CROWN PREPARATORY ACADEMY
CHARTER RENEWAL PETITION FOR A FIVE YEAR TERM
(2015-2020)

A 5-8 Tuition-Free, Public Charter School in South Los Angeles

Respectfully Submitted to the
Los Angeles Unified School District
August 7, 2014

Contact: Ms. Laura J. McGowan-Robinson, Executive Director
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Phone: (213) 453-5785

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AFFIRMATIONS AND ASSURANCES

Crown Preparatory Academy (also referred to herein as “Crown Prep” or “Charter School”) shall:

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


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

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


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

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

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

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

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

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

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

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

A. GENERAL INFORMATION

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is:</td>
<td>Laura J. McGowan-Robinson</td>
</tr>
<tr>
<td>The contact address for Charter School is:</td>
<td>2055 W. 24th, Los Angeles, CA 90018</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
<td>213.448.9747</td>
</tr>
<tr>
<td>The proposed address or target community of Charter School is:</td>
<td>2055 W. 24th, Los Angeles, CA 90018</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>1</td>
</tr>
<tr>
<td>This location is in LAUSD Educational Service Center:</td>
<td>ISIC Ed. Service Center</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>5-8</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
<td>480</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
<td>5-8</td>
</tr>
<tr>
<td>The scheduled opening date of Charter School is:</td>
<td>August 19, 2015</td>
</tr>
<tr>
<td>The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).</td>
<td>480</td>
</tr>
<tr>
<td>The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</td>
<td>Single track, extended day/year</td>
</tr>
</tbody>
</table>
The bell schedule for Charter School will be: 7:40 am – 3:40 pm

The term of this charter shall be from: July 1, 2015 to June 30, 2020

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

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

B. COMMUNITY NEED FOR CHARTER SCHOOL

Crown Preparatory Academy (“Crown Prep”), a grades 5-8 school, occupied space at 24th Street Elementary School (“24th Street”) pursuant to a Proposition 39 facilities request. In January 2013, the parent union of 24th Street filed a petition pursuant to the Parent Empowerment Act to restart 24th Street. Through the Parent Empowerment Act, the Board of Education approved the joint proposal the parents selected with Crown Prep continuing to operate its 5-8 middle school on the 24th Street site, and taking over the education of the existing LAUSD 5th grade and LAUSD retaining the education of grades K-4 on the 24th Street site. Pursuant to the Parent Empowerment Act joint proposal, which was approved by the Los Angeles Unified Board of Education on April 16, 2013, the parent-selected joint educational proposal would resulted in the implementation of a pre-Kindergarten to 8th grade program at 24th Street with LAUSD operating grades K-4 and Crown Prep operating grades 5-8. The two schools, LAUSD’s 24th Street Elementary and Crown Prep, will continue collaborating and aligning to a common goal of ensuring that all youth achieve academically and in a safe and caring school environment.

The District Board of Education Report approving the material revision of Crown Prep’s charter, dated May 14, 2013, states: “The parents selected the joint partnership proposal between LAUSD and Crown Prep as the educational program that would restart the school. Under the joint partnership plan, LAUSD will operate Kindergarten to 4th grade and Crown Prep will operate 5th grade. Crown Prep will continue to operate its current 5-8 grade program and provide matriculating 24th Street students admissions to promote a seamless pre-K to 8th grade articulation pattern.”

In its role in the partnership, LAUSD will:

- Operate Kindergarten to 4th grade as a complete restart model with new administration that includes two full-time administrators.
- Re-open the Early Education Center to provide a contiguous pre- -K to fourth grade matriculation pattern that serves all students.
- Obtain intensive support through an LAUSD partnership with Practitioner Center Schools.
• Select two administrators (a new Principal and an Operations Coordinator), teachers and staff, through an LAUSD hiring committee with input from 24th Street stakeholders.
• Prepare 4th graders to meet the vision for an 8th grade graduate ensuring all students succeed in middle school and beyond, with input and sharing of best practices from the partnership with Crown Prep.
• Provide a rigorous educational program with strategies to meet the needs of all students, especially English language learners and special education students.
• Provide an on-site coach to support teachers.
• Provide all students receiving a computer tablet beginning in January 2014 to facilitate an interactive college and career preparedness educational program.

In its role in the partnership, Crown Prep will:

• Operate the existing LAUSD 5th grade.
• Crown Prep will continue to operate its current 5th--8th-grade program on the campus of 24th Street Elementary and provide matriculating 24th Street students admissions to promote a seamless pre--K to 8th grade articulation pattern.
• Coordinate with LAUSD in professional development, calendars, bell schedules, and operations.

The two schools, LAUSD’s 24th Street Elementary and Crown Prep, will collaborate and align to a common goal of ensuring that all youth achieve academically and in a safe and caring school environment. The two schools will remain separate entities with guaranteed rights to the facility. The joint partnership will also result in:

• Community Garden core science lessons, nutrition classes and special events.
• Shared character values.
• A positive behavior support model to incorporate socio-emotional skill development and resources within the community.
• Comprehensive parent involvement in governance, classes, and volunteerism.
• A campus with a welcoming environment for all stakeholders.


Since forming this partnership, throughout 2013-14 Crown Prep has actively partnered with 24th Street and LAUSD to meet the stated goals of the Joint Partnership Agreement:

Goals of the LAUSD/ Crown Preparatory Academy Proposal
Under the Parent Empowerment Law, . . .[t]he proposed partnership is a first-of-the-kind union between LAUSD and a charter school organization to create a pre-K to 8th grade matriculation pattern for the youth in the 24th Street Elementary community. Specifically, the parents union requested a pre-K through 8th grade feeder pattern that requires collaboration to ensure that matriculating LAUSD 4th graders are prepared for Crown Prep in 5th grade, and that Crown Prep’s 8th graders will be prepared for high school.

Crown Prep will expand its current 5th grade to accommodate all of 24th Street’s matriculating 4th graders and continue to operate a 5-8 middle school program. Fourth-grade students who matriculate from 24th Street ES will automatically be given the option to enroll in Crown Prep Academy for grades 5-8.
Crown Preparatory Academy and LAUSD are the ideal community school partners because they share a vision of preparing students to succeed in primary school, secondary school and college. Through a rigorous academic curriculum, well structured environment, and Crown Prep’s PRIDE values of Perseverance, Respect, Integrity, Discipline, and Excellence, students demonstrate the knowledge, skills and character necessary for success in academics and in life. Crown Preparatory Academy and LAUSD believe all students can achieve regardless of race, socio-economic status, ethnic background, or previous academic performance.

By enrolling the 24th St. ES graduates in Crown Prep, this partnership will ensure students receive quality instructional practices, high expectations for students, staff and parents, and full investment from all adults that supports student learning. The two schools will partner to support students in the areas of engaging instruction; invested and involved school leaders; expanded learning opportunities; college, career and citizenship development. Therefore, effective the 2013-2014 school year, LAUSD and Crown Prep propose a contiguous pre-K to 8th grade matriculation pattern on the campus of 24th Street Elementary School where community partnerships support student learning from the cradle to college and career.

(Crown Prep Charter Petition Material Revision, approved by LAUSD Board of Education May 14, 2013.)

Since forming this historic partnership, Crown Prep has collaborated with 24th Street’s new school leaders and staff to support all students, including:

- Instructional walks
- Team building activities
- Matriculating 4th graders Q&A with Crown Prep teachers and scholars
- Weekly leadership team meetings
- Frequent participation in parent meetings
- Special Education transition conversations
- Collaboration in the development of the Safe School Plan

1. SCHOOL PERFORMANCE OVER THE LAST FOUR YEARS

a. Academic Performance Data and Other Absolute and Comparative Performance Indicators

In just four years of operation, Crown Prep has demonstrated consistently high academic achievement with student demographics that mirror the neighborhood schools. By providing a small school environment with individual attention, strong relationships between staff and students, and close communication between school and home, Crown Prep has offered a strong choice for families seeking high-performing educational opportunities in West Adams/South LA.

According to California law, a charter school “shall” meet at least one of five minimum criteria set forth in Education Code section 47607(b) prior to receiving a charter renewal. Crown Prep overwhelmingly meets the standard for renewal under the California Education Code1:

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1 The fifth criteria, “(5) Qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052,” is not applicable to Crown Prep.
1. **Crown Prep Academy attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.**

In our first year of operations, Crown Prep achieved a remarkable first year API of 765 with just 41 students tested, dramatically outpacing our neighborhood comparison schools. In our second year, with growth to 168 students tested we made a 36 point gain for an API of 801 – greatly exceeding the growth target set by the state of 5 points. While we lost points in 2013 (see discussion of Areas of Challenge in (d), below, noting a large influx of English Learners in 2012-13, and steps we are taking to ensure continued growth), Crown Prep’s three year average API of 784 exceeds the average API for 15 of the 21 comparison elementary, middle and charter schools located within a two mile radius of our campus. (See Section B.2, Surrounding Schools, below.)

<table>
<thead>
<tr>
<th>Year</th>
<th>API</th>
<th>Met Growth Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>776</td>
<td>No</td>
</tr>
<tr>
<td>2012</td>
<td>801</td>
<td>YES</td>
</tr>
<tr>
<td>2011</td>
<td>765</td>
<td>n/a</td>
</tr>
</tbody>
</table>

*Source: cde.ca.gov/dataquest.*

As demonstrated in the Surrounding Schools chart in Section D, below, Crown Prep Academy’s 2013 API exceeds all but one of the local comparison schools (a gifted magnet that formerly served middle grades but ceased doing so in 2013-14) in our surrounding community by a range of 85 to 169 points.

We also are encouraged by preliminary 2014 CST test data in Science: 65% of our 5th graders were proficient or advanced (and increase from 45% in 2013); 60% of our 8th graders were proficient or advanced (2014 was the first year we enrolled 8th graders).

2. **Crown Prep Academy ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.**

Crown Prep achieved a Statewide decile rank of “4” in 2013 (the most recent year available); the school had a ranking of “5” in 2012.

3. **Crown Prep Academy ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.**

Crown Prep achieved a 2013 similar schools rank of “8,” the most recent year ranking is available; the 2012 ranking was a “10.”

**AND**

4. **Crown Prep Academy’s academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.**

Crown Prep is outperforming the elementary schools, middle schools and other charter schools in the area in both ELA and Math, as illustrated in the following chart:
ELA and Math Proficiency of Crown Prep v. Comparison Schools

<table>
<thead>
<tr>
<th></th>
<th>At or Above Proficient in ELA</th>
<th>At or Above Proficient in Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparison Elementary</td>
<td>38.70%</td>
<td>52.60%</td>
</tr>
<tr>
<td>Comparison Middle</td>
<td>40.60%</td>
<td>43.30%</td>
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<tr>
<td>Comparison Charter</td>
<td>40.20%</td>
<td>45.80%</td>
</tr>
<tr>
<td>LAUSD</td>
<td>48.80%</td>
<td>54.30%</td>
</tr>
<tr>
<td>Crown Prep</td>
<td>42.40%</td>
<td>59.50%</td>
</tr>
</tbody>
</table>

Source: cde.ca.gov/Dataquest (2013 AYP Reports with AMO proficiency rates).

See also, Section B.2., Surrounding Schools, below for additional details, including API scores of all the comparison schools.

The most recent LAUSD Academic Growth Over Time (AGT) report from 2013 does not include an overall rating for Crown Prep, but the school’s achievement is “Far Above Predicted” Growth for both ELA and Math. As explained by the District, “Academic Growth over Time is a statistical method used to identify the individual impact of a teacher (or school leader or entire school) on student learning. Academic Growth over Time compares the performance of each teacher’s students to that of teachers with similar students.” (AGT Frequently Asked Questions, p. 9.) Through a complex algorithm, the AGT predicts student learning results controlling for factors such as free or reduced price lunch status, special education status, etc. and an average of similar students across LAUSD. Then, the report measures students’ actual results to the predicted results, with a value-added AGT for individual teachers and schools.
As detailed in the chart in Section B.2., *Surrounding Schools*, below, out of the 21 comparison schools in Crown Prep’s neighborhood:

- no schools are rated “Excelling”
- only two schools are “Achieving”
- eight schools are in “Service and Support” and
- three are “Focus” schools (the lowest rating).

As illustrated in the AGT report below, Crown Prep is well above predicted growth in five out of six measures (Math and Science for both single year and three year growth, plus ELA for three year growth); the sole exception is the one-year 2012-13 measure for ELA, in which Crown Prep is rated “within predicted growth.” In other words, Crown Prep is meeting or exceeding all of the District’s defined growth measures for the school.
b. **Success Of The Innovative Features Of The Educational Program**

Crown Prep Academy provides a structured, achievement-based school community that prepares students in grades 5-8 to graduate from college-preparatory high schools, four-year colleges and universities. Our unique partnership with 24th Street Elementary School has enabled us to collaborate with the educators of the children we serve starting in preK in an effort to better prepare these students for success in middle school, high school and beyond.

Certain key foundational beliefs and practices have helped us build an innovative, successful and engaging program:
- Focus on character building
- Collaboration with parents as partners in their child’s education
- Consistent attention to data-driven practices
- Providing regular feedback to teachers on their instructional practice

*College preparatory curriculum that begins in 5th grade:* For students who live in a community where 22.5% of adults over 25 have less than a 9th grade education and a 31.7% of residents age 18-24 are not high school graduates, we work hard to help our scholars believe that college is a realistic and attainable goal for each and every one of them. *(Source: [http://factfinder2.census.gov/](http://factfinder2.census.gov/))*

Our scholars are explicitly taught the importance of attending and graduating from college. 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 (e.g., “The Class of 2020”). Additionally, every year 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 Crown Prep Academy scholar can and will attend and graduate from college, we help to dramatically improve the educational outcomes for the students of West Adams/South LA.

**Slow growth model of growing one grade level each year:** Our model of growing just one grade level per year after launching with 5th grade has proven 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 helps foster a student-centered approach to learning in which children form meaningful relationships with several adults and receive individualized instruction and attention. Students, parents, teachers and staff 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 is centered on mastery of the Common Core State Standards, including the foundational skills embedded in anchor standards in ELA and Math. Literacy proficiency is essential for success in high school and in college, in all content areas, and every teacher is a literacy teacher. Common Core Literacy Anchor Standards in the Social Sciences and Technical Subjects are a key component in the content areas of science and social studies at Crown Prep. Students benefit from longer literacy and math instruction. The overall literacy program is based on the five components of a balanced literacy program, in direct alignment with the goals of California’s Common Core Standards in EL: phonemic awareness/phonic, fluency, vocabulary, comprehension, and writing.

**Intentional use of data to drive instructional decisions:** Teachers 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, aligned to the Common Core State Standards and the Smarter Balanced Assessment Consortium assessments and performance tasks, are used to inform the weekly lesson plans. On a more formal basis, Interim Assessments are administered frequently three times a year to inform instruction and the scope and sequence of instruction is modified based on the student performance data on in Interim Assessments. For instance, if Interim Assessments data demonstrates that our students have not mastered a specific content standard, we modify our lesson plans, re-teach and assess the content standards once again until we reach mastery. These assessments include administration of the NWEA Map Assessments, which inform teachers not only on their students proficiency levels and growth, but comparison to their peer group across the nation.

**Leadership team of Executive Director, Director of Curriculum and Instruction and Business and Operations Manager allow the school to focus and meet our high academic standards:** Based on successful urban charter schools throughout the nation, and our founder, Laura McGowan-Robinson’s participation in the acclaimed national Building Excellent Schools (BES) Fellowship program, Crown Prep made a strategic decision to launch in Year 1 with a leadership team that included a DCI, focused solely on the academic program, a Business and Operations Manager, focused solely on facilities, finance/accounting and operations, and an Executive Director, overseeing all functions and providing extra intensive support to the DCI and operations functions. While this was of course more costly in our budget than starting with a single school leader and lower-level office manager (and is far more readily implemented in states where public school funding is twice – or more – that available in California), we believe this model has been critical to our success. Crown Prep has benefitted immensely from the support of BES and its fellows in Los Angeles and at some of the nation’s top-performing urban schools.
c. Success Of The School’s Educational Program In Meeting The Specific Needs Of Its Student Population

The success of our first charter term, as evidenced in the preceding sections, has been the result of hard work and continuous effort to meet the needs of the students, families and community we serve. As just a few other indicators of our success in meeting the needs of our student population:

- Average Daily Attendance (ADA) each year of operation has ranged from 95% to 97%.
- Crown Prep Academy’s EL reclassification rate of 20% in 2013-14 is significantly higher than the LAUSD average (13.9%). \(^2\) Our longer school day along with the slow growth model facilitates our students’ success with English language development.
- We have maintained a 98% promotion rate, providing personalized supports to students who are struggling.

Most notably, when our co-location campus, 24th Street Elementary School, went through an historic campaign and demand for change under the Parent Empowerment Act, Crown Prep worked closely with those parent and community leaders, along with LAUSD, to establish a groundbreaking collaboration in public education in Los Angeles, designed quite specifically to meet the stated needs of local families. We look forward to continuing to partner with LAUSD, 24th Street Elementary, and the families in our community in providing a high-quality continuum of public education for students in preK through 8th grades.

d. Areas Of Challenge The School Has Experienced And How They Will Be Improved In The New Charter Term

While our subgroup performance has generally been consistent with our overall proficiency rates, we have had recent challenges with ensuring ELA proficiency for English Learners.

Crown Prep’s leaders recently realized that EL reclassification data has not been correctly reported to the CDE, and thus CDE’s API and EL reports show “0%” reclassified, while the CELDT reporting on CDE correctly reflects student ELD progress and reclassification over time. Second, the individual who was responsible for this reporting is no longer with the school, and new staff with responsibility for this reporting have been thoroughly trained by the Director of Curriculum and Instruction and ExEd (Crown Prep’s back office services provider) on proper methods of reporting this data. Third, starting in 2014, Crown Prep commenced an independent audit of all of data reporting to ensure that all aspects of our operation are properly recorded; we anticipate these results shortly. While we regret the data error, it is not reflective of the quality of our program in serving EL students.

The chart below reflects the measurement of AYP:

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Proficient/Advanced</td>
<td>42.4%</td>
<td>59.5%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>40.3%</td>
<td>46.3%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>42.9%</td>
<td>64.0%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>40.4%</td>
<td>58.3%</td>
</tr>
<tr>
<td>EL</td>
<td>27.5%</td>
<td>57.9%</td>
</tr>
<tr>
<td>SpEd</td>
<td>25.0%</td>
<td>27.5%</td>
</tr>
</tbody>
</table>
## Subgroup Performance and Impact on API

### English Learners

As our student population has grown from 49 students in our first year to 414 students in our fourth year, the characteristics of that population have changed in one significant way: in 2010-11 we had a total of just 48% English Learners/Recently Reclassified of our 49 students enrolled. By 2013-14, we had 31% EL and another 39% RFEP for a total of 287 students, according to internal data. In 2012-13, we had a significant influx of “early intermediate” and “intermediate” English Learner students, 74% of the total EL population was intermediate or below. As a result, our overall EL student proficiency rates decreased, especially in ELA, where the EL subgroup dropped from 43.2% proficient in 2012 to 27.5% proficient in 2013. (Math was less dramatic, with a decrease from 61.7% to 54.9%.) This had a direct impact on our API score, which dropped from 801 to 776.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number of Students Included in 2011</th>
<th>2011 Growth API</th>
<th>Number of Students Included in 2012</th>
<th>2012 Growth API</th>
<th>Number of Students Included in 2013</th>
<th>2013 Growth API</th>
<th>Non-Weighted 3-Year Average API</th>
<th>Weighted 3-Year Average API</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td>41</td>
<td>705</td>
<td>103</td>
<td>801</td>
<td>257</td>
<td>776</td>
<td>761</td>
<td>794</td>
</tr>
<tr>
<td>Black or African American</td>
<td>31</td>
<td>754</td>
<td>60</td>
<td>791</td>
<td>67</td>
<td>743</td>
<td>763</td>
<td>752</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>10</td>
<td>104</td>
<td>807</td>
<td>189</td>
<td>786</td>
<td>786</td>
<td>786</td>
<td>786</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islanders</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>30</td>
<td>737</td>
<td>103</td>
<td>800</td>
<td>151</td>
<td>796</td>
<td>764</td>
<td>775</td>
</tr>
<tr>
<td>English Learners</td>
<td>9</td>
<td>81</td>
<td>801</td>
<td>91</td>
<td>728</td>
<td>728</td>
<td>728</td>
<td>728</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>5</td>
<td>13</td>
<td>614</td>
<td>32</td>
<td>591</td>
<td>591</td>
<td>591</td>
<td>591</td>
</tr>
</tbody>
</table>

As illustrated in this chart above, retrieved from the CDE, our English Learner population increased 10 fold between the 2011 and 2013 testing years. Similarly, our Students with Disabilities significantly increased in 2013 by over 6 times the population in 2012. The significant increase in English Learners, specifically in the lowest proficiency bands entering the school, initiated specific intervention structures that have been formally implemented into the school’s academic structure.

As a result of the significant influx of low-proficiency English Learners, in 2013-14 we made a targeted effort to change the ways we differentiate support for our EL population, including:

- We hired three Teachers’ Assistants to work with English Learners both in the classrooms and in small-group pull-out support.

