contains all charter provisions addressing matters related to students with disabilities and special education. However, we have also outlined our approach to supporting students with disabilities below.

1.31: Meeting the Needs of All Students: Students in Other Subgroups

RKES serves to meet the various needs of Foster Youth in accordance with AB 490 -- EC 48853.5. RKES will identify Foster Youth through the enrollment process, self-disclosure or interaction with the Department of Child and Family Services or other welfare officers. The needs of Foster Youth are determined and met by working closely with educators, school personnel, social workers, probation officers, caregivers, advocates, juvenile court officers and community based organizations. A variety of services such as tutoring, mentoring, counseling and advising are provided on campus by school personnel and in partnership with community based organizations.

The progress of Foster Youth is monitored as an explicit subgroup during the many data analysis processes in place at RKES. This data is then gathered on a quarterly basis by the Homeless and Foster Youth Liaison, who is also a Counselor. This liaison will determines the appropriate actions to take, if any are needed.

1.32 A Typical Day at RKES

A school visitor to RKES would have the benefit of following a typical student named Maya. Maya is a six-year old student who walks to school with her mother.

Her day starts at 7:25am, when she says goodbye to her mother and walks through the main doors to the school. She walks confidently up to the school's Principal makes eye contact and firmly shakes her hand, proudly saying, "Good morning, Ms. Patel." Ms. Patel greets Maya by firmly shaking her hand and asks her if she is ready to learn. Maya proceeds to her classroom to eats breakfast. She greets her teacher, Ms. Garcia, with a handshake and is in turn welcomed with a warm, "Good morning, scholar." As Ms. Garcia passes out breakfast, Maya completes her addition facts sheet because she is working toward completing a hundred math facts in one minute. After working on math facts and eating her breakfast, Maya has time to read a few pages of her favorite book, *Where the Wild Things Are*, by Maurice Sendak. Reading this book inspires Maya to get ready for a productive day at school.

At 8am, morning meeting begins. The morning meeting is an instructional component of the day. Each day begins with an emphasis on the RKES core values. Maya's teacher implements Morning Meetings to set the tone for a respectful learning environment. Morning Meetings motivates Maya to create an environment of trust, community, respect, and scholarship. The meeting format includes the teacher

beginning with a class greeting using class chants or a group motto, group activities, and closing.⁴⁴ In addition, morning meetings provide opportunities for developing student vocabulary, oral language, read alouds and team building skills. While a short period of the day, it sets the tone for the learning community and extends beyond the meeting. On this morning, the teacher has the students sing Maya's favorite morning chant:

Read, Baby, Read

(Stomps and Claps – 4X)

You've got to Read, Baby, Read

(Say What?)

You've got to Read, Baby, Read.

The more I read, the more I know.

The more I know, the smarter I grow.

The smarter I grow, the stronger my voice,

When making my mind or making my choice.

Because knowledge is POWER and POWER is freedom and I want it!

You've got to Read, Baby, Read (2 X)

You've got to Read!

-- Harriett J. Ball

Ms. Garcia reads to the class, dramatically and enthusiastically, emphasizing the sounds of vocabulary words like *phosphorescent*, *luminous*, and *abounding*. After reading, Ms. Garcia asks the students a few questions; "Amos and Boris each had a big problem. How were their problems alike? How were they different? What did each use to solve the other's problem?" The students complete a Venn diagram to help with the discussion of the story's problem.

After concluding their discussion of *Amos and Boris*, students' line up for literacy groups. While students line up, Ms. Garcia turns on music, which gives Maya a chance to dance and move her body while she gets in line. Maya goes to her literacy group in Mr. Marcos' classroom, where she enjoys seeing her friends from the other kindergarten classrooms that are in her reading group.

For Maya's first 40 -minute literacy group, she sits in a semi-circle with six chairs in each row. The teacher, Mr. Marcos, begins the instruction by teaching the Reading Mastery: Direct Instruction group. Maya is watching Mr. Marcos point to a letter and she is repeating the sound the letter makes. She then blends the sounds together to read a word. Maya takes out her clip board from under her chair and completes her workbook pages. The reading group ends with a transition chant.

⁴⁴ Class meeting structure informed by Kriete, R. (2002). *The Morning Meeting Book*. Northeast Foundation for Children. MA.

Direct Instruction Group Transition

(To the tune of Semisonic’s “Closing Time”)

*Reading Time,
Time to get knowledge,
And to be the best scholar I can.*

*Reading Time,
Time to get knowledge,
And make sure that I understand.*

The second literacy group begins as Maya enters Ms. Alvaro room and she is teaching guided reading. Students are reading from a big book and Maya is listening for the rhyming words in the story. After the group works on rhyming, the students sequence the story. The timer goes off and music begins playing. This is the signal for students to get ready for their snack break.

After the snack break, Maya moves into her third and fourth 40-minute literacy groups. She completes her time on the computers, with literacy activities and she smiles each time she gets an answer right. She then moves into her fourth and last literacy group—writing. Maya is an accomplished writer and enjoys publishing her work. The writing block begins with Ms. Gerz modeling the writing topic for the day and Maya brainstorming what she is going to write. Maya enjoys bringing home her published writing to her family which motivates her to get started on the topic for the day, describing her best friend.

After the four literacy groups, Maya goes to Math Meeting with her regular teacher, Ms. Garcia, where she is the class leader for the day. She reports on the weather, helps count how many days she has been in school, counts by twos and fives, and writes the date on the classroom calendar. Maya helps the class solve the daily algorithm. Maya enjoys leading the math meeting block and is working hard in her math class.

Next, Maya goes with her class to lunch. She enjoys when she is able to have lunch with her teacher. She wrote out some questions for her teacher, so she can have an interesting conversation with everyone at her table. When Maya first began having lunch, she would just shout out things. She now understands how to be polite and is working toward becoming a great conversationalist.

After lunch and physical education, Maya moves on to social studies, music and more math. In social studies, the class is working on the California social studies content standard: *students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty*. Maya is excited she has learned the CA state symbols and is eager to share her knowledge with her family at the end of the day. In music class, Maya is happy to see Ms. Julia, the music teacher. They are working on learning new songs using their core values. Today, they are learning the justice song. The day ends with math and Maya is focused on meeting her goal of completing 100 math addition facts in one minute.

The visitor realizes that Maya has had a productive day and followed the rules—and that she has been fully engaged and excited by a demanding day of study. Maya ends the day at choice time by choosing the poetry center. She really enjoys the Mother Goose rhymes and wants to learn a new rhyme to teach her parents.

The end of the day comes and school is dismissed. Before students leave choice time, the class comes together to share compliments. Maya compliments her classmate Arturo for helping her with her math facts. The class joins in to give Arturo a Hip, Hip, Hooray cheer, where they put their hands on each hip and shout “Hip, Hip, Hooray.” Maya once again shakes Ms. Patel and Ms. Garcia’s hand and says good bye.

**ELEMENT 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 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

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

2.1 Measurable Goals Of The Educational Program

Please see Element 1, Section D.5, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

2.2-3 Measuring Pupil Outcomes: Summative Assessment Performance Targets, Schools Plan for Assessing Student Academic Growth

Please see Element 1, Section D.5, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

2.4 Other Performance Targets

Please see Element 1, Section D.5, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

2.5 Measuring Pupil Progress Towards Outcomes: Formative Assessment

Specific Assessment Tools and Frequency of Assessment

Prior to the start of the school year, we will conduct a diagnostic assessment of each student using age- and grade-appropriate standardized assessment tools. For English language arts, we will use such early literacy assessments such as Fountas Pinnell reading levels and timed writing assessment. The results from such diagnostics will allow us to have a clear picture of current student mastery, and inform ongoing lesson plan development and individual student academic action plans. These diagnostics will also allow a benchmark against which all future academic growth can be measured. The initial administration will be given to students at all grade levels in order to effectively evaluate their reading ability before or at the start of the school year (or when a child begins at the school mid-year). A second administration near the end of the school year will document growth in reading over time.

The school will utilize a nationally-normed assessment such as the NWEA/MAP computer based assessment for reading and math at the beginning and end of year as an additional measure to provide annual, longitudinal, and comparative measures of our students' learning growth. Using the NWEA/MAP allows us the opportunity to measure academic gains, as each student will take the test when entering the school. This testing system allows us to conduct an individual and cohort analysis of longitudinal growth, a comparative measure with a national cohort, and to determine the average increase of percentiles per grade level cohort among RKES students. It is our expectation that students will grow approximately 15 scale score points from the beginning of the year to the end of the year, each year K-5.

Teacher created formative and summative assessments will be utilized to track progress of students between diagnostics and benchmark assessments. The principal will direct, support, and assess teachers in the creation of the following assessments and the analysis of their relevant data:

A. Published Curriculum Assessments

Teachers at RKES will use a variety of publisher-provided assessments to measure student progress against content standards. We will utilize a variety of publisher and teacher created assessments (Action Learning System, TestWiz, NWEA/MAP, Data Director, etc).

B. Full Option Science System (FOSS) Assessments

The integrated assessment component that is contained within the Full Option Science System (FOSS) will be used to monitor and assess student progress in science. These assessments measure content knowledge, scientific investigations, and the ability to generate scientific explanations. FOSS assessments vary across grade levels and include informal teacher observation and questioning, formative assessments and response sheets, and performance assessment tasks. End-of-module assessments and portfolios of accumulated work serve as summative assessments. While these Assessments are aligned to NGSS the school will further revisit them once the CA Science Framework is available in 2017.

C. In-house Benchmark Assessments

To augment the data provided by these beginning and end-of-year assessments, we will develop and implement internally created standards-based assessments in all core subject areas and at all grade levels to ensure that students are meeting or exceeding Common Core State Standards and adjusting elements of the school program and student supports when they are not. The results of these interim assessments (*Journeys ELA* unit assessments, NWEA MAPP assessments, *Go Math!* assessments, and DRA assessments) will allow us to make the necessary adjustments as immediately as possible to ensure that our students are acquiring the skills outlined in the Common Core State Standards.

D. Standardized Testing and Use of Results

Our Student Data Coordinator (SDC), in conjunction with a Lead teacher (a teacher who works with other teachers to hold them accountable for data-related maintenance) will serve as the testing coordinator to coordinate all aspects of state mandated testing. He/she is trained in policies pertaining to test scheduling and administration as well as test security, and in turn provides in-service training to test examiners regarding test administration policies during professional development. The role of a testing coordinator is then typically assigned to a SDC, Counselor, or Assistant Principal of Instruction and will oversee the distribution and collection of standardized tests and ensures that the testing process proceeds according to testing guidelines. He/she will also document and monitor administration of the various standardized tests to make certain that all of the required student assessments admin are conducted within the appropriate timelines.

RKES will ensure compliance with all state mandated testing and reporting requirements including the California Assessment of Student Performance and Progress (CAASPP) assessments. RKES will ensure compliance with all state mandated testing and reporting requirements. An alternative assessment is the California Alternate Assessment (CAA), which assesses children with severe cognitive disabilities in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA) and the Every Student Succeeds Act (ESSA), will continue to be utilized in adherence with state and federal requirements.

RKES will utilize a nationally-normed assessment such as the NWEA/MAP computer based assessment as an additional measure to provide annual, longitudinal, and comparative measures of our students' learning growth. Using the NWEA/MAP allows us the opportunity to measure academic gains, as each student will take the test when entering the school. This testing system allows us to conduct an individual and cohort analysis of longitudinal growth, a comparative measure with a national cohort, and to determine the average increase of percentiles per grade level cohort among RKES students.

As noted in Element 1, RKES will administer the California English Language Development Test (ELPAC) and the upcoming English Language Proficiency Assessment for California (ELPAC) in accordance with state and federal laws requiring California public schools to give a state test each year to every student who has been identified as an English Learner. In order to identify students who are English learners, all parents are required to complete a *Home Language Survey* upon enrollment at the school. Students whose primary language is a language other than English are assessed using the ELPAC if they have not previously been identified as an English Learner by a California public school or if there is no record of prior ELPAC test results. ELPAC testing takes place within 60 days prior to the start of the school year or within 30 calendar days after the date of first enrollment at the school.

Based on their performance on the ELPAC test, students may receive special assistance with English language development in order to become more proficient in English and to succeed in the school's academic program, as detailed in *Element 1*. Students who are re-designated as fluent English proficient (RFEP) are monitored for a period of two years to ensure that they are able to compete with their grade level peers and that they continue to make satisfactory academic progress. The ELPAC is one of the measures used to determine whether students re-designate from English Learners to Fluent English Proficient students.

2.6 Data Analysis and Reporting

RKES will use intentional systems around data analysis to inform and improve teaching and student learning. In order to ensure students have met statewide performance content standards, the Principal oversees the collection and analysis of assessment data using our student information system Illuminate.

Our data analysis begins with interim assessments (IA) developed prior to the school year by school leaders and teachers. IAs cover test content from the California content standards, Common Core and NWEA/MAP assessment. Teachers administer IAs throughout the year and student performance results inform the modification of the scope and sequence and lessons plans as needed.

Interim assessments will be scored and analyzed by teacher directly in the CAASPP system. Using the IAs, teachers will be able to re-teach standards to prepare students for content mastery. School leaders collect and compile the data. Analysis of individual students, flexible ability groupings—high, middle, and low—and individual classrooms is conducted using a comprehensive template. This will also include the analysis of student subgroups including but not limited to special education, and English language learners. Teachers conduct reflection on the IA scores to facilitate assessment analysis and create action plans. Teachers then meet with the Principal during the weekly professional development, and/or teacher preparatory time, after interim assessments to closely analyze the data and create an action plan divided by class, homogenous reading groups and individual students based on the results.