  We introduced Renaissance Learning’s tech-based Accelerated Reader program to increase reading fluency and comprehension. With this program, our EL students are able to receive personalized reading practice at an individual level, making reading practice more effective for each student. Online exercises include read to, read with, and read independently, along with embedded assessments via four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook Quizzes. These assessments offer our faculty real-time data about individual student progress, which in turn enables teachers and Assistants to more effectively target instruction in the classroom to meet students’ needs.
In addition, in 2014-15, we have developed a detailed plan for supporting EL students based on proficiency levels including specific strategies to be used during specific instructional periods such as the Build Up (intervention period for all students built into the daily schedule); small group instruction during ELA reading and writing periods; extra ELA periods for targeted ELD instruction for students who are Early Intermediate or less in EL proficiency; guided reading rotations; explicit vocabulary instruction; R180 RTI Tier II cycle, and more. Specific staff are assigned to each action in the plan, with frequent data review (NWEA ELA parts 1 and 2, Scholastic Lexile Assessment, San Diego Quick, CELDT data, Crown Prep’s Common Assessments, etc.) built into the schedule. The plan also includes targeted teacher Professional Development, including (from the work of Kate Kinsella et.al) Sentence Frames, Vocabulary Instruction (across all content areas), Close Reading, Academic Discourse, Precision Partnering. Math, Science, and History teachers will co-plan 2 lessons per week with IC and DCI to include a CCSS literacy standard and a detailed plan how to deliver the complex text to subgroups of scholars below the lexile level. Specific strategies and practices will be modeled by Lesson for Study cycles, DCI, IC co-planning and co-teaching sessions (1-2 per teacher per trimester).

Finally, in 2014-15, Crown Prep has formally adopted the LAUSD EL Master Plan. Elements and best practices from the LAUSD EL Master Plan that have already been implemented this school year and have yielded positive data in the first month of school, including revised ELA and ELD pathways. Crown Preparatory Academy is a school of residence for many of the scholars in attendance, as a result of the matriculation pattern with 24th Street Elementary School. By adopting the LAUSD EL Master Plan, these scholars will receive continuous and aligned services

As a result of these strategies, we are confident our EL’s proficiency rates will show improvements over the coming years.3

Crown Prep is implementing similar targeted plans and actions for other subgroups, including a particular focus on increasing the math proficiency rates for African American students. Through the school’s new use of NWEA/MAPs assessments (implemented for the first time in Spring 2014), ongoing benchmark data will enable our faculty to group students and provide targeted support and RTI intervention cycles for identified students.

The new Assistant Director of Intervention and Support is responsible for managing the Special Education program, providing a full inclusion environment with additional supports including RSP co-teaching, pull-out and increased time in RTI Tiers II and III as needed based on individual student needs.

In 2014-15, Crown Prep has implemented additional changes to further bolster our efforts to ensure that every student, regardless of their subgroup status, achieves proficiency through the implementation of a rigorous, CCSS aligned curriculum with actionable data and effective data analysis:

- Crown Prep added a new Director of Scholar and Family Affairs to ensure that the Director of Curriculum and Instruction is able to focused on curriculum, instruction, assessment, and data-driven decisions.
- An Instructional Coach has been added to the Curriculum and Instruction Department.
- Common Assessments for each content area and grade level are being collaboratively created using SBAC released assessment items, CCSS and SBAC-aligned item banks that have been publicly released, and EngageNY. These assessments will be given to all students in all grade levels every 4-6 weeks. All scholars in a grade levels take the same assessment within the same

3 In 2013-14, we implemented NWEA MAPs assessments for the first time, thus we do not have year-over-year comparisons available based on internal assessments.
week as their peers in each content area for data analysis and calibration.

We are confident these new measures will result in gains in proficiency levels for all students.

Teacher Retention
As our school has grown from four teachers to twenty-one teachers, we have struggled with attrition, due both to performance issues as well as teachers moving to other states or leaving for personal reasons. At Crown Prep, we demand a lot from our teachers, including a longer school day and an intensive professional development schedule (three weeks each summer and an additional seven pupil-free days per year). On average we have retained 65% of teachers without performance-related issues.

In 2013-14 we worked collaboratively with our teachers to incorporate their feedback and implement some key changes in our program to increase teacher retention. We hired three Teaching Assistants (two full-time and one part-time) to assist teachers with classroom instruction, differentiation and administrative tasks, helping to reduce the demands on classroom teachers. We also implemented online curriculum and remediation for our lowest performing students and English Learners, which has not only led to increases in student achievement, but enabled our teachers to have more time to work with individual students and small-groups as some students work on the computer. The online curriculum has also provided helpful real-time data for our faculty, enabling them to more effectively target instruction to individual needs and realize greater satisfaction in their own efforts and student outcomes.

In addition, we hired more office staff to provide administrative support for our faculty (copying, etc.) and additional supervisory staff to assist with student culture support both inside and outside of the classroom. Teachers also receive more intensive feedback and coaching on classroom management strategies from our Director of Curriculum and Instruction and Instructional Coach. Teachers turn in weekly lesson plans for review and receive a minimum of 1-2 informal observations each week from the Director of Curriculum and Instruction and/or the Instructional Coach for feedback and support implementing the standards and delivering highly effective instruction.

Finally, we now offer all of our faculty self-directed work time once a month, providing our faculty with additional time to lesson plan, grade, conduct data analysis, and call parents to report scholar academic and behavioral progress on a semi-monthly basis.

Going into 2014-15, our teacher retention rate is approximately 67%. We will continue to work collaboratively with our teachers and seek their feedback on practices and fiscal allocations that best support them in the hard work they do for our students.

Parental Involvement
While we are pleased that 98% of our parents attend parent-teacher conferences each year, we would like to dramatically increase parent participation in school-offered workshops, events and volunteering on campus. In 2013-14, only 45% of parents attended one of many opportunities for parent participation (other than parent-teacher conferences). We know parents are satisfied with our program – based on our 2013-14 annual parent survey, 85% of parents indicated that they are satisfied with the academic standards and expectations for students and the overall program at Crown Prep Academy. The 2013-2014 parent survey was completed by 90% of parents. Parents also express their support of our extended school day, behavioral and additional academic supports.

Despite this success, we know that strengthening the home-school partnership is a critical part of student’s long-term success in school. Parents are invited to attend Family Workshops throughout the year on topics including the transition from elementary to middle school grades, preparation for college preparatory high schools, and college field trips and informational sessions. Families also have an opportunity to inspire the workshop topics. Cafecitos (or coffee talks) occur in the morning once a month.
with parents, school leadership and/or teachers, communicating curriculum, homework supports, and strategies to help each student 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. Both the Executive Director and Director of Curriculum and Instruction facilitate these gatherings in English and Spanish.

In an effort to bolster parent participation in school life, in the 2014-15 school year, we will hire a Director of Scholar and Family Affairs to assist with family and community engagement. This role will work in collaboration with our student support team that includes, Dean of Culture, Counselor, and the Attendance Clerk. The Director of Scholar and Family Affairs will be responsible for bringing in additional supports from the community to the Crown Prep community which may include, mental health services, parenting supports, health services, and academic resources for parents.

2. SURROUNDING SCHOOLS

As detailed above, through a unique partnership with LAUSD, the significant majority of Crown Prep’s enrollment is comprised of students who have attended 24th Street Elementary School, among the lowest performing schools in the state. Crown Preparatory Academy is the school of residence for the 5th grade scholars matriculating from 24th Street. 24th Street has long-ranked in the bottom 2% of all elementary schools in LAUSD. The school has failed to meet its API Growth Target or make Adequate Yearly Progress (AYP) as required by No Child Left Behind (NCLB) since 2002-03. As referenced above in section 4.d., strategic, intensive, and research-founded efforts have been enacted to support the students matriculating from 24th Street. Given the historical data of low academic performance amongst all subgroups of students, Crown Preparatory Academy, since it’s founding, has aligned the instructional program and Response to Intervention tiers to specifically serve these students and accelerate their academic growth to reach grade level.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
<th>API Score</th>
<th>Statewide Rank</th>
<th>Similar Schools Rank</th>
<th>Met Growth Target</th>
<th>Met AYP Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>1,464</td>
<td>409</td>
<td>1</td>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>2000</td>
<td>1,430</td>
<td>466</td>
<td>1</td>
<td>5</td>
<td>Yes</td>
<td>--</td>
</tr>
<tr>
<td>2001</td>
<td>1,336</td>
<td>533</td>
<td>2</td>
<td>6</td>
<td>Yes</td>
<td>--</td>
</tr>
<tr>
<td>2002</td>
<td>1,426</td>
<td>591</td>
<td>2</td>
<td>8</td>
<td>Yes</td>
<td>--</td>
</tr>
<tr>
<td>2003</td>
<td>1,368</td>
<td>626</td>
<td>2</td>
<td>5</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2004</td>
<td>1,294</td>
<td>649</td>
<td>2</td>
<td>7</td>
<td>Yes</td>
<td>23/24</td>
</tr>
<tr>
<td>2005</td>
<td>1,217</td>
<td>661</td>
<td>2</td>
<td>7</td>
<td>No</td>
<td>16/21</td>
</tr>
<tr>
<td>2006</td>
<td>1,127</td>
<td>668</td>
<td>2</td>
<td>5</td>
<td>No</td>
<td>17/21</td>
</tr>
<tr>
<td>2007</td>
<td>1,044</td>
<td>657</td>
<td>1</td>
<td>3</td>
<td>Yes</td>
<td>17/21</td>
</tr>
<tr>
<td>2008</td>
<td>946</td>
<td>681</td>
<td>1</td>
<td>3</td>
<td>No</td>
<td>17/21</td>
</tr>
<tr>
<td>2009</td>
<td>884</td>
<td>616</td>
<td>1</td>
<td>1</td>
<td>No</td>
<td>11/21</td>
</tr>
<tr>
<td>2010</td>
<td>814</td>
<td>659</td>
<td>1</td>
<td>1</td>
<td>No</td>
<td>11/21</td>
</tr>
<tr>
<td>2011</td>
<td>685</td>
<td>661</td>
<td>1</td>
<td>1</td>
<td>No</td>
<td>14/21</td>
</tr>
<tr>
<td>2012</td>
<td>622</td>
<td>667</td>
<td>1</td>
<td>1</td>
<td>No</td>
<td>15/21</td>
</tr>
<tr>
<td>2013</td>
<td>634</td>
<td>662</td>
<td>1</td>
<td>1</td>
<td>No</td>
<td>10/23</td>
</tr>
</tbody>
</table>

Source: edc.ca.gov/dataquest

Other schools in this densely populated community are similarly struggling. In a two mile radius of Crown Prep, there are 21 comparison schools, including 12 elementary (K-5), four serving middle grades (6-8), and five charter schools (in addition to Crown Prep). Out of these schools:

- Only six out of the 21 schools met their 2013 Growth API Target (three elementary, two middle and one charter);
• Only six out of the 21 schools achieved a 2013 API Statewide ranking of “4” or above – an additional six schools are in the lowest 10% of schools statewide with a ranking of “1”;
• Only two schools are “Achieving” on the District’s School Performance Framework (note: due to missing data, Crown Prep is not assigned a rating, but is rated “Far Above Predicted” in both ELA and Math, thus we anticipate that an “Achieving” rating would be assigned).

### SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students 2013</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Black</th>
<th>% Hispanic</th>
<th>2013 Growth API</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
<th>API 3 Year Average (Weighted)</th>
<th>API State Rank</th>
<th>API Similar Schools Rank</th>
<th>2013 SPF</th>
</tr>
</thead>
<tbody>
<tr>
<td>24th St ES (K-5)</td>
<td>634</td>
<td>100%</td>
<td>14%</td>
<td>37%</td>
<td>17%</td>
<td>82%</td>
<td>1%</td>
<td>No</td>
<td>No</td>
<td>663</td>
<td>1</td>
<td>1</td>
<td>Watch</td>
</tr>
<tr>
<td>6th Avenue ES (K-5)</td>
<td>709</td>
<td>100%</td>
<td>9%</td>
<td>39%</td>
<td>23%</td>
<td>76%</td>
<td>1%</td>
<td>No</td>
<td>No</td>
<td>682</td>
<td>1</td>
<td>1</td>
<td>Watch</td>
</tr>
<tr>
<td>Arlington Heights ES (K-5)</td>
<td>643</td>
<td>74%</td>
<td>10%</td>
<td>45%</td>
<td>15%</td>
<td>80%</td>
<td>2%</td>
<td>No</td>
<td>No</td>
<td>739</td>
<td>2</td>
<td>4</td>
<td>Watch</td>
</tr>
<tr>
<td>Birdlee V. Bright ES (K-5)</td>
<td>717</td>
<td>100%</td>
<td>8%</td>
<td>27%</td>
<td>21%</td>
<td>79%</td>
<td>0%</td>
<td>No</td>
<td>No</td>
<td>778</td>
<td>0</td>
<td>8</td>
<td>Watch</td>
</tr>
<tr>
<td>Carson-Gore Academy of Environmental Studies (K-5)</td>
<td>651</td>
<td>100%</td>
<td>13%</td>
<td>40%</td>
<td>11%</td>
<td>87%</td>
<td>0%</td>
<td>No</td>
<td>No</td>
<td>728</td>
<td>0</td>
<td>5</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Hobart Boulevard ES (K-5)</td>
<td>761</td>
<td>100%</td>
<td>15%</td>
<td>42%</td>
<td>2%</td>
<td>86%</td>
<td>0%</td>
<td>Yes</td>
<td>No</td>
<td>809</td>
<td>5</td>
<td>9</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>John W. Mack ES (K-5)</td>
<td>401</td>
<td>100%</td>
<td>14%</td>
<td>35%</td>
<td>25%</td>
<td>72%</td>
<td>2%</td>
<td>No</td>
<td>No</td>
<td>721</td>
<td>2</td>
<td>3</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Lenicia B. Weemes ES (K-5)</td>
<td>846</td>
<td>78%</td>
<td>11%</td>
<td>24%</td>
<td>28%</td>
<td>70%</td>
<td>0%</td>
<td>Yes</td>
<td>Yes</td>
<td>751</td>
<td>3</td>
<td>5</td>
<td>Watch</td>
</tr>
<tr>
<td>Los Angeles ES (K-5)</td>
<td>793</td>
<td>98%</td>
<td>12%</td>
<td>47%</td>
<td>2%</td>
<td>95%</td>
<td>0%</td>
<td>Yes</td>
<td>No</td>
<td>788</td>
<td>4</td>
<td>8</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Martin Luther King Jr. ES (K-5)</td>
<td>522</td>
<td>99%</td>
<td>8%</td>
<td>25%</td>
<td>30%</td>
<td>67%</td>
<td>0%</td>
<td>No</td>
<td>No</td>
<td>716</td>
<td>1</td>
<td>2</td>
<td>Focus</td>
</tr>
<tr>
<td>Tom Bradley Global Awareness Magnet (K-5)</td>
<td>394</td>
<td>85%</td>
<td>11%</td>
<td>10%</td>
<td>74%</td>
<td>24%</td>
<td>0%</td>
<td>Yes</td>
<td>No</td>
<td>688</td>
<td>1</td>
<td>3</td>
<td>Focus</td>
</tr>
<tr>
<td>Vermont Avenue ES (K-5)</td>
<td>754</td>
<td>100%</td>
<td>11%</td>
<td>34%</td>
<td>9%</td>
<td>89%</td>
<td>2%</td>
<td>No</td>
<td>No</td>
<td>791</td>
<td>4</td>
<td>7</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Middle Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foshay Learning Center (K-12)</td>
<td>2031</td>
<td>100%</td>
<td>8%</td>
<td>16%</td>
<td>17%</td>
<td>82%</td>
<td>0%</td>
<td>Yes</td>
<td>No</td>
<td>719</td>
<td>2</td>
<td>2</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Johnny Cochran MS (6-8)</td>
<td>1032</td>
<td>80%</td>
<td>16%</td>
<td>26%</td>
<td>21%</td>
<td>78%</td>
<td>0%</td>
<td>No</td>
<td>No</td>
<td>666</td>
<td>1</td>
<td>4</td>
<td>Watch</td>
</tr>
<tr>
<td>Mid-City's Prescott School of Enriched Sciences (1-8)</td>
<td>271</td>
<td>71%</td>
<td>4%</td>
<td>15%</td>
<td>35%</td>
<td>59%</td>
<td>3%</td>
<td>Yes</td>
<td>No</td>
<td>801</td>
<td>5</td>
<td>5</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Pio Pico Middle School (6-8)</td>
<td>664</td>
<td>100%</td>
<td>13%</td>
<td>22%</td>
<td>7%</td>
<td>92%</td>
<td>0%</td>
<td>No</td>
<td>No</td>
<td>743</td>
<td>3</td>
<td>8</td>
<td>Achieving</td>
</tr>
<tr>
<td>Charter Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Camino Nuevo ES No. 3 (K-8)</td>
<td>677</td>
<td>97%</td>
<td>11%</td>
<td>58%</td>
<td>1%</td>
<td>99%</td>
<td>0%</td>
<td>No</td>
<td>No</td>
<td>764</td>
<td>3</td>
<td>8</td>
<td>Achieving</td>
</tr>
<tr>
<td>Crown Prep Academy (5-7)</td>
<td>272</td>
<td>50%</td>
<td>12%</td>
<td>25%</td>
<td>28%</td>
<td>72%</td>
<td>0%</td>
<td>No</td>
<td>No</td>
<td>776</td>
<td>4</td>
<td>8</td>
<td>n/a*</td>
</tr>
<tr>
<td>Frederick Douglass ES (K-5)</td>
<td>294</td>
<td>85%</td>
<td>12%</td>
<td>6%</td>
<td>84%</td>
<td>15%</td>
<td>0%</td>
<td>Yes</td>
<td>No</td>
<td>741</td>
<td>2</td>
<td>7</td>
<td>Watch</td>
</tr>
<tr>
<td>Frederick Douglass MS (6-8)</td>
<td>298</td>
<td>85%</td>
<td>12%</td>
<td>4%</td>
<td>88%</td>
<td>9%</td>
<td>1%</td>
<td>No</td>
<td>No</td>
<td>676</td>
<td>1</td>
<td>5</td>
<td>Watch</td>
</tr>
<tr>
<td>Lou Dantzler Preparatory Charter ES (K-5)</td>
<td>303</td>
<td>93%</td>
<td>9%</td>
<td>1%</td>
<td>88%</td>
<td>7%</td>
<td>0%</td>
<td>Yes</td>
<td>No</td>
<td>796</td>
<td>5</td>
<td>9</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>New Heights Charter (K-8)</td>
<td>387</td>
<td>96%</td>
<td>14%</td>
<td>26%</td>
<td>31%</td>
<td>68%</td>
<td>0%</td>
<td>No</td>
<td>No</td>
<td>745</td>
<td>2</td>
<td>5</td>
<td>Focus</td>
</tr>
</tbody>
</table>

*Crown Prep does not have a SPF rating due to some missing data, but has a 3-year average rating of “Far Above Predicted” in both ELA and Math.*
C. STUDENT POPULATION TO BE SERVED

1. TARGET POPULATION

Crown Prep’s 398 students in grades 5-8 in the 2013-14 school year were 72% Hispanic/Latino, 28% African American, 31% EL and another 38% RFEP (based on internal data), and 13% Special Ed. 91% of our students qualify for FRPL.

This demographic data is consistent with the surrounding community of West Adams/zip code 90018, a densely populated immigrant community along the 10 freeway, west of downtown and the Pico-Union area.

As of 2010, this zip code is 59% Hispanic/Latino and 31% African American, with a median household income of $35,109, far less than the State median of $60,016. A full 29% of residents in this zip code live below the poverty line (significantly different than the state figure of 15%) and another 18% live below 50% of the poverty line. Only 39% of residents speak English at home, with the majority, 68%, speaking Spanish. And 41% of residents are foreign-born. (www.city-data.com/zips/90018.)

2. ENROLLMENT PLAN

Under our agreement with LAUSD and 24th Street Elementary, the fifth grade is open to students matriculating from 4th grade at 24th Street Elementary if they choose to attend Crown Prep; if additional seats remain, these are filled by lottery (as are vacancies in grades 6-8). Thus, it is difficult for us to predict with great accuracy our enrollment by grade over the next five years – in 2013-14, 24th Street
Elementary had 101 students in 4th grade, but 137 students in Kindergarten. For purposes of planning and budgeting, we estimate the following enrollment plan for the next five years:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Grade 6</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Grade 7</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Grade 8</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>TOTAL</td>
<td>480</td>
<td>480</td>
<td>480</td>
<td>480</td>
<td>480</td>
</tr>
</tbody>
</table>
D. GOALS AND PHILOSOPHY

3. MISSION AND VISION

The mission of Crown Prep is to prepare students in grades five through eight to succeed in high school and college. Through a rigorous academic curriculum, structured environment, and the school’s core PRIDE Values students demonstrate the knowledge, skills and character necessary for success in academics and in life.

At Crown Prep, our vision is based on the belief that all students can achieve regardless of race, socio-economic status, ethnic background, or previous academic performance. We know that students can achieve at high levels when high levels of instruction are given. Like other urban educators focused on high academic achievement results, we believe that “demographics do not determine destiny.”

Along with our college preparatory environment and achievement oriented school culture, our core PRIDE Values of Perseverance, Respect, Integrity, Discipline, and Excellence will further provide our students the tools they need to achieve both academically and professionally. Our ambitious but realistic goals are that all students:

- Achieve mastery of the core academic subjects of reading, English Language Arts, math, science, and social studies
- Ask and answer questions that require analysis, synthesis, and evaluation
- Demonstrate strong character traits (PRIDE)
- Are self-motivated, competent, and dedicated to life-long learning.

4. AN “EDUCATED PERSON” IN THE 21ST CENTURY

Much has been written and discussed about the fact that the 21st century demands a new definition of “an educated person.” Our globalized economy requires strong literacy and mathematical ability, significant problem-solving skills and a higher level of education than ever before. 21st century adults 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. “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.”

Most importantly, in a highly competitive and ever-changing work place, an educated person needs to be able to succeed and graduate from college. By integrating the needs of the 21st century into schools, students will grow to reach their maximum potential, and foster a lifetime love of learning.

We defined an educated person in the 21st Century is one who:

- Is academically proficient and college-ready, with study habits and habits of mind that will enable him/her to excel in a variety of settings;
- Reads and understands a wide variety of texts and content (digital and paper)

• Communicates in a compelling way through both writing and speech and is an engaged listener
• Works cooperatively and collaboratively in a group setting or with a partner, as well as working efficiently alone
• Thinks logically and sequentially
• Thinks deeply and critically
• Analyzes, synthesizes, and evaluates information
• Is prepared for the rigors of college and career readiness, through by exhibiting curiosity and engaging in self-driven academic inquiry, continuously questioning, exploring, investigating, testing, revising and persisting
• Traffics effectively in a digital world to access and send information
• Reflects on his/her own learning, successes and failures in order to continue to grow
• Appreciates the perspectives of others and diversity in other people and
• Demonstrates personal character including patience, compassion, humility, integrity and resilience.
• Ability to access information, determine credibility of sources, and appropriately cite sources found on the world-wide web.

5. **HOW LEARNING BEST OCCURS**

At Crown Prep we believe that the road to college begins in the primary grades, which is part of why our model starts in 5th grade, and why our new partnership with 24th Street Elementary is so beneficial. We believe that exposing our scholars to educational possibilities early in their childhood empowers them and encourages them to set high academic goals.

We believe that learning best occurs when students are expected to meet high standards for achievement and are supported in their learning with an individualized approach that rejects the notion that “one size fits all.” In order to help all students meet our high expectations, we clearly communicate those expectations, and then provide appropriate, individualized support to achieve the stated goals, and meaningful opportunities for students to demonstrate their accomplishments and successes. Our teachers continuously analyze student achievement data, then scaffold learning and differentiate instruction in order to lead all students to academic growth and achievement.

We believe in visible leadership. Our school leaders walk the halls and grounds of the school and are observing and participating in classrooms on a daily basis to ensure the safety and academic achievement of our scholars. Our philosophy is that leadership extends beyond the main office; our teachers, parents and students are leaders as well.

We believe that teachers are the key to the success of our school, and that ensuring they have appropriate resources and support is critical. Teachers meet frequently to review individual, sub-group, whole class and whole school student achievement data to inform their teaching and ensure that they are meeting the specific needs of individual students. For example, using assessment and mastery data from Kickboard, Intervention/Build Up mastery trackers, and formative assessments aligned to the upcoming Common Assessment, teachers identify the lowest 10% of scholars for intensive support of standards mastery in ELA and Math 10 days prior to the first CPA CCSS aligned Common Assessments. Teachers then focus on using differentiated instructional techniques, re-teaching, scaffolding and other strategies to target the highest leverage standards in the upcoming Common Assessment, and help students develop key skills/knowledge to support retention and problem solving skills directly related to the standards being assessed. In addition, grade level leaders (trained in data analysis) guide team members through the analysis of NWEA data in Reading, Writing, Math subtests 1 and 2, Science, and History. Grade level
teams and the Support and Intervention Team identify which scholars need to be moved out of or moved into specific Tier II and III scheduling for Push In and Push Out CORE class support, and Build Up scheduling. Students are grouped by lexile cohort and specific texts are identified to target skills development based on the students’ lexile levels. Teachers also analyze their personal assessment data from Kickboard, including formative and summative assessments (teacher created quizzes and tests), and identify any mis-alignment in the rigor of daily lessons, formative assessments or teacher created summative assessments. They then create a plan to align the rigor of instruction and assessment with the Common Assessments and NWEA.

We ensure our teachers have ample time and resources to engage in professional development both in-house and in collaboration with our partners in Los Angeles to expand their own teaching and learn “best practices,” plan collaboratively with their peers within and across grade levels, and to continuously learn themselves as they seek to ensure that each and every student they serve is excelling.

We believe that in an urban environment especially, learning best occurs in a school that serves as a true hub of the community, fostering a sense of belonging for our young students as well as their families, our staff and the surrounding community members. Our safe school environment models cooperative and respectful behavior and is free from bullying and other unwanted behaviors. Students participate in defining the behaviors and values of our community, and character education programs give students the opportunity to develop and explore values in a safe and supportive environment.

6. GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

The pillars of our instructional program are designed to propel our students toward academic success and success in life. Our goal is to create intrinsic motivation in our students both academically and ethically. Through a highly structured educational program that includes clearly defined and consistently enforced expectations for all members of our school community, we encourage our students to develop their own sense of discipline and routines for successful outcomes. The organizational and academic skills Crown Prep students acquire are designed to translate into success in high school and college. The core-academic, focused culture is designed with the intent of creating a desire to master and exceed grade-level standards.

7. THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(II)

Crown Prep 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 CA CCSS) 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.
## TEACHER ASSIGNMENTS AND CREDENTIALING
**State Priority #1: Basic Services**

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Method for Measuring:</strong> Teacher credentials; CALPADS annual Credential Report</td>
<td><strong>Baseline</strong></td>
<td><strong>2015-2016</strong></td>
</tr>
<tr>
<td>All core subject teachers will be appropriately assigned and fully credentialed in the core subject areas they are teaching.</td>
<td>Annual review of teacher credentials. (CALPADS Credential Report)</td>
<td>100% compliance</td>
</tr>
</tbody>
</table>

## ACCESS TO INSTRUCTIONAL MATERIALS
**State Priority #1: Basic Services**

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students (including ELS) will have access to standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials.</td>
<td>Crown Prep will provide appropriate, standards-aligned textbooks/curriculum materials.</td>
<td>100% compliance</td>
</tr>
</tbody>
</table>
### FACILITIES MAINTENANCE

**STATE PRIORITY #1: BASIC SERVICES**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify school wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: Site Inspection Lists</td>
</tr>
<tr>
<td>School facilities will be clean and maintained in good repair pursuant to facilities agreement with LAUSD.</td>
<td>Daily spot checks, and weekly and monthly reviews of site inspection lists by appropriate school-site staff.</td>
<td>Facilities in good repair based on LAUSD facilities Standards.</td>
</tr>
</tbody>
</table>

### IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS

**STATE PRIORITY #2**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify school wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: Teacher PD records, curriculum inventory, classroom observations</td>
</tr>
<tr>
<td>The CA CCSS and academic content and performance standards will be fully implemented in ELA and Math in all core classrooms.</td>
<td>Ensure scholars have access to appropriate CCSS-aligned textbooks/curriculum materials.</td>
<td>Curriculum will reflect CA CCSS-aligned activities.</td>
</tr>
<tr>
<td></td>
<td>Ensure appropriate teacher professional development at the beginning and throughout the school year to maximize implementation and adherence to the CA CCSS.</td>
<td>100% of ELA and Math courses will be fully CCSS-aligned.</td>
</tr>
<tr>
<td></td>
<td>CPA will ensure scholars are prepared to take all state tests using CA CCSS-and other academic content and performance standards aligned formative</td>
<td>100% of teachers will participate in PD re: CA CCSS and implement CA CCSS-aligned curriculum and assessments in ELA and Math.</td>
</tr>
</tbody>
</table>
### ANNUAL GOALS
(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crown Prep will continue to offer parent information and education events and student events where parents are invited to attend, encourage parent volunteers and participation in leadership roles, and offer a parent survey to gather parent feedback on school responsiveness and communication. CPA will implement mailings, auto-dialer announcements, attendance incentives, and teacher support in realizing parent participation in school life. The Crown Prep Parental Partnership Committee (CPPPC) will meet monthly with school leaders to plan opportunities for parent engagement in</td>
<td>Method for Measuring: Parent Sign-In Sheets, Volunteer Hours Tracking and Parent Surveys</td>
</tr>
<tr>
<td>Increase parent participation and satisfaction with opportunitie s for involvement in school life.</td>
<td>At least 80% of parents will indicate satisfaction with opportunities for participation in school events and school life on semi-annual parent surveys.</td>
</tr>
</tbody>
</table>
**Crown Preparatory Academy**

**STATEWIDE ASSESSMENTS**

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CAASPP or comparable standardized tests; NWEA MAPS and other internal assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crown Prep Academy will make annual progress towards all students demonstrating proficiency in ELA and Math.</td>
<td>See above, plus: CPA will establish a base-level of proficiency as measured by all of the new state required assessments (CAASPP or comparable standardized test).</td>
<td>CPA will establish a base-level of proficiency as measured by all of the new state required assessments (CAASPP or comparable standardized test).</td>
</tr>
</tbody>
</table>

**ACADEMIC PERFORMANCE INDEX (API)**

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: API Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPA’s annual API will meet or exceed the growth target set by the state.</td>
<td>See above. CPA’s annual API will meet or exceed the growth target set by the state. All subgroups will make at least 80% of the school’s overall target.</td>
<td>CPA’s annual API will meet or exceed the growth target set by the state. All subgroups will make at least 80% of the school’s overall target.</td>
</tr>
</tbody>
</table>

**A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]**

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**
<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify school wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not applicable</td>
<td></td>
</tr>
</tbody>
</table>

### ENGLISH LEARNER ADEQUATE PROGRESS RATE

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify school wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CELDT/ELPAC results, ELD Folders</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners will demonstrate increased proficiency in ELA and Math on state assessment.</td>
<td>Crown Prep Academy will continue to implement an ELD program in accordance with the EL Master Plan and charter petition.</td>
<td>CPA will establish a base-level of proficiency as measured by the new state required assessments (CAASPP or comparable standardized test).</td>
</tr>
</tbody>
</table>

### ENGLISH LEARNER RECLASSIFICATION RATE

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify school wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: EL reclassification rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners at CPA will be reclassified at a rate that meets or exceeds that of the District each year.</td>
<td>CELDT/ELPAC is administered to determine the specific language learning needs of the student in order to create a plan to best meet the student’s needs during both core classes and additional instructional times.</td>
<td>EL reclassification rates will meet or exceed the District’s reclassification rate and English Learners will meet Annual Measurable Achievement Objectives (AMAOs).</td>
</tr>
</tbody>
</table>
Crown Preparatory Academy

evaluated with the CELDT/ELPAC test each fall until re-designated as English Language proficient.

AP EXAMINATION PASSAGE RATE [High Schools Only]  
STATE Priority #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify school wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
<th>Method for Measuring: N/A</th>
</tr>
</thead>
</table>

Not applicable

EAP COLLEGE PREPAREDNESS RATE [High Schools Only]  
STATE Priority #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify school wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
<th>Method for Measuring: N/A</th>
</tr>
</thead>
</table>

Not applicable

SCHOOL ATTENDANCE RATE  
STATE Priority #5: STUDENT ENGAGEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify school wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
<th>Method for Measuring: ADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPA will increase attendance rates to at least 95%.</td>
<td>Attendance rates will be reviewed monthly to ensure progress towards goal.</td>
<td>CPA will establish a baseline and demonstrate growth each year.</td>
<td>CPA will demonstrate .34% growth in attendance.</td>
</tr>
</tbody>
</table>

CHRONIC ABSENTEEISM RATE  
STATE Priority #5: STUDENT ENGAGEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify school wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
<th>Method for Measuring: Individual student attendance records.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANNUAL GOALS (Identify school wide and subgroup goals as applicable)</td>
<td>SPECIFIC ANNUAL ACTIONS</td>
<td>MEASURABLE OUTCOMES</td>
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<tr>
<td>CPA will increase attendance rates to at least 95% and limit chronic absenteeism.</td>
<td>Attendance rates will be reviewed monthly to ensure progress towards goal.</td>
<td>CPA will establish a baseline and demonstrate growth each year.</td>
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</tr>
<tr>
<td>CPA will increase attendance rates to at least 95% and limit chronic absenteeism.</td>
<td>CPA will establish a baseline and demonstrate growth each year.</td>
<td>CPA will demonstrate .34% growth in attendance..</td>
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<tr>
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<td>CPA will demonstrate .34% growth in attendance..</td>
<td>CPA will demonstrate .33% growth in attendance..</td>
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<td>CPA will demonstrate .33% growth in attendance..</td>
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</tr>
<tr>
<td>CPA will establish a baseline and demonstrate growth each year.</td>
<td>CPA will demonstrate .33% growth in attendance..</td>
<td>CPA will meet or exceed the attendance rates of the previous year.</td>
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<tr>
<td>CPA will establish a baseline and demonstrate growth each year.</td>
<td>CPA will meet or exceed the attendance rates of the previous year.</td>
<td>CPA will meet or exceed the attendance rates of the previous year.</td>
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**DROPOUT RATE [Middle and High Schools Only]**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify school wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPA will work to ensure that no student drops out of middle school.</td>
<td>See above, plus: Crown Prep will continue to proactively engage parents through Family Workshops and cafecitos to ensure parent investment in their student’s learning and discourage dropouts. Crown Prep will continue to create confident, self-assured learners with access to a broad course of study to ensure students do not dropout.</td>
<td>CPA’s middle school dropout rate will be less than that of comparison schools.</td>
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<td>CPA’s middle school dropout rate will be less than that of comparison schools.</td>
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**GRADUATION RATE [High Schools Only]**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify school wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
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<tbody>
<tr>
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**State Priority #5: Student Engagement**

| Method for Measuring: CALPADS reporting |
|---|---|---|---|---|
| 2019-2020 | Not applicable | N/A | N/A | N/A |
### STUDENT SUSPENSION RATE
**STATE PRIORITY #6: SCHOOL CLIMATE**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Suspension Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crown Prep will continue to foster an environment that is safe and structured to minimize suspensions and expulsions. The PRIDE values and guidelines in the Code of Conduct will continue to minimize distractions and maximize instructional time. Crown Prep will comply with the principles of the LAUSD Discipline Foundation Policy, including the District’s emphasis on utilizing restorative justice as an alternative to other means of discipline. Parents or guardians will be proactively engaged in encouraging positive student behavior through the CPA Student Family Compact, as well as the Student Family Handbook Acknowledgment Form.</td>
<td>CPA’s suspension and expulsion rates will be the same or lower than nearby comparison schools serving the same grades.</td>
<td>Baseline</td>
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<tr>
<td>CPA’s suspension and expulsion rates will be the same or lower than nearby comparison schools serving the same grades.</td>
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### STUDENT EXPULSION RATE
**STATE PRIORITY #6: SCHOOL CLIMATE**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Expulsion Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPA’s suspension and expulsion rates will be the same or lower than nearby comparison schools serving the same grades.</td>
<td>Baseline</td>
<td>2015-2016</td>
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<tr>
<td>Crown Prep will minimize the use of suspension or expulsion.</td>
<td>See above.</td>
<td>CPA’s suspension and expulsion rates will be the same or lower than nearby comparison schools serving the same grades.</td>
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**[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]**

**STATE PRIORITY #6: SCHOOL CLIMATE**

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<tbody>
<tr>
<td>The school climate at CPA will continue to focus on scholar safety, bullying prevention and positivity.</td>
<td>90% of scholars will indicate on the survey that they feel safe and supported at CPA.</td>
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**BROAD COURSE OF STUDY**

**STATE PRIORITY #7**

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<tbody>
<tr>
<td>All academic areas will be available to all students, inclusive of all subgroups, and all grades.</td>
<td>100% of students will have access to the program as outlined in the charter.</td>
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E. INSTRUCTIONAL DESIGN

8. CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

We believe that all children can meet and exceed state standards when they are given high expectations and an individualized, supportive environment in which to excel. Throughout LAUSD, charter schools such as Equitas Academy, Celerity Schools, Camino Nuevo, KIPP, and many others have shown that typically under-performing students can reach rigorous academic benchmarks when high expectations are set and quality teachers present an engaging curriculum.

It is important to note that explicit instruction of basic skills, the presentation of factual information, and intensive intervention for struggling learners also occupy important roles in our balanced instructional approach. We believe that a deep foundation of standards-based factual knowledge and procedural fluency is necessary to develop accurate understanding of complex concepts. Consequently, the explicit teaching of facts, information, and skills play an important role in developing student comprehension and content mastery across each academic discipline.

Of course, curriculum selection is meaningless without effective teachers to implement our program. With the goal of a balanced approach to teaching and learning in mind, our program is grounded in the following key principles of learning that have emerged from extensive research on effective teaching:

- Effective teachers create ambitious and meaningful tasks that reflect how knowledge is used in the field.
- Effective teachers engage students in active learning, so that they apply and test what they know.
- Effective teachers draw connections to students’ prior knowledge and experiences.
- Effective teachers diagnose student understanding in order to scaffold the learning process step by step.
Effective teachers assess student learning continuously and adapt teaching to student needs.

- Effective teachers provide clear standards and constant feedback.
- Effective teachers encourage strategic and meta-cognitive thinking so that students learn to evaluate and guide their own learning. (Darling-Hammond, 2008.)

The following provides more description of Crown Prep’s educational philosophies and instructional methodologies. To be clear, instruction at Crown Prep starts first with the state standards, including the new CA CCSS standards and the Frameworks for Instructional Design, all of which drive the creation of lesson plans and the assessment of both student and teacher achievement.

In addition to using best practices from successful charter schools and a strong research base, our program goals are informed by The No Child Left Behind Act of 2001 through the focus of accountability, standard-based curriculum, and high expectations with measurable goals. At Crown Prep we will create an environment in which our students feel safe and work hard while we provide a quality educational experience. In keeping with our belief that all students can achieve, Crown Prep utilizes proven effective research based approaches to educate our students, including:

Specifically:

- We hold high academic and behavioral expectations for every student and provide a structured and supportive environment for them to excel.
- We engage and grow competent and experienced school leadership and staff who offer high-quality instruction and engage in continuous improvement of their own instructional practice.
- We offer a rigorous, standards-based academic program with extended learning time and intentional student supports.
- We emphasize frequent assessments and accountability for all stakeholders and at all levels of our organization.
- We value character and our core PRIDE values (Perseverance, Respect, Integrity, Discipline and Excellence) as integral to academic and personal success.
- We achieve success through a home-school partnership.

a. We hold high academic and behavioral expectations for every student and provide a structured and supportive environment for them to excel.

Dr. Lauren Resnick’s Nine Principles of Learning, based on decades of learning research and widely implemented in highly effective schools, are designed to foster learning-oriented goals in ways that promote effort. Crown Prep will take these nine principles to heart:

**Organizing for Effort**

An effort-based school replaces the assumption that aptitude determines what and how much students learn with the assumption that sustained and directed effort can yield high achievement for all students. Everything is organized to evoke and support this effort, to send the message that effort is expected and that tough problems yield to sustained work. . . . All students are taught a rigorous curriculum, matched to the standards, along with as much time and expert instruction as they need to meet or exceed expectations.

**Clear Expectations**

If we expect all students to achieve at high levels, then we need to define explicitly what we expect students to learn. These expectations need to be communicated clearly in ways that get them "into the heads" of school professionals, parents, and the community and, above all, students themselves. . . .
Fair and Credible Evaluations
If we expect students to put forth sustained effort over time, we need to use assessments that students find fair; and that parents, community, and employers find credible. . . . and provide credible evaluations of what individual students know and can do.

Recognition of Accomplishment
If we expect students to put forth and sustain high levels of effort, we need to motivate them by regularly recognizing their accomplishments. Clear recognition of authentic accomplishment is a hallmark of an effort-based school. . . . Recognition of accomplishment can be tied to opportunity to participate in events that matter to students and their families. . .

Academic Rigor in a Thinking Curriculum
Thinking and problem solving will be the "new basics" of the 21st century. But the common idea that we can teach thinking without a solid foundation of knowledge must be abandoned. So must the idea that we can teach knowledge without engaging students in thinking. Knowledge and thinking are intimately joined. This implies a curriculum organized around major concepts that students are expected to know deeply. Teaching must engage students in active reasoning about these concepts. In every subject, at every grade level, instruction and learning must include commitment to a knowledge core, high thinking demand, and active use of knowledge. Teachers deploy lesson cycles that contain an appropriate release of responsibility, where students carry the cognitive load in the classroom. Lesson plans are created with the intent of creating activities in each component of the lesson cycle that promote cognitive engagement, self-monitoring, and critical thinking through complex tasks.