Professional development days are facilitated by the Principal to implement an action plan and create opportunities for teachers to reflect upon their own teaching and student learning.

Additionally, Principals are expected to review a comprehensive data dashboard along with their Student Data Coordinator on a weekly basis, which includes, but is not limited to:

- Data regarding student attendance
- School culture (behavior reports)
- Student academic performance, with provided breakdowns by grade level and major subgroups.

Similar data dashboards are made available to the executive leadership and governing board as needed. All stakeholders are expected to use the data contained in these dashboards to make timely and effective data-informed decisions to better influence school programs.

Teacher analysis of Interim Assessments consist of three parts:

1. Teacher reflection on student performance expectations, teaching priorities, student strengths and weaknesses;
2. Detailed analysis of standards mastery through analysis of whole class mastery, small group, and individual mastery and analysis of errors and with instructional plan to address areas of concern;
3. Details for six week instructional plan for re-teaching.

Sample Interim Assessment Teacher Analysis by Class			
Standard	%Correct	Analysis	Instructional Plan
Author’s Purpose Question <i>What is the main purpose of this story?</i>	67%	Students having trouble distinguishing between details and purpose in multiple choice format	Students need practice with distinguishing between story detail and purpose. Step: (1) mini-lessons for whole class; (2) checks for understanding in class and in HW; (3) re-teach in small groups as needed; (4) re-assessment for whole class

In addition to teacher-created assessments, California-adopted curricula such as Go Math!, Write Score, History Alive, and Harcourt Science have embedded within them frequent assessments that provide a clear picture of students’ academic growth and academic needs. We review these results by grade level cohort, individual class, and individual student, as well as by each test item as an ongoing part of our weekly staff meetings. This comprehensive approach to data analysis allows: teachers to know which standards need to be effectively re-taught or reinforced; school leaders to know the most appropriate professional development supports needed for teachers as a whole and teachers as individuals; and most importantly, the entire staff to develop and execute a data-driven action plan to ensure that every child learns.

These action plans identify:

- Skills/concepts to be retaught to the entire class
- Skills/concepts to be retaught to small groups during class
- Skills/concepts to be retaught to individual students with one-on-one teacher instruction or with the assistance of a peer or volunteer tutor
- Students in need of intense remediation and/or tutoring
- Adjustments to existing small groups
- Weaknesses in the curriculum to be revised for subsequent years
- Support and professional development for the teacher to strengthen areas of instructional weakness

Action plans will be revisited frequently in weekly professional development meetings, grade-level and content-area team meetings to ensure that students are making adequate progress toward mastery.

As indicated, assessment data will be used to inform curricular decisions, teacher supports, and professional development needs, as well as identifying those standards that need to be re-taught, which require small group intervention, and which require individualized student supports. Finally, assessment data will be used to evaluate the efficacy of our educational program over time, and, as needed, make changes to curriculum sources used or instructional strategies.

The Role And Use Of Data To Inform Stakeholders Of School Performance

RKES also uploads all data requested by the California Department of Education (CDE) to complete a School Accountability Report Card (SARC). Bright Star Schools issue an annual report that includes demographic data, academic achievement, financial reports and a summary of other significant developments and accomplishments over the course of each academic year. The school's leadership reports the results of state assessments to all community members including parents. The annual report is a public document, published on the school's website (www.brightstarschools.org) and delivered to the District, the Los Angeles County Office of Education, CDE and any other Parties who request it.

2.7 Grading, Progress Reporting and Promotion / Retention

RKES will involve students and their parents in the analysis of student work, student progress, areas of strength, and plans to address areas that need growth. We will inform parents of student progress through daily, weekly and monthly systems in the families' home language. A weekly syllabus will inform parents about key learning, homework, and standards to be met that week. All assessment work, Interim assessment results, weekly chapter and unit tests, and trimester exams are sent home for parents to review and sign. Additional home-school communications include phone calls, regular correspondence, trimester report cards and meetings, and three formal parent-teacher conferences annually.

Parents will receive formal progress reports at the end of each semester. Report cards shall detail each child's grades, academic strengths and weaknesses and any concerns about promotion to the next grade. Grades will include student performance on in-class work, homework, assessments, and other components as applicable to each content area. After each round of interim assessments, teachers shall share results with students and parents in progress reports and conference meetings. Teachers will work with each student to set goals for the upcoming assessment and personalize a student success team

(SST) to include small group instruction and tutoring as needed.

Teachers will also use interim assessment results to create and maintain records on each student that demonstrates progress toward mastery for each content standard. The standards-based assessments are shared with students and families after each trimester and reviewed with parents at each report card conference.

The following grading policy indicates the letter grade, percentage, and rubric score that are used to define a student’s level of mastery of the state standards. Students will be assessed using a rubric for primary grades and fourth and fifth grade students receive a letter grade.

Grading Policy			
Letter Grade	Percentage	Rubric Score	Definition
A+	98-100%	4	A student earning an A or 4 in a content area is consistently demonstrating advanced levels of mastery with the content standards.
A	93-97%		
A-	90-92%		
B+	88-89%	3	A student earning a B or 3 in a course is consistently demonstrating proficiency with the content standards.
B	83-87%		
B-	80-82%		
C+	78-79%	2	A student earning a C or a 2 in a course is consistently demonstrating basic competency with the content standards.
C	73-77%		
C-	70-72%		
NY(not yet)	Below 70%	0 or 1	A student earning less than 70% in a course needs to demonstrate improvement and has not demonstrated a basic level of mastery with the content standards. Mastery of the standards needs to occur. If students are not meeting standards, remediation is provided to students to reach standards mastery. .

Teachers will trained on the school’s policies and standards for grading and work with the Principal to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with student mastery of standards. Teachers will also include narrative evaluations regarding the completeness, quality, and level of understanding of student work as well as descriptions of attitudes and behaviors at school.

State and National testing results will be sent to families and RKES will host parent meetings each to share the school's progress toward school-wide goals and also explain individual score reports to students and their families. In addition, RKES will annually prepare the School Accountability Report Card (SARC) to provide the public with important information about our school's progress toward achieving its goals.

Student Retention: While numerous studies have been conducted on the topic of retention, the conclusion are not clear cut do to an inability to conduct a truly scientific investigation on this topic. So while we cannot state with certainty that retaining a student will be a detriment, there is also no clear cut evidence showing that retention is of any benefit to a student. For that reason, RKES strives to put in place a multitude of interventions for students so that all make satisfactory progress toward their goals.

If a student is not making adequate progress (reading significantly below grade level, receiving 0 or 1 on report cards), and becomes a candidate for retention, the school notifies the parent in writing and also contacts the child's parent by phone. Before March 1 of the current year, the child's teacher consults with the Principal and parent in each case concerning possible retention. In all cases, parents will be encouraged to remain involved throughout the process. After intensive interventions have been implemented and the results documented, a collaborative decision by RKES leadership, teachers, and parents to retain may be made. As needed, a determination will be made whether assessment for special education services is needed. As mentioned in the section titled *How RKES will Monitor the Progress of All Students: Students Achieving Below Grade Level*, Principal will be primarily responsible for monitoring the progress of these students. In the event that a student is at risk of retention, the school notifies the parent in writing and also contacts the child's parent by phone. Before March 1 of the current year, the child's Counselor and teachers consult with the Principal and parent in each case concerning possible retention. In all cases, parents are encouraged to remain involved throughout the process. After intensive interventions have been implemented and the results documented, a collaborative decision by RKES leadership, teachers, and parents to retain may be made. As needed, a determination will be made whether assessment for special education services is needed.

If parents do not agree with the assessment as made by the team, Parents may appeal to the Principal, then Deputy Superintendent of Education, and finally the Executive Director, using the Family Complaint Policy outlined in the Student and Family Handbook.

Student Promotion

Parents receive formal progress reports at the end of each semester. Report cards detail each child's grades, academic strengths and weaknesses and any concerns about promotion to the next grade. Grades include student performance on in-class work, homework, assessments, and other components as applicable to each content area. After each round of interim assessments, teachers share results with students and parents in progress reports and conference meetings. Teachers work with each student to set goals for the upcoming assessment and personalize a student success team (SST) to include small group instruction and tutoring as needed.

ELEMENT 4 : GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.⁴⁵

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

⁴⁵ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

4.1: Governance Structure

Governance Structure

RKES is an independent charter governed by the Board of Directors of Bright Star Schools which is responsible for ensuring progress toward the mission, faithfulness to the charter, and fiscal viability.

Organizational Chart

The organizational chart demonstrates some of the committees that may be convened by the Governing board. The make-up of these committees is strictly restricted to board members with the exception of the Student Site Counsel, which is not a board committee. The Governing board makes all final decisions by board vote on all school related matters including but not limited to curriculum, instruction, financial, facilities, etc. The committees will heavily inform these decisions, but all decisions will be made by Governing Board vote.

Board Committee Structure and Committee Responsibilities

The Board of Directors may create or convene the following committees:

A. Governance Committee

- Recruit, nominate, train new directors;
- Establish responsibilities and evaluate individual board members;
- Review the performance of the Board as a whole;
- Review Board Handbook;
- Support and review performance of Executive Director.

B. Finance/ Budget/ Audit Committee

- Monitor budget implementation through periodic financial reports;
- Approve accounting policies;
- Allocate funding for an independent annual audit by qualified CPA;
- Ensure adequate insurance.

C. Development Committee

- Identify fundraising opportunities;
- Plan fundraising events or programs;
- Develop and evaluate fundraising goals.

D. Academic/ Personnel Committee

- Review and support mission statement;
- Ensure programs and services are consistent with mission & charter;
- Develop and review measurable academic outcomes;
- Review and approve guidelines for teacher evaluations;
- Review and approve guidelines for administration/staff evaluations;
- Monitor progress in achieving outcome and goals;
- Develop and maintain adequate academic personnel policies and procedures.

E. Facilities & Strategic Planning Committee

- Review facilities maintenance requirements;
- Review and negotiate lease agreements;
- Develop and maintain adequate facility personnel policies procedures;
- Supports Executive Director's efforts to explore growth and facility opportunities;

- Evaluate growth opportunities;
- Ensure growth implementations conform to mission statement.

Bright Star Education Group

Rise Kohyang Elementary School has been, is, and shall continue to be operated by Bright Star Schools, a California non-profit public benefit corporation. Charter School agrees and acknowledges that the governing board of Bright Star Schools is the sole controlling and governing body for Rise Kohyang Elementary School, and accordingly holds fiduciary authority and responsibility for, among other things: (1) the selection, hiring, compensation, supervision, evaluation, and termination of the Bright Star Schools Executive Director and all other Bright Star Schools employees, including employees of Charter School; (2) the governance and operation of Charter School in compliance with applicable law, policy, and the Charter, as they may be amended from time to time; and (3) Charter School's financial management and viability, including but not limited to all expenditures and accounting of all public funds received by or on behalf of Charter School and its students. The governing board of Bright Star Schools shall comprise no less than seven (7) members at any time.

BSEG was created in 2013 to promote, support, benefit, and carry out the Bright Star Schools model, serve as a facility development entity for Bright Star Schools, and perform the additional charitable functions of promotion, expansion and replication of Bright Star Schools. Through management and affiliation agreements, BSEG provides services and support to Bright Star Schools provided that there is no delegation of duty or authority inconsistent with law or the Bright Star Schools charters. BSEG's duties under the management and affiliation agreements, include the following key functions: information technology services, design and implementation of a leadership development program, licensing, development and management of Bright Star Schools curriculum, real estate and facilities leasing and management, procurement of start-up funding and assistance for new schools, marketing strategies, recruitment, and HR technical assistance with Bright Star Schools hiring practices, credentials and legal compliance.

Charter School agrees and acknowledges that as the sole statutory member of Bright Star Schools, the BSEG governing board does not vote on or otherwise control matters governed by the Bright Star Schools' governing board, including but not limited to the governance and operation of Charter School and as delineated in the approved charter. BSEG is a sole statutory member of Bright Star Schools as defined in section 5056 of the Nonprofit Corporation Law of California. As sole statutory member, BSEG board has the sole statutory right to approve or remove members of the Bright Star Schools board. At no time shall Bright Star Schools have more than three directors on its governing board who also serve on the BSEG governing board, are employed by BSEG, and/or are otherwise affiliated with BSEG. All relationships between Bright Star Schools and BSEG, including BSEG's role regarding the Bright Star School's governance and board composition shall be governed and established by the above described agreements or equivalent arms-length contract between these two affiliated entities and subject to District oversight. Any plans, goals, or proposals for growth, fundraising, educational and leadership development, or any other purpose, developed or provided by BSEG to or on behalf of Bright Star Schools and/or any charter school operated by Bright Star Schools, shall be approved or otherwise authorized by the Bright Star Schools governing board.

The governing board of Bright Star Schools is the holder of the charters for Stella Middle Charter Academy, Bright Star Secondary Charter Academy, Rise Kohyang Middle School, Rise Kohyang High School, Valor Academy Elementary School, Valor Academy Middle School, and Valor Academy High School and ultimately has all governing and fiduciary responsibility for any and all actions of Bright Star Education Group in relation to the Bright Star Schools' charter schools.

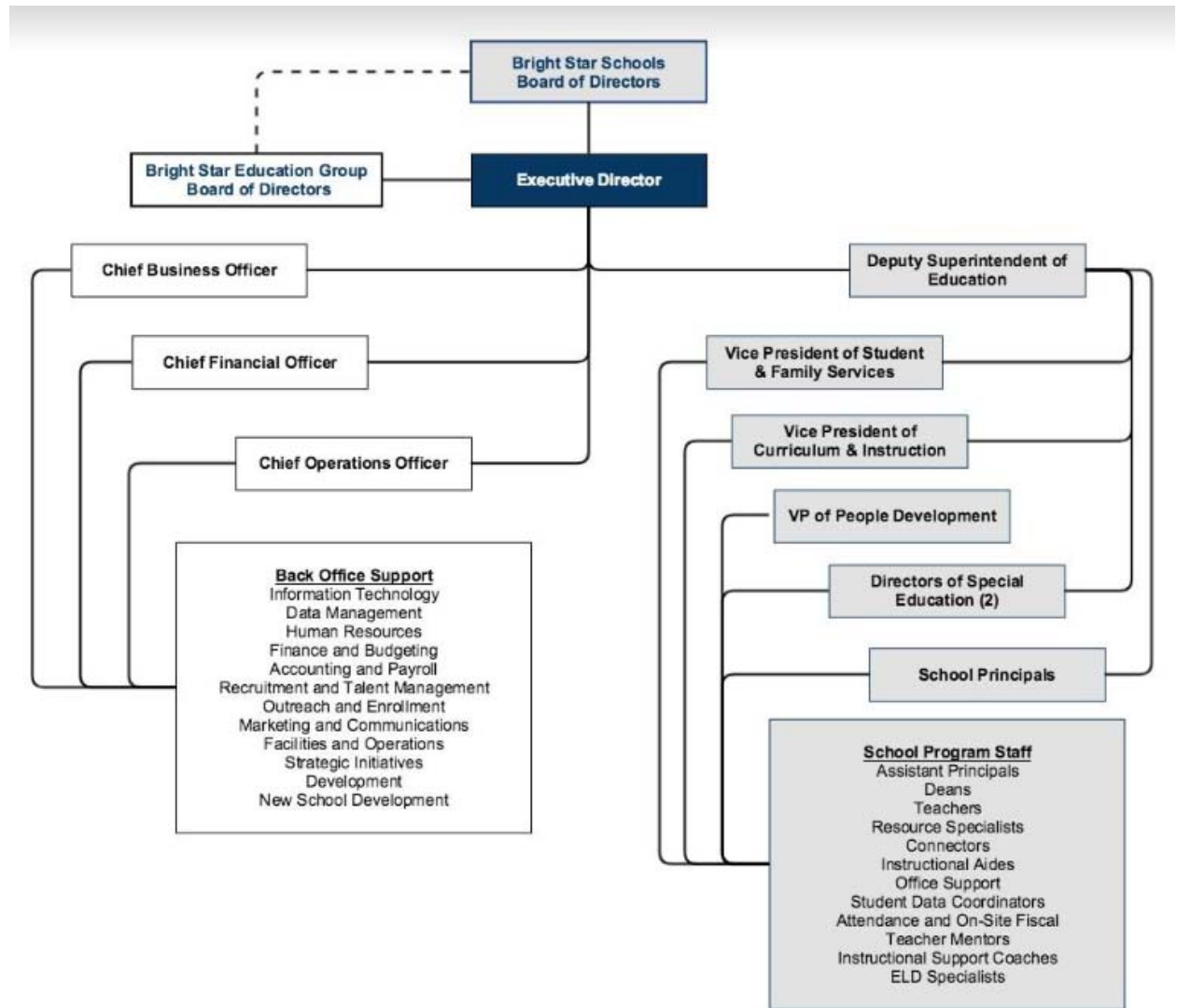
Charter School agrees and acknowledges that the BSEG governing board shall follow any and all laws, standards, and policies regarding ethics and conflicts of interest applicable to its role as sole statutory member of Bright Star Schools and as a nonprofit corporation.

Bright Star School's management and expenditure of its public funds are subject to public transparency and accountability, and District oversight. Bright Star Schools, including its governing board, employees and representatives, shall not transfer any funds or other assets to BSEG, including but not limited to assets derived from public funds, unless such transfer is determined by the Bright Star School Board of Directors to be in the best interests of Bright Star Schools, and such transfer occurs through a transaction conducted on terms equivalent to those prevailing in an arm's length transaction, to the extent practicable.

Any such transaction shall be and remain subject to District oversight. BSEG, including its employees and representatives, may make donations of funds, goods, and services to Charter School in accordance with applicable law. Bright Star Schools agrees and acknowledges that all public funds received by or on behalf of Charter School, including Charter School assets derived from public funds, shall be deemed to retain their statutorily restricted purposes and remain within the jurisdiction and control of Charter School, regardless of any transfer or assignment to BSEG, should any such transfer or assignment occur (payment for services or goods received pursuant to contract excepted). Such public funds shall remain subject to Education Code section 47633(c) and shall be included within the scope of Charter School's annual audit per Education Code section 41020(c).

Bright Star Education Group's Organization Structure proceeds on the next page.

Bright Star Education Group Organization Structure



BSEG'S RELATIONSHIP TO BRIGHT STAR SCHOOLS BOARD

The Bright Star Schools board governs the schools, holds the schools to their mission, ensures each school's financial stability, and ensures compliance with the schools' charters. BSEG develops strategic plans and goals for growth, fundraising, and educational and leadership development to improve and benefit the schools, but it does not run the schools.

BSEG does have some rights as sole statutory member of Bright Star Schools to approve Bright Star Schools' board members or to keep Bright Star Schools from selling off all of its assets or dissolving, but BSEG does not vote with regard to Bright Star Schools Board matters. As far as board composition at this time, BSEG has 14 board members; whereas Bright Star Schools has ten. Those numbers may vary from time to time in accordance with each entities' bylaws. At this time there are three overlapping members between the entities. These provisions give BSEG corporate rights as to the Bright Star Schools Corporation, but they do not give BSEG any rights in the schools or under the charter contracts. BSEG has no role in the operational and organizational functions articulated in the Bright Star Schools charters.

BRIGHT STAR SCHOOLS PAYMENT TO BRIGHT STAR EDUCATION GROUP

All costs paid by and to, and services provided by and to Bright Star Schools and BSEG are reflected in written contracts, just like those many other charter operators have with private third party vendors like ExEd, EdTec, and CSMC. The services are the same or similar to those offered by private vendors. Currently, Bright Star Schools pays BSEG up to twelve percent (12%) of the revenue of each Bright Star Schools charter for services specified in the agreement, which is at or below market for the type, level, and quality of services obtained. That percentage may change in future years depending on the service needs of Bright Star Schools.

MAJOR ROLES AND RESPONSIBILITIES

A. Board of Directors

The work of Bright Star Schools' Board of Directors is organized to accomplish the following objectives:

- Ensure the mission and vision of RKES.
- Ensure adherence to all state and federal requirements as well as those requirements set forth by RKES in its charter.
- Evaluate the Executive Director annually and hold him/her responsible for meeting the academic and fiscal goals of the Charter School.
- Ensure effective organizational planning for the Charter School.
- Provide support and assistance to the Charter School in its fundraising efforts, as well as other needs as they arise.
- Ensure the long-term financial stability of RKES.
- Establish broad support and future Partnerships to further the mission of Bright Star Schools to prepare students for college and career.

The Board governs the school, holds the school to its mission, ensures its financial viability over time and ensures that the school remains true to the terms of its charter. The Board delegates all management decisions to the Executive Director, who oversees the Deputy Superintendent of Education. The Deputy Superintendent of Education is responsible for the hiring, evaluation of the principals and for ensuring that the schools meet the performance benchmarks established by the Board of Directors. Day-to-day oversight of the school is the responsibility of the Principal, who hires, supports and evaluates all school staff, and monitors the implementation of the program. A strong working relationship between the Board Chair, Executive Director, Deputy Superintendent of Education and all administrators ensure the flow of information necessary for responsive, strong governance.

B. Board Member

The role of a member of the Board is as follows:

- Advocate for Bright Star Schools and its mission of preparing students for college and career;
- Adhere to the Brown Act;
- Attend board meetings, committee meetings and important related meetings;
- Serve with professionalism, integrity and enthusiasm;
- Volunteer for and accept assignments and complete them thoroughly and promptly;
- Stay informed about committee matters, prepare well for meetings and review and comment on minutes and reports;
- Get to know other board and committee members and build a collegial working relationship that contributes to consensus;
- Actively Participate in the board's professional development, annual evaluation and planning efforts;
- Participate in fundraising for the organization, cultivate prospective donors and volunteers and give an annual financial gift (determined by the board chair) to the best of personal ability;
 - Abide by all legal responsibilities and comply with applicable rules and regulations; and
 - Disclose any potential conflict of interest, whether real or perceived.

All Board Members of Bright Star Schools receive a board orientation packet and sign member expectations agreeing to uphold the mission and vision of the school, advocate for RKES and ensure organizational viability, student achievement and faithfulness to the terms of the charter.

4.2 Governing Board Composition And Member Selection: Composition of the Board

The school's Executive Director and Principal shall not serve on the Board and shall not vote in Board elections.

The composition of the governing board is a range of professional backgrounds and relationships to the communities the school's students come from. For example, it includes K-12 education, higher education, non-profit, and for-profit business professionals, along with individuals and parents who are heavily invested in the school community. In order to substantially involve each local school community in organization-level governance, Bright Star has approved the inclusion of Parent Board Members within the meetings of the Bright Star Schools Board of Directors. The goal is to place up to one parent from each Bright Star School. The Parent Board Members have the same responsibility and ability to vote in governance decisions as regular Bright Star Board Members.

4.3 Governing Board Composition And Member Selection: Board Member Selection

The process of selecting members of the Bright Star Schools Board of Directors is described in detail in the Bylaws of the organization included in this document. In summary, this process includes an initial interview with the Executive Director and school tour; interview with current board members; submission and resume, written responses, and board member questionnaire; and, reference checks. The Board is currently comprised of twenty-four who serve three year staggered terms.

4.4-4.5 Governance Procedures And Operations

Board meetings, including academic and governance committee meetings, will comply with all of the provisions of the Brown Act. Meetings shall be held at rotating Bright Star Schools sites, or another suitable location within the jurisdictional boundaries of the District. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of the school, at the entrance of the school's main office, and on the school's website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings will be posted at least 24 hours before the meeting.

If a board member requires teleconferencing, Bright Star Schools will comply with government Code § 54953(b)(3) and (d) by publishing teleconference locations on all agendas within 72 hours of the anticipated meeting. These locations will be accessible to the public, and the telephone used will have a functioning speaker to enable public access.

To ensure individual understanding of the Brown Act, Board members receive an annual training on the provisions for board members.

An Annual Meeting will be held on a date chosen by the Board in accordance with its Bylaws for the purpose of electing Board members, making and receiving reports on corporate affairs, setting calendar of meetings for upcoming year, and transacting other business as comes before the meeting.

Accurate minutes of meetings are maintained by secretary or other as designated by Board. Meeting records shall be maintained in the School office.

RKES has adopted a conflicts of interest code that complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations.

Decisions of the Board are by majority vote. As consistent with the requirements of the California Corporations Code (Section 5211(a)(8)), an act or decision made by a majority of the directors present at a meeting duly held at which a quorum is present is an act of the board.

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

4.6 Stakeholder Involvement

ROLE OF PARENTS AND STAFF IN THE GOVERNANCE OF THE SCHOOL

Several parents of students from across Bright Star Schools serve on the Bright Star Schools Board of Directors because we believe it is critical parents are invested in the success of the school and have a voice in matters critical to the school's success. RKES believes that parental support is an integral part of a student's education, and makes every effort to ensure that parental input is considered in the Board's decision-making process.

Additionally, other representatives of the parent body are also encouraged and invited to address the Board regarding any input, comments or concerns they have about the school. Time is reserved at the start of each Bright Star Schools Board meeting for this purpose.

PROCESS BY WHICH RKES WILL CONSULT WITH ALL STAKEHOLDERS TO DEVELOP ITS LCAP AND ANNUAL UPDATE

In planning to draft the Local Control Accountability Plan (LCAP), leadership referred to CA Education Code 52066 (8)(g). The charter school shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update. This feedback is provided during the first three months of each year.

In mid-January, the Deputy Superintendent of Education (DSE) meets with the school leadership team to discuss the changes in the funding formula and how those funds could be used to best meet student needs. In early February, the DSE collaborates with the school principal to draft a plan in accordance with State Priorities and local goals. In late May, the DSE and Principal meet with school faculty and present State Priorities and the school goals. Goals are then amended based on recommendations provided from the school community. In early June, amended plans are presented for feedback to School Site Councils, student groups, and to all parents at a monthly school parent meeting. All stakeholders are invited to submit public comment, and parents specifically are invited to School Site Council meetings, where LCAP goals are developed through Parent Square. In effort to boost parent participation, meetings are also announced at the monthly Family Nights. The agendas for these meetings are posted 72 hours before the meeting, so all stakeholders are aware of the topic of discussion. Any stakeholders present in the meetings are invited to give feedback on the proposed goals.