Accountable Talk®
Talking with others about ideas and work is fundamental to learning. But not all talk sustains learning. Accountable Talk seriously responds to and further develops what others in the group have said. It puts forth and demands knowledge that is accurate and relevant to the issue under discussion. Accountable Talk uses evidence appropriate to the discipline (e.g., proofs in mathematics, data from investigations in science, textual details in literature, documentary sources in history) and follows established norms of good reasoning. Teachers explicitly teach and model academic discourse, including the use of written and verbal sentence frames, language of the discipline, and require all students to justify their reasoning or extend their thinking.

Socializing Intelligence
Intelligence is much more than an innate ability to think quickly and stockpile bits of knowledge. Intelligence is a set of problem-solving and reasoning capabilities along with the habits of mind that lead one to use those capabilities regularly. . . . Intelligent habits of mind are learned through the daily expectations placed on the learner. By calling on students to use the skills of intelligent thinking—and by holding them responsible for doing so—educators can "teach" intelligence. This is what teachers normally do with students they expect much from; it should be standard practice with all students.

Self-management of Learning
If students are going to be responsible for the quality of their thinking and learning, they need to develop—and regularly use—an array of self-monitoring and self-management strategies. These metacognitive skills include noticing when one doesn't understand something and taking steps to remedy the situation, as well as formulating questions and inquiries that let one explore deep levels of meaning. Students also manage their own learning by evaluating the feedback they get from others; bringing their background knowledge to bear on new learning; anticipating learning.
difficulties and apportioning their time accordingly; and judging their progress toward a learning goal. These are strategies that good learners use spontaneously and all students can learn through appropriate instruction and socialization. Learning environments should be designed to model and encourage the regular use of self-management strategies.

Learning as Apprenticeship

For many centuries most people learned by working alongside an expert who modeled skilled practice and guided novices. . . . This kind of apprenticeship allowed learners to acquire complex interdisciplinary knowledge, practical abilities, and appropriate forms of social behavior. Much of the power of apprenticeship learning can be brought into schooling by organizing learning environments so that complex thinking is modeled and analyzed, and by providing mentoring and coaching as students undertake extended projects and develop presentations of finished work, both in and beyond the classroom.


Similarly, in No Excuses: 21 High Performing, High Poverty Schools, Samuel Casey Carter highlights several key factors in the success of high performing, high-poverty schools across the country, including:

- school leaders using measurable goals to establish a culture of achievement
- master teachers bringing out the best in the faculty
- rigorous and regular assessment leading to continuous student achievement
- discipline is key to achievement, and
- effort creates ability

While some of these principles seem straightforward and common-sensical, our school leaders ensure that our faculty, students, and all members of our school continuously adhere to these core principles of expectation, hard work, and accountability to help students develop habits of mind and self-discipline to be effective, engaged learners.

We provide an environment that is structured around clear and consistent routines and procedures that structure the school day and individual classrooms on a daily basis. Students are held to the highest expectations academically and behaviorally; they wear uniforms and follow a strict code of conduct. There are standard procedures consistent across every classroom and students know what to expect every day they enter school. For example, all classrooms have consistent homework policies, with homework assigned every night in each class, checked immediately upon arrival to school the next day, and the assignment of after school small group tutoring for any student who struggles to complete all assignments fully and well. We expect all of our students to be prepared for class every day, and we explicitly teach students the materials they need to begin the school day and have ready for each class. All students are warmly and individually greeted as they enter each classroom. From the very beginning of the school year, teachers are able to teach in an environment that maximizes learning. Throughout the school year, teachers are observed and given feedback to ensure the systems and structures that support learning remain consistent.

The construction of the school culture begins during teacher orientation. Teachers are trained in the “Crown Prep Way.” Daily procedures such as homework collection, lunchroom food distribution are modeled and teachers are given the opportunity to walk through these procedures. Teachers receive explicit training in student dismissal from breakfast and lunch, walking in the hallways, classroom

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procedures when the bell rings, STAR (Sit-up straight, Track the speaker, Ask and Answer Questions, Respect others by Active Listening)\(^7\) and noise level meters.\(^8\) While each of these procedures may not be directly related to learning, collectively they create an environment that is safe, orderly, reliable, and conducive to optimal learning.

**Academic Expectations**

It is critical teachers communicate to students that they can learn to be smart and that effort is celebrated and rewarded in the classroom. A vast majority of characteristics that we have so often ascribed to “intelligence” are skills that can be taught and learned.\(^9\) Each and every adult at our school believes that all students are college-bound by holding students to high academic expectations at every grade level.

Teaching to mastery is critical. Classes are 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 are expected to meet or exceed grade level standards, if a student does not meet passing scores on assessments, multiple supports are put in place to work with him or her until a student has mastered the material. Crown Prep formally recognizes and celebrates students who evidence the academic and behavioral excellence that lie at the core of the school’s values and educational program.

**Behavioral Expectations**

We seek to create confident, self-assured learners. We believe that confidence and self-assurance will come from our delivery of a structured learning environment that engages students in learning. We are able to create and maintain this environment as evidenced through high student participation, and students challenging themselves to grow, to learn, to have fun, and to engage respectfully in their work with one another.

In the most successful schools serving urban children, school culture plays an important role in driving academic achievement. All members of the school staff hold high expectations for students throughout the school day. Behavioral expectations are consistent school-wide and result in less off-task behavior and more time on academics. These schools expect student’s eyes to follow the speaker in every class and respect their peers. Their attention to minor details, teaches children the importance of paying attention to details, taking pride in the quality of their work, and understanding the importance of maintaining a professional appearance. Simultaneously, teachers are sending the message that they truly care about what the children do. They take a “no-excuses” approach to education, and subsequently, adults stop making excuses as to why students cannot learn and do the necessary work so that all students can learn, and students stop making excuses and rise to meet the school’s high expectations.

In many schools, this approach is called “sweating the small stuff” and leaders of these schools say they do it so they do not have to “sweat the big stuff.”\(^{10}\) In these schools, it is working.\(^{11}\) Most report very low instances of violence or other extreme behavior, whereas such activity is too often the norm in many

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\(^7\) The STAR position comes from North Star Academy Middle School a high-performing charter school in Newark, New Jersey.

\(^8\) Many of our systems and structures will be modeled after Excel Academy in Boston, MA. www.excelacademy.org.


\(^{10}\) This is sometimes referred to as the “Broken Window” theory. The authors of the theory, James Wilson and George Kelling, claimed that attention to seemingly minor things such as replacing broken windows in abandoned buildings would lead to a reduction in more serious crimes.

\(^{11}\) Examples of high performing schools, no-excuses schools with high standards of discipline visited by the founders include KIPP: Lynn, Lynn, MA, Excel Academy in Boston, MA; North Star Elementary School in Newark, NJ, and Leadership Prep in Brooklyn, NY.
urban schools. 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 are consistent from classroom to classroom.

At Crown Prep, all students are expected to wear uniforms 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 sit at their desks, listen and track the speaker. All the school’s high expectations are explicitly taught, constantly modeled, and appropriately reinforced to our students, and poor behavior choices are addressed quickly, effectively, and in developmentally appropriate ways.

The school day is structured and transparent so that students understand how to adhere to school routines. When necessary to redirect and correct student behavior, teachers are trained in common student discipline techniques. Teachers manage minor disruptions in their classrooms and teach the common routines and behaviors necessary for our students to be successful.

b. **We engage and grow competent and experienced school leadership and staff who offer high-quality instruction and engage in continuous improvement of their own instructional practice.**

For a school to be successful, effective leadership must be present. Uncompromising leadership is rigorous, clear, and outcomes-driven; it is essential to building and sustaining a high achieving school. In *Good to Great*, Jim Collins describes rigorous leadership as “consistently applying exacting standards at all times at all levels. To be rigorous…means that the best people need not worry about their positions and can concentrate fully on their work.” The school leader is responsible for hiring and retaining exemplary teachers. The leader then supports strong classroom instruction by providing the resources needed to execute lessons, provide professional development that will support standards-aligned curriculum and instruction, give formal and informal feedback on curriculum development and instructional execution. All high performing schools have “strong principals who hold their teachers and students to the highest standards.” In developing the culture of continuous improvement, the leader will articulate clearly what is expected of the staff. These instructional goals are well defined, driven by student achievement, measurable and constantly refined to better serve the needs of our students.

In addition, it is critical that staff have appropriate time and resources to achieve our high expectations for their success. Crown Prep has a management structure with an experienced Executive Director, Director of Curriculum and Instruction (DCI) and Assistant Director of Intervention and Support (Assistant DIS), and Business and Operations Manager. Our staffing structure is also carefully planned to recognize the realities of operating a public charter school. 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. By having a capable Business & Operations Manager in-house, along with the oversight of an experienced Executive Director, our DCI and Assistant DCI are freed from operational responsibilities so that they can focus exclusively on our students, teachers and instruction. A school must have academic

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12 In the event families have difficulty purchasing uniforms Crown Prep has a system for helping such families.
results to be counted as successful, and a school must maintain financial health and conduct long-term strategic planning to project its success into the future.

Teachers at Crown Prep Elementary are recruited and retained because they are effective, professional, and dedicated educators. Teachers are credentialed and highly qualified as required by No Child Left Behind. To develop and ensure teacher effectiveness, teachers are observed daily and are provided informal feedback once a week and formal feedback three times a year. Teachers participate in three full weeks of training and professional development prior to the opening of the school with nine additional professional development days throughout the year, plus weekly “early out” sessions to review student achievement data and plan collaboratively. Lead teachers for each grade level are responsible for leading collaborative planning sessions each week, helping plan curriculum and assessments (including targeted differentiation strategies and scaffolding for students in need) and serve as mentors to their peers. Prior to the school year starting, teachers practice the school-wide routines that underpin the daily work of learning, solidify their ability to implement the school’s Code of Conduct in clear and consistent ways, plan curriculum, write assessments, and analyze state standards and standardized tests to ensure curriculum alignment. (For more detail see Teacher Recruitment and Professional Development below.)

c. **We offer a rigorous, standards-based academic program with extended learning time and intentional student supports.**

“The number one ingredient [for school success] is the teaching staff, but in addition to that is the curriculum development process.\(^\text{16}\) To realize our mission we must provide our students with a rigorous educational program. The foundation of Crown Prep curriculum is based upon all of the California State Standards for the various content areas, including CA CCSS.

*A Nation at Risk* defined a school that is a place of excellence as one “that sets high expectations and goals for all learners, then tries in every way possible to help students reach them.”\(^\text{17}\) Instructional excellence and extended time is essential to reach mastery. All faculty and staff members of Crown Prep are engaged in a three-week intensive orientation prior to the start of the school year. There are three main components of the orientation: standards-aligned curriculum development and data-driven instruction, assessment and accountability, and the creation and maintenance of an achievement-oriented, “no excuses” school culture.

Crown Prep teachers use a common board configuration and daily lesson design. The Black Board Configuration (BBC)\(^\text{18}\) will include the Standards-Based objectives of each class period (Aims), an opening activity (Do Now), a list of instructional activities (Agenda), and daily homework assignments.

Daily homework assignments are an extension of the California State Standard(s) taught during a given lesson. Homework is designed to reinforce, assess and promote mastery.

Daily lessons will follow a sequence often referred to as the “Gradual Release of Responsibility” or “I do-We do-You do” model. This includes explicit teacher-guided instruction on new content, time for the class to practice the new material or skill while still being led by the teacher, and independent student

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\(^{18}\) The Black Board Configuration is a strategy supported by Dr. Lorraine Monroe, founder of the Frederick Douglas Academy, and a nationally recognized, highly respected urban educator.
practice accompanied by on-going teacher feedback and support. The diagram below depicts the gradual release of responsibility as the lesson moves through the “I-We-You” sequence.¹⁹

**Gradual Release of Responsibility Model**

Classes are structured to ensure instruction is maximized. Daily routines of greetings at the door, Do Nows, aims, agendas, and exit tickets, are present in all classrooms. Student homework is purposefully crafted to reinforce the instruction and engage students in rigorous thought, by encouraging them to apply that knowledge at more advanced levels.

In addition, students benefit from double sessions of literacy and math instruction. (See English Language Arts under Scope and Sequence, below.) Teachers instruct in a direct and explicit way. This is not be done through rote memorization, “but in an active thinking, problem solving way, with the reading of interesting stories and nonfiction materials as the medium for learning to use and think about [newly introduced] skills.”²⁰

Finally, like many high-performing urban charter schools, Crown Prep provides an extended school day and year. Students start the day with breakfast and homework collection beginning at 7:20 am and classes begin with at 7:45 am and end at 3:35 pm Monday, Wednesday, Thursday, and Friday, and on Tuesday 7:45 am to 2:00 pm (see Sample Schedules).²¹ Community Meeting takes place once a week by grade level. School-wide Community meetings are held three times a year at the conclusion of each trimester to recognize students who have made significant academic improvement, honor roll students, students who have consistently exhibited the PRIDE Values, responsibility, and citizenship.

d. **We emphasize frequent assessments and accountability for all stakeholders and at all levels of our organization.**

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²¹ Please see the Attachment A for the complete Student Schedule.
Data drives instruction and serves as a primary factor in measuring teacher effectiveness. Assessment is a regular occurrence at Crown Prep as we believe that “[s]tandardized tests should be one aspect of a regular regime of rigorous testing.”

Prior to the start of the school year, we conduct a diagnostic assessment of each student, using an age- and grade-appropriate standardized assessment tool such as the Stanford 10—this assessment is not a condition of enrollment. The results from such diagnostics 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 also allow a benchmark against which all future academic growth can be measured.

Using both external and internal standards-based assessments, we assess student performance upon enrollment, weekly (through teacher created assessments), every six weeks (through our interim assessments), at the end of each trimester (end-of-trimester exams), and yearly (through the CST and Stanford 10). We analyze data results closely through a test-item analysis, standard analysis, and cohort analysis, and convert the results into specific measurable action plans that support strong academic achievement for every student. At all grades in all subjects in which it is administered, we use the California Standards Test (CST)/new California Assessment of Student Performance and Progress (CAASPP) as a critical tool to inform us about the efficacy of our curriculum, teaching methodologies and student supports. For both the nationally norm-referenced assessment and the CST/CAASPP, we conduct a test-item analysis, and use student results to inform our instructional program. It is our goal to use these tools to effectively manage our school’s ability to meet its AYP goals.

During staff orientation and training, teachers are trained in developing Curriculum Alignment Templates (CATs), internal assessments, and protocols for state testing, and high school entrance exams. A Curriculum Alignment Template is a tool that will allow the school and teachers to align each state standard with all classroom lessons and assessments, and to break down those standards into smaller, more measurable, daily objectives as needed. The CAT includes CA standards and corresponding objectives that are used as a curriculum map that lists when standards are taught over the course of the year. The curriculum mapping process and format are informed by the Understanding by Design Framework developed by Jay McTighe and Grant Wiggins. In addition, it contains the lesson topic, essential questions, objectives, vocabulary, and assessment methods. This detailed work enables teachers to have a solid plan before students arrive and will assist them in creating their lesson plans.

Under the guidance of the Director of Curriculum and Instruction, teachers develop CATs which are aligned with state and national standards (including CA CCSS) as well as SSAT. The CATs serve as a guide in developing assessments by which students are tested every six weeks. The internal assessments serve as a basis from which daily lesson plans are developed and inform teachers of specific learning gaps that need to be addressed. Teachers turn in their CATs to the Director of Curriculum and Instruction at the end of the second week of orientation for approval.

e. **We value character and our core PRIDE values (Perseverance, Respect, Integrity, Discipline and Excellence) as integral to academic and personal success.**

The Crown Preparatory 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

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23 This method is adopted from Roxbury Preparatory Charter School, a high-performing school in Boston, MA, during training at Building Excellent Schools on 9/12/08.

curriculum guides all students with the life skills necessary to create self-motivated, competent, and lifelong learners.

Our students are taught values that prepare them for academics and life. Not only do we expect for all students to achieve academically, we expect them to behave in a way that exhibits good character. This is modeled by leadership and staff on a daily basis, and is incorporated into classroom lessons. Once a week, during advisory, each grade level has a community meeting which focuses on one of the PRIDE Values of Perseverance, Respect, Integrity, Discipline and Excellence and gives students an opportunity to practically apply them to their lives. The community meetings also intertwine elements of what they are currently learning in core academic classes as well. In advisory, students complete an activity that reinforces the character trait they learned in community meeting. Students come together as a school once a trimester for a school-wide assembly. These school-wide assemblies celebrate student accomplishments.

f. **We achieve success through a home-school partnership.**

It is no secret that a parent engaged in a child’s education directly supports a child’s academic success. We employ the following key strategies:

*Crown Prep Student and Family Compact*

While not a condition of enrollment, every family is strongly encouraged to commit to the Compact, and have their students commit as well. The Compact clearly articulates the promise of high behavioral and academic expectations. It also explains the role of the parent and student in academic achievement.²⁵

*Crown Prep Parental Partnership Committee (CPPPC)*

The CPPPC is designed to actively engage parents in the school and in the local community. Parents partner with the school leaders to organize parent volunteers, develop parenting workshops and educational workshops for parents and community members, and raise funds. The CPPPC meets with schools leaders at least monthly and will help encourage active parent involvement in school life, including attendance at parent workshops and Cafecitos (see below), parent-teacher conferences, volunteering and more

*Home-School Communication*

An outline of the types of parent communication and involvement are listed in the table below.

**Parent Communication and Involvement**

<table>
<thead>
<tr>
<th>Parent Communication and Involvement</th>
<th>Who Is Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple community information sessions before and during the enrollment period</td>
<td>Executive Director (ED)</td>
</tr>
<tr>
<td>Family Orientation sessions following the enrollment period and the week before the first day of school</td>
<td>Director of Scholar and Family Affairs</td>
</tr>
<tr>
<td>Family Commitment with each parent/guardian</td>
<td>Teachers, Parents, Students</td>
</tr>
<tr>
<td>Syllabi for each class including Homework Assignments, with the expectation that parents/guardians will sign off on homework daily</td>
<td>Teachers with supervision from the DCI, Parent/Guardian signatures</td>
</tr>
</tbody>
</table>

²⁵ Please see Attachment B for the complete Crown Prep Academy Student and Family Handbook and the Crown Prep Student and Family Compact.
Weekly behavior/progress updates sent home | Teachers, with support from Office Manager
---|---
Three trimester progress reports/report cards | School Leaders, Teachers, Office Manager
Two teacher/family conferences each year | Parents/Guardians, Teachers, School Leader
Quarterly newsletters to all families in English and Spanish | ED, Office Manager

In addition:

*Family Workshops*
Parents are invited to attend four Family Workshops each year, coordinated by the Dean of Culture on topics such as How to Help Your Child Read, Homework Completion, Math Strategies, Behavior Management, and much more. The workshops are held at times convenient for families. Families 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.

*Coffee with the School Leaders*
Throughout the year, the school leaders (Executive Director, DCI or Director Scholar and Family Affairs) hold regular coffee meetings “Cafecito” with individual grade levels. In these informal discussions, parents can learn more about curriculum, homework support and other campus activities, and ask questions of the school’s leaders. These valuable sessions help parents and the school communicates and builds relationships all in support of the school’s ambitious and critical mission.

Through our academic and character programs, we produce educated, successful, informed, focused, and ethical citizens. Our students are role models for their peers within the school and larger community. Our goals is to ensure that upon matriculation, Crown Prep students are prepared to gain access to, attend and successfully complete competitive high schools on the way to the college or university of their choice.

### 9. Curriculum and Instruction

Students at Crown Prep complete a course of study based on the academic content and performance standards as well as the CA CCSS adopted by the State board and with a level of rigor designed to prepare students for success at college preparatory high schools:

Our motto is *Learn. Grow. Reign.* We instill in our students the values of hard work and triumphing over challenges to ensure their success in high school and college. “Only students who plan to go to selective colleges...have any incentive to take tough courses and study hard for the rest of their high school career.” 26 This is the message we continuously convey to our students. We have built a culture of high expectations for our students in middle school to create intrinsic motivation to meet challenges and create success in high school, in college and in life.

As detailed above, to ensure that each course fully addresses the content and skill appropriate to each grade level, teachers use the Curriculum Alignment Template (CAT) modeled on the curriculum development developed and conducted at Roxbury Preparatory Charter School. The CAT is based upon a

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deep analysis done by teachers based upon a thoughtful analysis of state and national math standards, for their grade level, along with high school placement exams, the school adopted textbooks and the CST Blueprints. Based on the data gathered, they design curriculum maps, unit plans, lesson plans and end-of-trimester exams.

Crown Preparatory Academy has fully adopted the Common Core State Standards for ELA, Math, and Literacy Standards for the Social Sciences and Technical subjects in all grades 5-8. During the year 2013-2014, teachers transitioned to the Common Core State Standards and in 2014-2015 are implementing curriculum maps, unit plans, lessons, and assessments that are 100% aligned to the CCSS for each grade level and content area. Science and History teachers are required to incorporate CCSS Literacy Standards for each daily lesson.