THE PROCESS BY WHICH RKES WILL CONSULT WITH PARENTS AND TEACHERS REGARDING THE SCHOOL'S EDUCATIONAL PROGRAM

Parents will serve as members of the School Site Council (SSC). The RKES SSC is comprised of ten members of the school community and includes the Principal, teachers, parents, and other staff members. There is a parity between staff and community members; five are staff and five are parents. Staff composition ideally consists of the Principal, three classroom teachers and a second principal (utilized to represent "other staff"). The parent composition is comprised of five volunteers – if more or less than five volunteers show interest, an election will be held from the parents of the school (either to nominate or to decide between volunteers). Our parent members represent all grade levels. SSC members are nominated and elected by their peers and serve three year terms. As a member of the SSC, parents must attend monthly meetings and are responsible for examining student achievement data, revising and maintaining the Single Plan for Student Achievement, and for providing oversight of the Title I budget. Information from the SSC meetings will be communicated at board meetings through parent representative or minutes that will be shared by the principal of the school. The SSC is one of the important groups providing feedback on the development of each annual LCAP.

Other parent engagement strategies that we employ include:

- Parent education initiative featuring evening sessions on topics such as college admissions, financial aid, financial literacy, etc.
- Posting of Board agendas in the school's main office.
- Mid-year Parent Satisfaction Survey.
- End-of-Year Parent Satisfaction Survey.
- Regular parent newsletters.
- Multi-media communication strategy including mail, e-mail, text messaging, "robocalls," and regular parent meetings.
- Translation of all parent communication materials into Spanish.
- Frequent opportunities for parent involvement in school activities, including invitations to family dinners, Evening of Excellence, etc.
- Volunteer opportunities on campus including campus beautification and traffic duty

RKES's website can be found at <http://www.brightstarschools.org/RKES/> and was created to publish useful information for our families and community members, such as the RKES event calendar and reminder of important notices. Additionally, a comprehensive set of links for parents list the programs that support student learning beyond the classroom, including Khan Academy, Rosetta Stone, and Ripple Effects. The links also connect families to Illuminate Home Connection, which allows parents to see a student's grades and review assignments. The login information is shared at the beginning of the year with families, as well as published in their student's agenda. Families can log in to monitor student progress and support learning in the home.

In addition the website, Parent Square is our communication platform that allows us to reach families through email, text or phone message. This allows us to reach 100% of families with their preferred

method of communication. Moreover, the tool fosters two-way communication by allowing parents to send direct messages to teachers and relevant staff members for their student.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

5.1 Employee Positions -- Bright Star Schools

A. Executive Director

The Executive Director (ED) oversees and advances all Bright Star Schools. S/he embodies and advocates for the mission, vision, and strategic direction of the school. S/he is passionate and completely dedicated to Bright Star Schools’ mission and has a steadfast belief that all students deserve an excellent public education in preparation for high school and college. The ED has an unwavering belief that all students, regardless of demographics, can achieve at the highest academic levels and can effectively communicate and inspire such beliefs to all aspects and positions of the schools. The ED directly manages all positions in the CMO.

Characteristics and Qualifications:

- Bachelor’s degree, Master’s Degree in similar field with several years of urban teaching experience preferred.
- Training or relevant experience in management and development of a business or a non-profit organization.
- Demonstrated significant business/academic gains in past experiences leading a company or a school, with a preference in low income/urban demographics.
- Experience and success in management of higher-level positions.
- Critical thinker and decision maker who has overcome complex organizational challenges.
- Inspirational leader who has a proven record of success in driving individuals and organizations to succeed.

- Strong communicator capable of effective public speaking as well as persuasive writing and able to attract and maintain support from a broad range of constituents, within the individual communities of West Adams, Koreatown and Panorama City, as well as among the greater landscape of Los Angeles.
- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes.
- Capability to oversee the complex administrative and financial responsibilities associated with opening and operating highly successful charter schools.
- Ability to attract, screen, develop, motivate and retain an exceptional team of administrators and leaders.

Responsibilities:

- Monitor, and help sustain the high standards of a rigorous school climate and school culture.
- Ensure compliance with accountability requirements set by the school’s charter and all relevant laws and policies (related to charter schools) set forth by the Los Angeles Unified School District, State of California and Every Student Succeeds Act (ESSA).
- Communicate as the primary spokesperson for the school and advocate to all external audiences, including investors, media, community partners, government agencies, educational organizations, and local leaders.
- Advise board committees, providing them with the essential data, relevant reports and information necessary to effectively govern RKES in a timely manner.
- Provide leadership and professional development for the CMO and all school administrators.
- Coordinate with external grant writer for an integrated comprehensive internal and external fund raising effort related to a major capital campaign.
- Work directly with the Deputy Superintendent of Education (DSE) to ensure academic success and employee and family safety and satisfaction.
- Locate, secure and improve facilities for current schools and for future sites.
- Analyze and negotiate funding and contracts for facilities.
- Manage strategic planning process for all schools.

B. Deputy Superintendent of Education

The Deputy Superintendent of Education (DSE) is responsible for overall school performance and organizational management, and is the primary person responsible for the management of the school’s growth, culture and the viability of the school over time. He or she manages all external and non-operational issues, such as working with the Board, reporting to and interfacing with the authorizer, fundraising, public relations and ensuring the finance and operation of the school. The DSE oversees the Principals, Assistant Principal, the Vice President of Family and Student Services, and the Directors of Special Education in their management and guidance of the school staff. The DSE is hired and evaluated by the Board of Directors of Bright Star Schools.

Characteristics and Qualifications

- Bachelor’s degree, Master’s Degree preferred, and at least three years of urban teaching experience.
- California Administrative Credential preferred.
- Training or relevant experience in school management.
- Student-focused leader committed to implementing a standards based curriculum and using data and assessments to drive instructional decisions.
- Relentless achiever who works tirelessly towards achieving the school’s mission.
- Flexible and able to adapt as situations require.

- Organized, systems-oriented leader who has experience in managing several different projects simultaneously.
- Subscribes to a similar educational philosophy to that espoused by BSSCA's culture and curriculum.
- Capability to oversee the complex administrative and financial responsibilities associated with opening and operating a highly successful charter school.
- Ability to attract, screen, develop, motivate and retain an exceptional team of teachers, staff members and administrators.
- Competence at stewarding public funds responsibly.
- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes.
- Sensitivity to and respect for the great diversity of race, class, gender, and perspectives that come together in our school.

Responsibilities

- Ensure compliance with the school's charter and all relevant law and requirements set forth by the State of California.
- Ensure compliance with accountability requirements set by the Los Angeles Unified School District.
- Hire, coach, and evaluate principals.
- Serves as instructional leader with principals to oversee curriculum development and assessment.
- Ensure the school meets its performance benchmarks established by the Board of Directors.
- Ensure curriculum alignment with California state standards and California Common Core Standards.
- Communicate regularly with the Executive Director regarding student achievement, curriculum development, professional development, staff evaluations, and the budgetary needs for each.
- Create a culture of high academic and behavioral expectations.
- Plan and implement summer orientation for staff.
- Seek and share best practices from other schools and professional journals.
- Lead regular, school-wide staff meetings.
- Provide daily coaching and feedback to instructional staff.
- Implement effective internal assessment systems and uses data to inform decisions.
- Implement external assessment systems and uses data to inform decisions.
- Set and monitor core subject grading policies and practices to ensure consistency across the school.
- Ensure that every student demonstrates achievement gains.

C. Vice President of Student and Family Services

The Vice President of Student and Family Services, under the supervision of the Chief Executive Officer, directs the planning, development, organization, management, direction and implementation of all aspects of student and family facing functions of Bright Star Schools. This includes child welfare, discipline and restorative practices procedures, guidance programs, and parent education and engagement programs. The VP of Student and Family Services ensures best practices by creating policies and procedures for student, parent and alumni engagement. S/he works collaboratively to bring community members into the life of the school in ways that enhance the mission and vision of the school. The VP of Student and Family Services acts as a liaison with community organizations, social services, and current and potential partners to ensure the academic, social and emotional development of students and families. S/he oversees the standardization, development and management of the Connections program including the academic, college and career counseling systems for all grade levels. The VP of Student and Family Services also works closely with school

site administration and the school's deans to develop strong classroom culture and school climate within all Bright Star Schools. Additionally s/he oversees the management of the Alumni Support and College Success Program.

Duties and Responsibilities:

- Coordinates and facilitates school based services with outside agencies and organizations- these may include counseling, tutoring, health services, extra-curricular or after school activities.
- Creates and ensures sound procedures and best practices for academic, social, emotional and college and career counseling.
- Serves as a general resource, support and guidance in matters relating to student discipline and restorative practices.
- Plans, conducts and organizes a variety of staff development opportunities related to child welfare, restorative practices, student discipline, attendance, and school safety.
- Guides, directs and advises in serious discipline issues including student suspensions and expulsions.
- Assists with the evaluation and implementation of effective wrap around services for at-risk students
- Provide direction in preventing dropout rates through appropriate consultation with school counselors and Chief Executive Officer and School Site Administration to create programs and initiatives to increase family involvement in the school.
- Work with the Parent Liaison to develop parent and school activities, to improve communication between the school and families.
- Act as a liaison/moderator between parents and the school over issues of conflict.
- Work with the Parent Liaison and School Site Administrators to define the scope and breadth of the parent education curriculum.

D. Director of Special Education

The Director of Special Education (DSE) will be responsible for the maintenance of records for special needs and will be the primary person responsible for ensuring that students with special needs receive the proper accommodations and/or modifications within the classroom.

Qualifications and Experience

- California Teaching Credential with Special Education/Educational Specialist Clear (Level II) Credential, P.P.S. credential with an emphasis in School Psychology, or Administrative Services Credential
- Successful manager of an urban classroom who has used structure and high expectations to drive student success
- Experienced classroom teacher with demonstrated quantifiable and objective student performance gains with English Language Learners
- Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting
- Demonstrated ability to work well in a team, especially with parents and community members
- Analytical problem solver
- Basic understanding of data analysis
- Minimum three years of urban teaching, school psychology, or administrator experience preferred
- Bilingual (Spanish) Preferred

Responsibilities

- Coordinate and review special education needs of incoming students as indicated on the family questionnaire responses
- Provide direct special education services as needed
- Coordinate with schools to receive IEPs of all incoming students
- Facilitate review of intake assessments for incoming students
- Schedule and coordinate pull-out services for students on an as-needed basis
- Follow all Federal and District guidelines concerning the development and implementation of IEPs
- Facilitate necessary testing for evaluation process
- Ensure compliance with all Federal and District SPED regulations regarding parental consent
- Coordinate with Principals and grade-level teachers any pre-referral meetings and SST
- Ensure that all general education teachers know and understand classroom accommodations for the special needs students they serve
- Coordinate with Director of Curriculum and Instruction and grade level teachers to monitor implementation of appropriate accommodations for students during instruction
- Serve as the point of contact for parents of students with special needs
- Organize and coordinate professional development opportunities for general and special education teachers
- Work directly with general education teachers on issues that may arise in classroom settings
- Facilitate the evaluation/reevaluation process
- Create and coordinate a master schedule for annual IEP meetings
- Be responsible for student files, including maintaining a system that monitors viewing of files and confidentiality, as well as ensuring that all files are current
- Assist with interviewing of special education teachers and related service professionals
- Coordinate annual or biannual formative and summative evaluations of the special education program
- Create and maintain a system for monitoring and compliance, ensuring that all federal and state rules and policies are followed
- Serve as the point of contact in matters involving special education due process

E. Director of Curriculum and Instruction

The Director of Curriculum and Instruction (DCI) will oversee every facet of the school's operation that directly impacts student learning. This will include monitoring of classroom instruction, management of all internal and external assessment data, and curriculum development for all subject areas. The DCI will be responsible for direct oversight of the instructional staff. The DCI reports to the DSE.

Qualifications and Experience

- A high level of personal integrity and professionalism.
- An unwavering commitment to high academic achievement of all students.
- A capacity to motivate and lead instructional staff in order to yield the highest academic performance possible from all students.
- Ability to give constructive feedback to facilitate student growth and academic achievement.
- Openness to receive feedback on issues that will facilitate growth and achievement of both students and faculty.
- At least three (3) years of teaching experience.

Responsibilities

- Communicate regularly with the DSE concerning student achievement, curriculum development, professional development, staff evaluations, and the budgetary needs for each.
- Serve as instructional leader with oversight of curriculum development and student assessment (internal and external).
- Implement and oversee systems for data analysis of all internal and external assessments.
- Ensure curriculum alignment with standards for the state of California (CSTP).
- Seek and share curriculum practices from other schools, and professional journals
- Attend teacher meetings, support teachers, and facilitate positive faculty dynamics.
- Facilitate regular school-wide staff meetings.
- Articulate and model the school's values to students, families, staff and the community.
- Collaborate with DSE and Principal concerning all teaching staff.

NOTE: The job descriptions provided for the above employees shall include, but is not necessarily limited to, the duties listed. May temporarily perform other duties assigned to maintain organizational success.

5.2. Employee Positions – Campus Employees

A. Principal

The Principal leads all site operations in accordance with school policies and acts as the primary liaison to the home office. Although the Principal will delegate appropriate powers and duties so that operational decisions can be made at various administrative levels, s/he is responsible for the execution of these powers and duties and will establish administrative regulations as needed to manage the campus. He/she is responsible for the operation of the school site and is held accountable for attaining all designated Bright Star school outcomes (ultimately responsible for meeting teacher, student and parent needs). Primary areas of responsibility include oversight of the classroom instructional program (including teacher supervision) and site-based community relations.

Minimum Qualifications and Characteristics:

- At least two years of experience in an administrative role. Candidates without this level of experience are encouraged to seek a position with Bright Star Schools as an Assistant Principal.
- California Teaching Credential
- Management experience - at least two years of supervising at least two other employees.
- Teaching experience in TK- 5th grades.
- Evidence of strong organizational, student management and interpersonal skills.
- Extremely high standards for student academic work and student behavior – expectation that all of our students (who are primarily from low-income, educationally disadvantaged families) will be able to rise to the same academic challenges and compete at the top levels with all students from across the city, regardless of family background.
- Desire to be a team player and delegate as appropriate.

Desired (but not required) in order of importance:

1. Fluency in a second language. Willingness to learn Spanish if that isn't the language of fluency.
2. Post-graduate degree (Masters, Administrative Credential, or MBA)

Responsibilities and Duties

- Manage 5 - 27 school site personnel including the Assistant Principal, all teachers, and office staff.
- Management of teachers includes overseeing and supporting their educational plans and progression toward finishing their University Internship or CA Induction programs and their ongoing professional development.
- The following programs are under the direct supervision of the Principal:
 - Student Discipline Program
 - Enrollment and Student Schedules
 - Annual Goals/Passing Requirements (data collecting and reporting)
 - After School Enrichment, Athletics, and Life Experience Lessons (field trips)
 - Catch Up Program (After School, Saturdays, Vacations)
 - Parent Connections and Education
 - Independent Reading Program
 - Lunchtime and After School Supervision
 - Curriculum & Instruction
 - Summative Grades and Testing
 - Grade Books, Report Cards and Transcripts
 - Professional Learning Communities
 - Teacher Professional Development
 - Teacher Evaluations and Bonuses
 - External Relations, Reporting, and Communications
 - Student and Staff Recruitment
 - Daily Attendance Reporting
 - Quarterly Survey Program
- Work directly with teachers to oversee:
 - Instruction & Formative Grades including standards maps, benchmark goals, weekly plans for class work and homework, selection and use of texts and support materials (beyond those defined by the CMO), common assessment plans, and differentiated instruction including specialized programs for ELLs and SPED students.
 - Summative Grades & Assessments (including Smarter Balanced, CST, ITBS, ELPAC, Writing Exams, Midterms & Finals, and Study Island testing.
 - Grade books, Report Cards & Transcripts by ensuring that teachers are giving enough appropriate assignments to complete all sections of their grade books. Verify that all grades are input and summarized appropriately for our monthly progress reports and quarterly report cards. Oversee production of transcripts as appropriate.
 - Enforcement by teachers and staff of the rules and procedures as outlined in the teacher and administrative handbooks.
 - Professional Learning Communities road map and weekly sessions. Principal gathers input from teachers and then defines the Road Map for the year for our PLC program.
 - Professional Development by working with each teacher on his or her individual professional development program. Serve as each teacher's advisor for university internship or mentor for credential renewal. Maintain yearly calendar of PD opportunities taken and oversee gathering of data for home office's support and information center.

- Conduct semi-annual formal teacher evaluations. Oversee AP's evaluations of non-teacher employees. Based on guidelines, offers bonuses to each teacher and other employee annually in December. Data should be complete by October based on August results.
- Lead External Communications including relationships with our parent group, LAUSD, neighbors & community, LACOE, CDE, USDOE, WASC. Gather information and publish weekly teacher bulletin, biweekly parent newsletter, and monthly Board Dashboards and other requested reports.
- Lead proactive student and staff recruiting. Conduct information and orientation sessions.
- Principal is directly responsible for daily attendance reporting and ADA reports, including reports on attrition, expulsion, and re-enrollment.
- Oversee school site budget. Directly oversee purchasing for all texts and classroom instructional materials.
- Local fundraising and participation in grant writing activity.
- Develop master schedule and teacher/student schedules.
- Conduct Parent-Principal meetings as needed.
- Oversee creation, change, distribution, and collection of quarterly student, teacher, and parent surveys. Summarize data and use it to inform school improvements.
- Motivate students toward high success and achievement.

B. Assistant Principal of Instruction or Principal in Residence

The Assistant Principal of Instruction (AP) is responsible for supporting the Principal in the operation of the school site and is held accountable for attaining all designated Bright Star school outcomes (ultimately responsible for meeting teacher, student and parent needs). The AP's primary area of responsibility includes oversight of the classroom instructional program (including teacher support and supervision).

Minimum Qualifications & Experience:

- At least one year of experience in an instructional or administrative role.
- California Teaching Credential.
- Experience supervising other employees
- At least three years of teaching experience in TK through 5th grades.
- Evidence of strong organizational, student management and interpersonal skills.
- Extremely high standards for student academic work and student behavior – expectation that all of our students (who are primarily from low-income, educationally disadvantaged families) will be able to rise to the same academic challenges and compete at the top levels with all students from across the city, regardless of family background.
- Desire to be a team player and delegate as appropriate.

Desired (but not required) in order of importance:

1. Fluency in a second language. Willingness to learn Spanish if that isn't the language of fluency.
2. Post-graduate degree (Masters, Administrative Credential, or MBA.)

Responsibilities and Duties

- Manage 10-15 school site personnel including teachers and office staff. Management of teachers includes overseeing and supporting their educational plans and progression toward finishing their University Internship or BTSA programs and their ongoing professional development.
- The following programs are under the direct or indirect supervision of the Assistant Principal⁴⁶:
 - Connections (student discipline program)
 - Enrollment and Student Schedules
 - Annual Goals/Passing Requirements (data collecting and reporting)
 - After School Enrichment, Athletics, and Life Experience Lessons (field trips)
 - Catch Up Program (After School, Saturdays, Vacations)
 - Parent Connections and Education
 - Independent Reading Program
 - Lunchtime and After School Supervision
 - Curriculum & Instruction
 - Summative Grades and Testing
 - Grade Books, Report Cards and Transcripts
 - Professional Learning Communities
 - Teacher Professional Development
 - Teacher Evaluations
 - External Relations, Reporting, and Communications
 - Student and Staff Recruitment
 - Daily Attendance Reporting
 - Quarterly Survey Program
- Work directly with teachers to oversee:
 - Instruction & Formative Grades including:
 - Standards maps
 - Benchmark goals
 - Weekly plans for class work and homework
 - Selection and use of texts and support materials (beyond those defined by the CMO)
 - Common assessment plans
 - Differentiated instruction including specialized programs for ELLs and SPED students.
 - Summative Grades & Assessments (including Smarter Balanced, CST, ITBS, ELPAC, Writing Exams, Midterms & Finals, and Study Island testing).
 - Grade books, Report Cards & Transcripts by ensuring that teachers are giving enough appropriate assignments to complete all sections of their grade books. Verify that all grades are inputted and summarized appropriately for our monthly progress reports and quarterly report cards. Oversee production of transcripts as appropriate.
 - Enforcement by teachers and staff of the rules and procedures as outlined in the teacher and administrative handbooks.

⁴⁶ The Principal delegates direct management of particular school programs to the Assistant Principal depending on assistant principal level of experience and strengths. This language comes from our job description, so we list all programs that the Assistant Principal supports, but do not list the exact programs the Assistant Principal directly oversees because it is important to us that the school team has autonomy to work as a strengths-based team.

- Professional Learning Communities road map and weekly sessions.
 - The Assistant Principal gathers input from teachers and then supports the Principal in defining the Road Map for the year for our PLC program.
- Professional Development by working with each teacher on his or her individual professional development program. Serve as teachers' advisor for university internship or mentor for credential renewal. Maintain yearly calendar of PD opportunities taken and oversee gathering of data for home office's support and information center.
- Support Principal in conducting formal and informal teacher evaluations.
- Support Principal in leading external communications including relationships with our parent group, LAUSD, neighbors & community, LACOE, CDE, USDOE, WASC. Help to gather information and publish weekly teacher bulletin, biweekly parent newsletter, and monthly Board Dashboards and other requested reports.
- Help support proactive student and staff recruiting. Conduct information and orientation sessions.
- Support the development master schedule and teacher/student schedules.
- Support in the creation, change, distribution, and collection of quarterly student, teacher, and parent surveys. Summarize data and use it to inform school improvements.
- Teach Life Skills classes
- Motivate students toward high success and achievement.

C. Teachers

RKES complies with the California Charter Schools Act with respect to teacher certification. Characteristics that add to the multilingual, multicultural nature of the faculty are valued as assets. Bright Star Schools' believes that part of the equation for a successful teacher includes a teacher who is willing to go above and beyond the call of duty when necessary. Our teachers are meaningfully committed to protecting the safety, interests and rights of all individuals in the classroom. Teachers help develop and implement the curriculum. All teachers report to the Principal.

Qualifications & Characteristics:

- Bachelor's degree
- Single Subject California Credential in the discipline of the subject taught
 - Candidates with an intern credential are also considered
- Two years of urban teaching experience preferred
- Bilingual Spanish or Korean desirable
- Possession of either:
 - Bilingual, Cross-Cultural, Language and Academic Development (BCLAD) certificate
 - Cross-Cultural, Language and Academic Development (CLAD) certificate
 - Bilingual Certificate of Competence (BCC)
 - Language Development Specialist (LDS) certificate.
- Belief that every child is deserving an excellent education which prepares him/her for college and life beyond
- Demonstrated ability to teach whole child in an inclusive setting using modifications and accommodations
- Willingness to receive feedback, engage in frequent dialogue and ability to self-reflect
- Life-long learner
- Collaborative
- Belief in data-driven instruction
- Firm, kind approach to managing student behavior
- Technologically competent

- Entrepreneurial spirit and creative problem solver
- Sense of humor and love of teaching

Responsibilities:

Whole School Responsibilities

- Uphold Bright Star Schools’ mission and values
- Demonstrate genuine care for all students
- Embrace existing school-wide management systems and promote high standards of behavior
- Collaborate with school leaders, providing input to improve Bright Star programs
- Actively participate in professional development sessions
- Communicate professionally with peers, supervisors, parents, and students
- Commit to a longer school day and calendar year
- Adhere to Bright Star’s professional attire guidelines
- Supervise bathroom breaks and participate in rotating detention supervision
- Uphold attendance procedures each period using School Information Systems (SIS)
- Enthusiastically participate in school-wide culture events (i.e., Songfest, academic assemblies, and Field Day)
- Perform other duties as assigned

Instructional Responsibilities

- Adhere to Bright Star curriculum maps and guidelines
- Create weekly lesson plans/overviews
- Plan rigorous lessons aligned to the California State and/or California Common Core standards
- Differentiate lesson plans for a variety of learners (kinesthetic, gifted students, English Language Learners, and/or students with IEPs, etc.)
- Implement feedback from administrator regarding lesson plans and/or execution
- Establish and maintain positive classroom environment
- Implement Bright Star’s Expected School Learning Results
- Support instruction with school-wide supplemental programs (i.e., Reading Counts/Study Island)
- Maintain grade books and meet reporting deadlines (i.e., OT/CU or progress reports)
- Communicate with families regarding student academics and behavior
- Collaborate with Special Education Team
- Use planning periods for the advancement of student academics
- Tutor students in need of remediation
- Perform other adjunct duties

D. Dean of Student Conduct

The Dean of Student Conduct (DSC) will manage non-educational student services, the development and implementation of positive behavioral programs, all discipline issues and proceedings, as well as the management of the Detention Hall. The DSC may also act as a counselor to students and will be expected to make appropriate referrals to outside community resources. The DSC will be responsible for the tracking of discipline incidents and referrals, investigations, and documentation. The Dean will be expected to communicate consistently with families, teachers, administration and the Director of Student Services. The Dean will also act as liaison with Los Angeles Unified School District in the event of any expulsion, and may be expected to interface with police and probation officers. The objective of this

position is to ensure that all procedures are followed with strict adherence to Bright Star School policy and Charter. The Dean of Student Conduct will assure all students are treated in a fair and respectful manner while being held accountable to the Bright Star discipline and the Honor Code.

Qualifications and Characteristics:

- Ability to develop and build relationships with students and their families
- Strong oral and written communication skills
- Experience working with at-risk youth
- Advocacy skills
- Fluency in Spanish required
- Must be detail oriented
- Ability to manage the Detention Hall
- Ability to develop and work with various student tracking systems, and use discipline data to inform school-wide social, emotional and academic practices
- Excellent organizational skills
- Proactive approach essential
- Must embody a high sense of integrity and professionalism
- A bachelor's degree or higher
- Experience in a school based setting a must
- Knowledge of adolescent development, social work or clinical psychology desired

E. Student Data Coordinator

Student Data Coordinator (SDC) supports school and home office with maintaining student information system and completing weekly/monthly/yearly reports and ongoing projects.

Responsibilities:

- Maintenance of school database within Illuminate (student information system) including but not limited to:
 - Enrollment
 - Student scheduling
 - Attendance
 - Demographic information
 - Staff information
 - Grade reporting tables.
- Assist with monthly reports to be submitted to the district and the CMO (ie: LAUSD Classification, LAUSD attendance, etc.)
- Ensure student data accuracy by developing and implementing standardized process around data entry and reporting of student information.
- Generate and distribute student progress reports to parents.
- Maintain student assessment accounts/profiles (Illuminate, etc).
- Assist and coordinate in distribution of data to schools and home office departments
- Run weekly student achievement reports and review with administrators.
- Complete quarterly/yearly district and state reports (CALPADS, CBEDS, SARC)
- Process National School Lunch Program/income applications and verify accuracy.
- Support school wide activities, (i.e parent conferences).
- Respond to parent inquiries in person and via telephone.