Teachers have spent significant time backwards-planning and creating curriculum maps aligned to the rigor and content of End-of-Year assessments and the Common Assessments that are being implemented this year across all grades and all content areas. Because the assessments are significantly more rigorous that previous years when assessments aligned to the CST, teachers use the content and skills that are essential for the content area to create curriculum maps for the extra block of English and Math that our scholars have in addition to the Build Up intervention period, which is standards aligned.

a. Key Features And Components Of The School’s Educational Program By Subject Area

MATHEMATICS
Crown Preparatory Academy has adopted the Common Core Math Standards traditional pathways. Because the traditional pathways are the only UC and Cal State Approved pathways thus far in Common Core implementation, this decision, made in partnership with our Crown Prep Parent Partnership Committee, will inform our math articulation in grades 5-8. In order to also offer Common Core Algebra 1 in addition to Common Core Math 8, scholars who demonstrate grade level proficiency on the CCSS standards in grades 5 and 6 will have the opportunity to enter into an accelerated CCSS aligned Math 7 and Math 8, covering all content in one year. This model was informed by LAUSD’s math instructional program and publically published materials, in addition to other Charter Management Organizations who are offering both Math 8 and Algebra 1. Because Math 8 contains standards that are no longer in Math 7, it is imperative that students do not skip Math 8 before Algebra 1, but receive instruction in both standard sets. In order to reach the goal of grade level proficiency in 8th grade in preparation for rigorous high school math, students must have access to a rigorous and challenging math curriculum beginning in the fifth grade that first addresses previously unlearned skills and concepts and then establishes the foundational numeracy skills on which more advanced math is based.

All students in grades 5-7 receive instruction in both Math Procedures and Math Problem Solving. The Math Procedures class focuses on the procedural fluency, problem solving skills, and core knowledge and skills that the CCSS Mathematics standards require. This blends seamlessly into the Math Problem Solving period, where scholars delve into the content standards at a deep level, and teachers deliver both inquiry based lessons in addition to traditionally structured lesson cycles. Math teachers implement an appropriate release of responsibility, adding fluidity to the traditional lesson cycle and giving students the opportunity to grapple with complex tasks and constructively build their knowledge through cognitively challenging activities, with appropriate supports.

In addition to the CCSS standards in mathematics, our math teachers receive intensive professional development in implementing both the CCSS standards and the Standards for Mathematical practice, which are the vehicle in which the content standards are delivered. The Standards for Mathematical Practice are embedded in instruction in both Math Procedures and Math Problem Solving math periods; however some relate more closely to the particular content.
The standards-based curriculum (including new implementation of CA CCSS) focuses on the mastery of procedural fluency and problem solving as a foundation for mathematical success. Math concepts are not taught in isolation, but are constantly reinforced. Students are given time to process, practice and master mathematical concepts.


### Math Curriculum

<table>
<thead>
<tr>
<th>Standard for Mathematical Practice</th>
<th>Math Procedures Emphasis</th>
<th>Math Problem Solving Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Make sense of problems and persevere in solving them</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2 – Reason abstractly and quantitatively</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3 – Construct viable arguments and critique the reasoning of others</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4 – Model with mathematics</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5 – Use appropriate tools strategically</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6 – Attend to precision</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>7 – Look for and make use of structure</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>8 – Look for and express regularity in repeated reasoning</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

As described above, 7th graders have two pathways, based on performance data. Each pathway is aligned to grade level or above CCSS curriculum and models the recommendation from the CDE and LAUSD of providing accelerated pathways while ensuring all standards are taught. For example, the Pythagorean Theorem was a component of the prior California Content Standards in grade 7. In the CCSS, that particular content is now in the CCSS Math 8 curriculum. It is imperative that students receive instruction on all standards, and do not miss these essential instructional cornerstones of mathematics in advancing to CCSS Algebra 1.

CCSS Math 8, a college preparatory math curriculum, has been the official recommendation for all 8th grade students in California. It is a rigorous and comprehensive math curriculum that delivers content that was previously in the California Content Standards Algebra 1 course, in addition to articulating essential strands of geometry and statistics.

CCSS Algebra 1 in Grade 8 is a one-year algebra course that follows the CCSS Algebra 1 curriculum map. In both CCSS Math 8 and CCSS Algebra 1, students study symbolic reasoning and the use of symbolic language of mathematics and science. Algebraic skills and concepts are used in a wide variety of problem-solving situations. Students continue to use arithmetic operations with integers, rational, irrational and real numbers. They use advanced rules of exponents, solve equations and inequalities with absolute values, simplify expressions, and solve multi-step problems. They graph linear equations and inequalities, identify points on a line, understand slopes, and solve systems of two linear equations. Students factor second and third degree polynomials and simplify fractions with polynomials. Students use the quadratic formula to find the roots of a second-degree polynomial, solve quadratic equations, find the x-intercepts, and solve physical problems, such as the motion of an object under the force of gravity. Students also know and use aspects of a logical argument, use deductive and inductive reasoning, and determine the validity of an assertion. Both courses challenge students to integrate the Standards for Mathematical Practice to develop their skills as practitioners in the math classroom and across content areas, and develop these transferrable skills to transition into high school courses successfully.

ENGLISH LANGUAGE ARTS:
Strong literacy is the overall goal of the Crown Prep Language Arts program. Our graduating eighth graders must be prepared to read, write, listen and speak as strong high school students. Their abilities and skills will reflect intensive middle school Language Arts study and training. Such ability is dependent on a strong English Language Arts curriculum that ensures reading fluency and comprehension of fiction and non-fiction texts, and strong writing ability in a variety of genres. Grades five and six will implement SRA: Imagine It. Grades seven and eight implement California Treasures: Glencoe McGraw-Hill.

In all ELA courses, teachers are accountable for planning with both CCSS ELA and Literacy standards, in addition to the ELD standards for English Learners. Lesson plan review, coaching, and support is an essential practice that the Instructional Coach and the Director of Curriculum and Instruction employ to both ensure that effective lessons are being delivered, and that teachers are supported in delivering the high levels of rigor in the CCSS standards in a way that all students, especially our English Learners, can access and reach mastery.

We explicitly and directly teach our students to be active and purposeful readers and writers. Teachers and administrators have developed a rigorous four-year plan for introducing increasingly difficult texts and assignments to our students. Our students are exposed to a plethora of complex texts in all content areas, and especially in ELA with the specific intent for all students to develop strong writing and comprehension skills. The diversity of our texts supports students’ development of their reading skills through many different contexts. Informational and complex texts are a foundational component of
literacy in all courses, especially ELA, and teachers are provided with access to a high variety of resources to use in the classroom.

Students have double periods of instruction in Language Arts each day. This approach is designed to meet the needs of all students. Students who score Advanced are challenged through our rigorous academic program. Proficient, Basic, Below Basic, and Far Below Basic students are challenged to progress toward advanced and proficient levels. Our ells benefit from our focus on literacy, through increased exposure to curriculum focused on fluency, vocabulary, reading comprehension, and writing.

In grades five and six, this time is divided into two categories: reading and writing. Comprehensively, our Language Arts program builds a strong foundation in the five components of strong reading as outlined by the Federal government: phonemic awareness, phonics, fluency, vocabulary, and comprehension.29

**English Language Arts Curriculum**

In 5th through 8th grade, the CCSS ELA standards are fully implemented. Teachers engage in vertical articulation, following the instruction and integration of high leverage strands through the implementation in the ELA classrooms, Build Up, and in the Social Sciences and Science classes. All teachers have made the shift to emphasizing close reading and informational text, which is articulated at different levels of rigor (in accordance to the specific grade level standards) in each grade level. Because the strands are directly aligned between grades, students that demonstrate mastery are given accelerated instruction in the next grade level’s articulation of that strand during Build Up, and during the core class when differentiation is appropriate.

In 5th grade, students are exposed to complex texts and given explicit instruction on close reading strategies for reading these pieces of text fluently, with comprehension and deep levels of analysis. In lesson plans, ELA teachers identify the pieces of complex text in each lesson, the strategies used to ensure all students access this text and gain knowledge from the practice of reading, methods of questioning needed to elicit high levels of comprehension, sentence frames for writing and thinking, and writing products that will reveal mastery of the objective.

In grades 6 and 7, the level of complexity in text selections increases. Students are able to grapple with different texts and analyze the development of arguments throughout each text, comparing and contrasting the writer’s argument, and analyzing the validity of evidence presented. As the CCSS strands increase in rigor from grade 5-7, the teachers appropriately plan to strategically pace and scaffold lesson plans to ensure all scholars can successfully achieve at the rigor of the particular grade level. Students have 2 periods of ELA, ensuring that they have the appropriate amounts of time and support to access and mastery the content.

In grade 8, students have one 80 minute period of ELA. Reading and writing are blended, in alignment with Advanced Placement high school courses and college level English classes. Students are able to independently apply the reading strategies gained in grades 5-7, including close reading of complex texts, the use of academic discourse with less use of pre-determined sentence frames, analyze their writing products against a rubric and self-assess both their current levels of mastery and plan to increase mastery.

29Armbruster, B., Lehr, F., and Osborn, J. 2001. “Put Reading First: The Research Building Blocks for Teaching Children to Read.” *Center for the Improvement of Early Reading Achievement (CIERA).*
and integrate informational text from science and social studies into ELA writing assignments that align with the CCSS ELA standards and integrate the Literacy anchor standards.

In addition, in 5th through 8th grade, the CCSS listening and speaking standards are implemented. Verbal and written fluency in academic discourse is explicitly taught and practiced intensively in grades 5 and 6, and students enhance the level of these skills in grades 7 and 8. Teachers engage in vertical articulation, following the instruction and integration of high leverage strands through the implementation in the ELA classrooms, Build Up, and in the Social Sciences and Science classes. All teachers have made the shift to emphasizing close reading and informational text, which is articulated at different levels of rigor (in accordance to the specific grade level standards) in each grade level. Because the strands are directly aligned between grades, students that demonstrate mastery are given accelerated instruction in the next grade level’s articulation of that strand during Build Up, and during the core class when differentiation is appropriate.

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Based upon our projected population our students will primarily be from socio-economically disadvantaged homes. Research indicates that between birth and age three, a socio-economically disadvantaged child hears some 30 million fewer words than a child who is economically advantaged. Due to this vast word gap many students continue to lag behind their more affluent peers well beyond age three. With this knowledge, Crown Prep focuses aggressively on literacy development at all grade levels. The curriculum framework for all reading courses is based on CA CCSS and the Chicago Reading Initiative. Reading courses will focus on increasing fluency, comprehension, vocabulary, and writing.

The revised ELA and ELD Pathways ensure that all students have access to the same grade level pathways, with differentiated supports. To ensure that students do not miss out on enrichment or elective classes to receive intervention, the schedule is planned so that all students have both intervention and enrichment. Our Drama and French classes integrate the CCSS Listening and Speaking standards to enhance the work of the core ELA teachers in this strand.

<table>
<thead>
<tr>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficient / Advanced</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ELA Reading 5 (CORE)</td>
<td>• ELA Reading 6 (CORE)</td>
<td>• ELA Reading 7 (CORE)</td>
<td>• ELA Reading 8 (CORE)</td>
</tr>
<tr>
<td>• ELA Writing 5 (CORE)</td>
<td>• ELA Writing 6 (CORE)</td>
<td>• ELA Writing 7 (CORE)</td>
<td>• Build Up: CCSS Aligned Enrichment</td>
</tr>
<tr>
<td>• Build Up: CCSS Aligned Enrichment</td>
<td>• Build Up: CCSS Aligned Enrichment</td>
<td>• Build Up: CCSS Aligned Enrichment</td>
<td>• Advanced Drama OR French Level 4</td>
</tr>
<tr>
<td>• Drama 5</td>
<td>• Drama 6</td>
<td>• Drama 7</td>
<td>• IR: Accelerated Reader</td>
</tr>
<tr>
<td>• French Level 1</td>
<td>• French Level 2</td>
<td>• French Level 3</td>
<td></td>
</tr>
<tr>
<td>• IR: Accelerated Reader</td>
<td>• IR: Accelerated Reader</td>
<td>• IR: Accelerated Reader</td>
<td></td>
</tr>
</tbody>
</table>

| **Basic and Below Basic (Intervention)** | | | |
| • ELA Reading 5 (CORE) with 30 minutes of Push In ELD Support from Intervention Team member | • ELA Reading 6 (CORE) with 30 minutes of Push In ELD Support from Intervention Team member | • ELA Reading 7 (CORE) with 30 minutes of Push In ELD Support from Intervention Team member | • ELA 8 (CORE) with 60 minutes of Push In ELD Support from Intervention Team member |
| • ELA Writing 5 (CORE) with 30 minutes of Push In ELD Support from Intervention Team member | • ELA Writing 6 (CORE) with 30 minutes of Push In ELD Support from Intervention Team member | • ELA Writing 7 (CORE) with 30 minutes of Push In ELD Support from Intervention Team member | • Build Up: Guided Reading and Writing (Tier II grouping); Accelerated Reader |
| • Build Up: Guided Reading and Writing (Tier II grouping); Accelerated Reader | • Build Up: Guided Reading and Writing (Tier II grouping); Accelerated Reader | • Build Up: Guided Reading and Writing (Tier II grouping); Accelerated Reader | • Build Up: Guided Reading and Writing (Tier II grouping); Accelerated Reader |
| • Drama 5 | • Drama 6 | • Drama 7 | • Pull Out (60 - 80 minutes per week in place of Adv. Drama, PE, or French): ELD support for CCSS Reading and Writing ELA/ Literacy Anchor Standards |
| • French Level 1 | • French Level 2 | • French Level 3 | • Advanced Drama OR French Level 4 |
| • IR: Accelerated Reader | • IR: Accelerated Reader | • IR: Accelerated Reader | • IR: Accelerated Reader |

| **FBB (Intensive Intervention) SPED and LEP FBB/BB** | | | |
| • ELA Reading 5 (CORE) with 30 minutes of Push In ELD Support from Intervention Team member | • ELA Reading 6 (CORE) with 30 minutes of Push In ELD Support from Intervention Team member | • ELA Reading 7 (CORE) with 30 minutes of Push In ELD Support from Intervention Team member | • ELA Reading 8 (CORE) with 60 minutes of Push In ELD Support from Intervention Team member |
| • ELA Writing 5 | • ELA Writing 6 | • ELA Writing 7 | • Build Up: 180 minutes per week Hybrid |
| • Build Up: 180 minutes per week Hybrid | | | |

Crown Preparatory Academy
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>NWEA or R180 Lexile – NECESSARY for Build Up and Elective Minutes Placement</th>
<th>CCSS Aligned Diagnostic (Previous Grade’s Standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama/ French</td>
<td>5</td>
<td>&gt; 700</td>
<td>Writing: 3 or higher (5 point rubric) Reading/ELA Standards: 63 % or higher</td>
</tr>
<tr>
<td>Drama/ French</td>
<td>6</td>
<td>&gt; 850</td>
<td>Writing: 3 or higher (5 point rubric) Reading/ELA Standards: 63 % or higher</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>&gt; 950</td>
<td>Writing: 3 or higher (5 point rubric) Reading/ELA Standards: 63 % or higher</td>
</tr>
<tr>
<td>Advanced Drama; French Level 4</td>
<td>8</td>
<td>&gt; 900</td>
<td>Writing: 3 or higher (5 point rubric) Reading/ELA Standards: 70 % or higher</td>
</tr>
</tbody>
</table>

**Basic/ Below Basic**

<p>| ELD 2 - 4: | | |
| ELA Reading (CORE) and ELA Writing (CORE) Push-In | 5 | &lt; 600 | FBB, BB, Basic (FBB and BB if no lexile) |
| ELD 2 - 4: Build Up: Guided Reading and Writing (Tier II grouping); Accelerated Reader | 6 | 500-700 | FBB, BB and Basic (BB if no lexile) |
| ELD 2 - 4: Build Up: Guided Reading and Writing (Tier II grouping); Accelerated Reader | 7 | 600-850 | FBB, BB and Basic (BB if no lexile) |
| ELD 2 - 4: Build Up: Guided Reading and Writing (Tier II grouping); Accelerated Reader | 8 | 400-800 | FBB, BB, Basic |</p>
<table>
<thead>
<tr>
<th>Far Below Basic ELD</th>
<th>ELD 1: Literacy Intervention (R180/S44 Hybrid)</th>
<th>5,6</th>
<th>&lt;400</th>
<th>FBB, BB (FBB if no lexile)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>7,8</td>
<td>&lt;600</td>
<td>FBB, BB (FBB if no lexile)</td>
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</table>

## ELD Pathways and Placement Criteria

<table>
<thead>
<tr>
<th>ELD Program</th>
<th>Structured English Immersion (SEI)</th>
<th>English Language Mainstream (ELM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Proficiency</td>
<td>Less Than Reasonable Fluency</td>
<td>Reasonable Fluency</td>
</tr>
<tr>
<td>CELDT Scores</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Reading Writing</td>
<td>BEGINNER: BEG - EINT BEG or EINT</td>
<td>EARLY INTERMEDIATE/B: Up to EINT Up to INT</td>
</tr>
<tr>
<td>Lexile Score</td>
<td>SRI 0-485</td>
<td>485-950</td>
</tr>
<tr>
<td>CST Scores</td>
<td>FBB or BB</td>
<td>FBB or BB</td>
</tr>
</tbody>
</table>

### Program Options:

#### If US School Enrollment: ≤ 5 years
- ELD Literacy Intervention (R180/SYS44)
- ELA Reading and Writing Grade Level (CORE) with 60 minutes of Push In ELD Support from Intervention Team
- Pull Out: 80 minutes per week (in place of Adv. Drama, PE, or French): ELD support for CCSS Reading and Writing
- IR: Accelerated Reader

#### If LTEL: US Enrollment: > 5 years
- ELD Literacy Intervention (R180/SYS44)
- ELA Reading and Writing Grade Level (CORE) with 60 minutes of Push In ELD Support from Intervention Team
- Pull Out: 40 minutes per week (in place of Adv. Drama, PE, or French): ELD support for CCSS

#### Mainstream
- IR: Accelerated Reader

- ELA Reading and Writing Grade Level (CORE) with 60 minutes of Push In ELD Support from Intervention Team
- Pull Out: 40 minutes per week (in place of Adv. Drama, PE, or French): ELD support for CCSS
- IR: Accelerated Reader

- Build Up: CCSS Aligned Enrichment
- Drama
- French
- IR: Accelerated Reader
Based upon our projected population our students will primarily be from socio-economically disadvantaged homes. Research indicates that between birth and age three, a socio-economically disadvantaged child hears some 30 million fewer words than a child who is economically advantaged.\(^{31}\) Due to this vast word gap many students continue to lag behind their more affluent peers well beyond age three. With this knowledge, Crown Prep focuses aggressively on literacy development at all grade levels. The curriculum framework for all reading courses is based on CA CCSS and the Chicago Reading Initiative. Reading courses will focus on increasing fluency, comprehension, vocabulary, and writing.

Like English Language Arts and Mathematics, Science and History/Social Science courses are based on the CA CCSS. In addition, Science and History/Social Science teachers will infuse reading and writing instruction, note-taking, speaking and listening skills into the curriculum.

**SCIENCE**

Our science instruction will develop mastery of core vocabulary and conceptual knowledge, supplemented with the application of scientific principles in laboratory settings. As outlined in California State Standards, students will study the Earth Sciences, Life Science, and Physical Science at the appropriate grade levels. As they are implemented, Crown Prep will incorporate NextGeneration Science Standards into our science program.

<table>
<thead>
<tr>
<th>Science Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5th Grade</strong></td>
</tr>
<tr>
<td>Science Foundations</td>
</tr>
</tbody>
</table>

In the 2014-2015 school year, science teachers are implementing the Practice Standards component of the Next Generation Science Standards, which include:

- [ ] Asking Questions and Defining Problems
- [ ] Developing and Using Models
- [ ] Planning and Carrying Out Investigations
- [ ] Analyzing and Interpreting Data
- [ ] Using Mathematics and Computational Thinking
- [ ] Constructing Explanations and Designing Solutions
- [ ] Engaging in Argument from Evidence
- [ ] Obtaining, Evaluating, and Communicating Information

Teachers at each grade level are expected to integrate a minimum of 3 practices into each unit of instruction during the 2014-2015 school year. The second phase in transitioning to the Next Generation Science Standards will be a full scale implementation of the standard sets, and using the performance tasks outlined for each curricular unit.

5th and 6th graders will be explicitly taught the Practice Standards, as they are new expectations for the science classroom. In grades 7 and 8, students will develop these practices as habits of mind, and will be expected to articulate their purpose in each lesson.

5th Grade – Science Foundations
In fifth grade, students learn about the scientific process and how scientists develop testable questions and conduct careful investigations in order to draw conclusions. Students are introduced to chemistry as they explore the structures of matter and the way it can transform due to influences. Students also complete chemical equations to show how new substances are produced and atoms are conserved. Students learn about systems in multicellular organisms. Students use multiple resources, including the internet, to collect information about plants. In earth science, students explore the dynamics of water and weather and their effect on the earth’s atmosphere.

Sixth Grade – Earth Science
Sixth grade students focus on Earth Sciences, including geology, geophysics, and ecology. Students learn about the composition and structure of the earth and develop an understanding of plate tectonics and its relationship to the topography of the earth’s surface. They understand how geologic events occur, such as earthquakes, volcanoes, and mountain building. As residents of California, students apply this knowledge to understanding the geological and topographical features of their own state and community, analyzing the geologic events typical to the area. The study of geology and topography connects to the study of geography and its impact on ancient cultures in their social science course. Students learn about the different forms of energy on the earth, how these forms are distributed through land and water, and how changes in energy can result in changes in weather. The ecology portion of the sixth grade science course focuses on ecosystems and how energy and matter are distributed and exchanged among different members of ecosystems. Students learn that organisms can be classified by the role they play in an ecosystem and that the composition and balance of ecosystems can be effected by environmental factors such as temperature, availability of food and water resources, and soil composition. Students also study natural resources, particularly energy resources.

Grade 7 – Life Science
Students in seventh grade focus on Life Science. Students will know the role of cells in living organisms and be able to distinguish plant and animal cells. They will study the role of the nucleus, mitochondria, and chloroplasts and study cell division. Students will study the anatomy and physiology of plants and animals, including cells, tissues, organs, organ systems, and the whole organism. They will learn how organ systems, bones, and muscles work together and the functions of animal and plant reproductive organs. Seventh graders will learn about genetics, sexual and asexual reproduction, and the role of DNA. They will study evolution and Darwin’s theories. Students in seventh grade will also look to earth science for evidence of the evolution of life, as they study slow geologic processes, major catastrophic events, the rock cycle, fossils, radioactive dating, and the extinction of plants and animals. They will study properties of light, levers, and simple machines. Seventh graders will gain a deeper understanding of the scientific method, as they select appropriate tools and technology, construct scale models and diagrams, and communicate results in written and oral presentations.

Grade 8 – Physical Science
Students in eighth grade focus on Physical Science. Students will study motion, velocity, and speed, and they will learn to solve problems and interpret graphs related to distance, time, and average speed. They will identify forces and their impact on objects, while taking into consideration an object’s mass. Students will learn the role of gravity and gravity’s role in the solar system. They will know the structure and composition of atoms, the ways compounds are formed, and the differences in states of matter. They are able to use the periodic table to identify elements and classify them based on their atomic
characteristics. Students will study simple compounds, chemical reactions, and the conservation of matter. They will study buoyancy, density, and displacement and are able to predict whether objects will sink or float. Students will know the central role of carbon and other key elements in living organisms. Eighth graders will continue their study of earth science as they learn more about stars, galaxies, astronomical units, light years, planets, planetary satellites, comets, and asteroids.

SOCIAL STUDIES
The social studies content standards provided by the California Department of Education present a set of clear and rigorous expectations for all students. The standards clearly define a balanced program of knowledge and skills necessary for active citizenship.

### Social Studies/History Curriculum

<table>
<thead>
<tr>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States History and Geography: Making a New Nation</td>
<td>World History and Geography: Ancient Civilization</td>
<td>World History and Geography: Medieval History and Early Modern Times</td>
<td>United States History and Geography: Growth and Conflict</td>
</tr>
</tbody>
</table>

In all grades 5-8, history teachers integrate the CCSS Literacy standards into all lessons. The literacy standards are the vehicle in which the content standards are delivered. Referencing the lesson plan review process, teachers are given feedback and support in making this transition and aligning the appropriate literacy standards, supporting activities, and appropriate lesson cycle to the content standards of history. Specific reading and writing assignments aligned with the literacy standards enhance the curricular program and align the curriculum with the reading and writing expectations in ELA. Because grades 5-7 are cored, the ELA teachers also teach history. This allows teachers to deliver cross-curricular lessons, truly blending the CCSS ELA and Literacy standards with the history content. In grade 8, the ELA and History teachers co-plan performance tasks that measure both sets of standards and instruction is aligned to provide students with the opportunity to develop their work in each class.

Grade 5 – U.S. History:
Fifth graders trace this country’s history starting with the pre-Columbian settlements, through the Colonial era, up to the nineteenth century. Students spend time examining the causes and effects of the American Revolution, as well as the events related to the development of the U.S. Constitution. Finally, students study the immigration patterns of the American people and the effects this population growth had on the different American Indian tribes.

Grade 6 – Ancient Civilizations:
In alignment with California State Standards, the sixth grade social studies curriculum includes the study of major Western and non-Western ancient civilizations including Mesopotamia and Egypt, the Ancient Hebrews, Ancient Greece, Rome, China and early Indian civilizations. Within studies of each of these cultures, students focus on how the people, events, and geography of each civilization helped develop its social, economic and political structures. Students examine reasons behind the rise and fall of civilizations and will analyze the ways in which ideas from these civilizations transformed the world in which we live. Students access information from a wide variety of sources, including textbooks, primary sources, novels, internet sources, maps, and graphs. In this way, students constantly reinforce and utilize skills learned in other content areas.

Grade 7—Medieval and Early Modern Times
Seventh Grade Social Studies, World History and Geography: Medieval and Early Modern Times, teaches students about the social, cultural, and technological changes that occurred in Europe, Africa, and
Asia from 500 A.D. to 1789. The course begins with a study of the fall of the Roman Empire and continue with Islam in the Middle Ages. Students then study the geographic, political, economic, religious, and social structures of China, Ghana, Mali, Japan, and Europe in the Middle Ages and Meso-American and Andean civilizations. They analyze the origins, accomplishments, and diffusion of the Renaissance, Reformation, Scientific Revolution, Age of Exploration, Enlightenment, and Age of Reason.

Grade 8—U.S. History
Eighth Grade Social Studies is U.S. History and Geography: Growth and Conflict. In this course, students study American history from the framing of the Constitution up to World War I. Students study the foundations of our Judeo-Christian heritage and the influence of British parliamentary procedure on the foundation of our democracy and Constitution. Students trace the development of American politics, society, culture, and the economy and also study regional differences within the country. They study the causes, course, and consequences of the Civil War and the Industrial Revolution. Throughout the course, students make connections to contemporary social, political, and economic conditions.

10. INNOVATIVE CURRICULAR COMPONENTS OF THE EDUCATIONAL PROGRAM

In addition to the four core subjects detailed above, Crown Prep’s educational program is designed to serve the “whole child” through the following program elements:

Advisory: All Crown Prep students are assigned an advisor and an advisory class. The advisory teacher is assigned as the primary contact to the parent. Bi-weekly, the advisory teacher contacts the parent to inform him/her about particular concerns, improvements (academically, behaviorally), and academic progress. Advisors are in constant communication with fellow faculty members and staff regarding their advisees.

Advisory classes are grouped by grade level and meet every day in the morning and during the end of the school day for fifth and sixth grade students, which focuses on Life Skills (see below). During advisory, teachers take attendance, share daily announcements, teach PRIDE character lessons, lead students in SSR or a short math or reading assignment. The math and reading assignments students receive are created by their current reading and math teachers and will reinforce what students is currently learning in class. For students, while advisory is a time to be an active and engaged, it is also time to prepare for their brains for the day, and consult with their advisor.

The PRIDE Values: Character Development
Just as students need the intentional teaching of academic concepts to reach achievement, at Crown Prep, we intentionally teach the PRIDE Values. In advisory, students are given direct and guided instruction on the PRIDE Values. Students are also engaged in team building activities in advisory to build community and reinforce the PRIDE Values. Students are expected to exhibit these values on a daily basis inside the school building and in the community. The quality of work students submit in class, daily classroom behavior, interactions with peers and staff, and level of preparedness for class are evaluated based upon the PRIDE Values. For example, if a student fails to come to class prepared, the teacher might say to the student, “You are not prepared to learn, which does not exhibit the PRIDE Value of Excellence.” The teacher would consequently deduct PRIDE Points for the day.

Life Skills
This course – for all 5th and 6th graders -- focuses on the development of study skills, organizational skills, test taking skills, conflict resolution, the PRIDE Values, and how to effectively work in teams. These skills will contribute to developing students who are well prepared for the rigors of high school and
college. The Director of Curriculum and Instruction (DCI) collaborates with teachers to evaluate the course and tailor it to meet the needs of the students.

**Sample Life Skills Schedule**

<table>
<thead>
<tr>
<th>Grade 5</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trimester 1</td>
<td>Getting Organized</td>
</tr>
<tr>
<td>Trimester 2</td>
<td>Speaking, Listening, Study Habits</td>
</tr>
<tr>
<td>Trimester 3</td>
<td>Conflict Resolution</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trimester 1</td>
<td>Working in a team</td>
</tr>
<tr>
<td>Trimester 2</td>
<td>Improving your writing</td>
</tr>
<tr>
<td>Trimester 3</td>
<td>Speech &amp; Communication</td>
</tr>
</tbody>
</table>

**Community Meetings:** Community Meetings are held by grade level one day a week and school-wide once a trimester. Each grade level will meet and highlight the PRIDE values, success and challenges within the school environment. The meetings are led by school leaders or faculty, but will also provide leadership opportunities for students. During Community Meetings, individual students and cohorts are rewarded for their accomplishments throughout the week.

11. **INTERVENTION AND ENRICHMENT PROGRAMS**

We teach to mastery, accelerate and provide needed scaffolds to identified students during and after the instructional day. As noted above, every student participates in a __ Build Up session each day, where students are grouped by ability and receive additional intervention and supports needed, including one on one and small group instruction. Our Assistant Director of Intervention and Support coordinates support services for GATE and Special Education students. Under the supervision of the ADIS, there are two full-time Resource Specialist teachers and four teaching assistants. Our full time Resource Specialists provide intervention services for students eligible through the IEP process, and they also provide small group support services to students requiring intense remediation in literacy. Our summer school program provides additional opportunities for remediation on an annual basis. In addition, we offer:

**After School Small Group Tutoring**

We have incorporated Small Group Tutoring after school as an extension of the concepts currently being taught in the core curriculum, a tool for immediate reinforcement, additional support for EL students, and/or an opportunity to provide additional challenge. During tutoring, students may receive additional guided and/or independent practice from faculty in a small group setting.

Students with identified needs such as EL students in need additional support outside of the EL Tutorial, gifted students who seek additional challenge, students who have trouble completing homework fully and well, and students who score 69% or below on weekly teacher created assessments may be assigned tutoring after school (in addition to the myriad structured supports provided during the school day). To ensure we meet the specific needs of our students during Small Group Tutoring, students are grouped according to their targeted need and assigned to the appropriate staff member for tutoring.

**ELD Tutorial Support**

Identified English Learners, receive Small Group EL Tutorial Support both during and after school. During EL Tutorial Support students are given instruction in phonemic awareness, fluency, comprehension and additional time to build foundational literacy skills. The EL teacher may implement *Language!* or a similar program based on the needs of our EL population. In addition to the after school
EL Tutorial Support, EL students will also have double periods of literacy during the instructional day. The ELA and ELD Pathways as described above ensure a full implementation and integration of ELD standards in addition to the CCSS standards, with specific intervention periods where these standards are used to accelerate the English Language development of EL scholars.

As further support for the development of the “whole child,” Crown Prep offers a variety of enrichments:

**PHYSICAL EDUCATION**

Our physical education program is designed based upon the Physical Education Standards to keep students active, fit, and healthy. It also is used as a time to reinforce the school’s culture. Students participate in PE four days a week. Students are encouraged to participate in group activities, try new sports, and challenge themselves. The five key physical education standards are:

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

Through our physical education program we:

- encourage and promote physical development and growth through exercises in agility, strength, and hand-eye coordination
- promote individual physical self-confidence through the accomplishment of individual physical goals and through team activities
- strengthen a sense of unity, accountability, and responsibility through physical team building exercises and athletics
- expose students to life activities that will help them to develop healthy lifestyles as an adult
- discuss health and physical issues pertinent to youth in a supportive forum

### Physical Education Units of Study

<table>
<thead>
<tr>
<th></th>
<th>Grade Five</th>
<th>Grade Six</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Six Weeks (Late August - mid-October)</td>
<td>Stretching, Strength &amp; Cardio</td>
<td>Stretching, Strength &amp; Cardio</td>
<td>Stretching, Strength &amp; Cardio</td>
<td>Health &amp; Nutrition</td>
</tr>
<tr>
<td>Unit 2: Six Weeks (mid-October - November)</td>
<td>Volleyball</td>
<td>Basketball</td>
<td>Health &amp; Nutrition</td>
<td>Softball</td>
</tr>
<tr>
<td>Unit 3: Six Weeks (December - January)</td>
<td>Group Games</td>
<td>Health &amp; Nutrition</td>
<td>Softball</td>
<td>Basketball</td>
</tr>
<tr>
<td>Unit 4: Six Weeks (February - Mid-March)</td>
<td>Health &amp; Nutrition</td>
<td>Softball</td>
<td>Group Games</td>
<td>Football</td>
</tr>
<tr>
<td>Unit 5: Six Weeks (mid-March - April)</td>
<td>Softball</td>
<td>Soccer</td>
<td>Basketball</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Unit 6: Six Weeks (May- June)</td>
<td>Basketball</td>
<td>Volleyball</td>
<td>Volleyball</td>
<td>Soccer</td>
</tr>
</tbody>
</table>

**Enrichment Through Art, Music, and French**

Enrichment courses are offered as electives. Seventh and eighth grade students participate in either Art or Music courses. These courses are taught by Crown Prep teachers and overseen by the Director of
Curriculum and Instruction. We offer Art and Music. Each unit is aligned to the California State Standards for Visual and Performing Arts and include assessments.

In art, Crown Prep students develop the artistic vocabulary to identify, process and analyze elements in a work of art. Students are able to practically apply processes and skills through creation, performance and participation in visual arts. Students will develop an historical and cultural context by which they will analyze works of art both past and present. In addition, students will derive meaning from, make informed judgments about, as well as develop practical and abstract connections to, visual art.

### Art Units of Study

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Six Weeks (Late August.-mid-October)</td>
<td>Drawing</td>
</tr>
<tr>
<td>Unit 2: Six Weeks (mid-October-November)</td>
<td>Art History</td>
</tr>
<tr>
<td>Unit 3: Six Weeks (December-January)</td>
<td>Intro to Painting</td>
</tr>
<tr>
<td>Unit 4: Six Weeks (February-Mid-March)</td>
<td>Photography</td>
</tr>
<tr>
<td>Unit 5: Six Weeks (mid-March-April)</td>
<td>Computer Graphics</td>
</tr>
<tr>
<td>Unit 6: Six Weeks (May-June)</td>
<td>Art Criticism</td>
</tr>
</tbody>
</table>

### Music Units of Study

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Six Weeks (Late August.-mid-October)</td>
<td>Choral Music</td>
</tr>
<tr>
<td>Unit 2: Six Weeks (mid-October-November)</td>
<td>Music History</td>
</tr>
<tr>
<td>Unit 3: Six Weeks (December-January)</td>
<td>Percussion</td>
</tr>
<tr>
<td>Unit 4: Six Weeks (February-Mid-March)</td>
<td>Music and Cultures</td>
</tr>
<tr>
<td>Unit 5: Six Weeks (mid-March-April)</td>
<td>Music Performance</td>
</tr>
<tr>
<td>Unit 6: Six Weeks (May-June)</td>
<td>Music and Careers</td>
</tr>
</tbody>
</table>

### French: In accordance with the California World Language Content Standards and 21st Century learning goals, students will develop global competency by understanding how to produce sounds words and phrases, produce paragraphs and strings of paragraphs, and produce cohesive texts. Students not only learn the foundational components of the language, but understand the historical contributions and cultural dimensions of the French.

(Source: http://www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf)
French Units of Study

<table>
<thead>
<tr>
<th>Unit</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Six Weeks (Late August-mid-October)</td>
<td>Phonology</td>
<td>Culture of France</td>
</tr>
<tr>
<td>Unit 2: Six Weeks (mid-October-November)</td>
<td>Recognize Viewpoints</td>
<td>Elements of Daily Life</td>
</tr>
<tr>
<td>Unit 3: Six Weeks (December-January)</td>
<td>Address topics in the environment</td>
<td>Basic Conversations</td>
</tr>
<tr>
<td>Unit 4: Six Weeks (February-Mid-March)</td>
<td>Acquiring Information</td>
<td>Constructing Paragraphs</td>
</tr>
<tr>
<td>Unit 5: Six Weeks (mid-March-April)</td>
<td>Culture of France</td>
<td>Connecting Language and Culture</td>
</tr>
<tr>
<td>Unit 6: Six Weeks (May-June)</td>
<td>Constructing Sentences</td>
<td>Culminating Language Project</td>
</tr>
</tbody>
</table>

12. CURRICULAR AND INSTRUCTIONAL MATERIALS

Instruction is based upon the California State Standards, including new California Common Core State Standards (CA CCSS) implementation. We have selected the following textbooks that are aligned with the California State Standards. Specific textbooks and publishers are subject to change based on the availability of new textbooks that are undergoing the textbooks adoption process in California as well as Crown Prep’s ongoing internal evaluation processes of instructional effectiveness.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Textbook Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts*</td>
<td>5</td>
<td>Reading Wonders</td>
<td>Glencoe McGraw Hill</td>
</tr>
<tr>
<td>Math*</td>
<td>5</td>
<td>My Math</td>
<td>Glencoe McGraw Hill</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
<td>Scott Foresman California Science</td>
<td>Pearson Publishing</td>
</tr>
<tr>
<td>United States History and Geography: Making a New Nation</td>
<td>5</td>
<td>Social Studies Alive! America’s Past</td>
<td>Teachers Curriculum Institute (TCI)</td>
</tr>
<tr>
<td>English Language Arts*</td>
<td>6</td>
<td>Reading Wonders</td>
<td>Glencoe McGraw Hill</td>
</tr>
<tr>
<td>Math*</td>
<td>6</td>
<td>California Math Course 1</td>
<td>Glencoe McGraw Hill</td>
</tr>
<tr>
<td>Earth Science</td>
<td>6</td>
<td>1-science: Earth Science</td>
<td>Glencoe McGraw Hill</td>
</tr>
<tr>
<td>English Language Arts*</td>
<td>7</td>
<td>Literature: California Treasures</td>
<td>Glencoe McGraw Hill</td>
</tr>
<tr>
<td>Math*</td>
<td>7</td>
<td>California Math Course 2</td>
<td>Glencoe McGraw Hill</td>
</tr>
<tr>
<td>Life Science</td>
<td>7</td>
<td>1-Science: Life</td>
<td>Glencoe McGraw Hill</td>
</tr>
<tr>
<td>English Language Arts*</td>
<td>8</td>
<td>Literature: California Treasures</td>
<td>Glencoe McGraw Hill</td>
</tr>
<tr>
<td>Algebra*</td>
<td>8</td>
<td>California Math Course 3</td>
<td>Glencoe McGraw Hill</td>
</tr>
</tbody>
</table>
13. COMPREHENSIVE COURSE LIST

<table>
<thead>
<tr>
<th>English-Language Arts</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5 Reading</td>
<td>Grade 6 Reading</td>
<td>Grade 7 English</td>
<td>Grade 8 English</td>
<td></td>
</tr>
<tr>
<td>Grade 5 Writing</td>
<td>Grade 6 Writing</td>
<td>Pre-Algebra</td>
<td>Algebra I</td>
<td></td>
</tr>
<tr>
<td>Grade 5 Math</td>
<td>Grade 6 Math</td>
<td></td>
<td></td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Grade 5 Science Foundations</td>
<td>Earth Science</td>
<td>Life Science</td>
<td>Physical Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Core</th>
<th>Life Skills</th>
<th>Life Skills</th>
<th>Foreign Language, Visual or Performing Arts</th>
<th>Foreign Language, Visual or Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
</tbody>
</table>

14. INSTRUCTIONAL METHODS AND STRATEGIES

As detailed throughout the preceding sections, Crown Prep teachers deliver both whole group and small group instruction and use a variety of teaching methodologies to reach all learners. Each class begins with a Do Now activity to immediately engage students in the objective for the day. The teachers will continue with direct instruction, introducing the lesson for the day by modeling and scaffolding information appropriately, while infusing new concepts and ideas. Teachers instruct in a direct and explicit way. This is not done through rote memorization, “but in an active thinking, problem solving way, with the reading of interesting stories and nonfiction materials as the medium for learning to use and think about [newly introduced] skills.”


Teacher-led instruction is followed by guided practice, collaboratively, in small groups, or as a whole group during guided practice. Guided practice includes problem solving activities, synthesis, scientific observations, or demonstrations. After guided practice, students are given time for independent practice. During independent practice, teachers are able to assess which students may need additional support or advanced supplemental curriculum, as well as if they need to re-teach components of the lesson.
At Crown Prep we create an environment in which our students feel safe and work hard while we provide a quality educational experience without distraction. In keeping with our belief that all students can achieve, Crown Prep utilizes proven effective research based approaches to educate our students. Crown Prep has modeled itself after other successful urban public schools, which have used the “no excuses”/“whatever it takes” model of hard work and persistence to realize positive outcomes with students of similar demographics.33

Through our academic and character programs, we produce educated, successful, informed, focused, and ethical citizens. Our students are role models for their peers within the school and larger community. Upon matriculation, Crown Prep students are prepared to gain access to, attend and successfully complete competitive high schools on the way to the college or university of their choice.