- Assist in translating projects.
- Perform other duties as assigned.

Qualifications:

- College degree
- Must have experience with student information system.
- Bilingual - fluent in Spanish and/or Korean preferred.
- Must have access to reliable transportation.
- Charter school experience, preferred.
- Highly proficient with Microsoft Excel.
- Computer proficient; highly organized, ability to work with Microsoft and Google Productivity Suites

F. Instructional Assistants

RKES's instructional assistants (IAs) are of great value to the overall academic program of the organization. Not only do they assist the teachers, but many IAs also serve as tutors and lead individual classes during the afterschool program. IAs are not only fully committed to the vision and mission of the school, but they are our primary source for substitute teachers and some even matriculate to become full-time teachers in the general education classroom with Bright Star Schools. As teachers teach the academic curriculum, our IAs have their own unique duties to drive the cultural framework of the schools. Our IAs help our schools realize our extensive academic and cultural programs.

Responsibilities:

Student Supervision

- Orients and provides instructional assistance to individuals or small groups of students.
- Tutors individuals and small groups of students in various subject areas.
- Assists teacher in establishing and maintaining a clean, safe and pleasant classroom and learning environment.
- Assists in preparing instructional materials.
- Assists in maintaining student records and files.
- Operates equipment such as copy machines, computers and audiovisual equipment.
- Supervise students in all indoor and outdoor activities, ensuring a safe environment.
- Supervise students during breakfast, lunch and snack time.
- Assist in teaching children to become responsible for their decisions and actions.
- Guide children's behaviors in a positive way that teaches self-respect along with respect for others and the community around them.
- Encourage children to interact positively with other children and people around them.
- Provide a wide variety of age appropriate activities that offers physical and emotional growth.
- Maintain open lines of communication with the teacher and classroom team to ensure the individual needs of all children are met.
- Provide support to others.
- Performs related duties as assigned.

Qualifications and Characteristics

- At least 48 college semester units required.
- Bachelor's Degree desired.
- Bilingual (Spanish/Korean) desired.
- Must be organized, creative, independent and self-motivated, enthusiastic, dependable, detail-oriented, flexible in scheduling and prioritization, and driven by excellence.
- Must possess good communication skills to present facts and recommendations effectively in oral and written form, including accurate grammar and business correspondence knowledge.
- Interpersonal skills to establish and maintain effective relationships; demonstrated ability to communicate in situations requiring tact and poise; skilled in confidentiality and discretion.
- Must present a neat, professional appearance.
- Must be able to adjust tasks and focus with composure, and in accordance with changing deadlines and prior.

G. Office Manager

The office manager of RKES ensures the efficient operation of the school's main office and work with members of the administrative team to ensure the success of the school. The office manager reports to the Principal. Office Managers should have at least two years of experience working as an office manager, administrative assistant, project manager or equivalent position. They effectively use standard office machines and computer software programs such as Microsoft Word, Excel and Outlook. They speak, comprehend, read and write fluently in English and Spanish. They effectively attend to the details of work, and conduct all job duties with accuracy and preparedness.

Responsibilities:

- Greeting and signing in all visitors and managing school reception area
- Answering phone calls, directing calls, taking messages, placing outgoing calls, and managing schoolwide notifications/communications
- Printing, distributing and translating of school documents as needed
- Ensuring that the RKHS front office is at all times neat, organized and stocked for general use
- Managing office/administrative budget and teacher purchase requests
- Overseeing completion of daily checklist for Instructional Assistants
- Organizing and preparing for school events and activities (such as New Student Orientation, Summer Registration, etc.)
- Overseeing daily student attendance reconciliation and supporting monthly attendance reporting
- Managing student cumulative records, securing missing forms, and ensuring the confidentiality of all student records, including password management for student Illuminate accounts
- Processing student records requests, including enrollment verification letters, proof of free/reduced lunch status and report cards
- Updating student electronic records, including student enrollment/registration packets, using the school's student information software for all new and late enrollees
- Coordinating school facility and lunch/breakfast vendors in conjunction with Operations Department
- Leading monthly fire/earthquake/lockdown drills and keeps log
- Processing student injury reports
- Managing check in/out process of office laptops/laptop cart
- Performing all duties as designated for the school's successful functioning, including hallway supervision, arrival/dismissal, and meals

Qualifications and Characteristics

- Knowledge of MS Office (Word, Excel) and Google Docs/Gmail
- High School Diploma or GED
- Minimum 1 year customer service experience
- Excellent phone etiquette
- Outstanding attention to detail
- Excellent verbal communication skills
- Bilingual (English/Spanish or English/Korean) required, trilingual (English/Spanish/Korean) preferred
- Able to multi-task and work in a fast paced environment
- Should be customer service driven
- Knowledge of MS Office (Word, Excel) and Google Docs/Gmail
- High School Diploma or GED

H. School Counselor

As the Bright Star Schools organization continues to grow in number of overall students, and enrollment at each school site, it is increasingly important that each of its students and their families has a designated advocate on campus. This role will be that of a school counselor; someone who provides support and assists in the communication between each student and their teachers, administrators, parents, coaches, and prospective colleges. The Counselor will be part of all student and family facing functions for RKES and will ensure the success of their assigned students while they are at Bright Star and transitioning into life beyond. Counselors are a critical part of the Connections Program.

The Connections Program will focus on two core areas:

1. Student Services
 - Relationship building and mentoring
 - Academic counseling and support
 - Social and emotional support
 - College and Career Counseling
 - Community resources and referrals
 - Participation in Student Activities i.e. chaperoning
2. Family Services
 - Parent education and engagement
 - Volunteerism
 - Provide family resources and referrals

Responsibilities

1. Academic Counseling & Direct Academic Support
 - Course selection and scheduling
 - Teacher / classroom check-in and push-in academic and behavioral support
 - Ensuring students meet their Bright Star Schools Graduation and promotion
 - Requirements with quarterly academic check ins

2. Student Mentorship & Counseling
 - Behavioral guidance and support
 - Appropriate identification of students social and emotional needs
 - Provide resources and referrals as necessary

3. Parent Liaison
 - Ensure parents understand the promotion and graduation requirements at Bright Star Schools
 - Offer resources and support for family challenges
 - Home visits must be conducted monthly or more often if needed to ensure home and school partnerships

4. College and Career Counseling
 - Assisting with the registration of standardized testing
 - College identification
 - Application process
 - Scholarship application process
 - Assisting with the financial aid process
 - Participate and facilitate College Knowledge Academy at all grade levels

5. Other Duties may include (based on experience and skill set)
 - Coordinate Parent Group activities
 - Develop Parent Education curriculum
 - Coordinate Student Activities
 - Develop and maintain relationships with colleges
 - Research and share Summer program, internship and scholarship opportunities

Qualifications and Characteristics:

- Pupil Personnel Services Credential required
- A deep understanding of child and adolescent development is imperative
- Strong oral and written communication skills including advocacy skills; fluency in Spanish highly desired
- Ability to connect and build relationships with students and their families
- Ability to facilitate connections with students and faculty, and to work with tracking systems (organizational skills required).
- Experience working with at-risk youth
- Proactive, self-starting and motivating approach essential
- Familiarity with Naviance and Illuminate a plus
- College degree required

5.3 Employee Positions – Other Roles

A. A pool of day-to-day substitutes will be established and a list of qualified substitutes is maintained.

B. Office Personnel

Clerical staff will be selected by the principal of the school, and/or the role's hiring manager on an applicant and interview basis. Selection will be based on experience and the ability to perform the job duties for that position. Office personnel are required to have a minimum High School diploma.

Responsibilities:

- Answering phones
- Filing reports
- Enrolling students
- Managing and monitoring office operations in collaboration with the Executive Director and Principal
- Ordering and purchasing supplies and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other duties as assigned
- Bilingual translation and communication with parents

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

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

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

6.1 Custodian(s) of Records

In accordance with California Department of Justice requirements, the HR Director will serve as RKES's custodian of records based on a management agreement with Bright Star Schools.

6.2 Student Health and Wellness

All Bright Star Schools take a holistic approach to understanding and developing student wellness. At RKES, the following components are part of our student health and wellness curriculum to ensure all students are able to thrive and succeed.

1. Physical Education

RKES' physical education curriculum reflects California State Standards and teaches students about a fit and healthy lifestyle. In order to address health and wellness, all children at RKES have physical education classes each day with planned instruction to develop motor skills, and an understanding of common sports like baseball, basketball, soccer, and volleyball. The curriculum prepares students for the California Fitness Gram Physical Education test, teaches students different sports and games, and reinforces nutrition, teamwork, and fair play.

2. The Connections Program

The Connections Program is our most comprehensive program created to meet the academic, social and emotional needs of our mainly low-income and minority students. Bright Star Schools designed the Connections Program so every student has an ally on staff whose sole purpose is to help them graduate from high school, prepared to succeed in higher education and thus find success in career and life. The Connections Program provides every RKES student with individual guidance counseling, academic support, and social service referrals from their personal advocate ("Counselor").

Counselors complete intake forms to gather information about their student's school and home life, interests, and goals and aspirations and identify gaps where additional supports are needed, such as tutoring, enrichment classes, social services referrals, etc. Together, students and their Counselors set short and long term academic and personal goals and discuss progress towards these goals during regular check-ins. Counselors attend staff meetings to discuss their students with classroom instructors and work with local service providers to connect families with the social supports they need (domestic violence prevention, computer literacy workshops, job trainings, immigration law attorneys, mental health counseling, family planning, etc.). The team of Counselors lead family activities and monthly Parent Education workshops.

The primary focus of The Connections Program is student success today, in college, career and in life. We believe in a holistic approach to working with students and their families in order to overcome barriers to academic success. One initiative we use to accomplish this task is focusing on meeting our student's individual needs. To meet these individual needs, each Counselor utilizes the following strategies:

- a. **Relationship Building and Mentorship:** We believe that building rapport with a student is the most important task of a Connector. Rapport is built through being a consistent and reliable adult in the youth's life. The Connector models appropriate behavior and respect by being culturally sensitive, always keeping their word, following through in a timely fashion, being friendly and polite, always helpful and respectful. Our team demonstrates professionalism through their words and their actions.

- b. **Academic Counseling and Support Through Individual and Group Sessions:** Counselors meet with their students one on one a minimum of three times per school year to discuss academic progress and set SMART goals (specific, measurable, attainable, relevant and timely). Students also meet with Connectors in groups to discuss general academic topics such as A-G requirements and graduation and promotion goals.
- c. **Social and emotional support and guidance:** Counselors are available to their students to listen, support, empathize and guide them towards healthy social and emotional development. Being open-minded, trustworthy and respectful of our student's personal situations is an imperative. Bright Star Schools also partners with several community mental health organizations to offer additional support and services to identified students.
- d. **College and Career Counseling:** Each of our campuses offers college and career counseling through individual and group sessions. We utilize Naviance, a college and career readiness platform, to help connect academic achievement to post-secondary goals and track student's progress towards their ultimate goals.
- e. **Community resources and referrals:** We have partnered with a variety of community agencies to assist us with meeting our students and families varying needs from tutoring and academic services to medical and dental clinics. Our partners include LIFT, Didi Hirsch, and Family Source Centers of Los Angeles, to name a few.
- f. **Supporting and Encouraging Student Activities and Extracurricular opportunities:** Counselors support and encourage students activities by promoting opportunities that may be of interest to an individual student, by attending school events such as dances and sporting events, and by coordinating various opportunities such as the Adelante Young Men's and Women's Conferences and trips to college fairs.

3. Healthy, Hunger-Free Kids Act of 2010

Because such a large population of our students are eligible for free and reduced lunches, RKES partners with a local school lunch provider to ensure all students, regardless of eligibility, have a free lunch meeting the nutritional guidelines of the National School Lunch Program.

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

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

7.1 RKES’s Plan to Achieve and Maintain LAUSD’s Racial and Ethnic Balance Goal

RKES will implement a coordinated advertising and recruiting strategy that ensures all parents and families are notified about the educational opportunities we offer. These efforts will be carried out from December through August. RKES is committed to serving all ethnic groups and thus, uses various advertising techniques to recruit students from all backgrounds.

Each year, Bright Star Schools conducts an analysis of enrollment trends in order to optimize our efforts to recruit and retain students. A committee, comprised of various stakeholders from the instructional, administrative and operational sides of the school, meets regularly to complete a complex problem solving model. Using both quantitative and qualitative feedback from the previous year, the model allows the team to work together to clearly identify enrollment trends and their root causes, determine potential solutions,

and generate strategies to successfully implement and track solutions in the upcoming year. One of the most valuable sources of data for this exercise comes from non-mandatory exit interviews (of families that have transferred from RKES to another school site) through which feedback is gathered by RKES administrators from the students and parents who choose not to enroll or re-enroll at RKES.

Externally, RKES will address retention and attrition through the development of school-based family engagement systems and strong partnerships that support teaching, learning, and student achievement. Director of Student Services will oversee coordinated efforts to strengthen two-way communication between parents and the school. This includes projects that give parents immediate access to critical information, help them better navigate the school and communicate possible concerns. The bi-annual parent surveys are an important component for they provide feedback that guides our parent engagement efforts. Because we understand the fundamental role parents play in their child's education, we do our best to support parents in their role as parent educators by providing them with resources to develop their skills and monitor their children's learning at home. Resources include: parent workshops, meetings, skill development opportunities and online tools. This collaboration not only helps build a strong relationship with parents, but directly correlates to an increase in student achievement and retention.