**15. HOW THE SCHOOL’S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS**

Crown Prep’s curriculum is aligned with the requirements of the California Department of Education and is college preparatory. All courses are aligned with the California Common Core State Standards (CA CCSS), including NextGen Science Standards. We understand that our students may have serious deficiencies when they first enter Crown Prep, however, our entire school design is to ensure that all students acquire the skills and knowledge needed to meet the school’s demanding curriculum. Diagnostic assessments will determine students’ strengths and weaknesses. As necessary, teachers supplement the curriculum to meet student needs. Organized instruction that supports the most at-risk students, the extended day and year, double blocks of instruction in literacy and math each day, and multiple academic supports each afternoon allow every student to learn at a high level.

Special emphasis is given to the four core curricular areas of language arts, mathematics, science, and social studies. The remaining components of the Crown Prep model work together collectively to ensure that all students attending our school acquire the skills and concepts addressed within the standards and that the overall mission of the school is accomplished. Crown Prep takes advantage of the combined objectives and outcomes of state and national standards in order to provide a challenging program that is structured for high academic achievement and long-term success. The scope and sequence of academic standards at Crown Prep Elementary School may be modified as necessary and/or appropriate to reflect changes to state and national standards.

**16. HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY**

Crown Prep is committed to ensuring that all students have the technological skills to compete in the 21st century and are prepared to take online assessments starting in 2015. The following tech-related initiatives are in place for the 2014-2015 school year:

- 130 Macbook Air laptops (30 per grade level) have been purchased, a ratio of 3:1 laptops per scholar, with plans underway to purchase additional laptops with a goal of 2:1.
- NWEA computer based assessments will be administered 3 times per year, aligned to CCSS and SBAC assessment items. Scholars will spend a minimum of one hour per week using device for instructional experiences and/or assessments, including via McGraw Hill online assignments, ST Math, Accelerated Reader, IXL and more.

• We hope – funds permitting – to purchase EADMS or similar online assessment platform, giving scholars weekly interactions with SBAC aligned testing format and questions.
• Every teacher has a document camera, laptop, and projector in each classroom. Close Reading is an instructional expectation at CPA to ensure that all scholars, especially our EL subgroup, receive effective instruction. The document camera is imperative to the practice of Close Reading.

All students also are being trained in keyboarding and how to responsibly use technology at school and at home.

F. ACADEMIC CALENDARS 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.

17. ACADEMIC CALENDAR

The Crown Prep school year is similar to a traditional single-track calendar with the addition of increased instructional days for all students. We have 182 instructional days, divided into three trimesters and a two week-long Summer Session for students in need of additional support and remediation, as outlined in the Yearly Calendar. We exceed the number of annual instructional minutes of 54,000 as set forth in Education Code 47612.5. Students are dismissed at 2:00 PM on Professional Development Days and 1:15pm on Parent Conference Days, all other days students are dismissed at 3:35 PM. Teachers have an additional 24 days devoted to professional development, in preparation for the school year and strategically placed throughout the year to analyze interim assessment data.

*PLEASE NOTE
PD- (Teacher’s Professional Development Day) scholars are dismissed at 2:00pm every Tuesday
Pupil Free Day- No classes are in session for scholars, office will be opened
Saturday Enrichment Academy- For scholars by invitation only
School Closed- Both school and office are closed

18. SAMPLE DAILY SCHEDULES

As a school dedicated to meeting the urgent need of providing rigorous college preparatory curriculum, we capture every minute of the instructional day. Our passing/transition periods are minimal (2 minutes) based upon a seamless transition model in place at many schools in Los Angeles and nationwide. Based on this model, Crown Prep teachers implement a formal closing of the class period, strictly dismissing students and efficiently moving them to the next class. We utilize a school-wide bell system with a two-minute warning bell and a passing bell. In addition to the school bell system, teachers have synchronized stop watches to monitor the use of instructional minutes and plan accordingly. Within the small school, classrooms to which students will travel are immediately proximal, and the small campus is easy to negotiate, which allows for minimal passing time.
All teachers have daily planning periods, providing within the daily professional schedule the ability for teachers to ensure that all materials are in place to move from classroom to classroom throughout the day. Teachers may elect to use pre-created transparencies, flip charts, or other forms of technology with the Black Board Configuration (BBC) in place, to allow students to begin work immediately.

The school schedule is based upon a comprehensive Response to Intervention plan to ensure mastery of CCSS. All scholars have additional time in ELA and Math to ensure that they reach proficiency on CCSS Math and ELA standards. All scholars have additional blocks of independent reading at their Lexile level Accelerate Reader is used to determine book choice and to measure growth. All classrooms have an iMac dedicated to Accelerated Reader student access.

**Build Up**

Build up happens once a day for each grade. Each grade level has a distinct Build Up period so that our Intervention and Support team are fully dedicated to delivering small group instruction for RTI Tiers II and III. Each grade level has approximately 115 scholars. There are four grade level teachers, 1 RSP teacher, 4 Teaching Assistants, and 1 intervention teacher dedicated to these 115 scholars, for an instructional ratio of 11.5:1 scholar to teacher. However, RTI groupings differ in size. The scholars achieving the lowest on grade level standards are in the smallest groups (5 scholars or less), and scholars maintaining their mastery are in larger groups.

**Sample Schedules**

**5th Grade**

<table>
<thead>
<tr>
<th>Period</th>
<th>Start Time</th>
<th>End Time</th>
<th>Subject/Class</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>7:45-8:35</td>
<td>PE/Drama/French</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Build Up</td>
<td>8:40-9:20</td>
<td>Build Up</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Break</td>
<td>9:20-9:30</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>9:30-10:15</td>
<td>Math PD</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Period 3</td>
<td>10:15-11:10</td>
<td>Math PS</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Life Skills</td>
<td>11:12-11:37</td>
<td>Life Skills</td>
<td>25 mins</td>
<td></td>
</tr>
<tr>
<td>Period 4</td>
<td>11:40-12:30</td>
<td>History</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>12:30-1:00</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 5</td>
<td>1:00-1:50</td>
<td>ELA RD</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Period 6</td>
<td>1:53-2:38</td>
<td>ELA WT</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Period 7</td>
<td>2:40-3:25</td>
<td>Science</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>IR</td>
<td>3:25-3:35</td>
<td>IR</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

415
### 6th Grade

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Subject</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7:45-8:35</td>
<td>ELA RD</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>8:35-9:20</td>
<td>ELA WT</td>
<td>45</td>
</tr>
<tr>
<td>Break</td>
<td>9:20-9:30</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9:30-10:20</td>
<td>Math 1</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>10:20-11:05</td>
<td>Math 2</td>
<td>45</td>
</tr>
<tr>
<td>Build Up</td>
<td>11:07-11:47</td>
<td>Build Up</td>
<td>40</td>
</tr>
<tr>
<td>Life Skills</td>
<td>11:50-12:15</td>
<td>Life Skills</td>
<td>25</td>
</tr>
<tr>
<td>IR</td>
<td>12:15-12:30</td>
<td>IR</td>
<td>15</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:30-1:00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1:00-1:45</td>
<td>PE/Drama/French</td>
<td>45</td>
</tr>
<tr>
<td>6</td>
<td>1:50-2:40</td>
<td>Science</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>2:42-3:32</td>
<td>History</td>
<td>50</td>
</tr>
<tr>
<td>Dismissal</td>
<td>3:32-3:35</td>
<td>Pack Up</td>
<td>415</td>
</tr>
</tbody>
</table>

### 7th Grade

80 minute blocks

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45-9:05</td>
<td>ELA</td>
<td>80</td>
</tr>
<tr>
<td>9:05-10:25</td>
<td>History/Life Skills</td>
<td>80</td>
</tr>
<tr>
<td>10:25-10:35</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>10:35-11:25</td>
<td>PE/Elective</td>
<td>50</td>
</tr>
<tr>
<td>11:30-12:50</td>
<td>Math</td>
<td>80</td>
</tr>
<tr>
<td>12:50-1:00</td>
<td>IR</td>
<td>10</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:35-2:15</td>
<td>Build Up</td>
<td>40</td>
</tr>
<tr>
<td>2:15-3:35</td>
<td>Science/IR</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>420</td>
</tr>
</tbody>
</table>

### 8th Grade

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
<th>8th Grade A/B</th>
<th>8th Grade C/D</th>
<th>8th Grade A/B</th>
<th>8th Grade C/D</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45-8:40</td>
<td>Science</td>
<td>55</td>
<td></td>
<td>7:45-9:05</td>
<td>Math</td>
</tr>
<tr>
<td>8:40-9:05</td>
<td>Life Skills</td>
<td>25</td>
<td>9:10-10:05</td>
<td>History</td>
<td>55</td>
</tr>
<tr>
<td>9:05-10:25</td>
<td>Math</td>
<td>80</td>
<td>10:05-10:25</td>
<td>IR</td>
<td>20</td>
</tr>
<tr>
<td>10:25-10:35</td>
<td>Break</td>
<td>10:25-10:35</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Crown Preparatory Academy
19. INSTRUCTIONAL DAYS AND MINUTES

The annual calendar at Crown Prep includes 182 days of instruction. Given that a significant number of the students enrolled are English learners and/or arrive at Crown Prep below grade level, the slightly extended regular school day provides a tremendous benefit. As a result of having an extended instructional day, students in all grades receive instructional minutes that substantially exceed the minimum number required for traditional and charter public schools according to California Education Code § 47612.5. The difference between the minimum number of instructional minutes required by the state and the instructional minutes provided within the Crown Prep Elementary program is set forth below.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Number of Regular Days</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Minimum Days</th>
<th>Number of Instr. Minutes Per Minimum Day</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req'd Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Number of Instr. Minutes Above/Below State Req't.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>136</td>
<td>37</td>
<td>9</td>
<td>282</td>
<td>182</td>
<td>54000</td>
<td>71188</td>
<td>17188</td>
</tr>
<tr>
<td>6</td>
<td>136</td>
<td>37</td>
<td>9</td>
<td>282</td>
<td>182</td>
<td>54000</td>
<td>71188</td>
<td>17188</td>
</tr>
<tr>
<td>7</td>
<td>136</td>
<td>37</td>
<td>9</td>
<td>282</td>
<td>182</td>
<td>54000</td>
<td>71646</td>
<td>17646</td>
</tr>
<tr>
<td>8</td>
<td>136</td>
<td>37</td>
<td>9</td>
<td>282</td>
<td>182</td>
<td>54000</td>
<td>71831</td>
<td>17831</td>
</tr>
</tbody>
</table>

In other words, students who attend Crown Prep Elementary from grade 5 through grade 8 add approximately 69,853 instructional minutes above and beyond the minutes required by the state – more than one year of instruction beyond the state’s requirements.

G. PROFESSIONAL DEVELOPMENT

20. TEACHER RECRUITMENT

All core subject teachers at Crown Prep will be “highly qualified” as defined under No Child Left Behind and knowledgeable about child development. We look for teachers with BCLAD certification to support
our English Language Learner population. At minimum, all teachers will have a CLAD certificate. (See also Element 5.) We aim to attract highly qualified, motivated teachers who want to further strengthen their skills and make a dramatic impact on the educational and life trajectory of their students. We seek to recruit new teachers based upon their experience in planning, previous gains made with students, ability to work well in a group or independently. In addition, candidates must demonstrate strong communication skills, professionalism, motivation, ability to motivate others. We work to attract entrepreneurial, mission driven, staff members—individuals who hold and enforce the highest of academic and behavioral expectations and see student achievement as the ultimate reward.

Our job requirements are demanding and we understand that working at Crown Prep is not attractive to every teacher because of those high expectations. At Crown Prep Academy, we demand a lot from our teachers, including a longer school day and an intensive professional development schedule (three weeks each summer and an additional seven pupil-free days per year). Each teacher is responsible for a teaching day from 7:35 am-3:35 pm.

Although teachers have multiple demands placed on them, such as teaching four sections daily, tutoring, organizing enrichment activities, maintaining contact with parents on a bi-weekly basis, composing and evaluating end-of-trimester assessments, they are supported through multiple internal structures such as dedicated daily planning periods, scheduled weekly meeting times, clear expectations, a disciplined and structured school environment, and a visionary and supportive leadership team.

We take a local and national approach for recruiting teachers. Nationally, we tap the alumni networks of colleges and universities and Teach for America alumni, post openings on our website and in education journals, Ed Join, CCSA, and by word-of-mouth. Locally, we recruit at all of the major universities within the state including University of Southern California, University of California Los Angeles, Loyola Marymount, Pepperdine University, and California State University Los Angeles.

21. PROFESSIONAL DEVELOPMENT

Professional Development (PD) is essential for the successful delivery of Crown Prep’s college preparatory mission. The three pillars to Crown Prep’s professional development are the effective use of data to drive instruction, consistency of systems and structures to maximize instructional minutes, the development of effective vertical and horizontal teaming to improve instructional practice. These three pillars drive the PD plans for Pre-opening, Summer Professional Development Institute, and School Year PD.

Professional Development for Crown Prep faculty is delivered throughout the school year including 15 summer days, pre-opening of school, and nine (9) full days during the school year. Teachers have additional opportunities for professional growth through outside courses, chosen on an individual basis, as well as planning and collaboration periods scheduled for every teacher, every day. For peer-to-peer support, during teacher collaboration, faculty develop lesson plans, discuss effectiveness of daily lessons, based on informal assessment given that day (i.e. Do Nows, Homework, Quizzes, and classroom participation) and develop inquiry groups based on teacher identified professional development needs.

The Executive Director works closely with the Dean of Curriculum and Instruction (DCI) to develop in-house professional development. The DCI will focus on the coaching, observation and the development of faculty to improve academic outcomes as well as determine areas of weakness to inform the objectives of future PD. Outside consultants may be invited to present or facilitate a workshop for the entire staff. PD days may also include visits to exemplary schools, teachers, or curricula.
PD topics include:

- School Culture
- Assessment, including new CAASPPs
- Effective Classroom Management
- Differentiating Instruction
- EL strategies
- Teacher collaboration
- Communication with parents
- Evaluating student work
- Daily Lesson Design, including incorporating new Common Core State Standards
- *School Safety Plan* policies and procedures, including child abuse training and bloodborne pathogens training
- High-expectations
- Teaching students with IEP’s
- Rubric creation and use
- Use of SIS
- Literacy Strategies
- Numeracy Strategies

Crown Prep works to develop a culture of collegiality to facilitate professional growth through reflection, peer observation, and continual instructional feedback. Teachers are encouraged to join various professional organizations (i.e. National Council of Teachers of English, National Council of Teachers of Mathematics, National Science Teacher Association, etc.), attend conferences, and share best practices that will increase academic achievement.

**H. MEETING THE NEEDS OF ALL STUDENTS**

In addition to the highly effective structures offered at Crown Prep to support and challenge students, additional strategies target students who may have additional needs—students performing far below or above grade level, students with low socioeconomic status, English Learners, foster youth, and Special Education students. On a weekly and monthly basis, faculty review assessment data (including interim benchmark assessments, NWEA/MAPs, Common Assessments, teacher-created and publisher-issued quizzes and tests and writing assignments, and more) in detail to plan and evaluate differentiated instructional techniques and identify students in need of interventions and additional supports, including potential referral for evaluation of a suspected disability. Modifications such as differentiated instruction, scaffolding, and alternative assignments will be used to address the needs of individual students.

Students who are struggling are referred for tutoring by their teacher, Director of Curriculum and Instruction and/or parent, a key component of Crown Prep. Intervention takes place during build-up time or non-core instructional time throughout the school day, as well as outside the regular school day through Saturday School and after-school tutoring. Students who demonstrate weakness in a core content area attend tutoring, until they students demonstrate on an interim assessment that they are successfully mastering the class material. During tutoring sessions, teachers review the content from the previous week. Teachers monitor the growth of the students on a given skill through informal assessments.

More intensive and strategic tutoring is offered during Saturday School, facilitated by the Director of Instruction and Curriculum. Students are invited to attend but attendance is not mandatory. It is held
from 9:00 am-12:00am on Saturdays, once a month. 

These school-wide structures are the first step in meeting the needs of students performing below or above grade level, but additional supports are introduced for any student who:

☐ is performing more than one level below or more than one level above his/her actual grade level
☐ is not on track to make at least one grade level of growth in reading, writing, and math
☐ earning below 70% in one or more core subjects and therefore in danger of failing the grade
☐ does meet the criteria above but has persistent challenges with the school’s academic or behavioral expectations.

1. **Student Success Team**

Students identified for additional supports are given a Student Success Team (SST) based on their educational needs. The SST includes additional instructional supports, a timeline for implementation, goals for the student, and means for assessment. All SSTs are communicated with parents, students, teacher(s) and the Director of Curriculum and Instruction who leads the process. The SST is a systematic, individual, solution-oriented approach to assist students with factors that are interfering with academic success. The SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher and student. All students can benefit from a SST, including but not limited to those students achieving below or above grade level, English Learners, and students who have experienced issues that might hinder their academic success at school.

**Identification:** Anyone who has a concern for a student can refer that student for an SST for consideration. The DCI coordinates the process. Students are referred to an SST by teachers, parents, counselors, doctors, administration, social workers and law enforcement representatives. The meeting is designed to bring out the best in the people involved.

**SST Form:** Student information, such as student strengths, parental/teacher concerns, assessment and evaluation results and any other information pertinent to service needs and provisions are recorded on the SST. A description of the individualized instructional program which meets the needs of the student, including specific strategies that will be used with the student are documented. The current performance level is documented using assessments and/or other measurable data. Goals are articulated with a method of measurement. At least a 70% mastery rate is required on each objective for the goal to be met. A projected completion timeline for each goal is articulated with an objective, evaluation criteria and projected completion date.

**SST Meeting:** The SST meetings include the following steps:

☐ Team members introduce themselves and their roles, the lead is designated
☐ Purpose and process of the meeting are stated
☐ Timekeeper is appointed
☐ Strengths are identified
☐ Concerns are discussed, clarified and listed
☐ Pertinent information and modifications are listed
☐ Concerns are synthesized with one or two chosen for focus
☐ Strategies to deal with are chosen; concerns are brainstormed
☐ Team chooses best strategies to carry into actions
**22. ENGLISH LEARNERS**

**ENGLISH LEARNERS**

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

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

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

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

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

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

The leadership at Crown Preparatory Academy is dedicated to significantly increasing the academic achievement of all subgroups at the school, including our English Learner population. As we engage in the charter renewal process, we have had the opportunity to closely analyze the performance of our EL subgroup over the past five school years. Although our EL subgroup made significant gains on the most recently released standardized testing data, the CST in 5th and 8th grade science, we recognize the need to add elements to our EL Master Plan to accelerate these gains in the coming school years.

After reviewing the LAUSD EL Master Plan in great detail, the leadership at Crown Preparatory Academy has decided to recommend the following to the English Language Acquisition Committee at the next meeting, on September 30, 2014:
Crown Preparatory Academy recommends that the ELAC committee ratifies a motion to replace the existing CPA EL Master Plan with the LAUSD EL Master Plan. This recommendation is informed by the following:
- Elements and best practices from the LAUSD EL Master Plan that have already been implemented this school year and have yielded positive data in the first month of school, including revised ELA and ELD pathways
- Crown Preparatory Academy is a school of residence for many of the scholars in attendance, as a result of the partnership with 24th Street Elementary school. By adopting the LAUSD EL Master Plan, these scholars will receive continuous and aligned services
- Crown Preparatory Academy and 24th Street Elementary school will continue to enhance their partnership, providing fully comprehensive and strategic support for EL scholars and the increase opportunities for school leadership, teachers, and intervention teams to collaboratively service scholars in grades K-8
- The comprehensive, high quality, detailed, and vertically aligned programs as outlined in the LAUSD EL Master Plan
- The goal to meet or exceed AYP for all subgroups of scholars upon this measure’s return in the coming school years.

**g. Process for Identifying ELs**

In 2013-14, Crown Prep’s student population included 29.5% ELs. Crown Prep serves its EL students in accordance with all applicable state and Federal laws and regulations and in 2014-15, Crown Prep has adopted LAUSD’s EL Master Plan. Upon enrollment into the school, all students complete a home-language survey of languages spoken in the home. Students whose primary language is not English will be assessed using the California English Language Development Test (CELDT/ELPAC) or the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT/ELPAC test results. CELDT/ELPAC assessment will take place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school.

The English language proficiency of all currently enrolled English Learners is assessed in accordance with the test contractor’s directions and California Education Code guidelines. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the student’s IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the CELDT/ELPAC test, according to the guidelines set forth in the student’s IEP. Crown Prep notifies parents of the school’s responsibility to conduct CELDT/ELPAC testing and will inform parents of CELDT/ELPAC testing results within 30 calendar days following receipt of test results from the test contractor. Students are monitored in conjunction with the California English Language Development Standards levels described below:

1. **ELD 1: Beginning**: The student will respond in English using gestures, simple words and phrases to demonstrate understanding while working with familiar situations and texts.
2. **ELD 2: Early Intermediate**: The student will respond in English using expanded vocabulary in phrases and simple sentences to demonstrate understanding of story details and basic situations with increasing independence.
3. **ELD 3: Intermediate**: The student will respond in English using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.
4. ELD 4: Early Advanced: The student will respond in English using complex vocabulary with greater accuracy; the student will also demonstrate detailed understanding of social and academic language and concepts with increased independence.