Recruitment Plan

Some of the methods shall include, but are not limited to the following:

1. Distribution of informational materials to community organizations including community religious institutions, and other organizations that serve various racial and ethnic populations, such as the Koreatown area libraries, recreation centers, local businesses, middle schools and faith-based organizations.
2. Presentations at various multi-ethnic events, including community fairs and festivals.
3. Advertisements in local media, as well as on local billboards and bus benches.
4. Outreach meetings in several Local Districts to reach prospective students and parents.
5. Providing opportunities for parents to speak to our representatives outside popular shopping venues.
6. Development of promotional materials in various languages, including Spanish and Korean, to inform non-English speaking populations about our school.
7. Our efforts are centered on providing equal opportunities to all residents of the District, regardless of racial and ethnic background. The backgrounds of our student body consist of Latino/a, African-American, Asian and Pacific Islander, among others. RKES will keep on file documentation of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school. RKES seeks to serve the families of Los Angeles, with a particular emphasis on reaching out to and recruiting in the underserved community of West Adams. The local public school population has a high Latino/a demographic, as well as a high socio-economically disadvantaged population; as such, RKES's target demographic seeks to serve that population.

As stated in our vision, RKES seeks to narrow the achievement gap by offering all students, regardless of background, an excellent public education. As such, RKES is committed to maintaining a racial and ethnic balance of its students that is reflective of the general population residing within the Los Angeles Unified School District's (LAUSD) territorial jurisdiction. In order to accomplish this, RKES conducts the following recruitment efforts, outreach programs and activities:

- Maintain student demographic data to ensure accurate accounting of racial and ethnic balance of students enrolled in the school.

- Develop and distribute flyers or brochures, applications and other recruitment materials that reflect the diversity of the community in English and Spanish (the languages of the families in the surrounding neighborhood).
- Use various distribution channels to enable public relations efforts to reach a wide audience (ethnicity/race, socio-economics, parent education levels, etc.), including community presentations, flyers, the school website and/or sending out press releases to the local media.
- Since RKES plans to be located near the RKMS and RKHS, our intentions are to recruit and work with educationally disadvantaged students in this direct area.

7.2 Specific outreach regarding enrollment

To keep up with the changing community we live in, Bright Star has also created digital advertisements for our website and for recruitment purposes. To view these portals, see below.

Website: <http://www.brightstarschools.org/District/Portal/Enrollment>

YouTube advertisement: <https://www.youtube.com/watch?v=8AEftWGA8RI>, as featured on Bright Star School's YouTube channel here: <https://www.youtube.com/user/brightstrschool/featured>

ELEMENT 8: ADMISSION REQUIREMENTS

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

8.1 Admissions Requirements

By charter school law, our school has open admission for any student who seeks to enroll in our academic program. Our recruitment efforts reflect our objective nature as a charter school and in no way favor or bias any demographic. When students with Individualized Education Plans (IEPs) enroll, it is the school's policy to collect any and all information pertaining to the student's IEP. Our school is committed to serving academically low-achieving and economically disadvantaged students to offer them a seamless path to success in college and life. Our school will serve a community where on average 80-100% of the students in our target population qualifies for free or reduced-price lunch according to federal guidelines. We are dedicated to making sure that all community members are equally aware of the alternative we are providing to students within the communities we intend to serve.

8.2 Student Recruitment

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

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

During the enrollment process it is the school's policy to collect any and all information pertaining to the student's IEP, so that we can provide all necessary and timely services.

8.3a: Lottery Preferences And Procedures

YEARS 1 AND 2 (IF RECEIVE PCSGP FUNDING)

In order to comply with the PCSGP Federal Start-up Grant regulations, if the Charter School received PCSGP funding it will apply the following preferences and exemptions during the first 2 years of its charter term:

LOTTERY EXEMPTIONS

If there are more seats available than exempt student applicants, then all students with an exemption to the lottery will be offered a seat without being required to participate in the lottery drawing. In the case where there are not enough seats to accommodate all exempt student applicants, an initial lottery drawing will be held for the exempt students. Those students who are drawn up to the amount of seats available will be offered a seat, and the remaining exempt applicants will be placed at the top of the charter school's waitlist.

1. Currently attending RKES students.

LOTTERY PREFERENCES

After all applicants with exemptions have been offered seats, all general applicants will be entered into a lottery drawing based upon the below lottery preferences, in the order listed.

1. Siblings⁴⁷ of a currently attending RKES student, subject to Districts approval.
2. Children or wards of RKES employees who reside in the District, limited to 10% of the charter school's total enrollment.
3. Pupils who reside in the District
4. Students at a non-charter elementary school or in the elementary school's attendance area if at least 50% of the elementary school students are eligible for free or reduced lunch (E.C. Section 47605.3).
5. Children or wards of RKES employees who do not reside in the District, limited to 10% of the charter school's total enrollment.
6. Other California residents

*In-District Students – in accordance with State law, Charter School will employ a single lottery with a higher weighting for students in this category. All students in the lottery living in the Los Angeles Unified School District boundaries will receive weighted drawing preference over students living outside the LAUSD boundaries by having their names submitted twice in the lottery pool. The Director of Outreach and Enrollment ensures that this occurs.

*Other California residents – all students in the lottery living within the State of California, but not within the boundaries of the Los Angeles Unified School District will receive no weighted drawing preference and will have their name submitted once in the lottery pool.

⁴⁷ For the purposes of Enrollment Preferences, "sibling" shall be defined as a child who has continuously lived with the currently enrolled student for at least 6 months and is supported by at least 1 of the same adults living in the household.

YEARS 3 THROUGH 5 (OR ALL YEARS IF DO NOT RECEIVE PCSGP FUNDING)

If no PCSGP funding is awarded to the charter school, then the below preferences and exemptions shall control and apply for the entire charter term (years 1-5). If PCSGP funding is awarded, then after the 2-Year PCSGP Federal Start-up Grant period has expired, and during the final three years of the school’s charter term, the Charter School will enroll with the following preferences and exemptions:

LOTTERY EXEMPTIONS

If there are more seats available than exempt student applicants, then all students with an exemption to the lottery will be offered a seat without being required to participate in the lottery drawing. In the case where there are not enough seats to accommodate all exempt student applicants, an initial lottery drawing will be held for the exempt students. Those students who are drawn up to the amount of seats available will be offered a seat, and the remaining exempt applicants will be placed at the top of the charter school’s waitlist.

1. Currently attending RKES students.

Summary of School’s Application and Enrollment Process

1. Open Application Period – from the first day of the academic year *prior* to the academic year being applied for (usually in August) until the final day of the actual academic year being applied for (usually in June).
 - Completion of an Intent to Enroll form at any Bright Star school or online. If submitted to a Bright Star school then the form is immediately sent to Bright Star’s Enrollment Team and processed.
 - Optional attendance at an Information Session (multiple opportunities available throughout the winter and spring months).
2. Random Public Drawing (during the month of April each year).
 - Lottery (if necessary, in the event that applications for enrollment exceed school capacity).
 - Notification to families of outcome (offering of seat or waitlist position).
3. Enrollment Packet Submission (to be completed by family within two weeks of lottery).
 - Completion of all necessary enrollment paperwork.⁴⁸

The Timelines Under which the Open Enrollment Period and Lottery will Occur.

Please see above under the opening narrative of Section 2 for timeline of enrollment and lottery activities.

The method the school will use to communicate to all interested parties and the rules to be followed during the lottery process.

Applications are available digitally online on the Bright Star Schools and school web pages and hard copies are available at all Bright Star school sites. Our school advertises the open application period to the surrounding communities and also communicates the timeline, rules and procedures

⁴⁸ See Enrollment Packet in Appendix I.

for the lottery process. Typical methods these communications include, but are not limited to, web advertising, newspaper and magazine ads, home mailers, fliers, and sign/billboard advertising. All communications address the timeline, rules and procedures for the lottery process.

[The method the school will use to verify lottery procedures are fairly executed.](#)

The lottery is coordinated and overseen by the Principal, but moderated by an objective third party (usually a community leader or liaison) in a location open to the public and advertised to the school community. Given the native languages of the anticipated target community, all proceedings are conducted in English, Spanish and Korean, as needed.

The lottery is open to the public and families are encouraged to attend, however, families are not required to be present at the time of the drawing to be eligible for admission. Results are published in English, Spanish and Korean, as needed. Results are mailed to all applicants at their home address within one week and follow up phone calls are made by the Outreach Team and/or school Office Managers.

Families who have been offered admission are notified in writing of acceptance within a week of the lottery by the Bright Star Enrollment Team and/or school Office Manager and must accept enrollment for their student within two weeks of notification by confirming verbally or in writing with the school staff or a member of the Bright Star Enrollment Team their intent to complete the enrollment process and/or submitting a completed Enrollment Packet. Any families who decline an offered seat or who fail to confirm by the deadline will lose their position to the next applicant on the waiting list. The waiting list is kept on file at the school and is valid for the duration of the school year.

The lottery is made random through the use of numbered balls which are placed in and drawn from a standard lottery (or bingo) roller cage. Each numbered ball corresponds to an applicant. All applicant numbers are published and provided to families before the lottery begins. When a student's number is drawn, both the number and student's name is announced verbally, and the student is added to the master list which is projected for those in attendance. Once all available seats have been filled, the Enrollment Team announces to those present that all remaining applicants drawn will be placed on the wait list for that grade level in the order that they are drawn.

[The time and location where the lottery will occur and the efforts the school will undertake to ensure all interested parties may observe the lottery.](#)

The random public drawing (lottery) is held in a public space in the community that is large enough to accommodate all interested families. It is often the case that the largest available space is at the school site. The lottery process is open to the public. The public is notified of the random drawing through written notices posted at the school campus and on our website. Applicants who have submitted an Intent to Enroll form are notified of the lottery via automated and/or personal telephone calls, email notifications, and letters sent to home addresses.

The random public drawing (lottery) will be scheduled during April of each year, in the event that applications for enrollment exceed school capacity. The lottery will be held at a time that is determined to be convenient for the families in our school community to attend. This is typically between the hours of 6pm and 8pm on a weeknight, or between 8am-10am on a Saturday morning.

The procedures the school will follow to determine waiting list priorities based upon lottery results.

A waiting list is implemented when the number of applications exceeds the enrollment capacity. In the event of a lottery, admission to the school will be offered to applicants based on the results of the public random drawing until capacity is reached. All remaining names drawn after capacity is reached will be placed on a waiting list in the order they are drawn.

New applicants who submit and Intent to Enroll form after the lottery deadline will be offered a seat if space is available in the grade level they have applied for or added to the waitlist in the order that the application was received. In the case that a student applies and has an admission exemption, that applicant will be provided a numerical ranking in the waitlist after all other current applicants on the waitlist with enrollment exemptions but ahead of all applicants without an enrollment exemption.

As seats become available, the student with the lowest numerical ranking will be offered that seat.

The 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 in order to secure admission.

Once a seat becomes available for an applicant who has the lowest numerical ranking on the waiting list, the parent/guardian are notified in writing of acceptance by the Enrollment Team and/or Office Manager immediately. The parent/guardian must accept enrollment for their students within two weeks of notification by confirming with the school staff or our Enrollment Team their intent to complete the enrollment process and/or submitting a completed Enrollment Packet. Any families who decline an offered seat or who fail to confirm by the deadline will lose their position to the next applicant on the waiting list. The waiting list is kept on file at the school and is valid for the duration of the school year.

The records the school shall keep on file documenting the fair execution of lottery procedures.

Copies of all Intent to Enroll application forms, lottery results and waiting lists are readily available for inspection at the school office. These records will be maintained by the Enrollment Team. The school has developed a Lottery Policy document that has been approved by Bright Star Schools' Charter Management Organization (CMO) and the Board of Directors. It is available to the public at any time by contacting the Enrollment Team at the Bright Star CMO office.

a) Attendance Accounting

Our Charter School will utilize an appropriate student information system for attendance tracking and reporting purposes and will utilize attendance accounting procedures that satisfy requirements for LAUSD, LACOE and CDE. Required reports are completed regarding daily

attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures to LAUSD as required by the District.

ELEMENT 9: ANNUAL FINANCIAL AUDIT

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

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

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

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

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

9.1 Annual Audit Procedures

Adequate cash flow for RKES is ensured by maintaining a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations. The Executive Director and Chief Financial Officer regularly prepare financial reports, including balance sheets and cash flow statements that the Board of Directors reviews during their board meetings. The Executive Director and the Bright Star Schools support team maintain financial documents and supporting documentation such as receipts, invoices and credit card statements in a uniform and orderly fashion for easy accessibility by the auditor(s).

The above-mentioned plans and systems are used to provide information for an annual, independent financial audit. On an annual basis, the Chief Financial Officer is responsible for contracting services with an independent Certified Public Accountant who has been certified by the State of California Controller’s Office on its list of education auditors with education finance experience to audit the school’s financial statements in accordance with Generally Accepted Accounting Principles (GAAP) and in accordance with

the provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's Guide. The Chief Financial Officer is also responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline.

Bright Star Schools reviews any audit exceptions or deficiencies and report recommendations to the full Board as to how these have been, or will be, resolved. RKES Academy Board acts upon these recommendations, and reports its action to Los Angeles Unified School District to the satisfaction of the District, and within an outlined timeline.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973.

As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

10.1 Discipline Foundation Policy

Bright Star Schools does not consider that suspension and expulsion are effective means of improving school behavior and compliance with school rules and policies. While either or both may become necessary in extraordinary circumstances, disciplinary issues at Bright Star Schools are dealt with through a variety of other strategies. These include, among other things, counseling, airing of the issue with faculty and other students, discussion with the student and his or her parent/guardian, social worker or probation officer and ineligibility for particular privileges.

Bright Star Schools uses a value based system to develop and promote positive student behavior and supports. These supports include school wide incentive programs, community building activities and relationship building practices at all grade levels. Professional development is offered at all levels of the organization to support the importance of building healthy relationships, strong communities and development of restorative practices. Professional development is offered for all staff prior to the beginning of the school year, and org-wide professional development events are facilitated 5 times each year. Each year a professional development plan is created in alignment with feedback from data and surveys of all stakeholders. Students who do not adhere to stated expectations in the school's student handbook for behavior and who violate the school's rules will have consequences for their behavior. Consequences may include, but are not limited to:

- Behavioral counseling
- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges (e.g. attendance at school functions- dances, games, etc.)
- Individual behavior contract
- Referral to the Principal, Assistant Principal or other school support staff
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Formal restorative conferencing
- Suspension (for an offense deemed suspendable by Ed Code)
- Expulsion (for an offense deemed expellable by Ed Code)

Any student who engages in repeated violations of the school's behavioral expectations which cannot be dealt with through counseling and other tiered intervention strategies will be required to attend a meeting with appropriate school staff and the student's parent/guardian. Tiered interventions for behavior may include, but are not limited to, Ripple Effects, one on one counseling, targeted behavior interventions. The Dean of Student Conduct will prepare a specific, individual behavior contract outlining future student conduct expectations, timelines, supports and consequences for failure to meet the expectations which may include, but are not limited to, suspension for offenses deemed suspendable by Ed Code. Behavior contracts are not inconsistent with provisions in this petition, District's policy(ies)/School Climate Bill of Rights and all applicable law.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Bright Star Schools staff are trained and annually review in de-escalation strategies for students in Bright Star Schools. These strategies focus on developing relationships with students, identifying and avoiding, when

possible, triggers for undesirable behavior, and safely stabilize students through de-escalation techniques who have been triggered.

All discipline policies and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student and Family Handbook which is sent to each student at the beginning of the school year. The contents in this handbook are not inconsistent with provisions in this petition, District's policy(ies)/School Climate Bill of Rights and all applicable law. The principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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

- While on school grounds
- While going to or leaving from school
- During, or traveling to or from, a school-sponsored activity

10.2: Grounds For Suspension And Expulsion Offenses for Suspensions and Expulsions

Mandatory Suspension and Recommended Expulsion

It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

In accordance with California Education Code § 48915, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion:

1. Causing serious physical injury to another person
2. Brandishing a knife
3. Possession, selling, or furnishing of a firearm, knife, explosive, or other dangerous object
4. Robbery or extortion, offering, negotiating a sale or selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
5. Violation of the Federal Guns Free School Act
6. Pupil has committed sexual harassment as defined in Section 212.5. The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

Discretionary Expulsion/Suspension

In addition to the mandatory suspension/expulsion infractions, students may be immediately suspended and recommended for expulsion upon a determination that the student has committed one of the acts listed below and that additional findings per Ed Code 48915(b) are present:

1. Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense.
2. A pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the principal determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
3. Unlawfully possessed, used, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
5. Using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, et al.
6. Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
7. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a responsible person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the administrator's or designee's concurrence.
8. Caused or attempted to cause damage to school property or private property.
9. Stole or attempted to steal school property or private property.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Knowingly received stolen school property or private property.
12. Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
13. Aided or abetted the infliction or attempted infliction of physical injury to another person.
14. Engaged in sexual harassment as defined in Education Code Section 48900.2.
15. Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Education Code Section 48900.4. The harassment, threats, or intimidation directed at school personnel or pupils must be on the bases of
 - a. Race/color/national origin
 - b. Disability
 - c. Other factor
 - d. Against school district personnel.
16. Made terrorist threats against school officials, school property or both as defined in Section 48900.7.
17. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

In-School Suspension

Bright Star Schools shall offer in-school suspension as a means of reducing time missed from learning for behavioral issues. School Counselors work with the student and the family to arrange a schedule for the student to engage in credit recovery and after-school tutoring as needed to ensure she is able to keep up with school work while on suspension. The maximum number of days of in-school suspension per incident in an academic year shall not exceed 5 days.

10.3 Procedures For Suspension

A student may only be suspended by the school Principal, an Assistant Principal, or the Dean of Student Conduct as assigned by the Principal in the case of the Principal's absence or inability to carry out proper suspension procedures. Additionally, in-school suspensions will only be used in the same cases in which the school would recommend an out of school suspension. It is up to the discretion of the disciplinary panel to determine what will most benefit the student and will not impose undue hardship upon the family unit.

Step 1: Informal Conference

Suspension shall be preceded by an informal conference conducted by the Principal, or Principal Designee, with the student and the student's parents or guardian. This conference is an opportunity for the student to present witnesses or testimony about the incident in question, and to speak candidly about the situation with administration. The conference may be omitted if the Principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parents/guardians will be notified of the suspension and a conference will be conducted with the principal as soon as practicable.

At the time of the conference, the student will have had the opportunity to engage in restorative practices. At that time, an investigation would have take place including, if applicable, the gathering of witness statements and the student statement in regards to the event. This provides time to share with the student and parent/guardian the details of the suspension, discussion and review of process and paperwork.

Step 2: Notice to Parents

Parents/guardians and students will have due process rights with regards to suspensions and expulsions. At the time of a student's suspension, the principal shall make a reasonable effort to contact the parents/guardians by telephone or in person. Initial contact will be followed by a written notice. This notice will state the specific offense(s) committed by the student. In addition, the notice will also state the date and time the student may return to school.

Step 3: Determination of Length of Suspension

The length of the suspension will be determined by the Principal based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors, such as contributing life events and circumstances, and whether other means of correction can adequately reduce the length of suspension. For students with IEPs, the Resource Teacher and/or the Director of Special Education will counsel the Principal on additional factors that are relevant to making the determination. The length of suspension for students may not exceed a period of 5 consecutive 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 5 continuous days, a second conference will be scheduled between the parent/guardian and the school to discuss the progress of the suspension upon the completion of the additional term of the suspension. A suspension exceeding 5 days would occur in the event that the Principal does not believe, based upon the offense and conference with student and family, that the student is willing or able to return without significant risk of harm to themselves or other students. The total number of days for which a pupil may be suspended from school shall not exceed 20 school days in any school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year. In the event the student is suspended for this amount of time they are placed in an interim educational setting within the District.

The Advisor of the suspended student will collect and provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Written notification listing all required assignments will be sent to the student's parents and all needed materials will be left in the front office.

10.4 Expulsion Procedures

Administration's Communication To Parents And Students Of Potential Disciplinary Action

If the Principal 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. During this conference, the student and parents are offered the opportunity to be heard and offer justification for the behavior that lead to the potential expulsion. This determination will be made by the Principal 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 Principal 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 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

10.5 Expulsion Hearing

Students recommended for expulsion is entitled to a hearing, to determine whether or not the student should be expelled. The hearing will be held within 30 days, after the date the Principal determines that an act subject to expulsion has occurred. The hearing will be presided over by an impartial Disciplinary Panel comprised of three governing Board members appointed by the Board of Directors. A Facts and Findings document will be prepared by the principal or designee to summarize the evidence adduced at the hearing to substantiate the expulsion decision.

The principal will prepare a written notice of the hearing, which will be emailed and mailed, within 48 hours of the request for the hearing, and it will be forwarded to the student and the student's parents/guardians at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel or non-attorney adviser.
- The reinstatement eligibility review date
- The type of educational placement during the period of expulsion
- Notice of appeal rights/procedures.
- Notification of the availability of language support including directions for parent to request
- There may be special rules and procedures for incidents involving sexual assault/battery

If the student brings a parent/guardian/advocate; it is the student's right to do so. The Student will have the opportunity to speak and address the panel and also to answer questions.

The Impartial Disciplinary Panel, comprised of members from the Bright Star Schools Board of Directors, conducts the hearing and makes a decision. A written response is provided to the principal and the family indicating their final decision within 24 hours of the hearing.

Language support will be made available at the hearing, upon request, in the event that any party involved in the hearing has a primary language other than English.

In any sexual assault or battery case, the Principal may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Panel identified above overseeing the hearing.

The complaining alleged victim any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her

scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel or non-attorney adviser, and (c) elect to have the hearing closed while testifying.

A record of the hearing shall be made and maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the hearing transcript or recording will be provided to LAUSD, upon written request. A parent or student may request a copy of the hearing to be produced by the Charter School by contacting the Charter School Principal.

10.6 Appeal Of Suspension Or Expulsion

Parents/guardians will be notified by the Principal through a telephone call and in writing in regards to the 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 Principal or the Dean of Student Conduct (as a designee of the Principal). A suspension appeal may be made in writing to the Deputy Superintendent of Education within the term of the suspension. Within 48 business hours of receipt of the suspension appeal, a decision will be made by the Deputy Superintendent of Education regarding the result of the appeal hearing of the student suspension, and this decision will be considered final.

An expulsion may be appealed in writing within ten working days of the communication of the expulsion to the parent or guardian and must be submitted in writing to the Principal. The student will be considered suspended until a meeting is convened to consider the appeal (within 10 working days). The Bright Star Board of Directors, minus the three members of the original panel, shall hear the appeal. For an appeal, the student and guardian and or advocate may provide the reasons they disagree with the original findings and or his/her rationale for why they feel in some way the process was flawed. The school will also have the opportunity to represent their findings and reason for original decision.

For a student who has an expulsion upheld upon appeal, the family will be sent written notification by the Principal, within 24 hours of such decision, including specific reasons why appeal was denied, and will be given a readmission eligibility review date.

The decision of the Bright Star Board of Directors will be final.

10.7 Policies And Procedures Regarding Rehabilitation, Reinstatement, And Readmission.

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 appropriate educational placement of the expelled student. Any incident of violent and/or serious student behavior such as sexual assault shall be communicated to the district/school to which the student matriculates.

The term of the expulsion shall remain in effect for not more than one academic year or until the Governing Board of Bright Star Schools otherwise authorizes the Pupil's readmission upon successful completion of the rehabilitation plan. The terms of the rehabilitation plan are developed by considering logical consequences for the behavior which the student is being expelled. During the time of the BSS expulsion, the student shall comply with all state laws, and have satisfactory grades and attendance during the time of the expulsion, and may be asked to receive appropriate and related counseling services.

The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be at the sole discretion of Bright Star Schools and the student and parent/guardian, to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the enrollment capacity of the Charter School at the time the student seeks readmission.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

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

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

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

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

11.1: Staff Retirement Systems

The Bright Star Schools Board of Directors shall determine which school-sponsored retirement plans will be available to various types of staff (e.g., certificated staff, Part-time staff, etc.).

RKES teachers are certificated employees and participate in the California State Teachers’ Retirement System (CalSTRS). RKES’s Principal, with the assistance of the school’s back-office services provider, coordinates such participation as appropriate, with the social security system or other reciprocal systems. RKES shall work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data required for CalSTRS or similar programs. All withholdings from employees and RKES will be forwarded to the CalSTRS Fund as required.

Non-certificated employees will participate in the federal Social Security system in accordance with applicable law.

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members

by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System, and/or federal social security.

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

In other words,

- Certificated employees participate in CalSTRS retirement system
- Classified employees participate in a 403(b) retirement system
 - Classified employees do not participate in CalPRS

The Chief Financial Officer will ensure the appropriate arrangements for coverage have been made and will be sustained for Rise Kohyang Elementary School.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

12.1: How Parents Will Be Informed of Public School Alternatives

As a school of choice, RKES does not have restrictive enrollment based on residence, etc. Parents and students will be informed of their public school attendance alternatives during the enrollment process.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14: MANDATORY DISPUTE RESOLUTION

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Melissa Kaplan

2636 S. Mansfield Avenue

Los Angeles, California 90016

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

NON-PROPOSITION 39 DISPUTES

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

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Melissa Kaplan

2636 S. Mansfield Avenue

Los Angeles, California 90016

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic

confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

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

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

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, 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 (subject to the provisions of Education Code section 47607(i)) 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 *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)

- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

15.1 The specific position(s) that will serve as the school's closure agent(s) in the event that the school closes:

Bright Star Schools' Executive Director and Deputy Superintendent of Education, along with the RKES Principal, will serve as the school's closure agent in the event that the school closes.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs,

services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

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

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:

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

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

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

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

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

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

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

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

[Rise Kohyang Elementary School] (also referred to herein as “[RKES]” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply

with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

- All Students enrolled as of December 1 of each school year

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

- Dropout

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

- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

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

**Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured**

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.⁴⁹

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

⁴⁹ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

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

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of*

Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits

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

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

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

- a. Provisional Budget – Spring prior to operating fiscal year
 - b. Final Budget – July of the budget fiscal year
 - c. First Interim Projections – November of operating fiscal year
 - d. Second Interim Projections – February of operating fiscal year
 - e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Charter School's Calendar
 - h. Statistical Report – monthly according to Charter School's Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction

j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

•

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the

District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

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

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

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

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

Element 12 – Public School Attendance Alternatives

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

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

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

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School Name]
[Charter School Address]

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

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

NON-PROPOSITION 39 DISPUTES

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

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School]
[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as

determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and

inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent

Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

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

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)