5. ELD 5: Advanced: The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.

h. Educational Program for English Language Acquisition

Based on adoption of the LAUSD EL Master Plan, Crown Prep’s intensive focus on literacy and additional supports, our students move toward mastery of the English Language at a rapid pace. Based on research, we believe that the best approach is through an inclusive structured English immersion (SEI) program. In an inclusive SEI program, EL students are not segregated from their English-speaking peers. The program provides the extra support students need, while immersing them in the English language. The results from SEI have proven most successful in the middle grades. In large-scale studies in California, Arizona, and Massachusetts, students have “consistently scored higher than those enrolled in traditional bilingual programs.”34

Identified EL students, who require additional support outside of the classroom beyond those already offered as detailed earlier in Element 1 (Build Up, pull-out ELD instruction, small group instruction according to lexile level, etc.), attend the after school EL Tutorial Support. This program is taught by teachers who have or are pursuing a Cross-cultural, Language and Academic Development (CLAD) Certificate or a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) Certificate. The ELD teachers have intimate knowledge of their students varying abilities through formal test data, regular communication with core teachers, and informal weekly assessments. ELD teachers work closely with teachers across all content areas to ensure we meet the needs of EL students.

In addition to the explicit ELD offered during the after school tutoring sessions, there are a number of elements of our regular academic program that will serve the needs of our EL students. The Doing What Works web page established by the Federal Department of Education lists five specific strategies that have been proven to be highly effective for supporting EL students, and we are confident that our program incorporates these strategies during language arts, math, science, and social studies instruction:

1. Screen and monitor progress
2. Provide reading interventions
3. Teach vocabulary
4. Develop academic English
5. Schedule peer learning

1. Screen and monitor progress
The federal recommendation is that an effective program for ELs includes well-developed assessments for identifying student needs. This corresponds with Crown Prep’s focus on data-driven instruction. We

will assess our students’ progress frequently and use the results of the assessments to drive overall instruction as well as identify students in need of individual intervention. The Executive Director and/or Director of Curriculum of Instruction oversee this process while working closely with teaching staff.

2. Provide reading interventions
Recognizing that ELs are often at risk for reading problems, the strongest programs respond quickly to the results of formative assessments by offering small group reading intervention for struggling readers that augments the core-reading program. As outlined previously, a key element to Crown Prep’s educational program is regular small-group tutoring for students who are struggling. The Department of Education recommends that the intervention “utilize fast-paced, engaging instruction.”\textsuperscript{36} This aligns with our philosophy that instruction should be delivered at a brisk and deliberate pace.\textsuperscript{37}

3. Teach vocabulary
One of the most important components in language acquisition is vocabulary development. In the most effective schools, students are taught vocabulary through formal instruction and also learn words through use in language rich settings in and out of the classroom. Research shows that effective vocabulary instruction:\textsuperscript{38}

- Teaches vocabulary in context.
- Gives students tools to expand work knowledge independently.
- Reinforces word learning with repeated exposures over time.
- Stimulate students’ awareness and interest in words.
- Encourage students to read widely.

4. Develop academic English
For ELs to have academic success, it is essential that they develop cognitive academic language proficiency (CALP), and not simply the basic interpersonal communication skills (BICS) of social language. CALP includes not only the content area vocabulary specific to academic subjects, but also the sophisticated use of language necessary to carry out higher-order academic tasks such as comparing, synthesizing, and inferring. At Crown Prep, vocabulary development is part of all subjects—not only English Language Arts—and includes explicit scaffolding of higher-order academic tasks. Although language acquisition experts such as Jim Cummins predict that it could take ELs five years or longer to become truly proficient in CALP\textsuperscript{39}, the extended school day and training our teachers on the use of academic English\textsuperscript{40} will continue to accelerate this process through increased daily exposure to academic English.

5. Schedule peer learning
Students improve their mastery of language through use. The Department of Education’s recommendation is that a minimum of 90 minutes a week should be dedicated to activities that allow students to work together to provide practice and extension of language skills.

\textsuperscript{36} Ibid.

\textsuperscript{37} Please refer to section titled “How learning best occurs” on pages 68-69.


We implement the practice of “turn and chat” in which the class is given a question or prompt and instructed to discuss the topic with a partner. Although these interactions are brief, lasting from 30 seconds to three minutes, when used frequently throughout the day, there is a significant cumulative increase in authentic language practice.

Sample ELA/ELD Differentiated Instruction
Grade 5 ELA Standard: Listening and Speaking 1.0

<table>
<thead>
<tr>
<th>ELA Standard LSS 1.0</th>
<th>ELD Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</td>
</tr>
<tr>
<td><strong>Early Intermediate</strong></td>
<td>EI1. Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she). EI2. Ask and answer questions using phrases or simple sentences.</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td>I1. Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”). I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.</td>
</tr>
<tr>
<td><strong>Early Advanced</strong></td>
<td>EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot.</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>A1. Listen attentively to stories and information on topics; identify the main points and supporting details. A2. Demonstrate an understanding of idiomatic expressions (e.g., “It’s pouring outside”) by responding to such expressions and using them appropriately.</td>
</tr>
</tbody>
</table>

i. **How The Program Will Meet The New State ELD Standards And Use The Results Of The CELDT/ELPAC**

Our programs to support English Learners are based on the new California ELD Standards. Because the current California English Language Development Test (CELDT) is aligned to the 1999 ELD Standards, the CELDT program will be replaced by the proposed English Language Proficiency Assessments for California (ELPAC) system, which will be aligned to the 2012 revised CA ELD Standards. Until the ELPAC system is fully operational, Crown Prep will continue to administer the CELDT as the state’s measure of ELP and for federal accountability under Title III of the Elementary and Secondary Education Act (ESEA).

The program will meet the new state ELD standards by ensuring that EL students have:

- Access to differentiated supports such as push-in and pull-out intervention supports

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41 The teachers at KIPP Lynn in Boston, MA utilize “turn and chat” activities regularly, across content areas.
• Additional support staff to provide targeted intervention for ELD
• Are regularly engaging in debate and academic discourse in the classroom
• Teacher assumes the role of facilitator frequently, allowing students to engage with one another via negotiation, offering and supporting opinions, applying new vocabulary in response to questions or comments.
• EL students will regularly engage with technology to increase the English Language Development of students (i.e., Accelerated Reader, Study Island, and Power My Learning).
• EL students will have frequent opportunities to express themselves in written forms via, essays, research papers, and short answer responses.
• In addition to this EL students will have targeted intervention during the school day and, if the parent consents, afterschool tutoring and Saturday intervention.
• EL students will participate in culminating projects that showcase their written and oral language development.

j. **Services And Supports For English Learners, Including Instructional Strategies And Intervention**

See Section (b) above. In addition, Crown Prep will ensure all teachers receive comprehensive professional development in meeting the levels of rigor and depth required by the CA ELD Standards. With our school’s focus on literacy, teacher professional development will focus developing reading and writing skills of EL students. Strategies to assist EL students in each classroom will include front loading content area vocabulary, using graphic organizers, pairing students with an English proficient student partner, and allowing for 1:1 support with Spanish speaking Teacher Assistants.

k. **Process For Annual Evaluation Of The School’s English Learner Program**

Each year, we will examine our CELDT/ELPAC data, reclassification rates, and our CMA or SBAC EL subgroup data as a tool to determine which components, if any, of our EL program need improvement or revision. Our charter has set aggressive benchmarks for EL reclassification. If we find that we are not meeting the benchmarks set-forth in the charter, we will make the necessary modifications to best meet the needs of our EL students.

As referenced prior in the petition, Crown Prep has adopted the LAUSD EL Master Plan and identified ELA and ELD pathways based on data from the academic performance of this subgroup.

l. **Process And Specific Criteria For Reclassification**

English Learners will participate in the annual administration of the CELDT/ELPAC until they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). The reclassification process will utilize multiple criteria and is consistent with guidelines approved by the State Board of Education including:

• Assessment of language proficiency
• Teacher evaluation including, but not limited to, a review of the student’s curriculum mastery
• Parental opinion and consultation
• Comparison of the student’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrates whether the student is sufficiently proficient in English to participate
effectively in a curriculum designed for students of the same age whose native language is English.

A student’s score on the test of basic skills (e.g., the CAASPP or CMA) in the range from the beginning of Basic level up to the midpoint of the Basic level will indicate that the student may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification. Prior to the start of the school year, Crown Prep will utilize LAUSD’s reclassification criteria, consistent with its adoption of the LAUSD EL Master Plan. The achievement of students scoring below the cut point will be analyzed to determine whether factors other than English language proficiency are responsible for low performance on the test of basic skills (e.g., the CAASPP or CMA) and whether it is reasonable to reclassify the student. Crown Prep will base a decision to reclassify on CELDT/ELPAC results, teacher evaluation, parent consultation, and other locally available assessment results. The testing coordinator will continue to monitor student performance for two years after reclassification in accordance with existing California regulations and Title III of the Elementary and Secondary Education Act (ESEA).

m. Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students

A teacher will be assigned annually by the DCI to serve as the testing coordinator. The testing coordinator will meet with teachers throughout the school year at least monthly during grade level planning to discuss the progress of English learners toward mastery of the ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years to ensure that they are able to keep up with their peers. CELDT/ELPAC testing will not be required during the monitoring period.

n. Process for monitoring progress and supports for Long Term English Learners (LTELs)

LTELs will receive dedicated ELD instruction both intervention classes and via online curriculum including Accelerated Reader in order to develop specific academic vocabulary and language structures. Because the needs of LTELs are varied, we will work with our intervention teacher to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. The intervention teacher works closely with the Assistant Director of Intervention and Support, who is responsible for the ELD progress. Crown Prep will prioritize resources (e.g. curriculum for ELD instruction) for LTELs. Students and their parents/guardians will be made aware of their LTEL status, the characteristics of LTEL students, and the risks associated with LTEL status, as well as students’ specific barriers to reclassification and ways to address them.

23. GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

While we believe that Crown Prep students achieving above grade level are challenged by our rigorous curriculum, students earning advanced scores on standardized tests (including the new CAASPP), or otherwise identified by the staff as high achieving (based on professional development each year in identifying potentially gifted students), will benefit by the following components to ensure engagement and academic progression: rigorous literary and expository texts, challenge questions on homework and assessments, data-driven and differentiated instruction, extensive independent reading, and additional opportunities to attend field-trips and academic workshops. Crown Prep uses a variety of assessment measures, including standardized assessment data and other formative assessments, to identify students who are potentially gifted or high achieving, based on LAUSD criteria. In certain instances, services such as psychological testing might be used to test students for gifted ability, depending on the availability of such services. Crown Prep teachers and instructional leaders inform parents and guardians when their child is suspected of being gifted or high achieving so that parents can seek appropriate challenges and opportunities for their child, including possible admission into GATE high school programs.
Crown Prep integrates its gifted students into the general education population, differentiating curriculum appropriately. According to Kaplan (1988), differentiated curriculum for Gifted Students should do the following:⁴²

1. be responsive to the needs of the gifted student as both a member of the gifted population and as a member of the general population.
2. include or subsume aspects of the regular curriculum
3. provide gifted students with opportunities to exhibit those characteristics that were instrumental in their identification as gifted individuals.
4. not academically or socially isolate these students from their peers.
5. not be used either as a reward or punishment for gifted students.

At Crown Preparatory Academy, we meet the needs of our gifted students in a variety of ways. We differentiate instruction to ensure that our students are engaged in rigorous thought through appropriate pace, depth of study, and various ways of exhibiting mastery of given skills and concepts. During school, we offer cooperative learning opportunities for gifted students to work in their identified area. By offering accelerated targeted tutoring after school, led by credentialed teachers, gifted students will be assigned higher order thinking activities, based upon skills being currently taught in class. As we expect all of our students to engage in leadership opportunities at Crown Preparatory Academy, we encourage our gifted students to become peer leaders, by taking on leadership roles in student clubs, as well as organizing and managing certain student activities.

Examples of Differentiated Classroom Instructional Strategies for Gifted Students

The curriculum and instruction at Crown Prep are designed to meet the needs of students at all ability levels. To meet the needs of our gifted students we will employ a variety of instructional strategies to provide our students with additional challenge. General strategies for differentiating curriculum for our gifted students will include:

1. Varying the pacing of a lesson. Our teachers will allow our gifted students some flexibility in how they demonstrate mastery of a given objective. Students who demonstrate mastery may express interest in a particular aspect of a lesson and may want to extend the time spent.
2. Delving deeper. We will encourage our students to heighten their attention to details. Students may analyze trends, theory, formulas, and unanswered questions, enriching the curriculum for gifted students.
3. Differentiate for complexity. Gifted students may link ideas across disciplines. We will encourage our students to make connections between mathematics and art, science, ELA, history, and music and to look at their development over time.

### Instructional Strategies for Gifted Students

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Grade and Standard</th>
<th>Type of Strategy</th>
<th>Example of Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>6/ Number Sense 2.0, Determine the LCM and the Greatest Common Divisor of whole numbers.</td>
<td>Extend the Problem—opportunities to broaden concept development by expanding on an example or problem.</td>
<td>Problem—Find the GCF of 6,9, and 15. Extend the problem—Ex. How would you find the GCF of 6,9,15, and 72</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Lesson/Unit</th>
<th>Task/Activity</th>
<th>Question/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical Reasoning</td>
<td>1.0 &amp; 1.2</td>
<td>Formulate and justify</td>
<td>18? List the factors of 18 and compare them to the factors of 6, 9, and 15.</td>
<td>What are the factors of 18? 1, 2, 3, 6, 9, and 18</td>
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<tr>
<td></td>
<td></td>
<td>conjectures based on a</td>
<td></td>
<td>What is the GCF of 6, 9, 15, and 18? 3</td>
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<tr>
<td></td>
<td></td>
<td>general description of</td>
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<td></td>
<td></td>
<td>the mathematical</td>
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<td>question or problem</td>
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<td>posed.</td>
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<tr>
<td>Mathematics</td>
<td>7 (Pre-Algebra)</td>
<td>Algebra and Functions, 4.2</td>
<td>Critical thinking exercises—encourage students to develop higher-level thinking skills.</td>
<td>The ratio a:b is equivalent to 3:4. The ratio b:c is equivalent to 4:5. What is the ratio a:c equivalent to? Explain.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Solve multi-step problems involving rate, average speed, distance and time or a direct variation.</td>
<td>Connecting and creating—students connect their own lives to math while developing mathematical problems and solutions.</td>
<td>Problem—Have students use the online U.S. Statistical Abstract to research a favorite sport or activity. Have them create a problem using data that appear to be non-linear. They can enter data on a graphing calculator and use the quadratic and cubic regression option to find a best-fit equation.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8 (Algebra)</td>
<td>10.0</td>
<td>Connect their own lives to math while developing mathematical problems and solutions.</td>
<td>Designing an Experiment Independently—Students are challenged by their teachers to expand on a concept taught in class, through a suggested independent experiment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students add, subtract, multiply and divide monomials and polynomials. Students solve multi-step problems, including word problems, by using these techniques.</td>
<td>Designing an Experiment Independently—Students are challenged by their teachers to expand on a concept taught in class, through a suggested independent experiment.</td>
<td>Teacher will explain that water in the Arctic and Antarctic Oceans is colder than the normal freezing point of water (0 degrees Celsius). The teacher will challenge the students to determine the effect of salt on the freezing point of water by designing an experiment.</td>
</tr>
<tr>
<td>Science</td>
<td>8 Physical Science</td>
<td>8.5.d</td>
<td>Students know physical processes include freezing and boiling, in which a material changes form with no chemical reaction.</td>
<td>Teacher will explain that water in the Arctic and Antarctic Oceans is colder than the normal freezing point of water (0 degrees Celsius). The teacher will challenge the students to determine the effect of salt on the freezing point of water by designing an experiment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students know physical processes include freezing and boiling, in which a material changes form with no chemical reaction.</td>
<td>Designing an Experiment Independently—Students are challenged by their teachers to expand on a concept taught in class, through a suggested independent experiment.</td>
<td>classroom. The teacher will challenge the students to design an experiment to determine the effect of salt on the freezing point of water.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluate the structural elements of the plot (e.g., sub-plots, parallel episodes, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved.</td>
<td>Challenge Activities—Designed to extend knowledge of a concept through application and use of critical thinking skills.</td>
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</tr>
</tbody>
</table>
Identify and trace the development of an author’s argument, point of view, or perspective in text. Designed to extend knowledge of a concept through application and use of critical thinking skills. Have students chart examples of Humor from *Breaking the Ice*, by Dave Barry, as they fill out their chart, they should discuss in pairs or small groups what kind of device each example of humor is, e.g., exaggeration, irony, comparisons, allusions, metaphors.

**English Language Arts**

| 5/ Reading: Comprehension and Analysis, 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. | Challenge Activities—Designed to extend knowledge of a concept through application and use of critical thinking skills. Further review “The Dancing Bird of Paradise” or another selection you have read. Use both the information in the text and your personal knowledge to make three inferences about the relationships described in the story. Explain the info that led you to make each inference. Write the definitions of endorsement and undistinguished on the lines below. Then use the words together in one original sentence. Write one additional word that has the prefix un-. Write a definition for each word. |

**24. STUDENTS ACHIEVING BELOW GRADE LEVEL**

Crown Prep serves a significant number of students that arrive one or more years below grade level. Students are identified as achieving below grade level based upon the following criteria:

- Achieving one year or more below in Math or ELA based on initial benchmark assessments at the beginning of the year or prior year standardized test data (where available);
- Consistently score below 70% or more on interim and classroom assessments.
- Consistently fails to complete homework assignments.
- CST/CAASPP scores in Math and/or ELA basic or below (or equivalent measure on new tests as determined by the state).

We have incorporated additional supports within the academic program, to meet the needs of students below grade level. They include the following:

- Extensive reading time during class and advisory
- Push in and pull-out services by our intervention team throughout the school day
• Targeted small group tutoring after school
• Systematic reading and writing support
• Advisory classroom support
• Academic Advisor
• Regular Progress reports to families
• Double Literacy Period with additional support (as detailed earlier in Element 1)
• Double Math Periods with additional support (as detailed earlier in Element 1)
• Use of frequent assessments to assess growth

As appropriate, struggling students who were not identified upon enrollment are referred to the Student Success Team (SST). The SST is composed of the Executive Director or Director of Curriculum and Instruction, Special Education teacher, and two content area teachers. The referral process includes Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend interventions as appropriate.

25. SOCIALLY-ECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS

Our program is explicitly designed to meet the needs of these students, both academically and through additional non-academic supports: strong college-preparatory focus, consistent culture of high expectations, exemplary instruction, more time to learn, leadership and teachers dedicated to standards-based data-driven curriculum and instruction, frequent assessment, parental involvement, and a small, safe, structured learning environment. We provide nutritional programs in addition to lunch, have extended school hours, offer high-school placement workshops and Life Skills courses, PRIDE points for positive behavior, and field trips to expand our students’ world view. Students also have access to counseling services, through a contracted counseling service. Socio-economically disadvantaged/low-income students will be provided services by credentialed teachers, staff, and appropriate service providers throughout the school day and after school.

26. STUDENTS WITH DISABILITIES

STUDENTS WITH DISABILITIES

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

Special Education Program
Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.
**SELPA Reorganization**

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

**Modified Consent Decree Requirements**

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

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

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

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

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

- **CBEDS (Including Charter Schools)**
● All Students enrolled as of December 1 of each school year

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

● Dropout (Including Charter Schools)

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

● Monthly SESAC and Suspension data (Including Charter Schools)

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

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

27. STUDENTS IN OTHER SUBGROUPS

Crown Prep’s student population does include students in additional subgroups, e.g., Hispanic/Latino and African American students, along with a very small percentage of students in foster care (<1%). The preceding sections address the myriad ways in which Crown Prep supports learning and achievement for all students, regardless of their sub-group status. As noted above, we provide nutritional programs in addition to lunch, have extended school hours, offer high-school placement workshops and life skills courses, PRIDE points for positive behavior, and field trips to expand our students’ world view. The consistency in expectations, behaviors and routines across the school is particularly beneficial to students in foster care, who experience considerable instability in their home life. Students also have access to counseling services, through a contracted counseling service.

I. “A TYPICAL DAY”

7:15 Students begin arriving for breakfast. The Executive Director and Director of Curriculum and Instruction (DCI) are in the front of the school supervising the students while they assemble in four lines preparing to enter the school. Students are in lines by homeroom teacher. After the lines are straight and silent the DCI takes his place at the door preparing to greet the students.

7:20 The students in line number one line up in front of the door awaiting their greeting and uniform check. Students are wearing a purple polo, a black belt, khaki pants, black or white socks and black shoes. As students enter, they look the DCI in the eye and exchange a mutual and warm “Good Morning” greeting. This greeting is followed by a uniform check, which consists of the DCI having the students stand up straight to make sure all of the uniform components are in place.
7:15-7:35 Students bring all homework assignments to the homework table in the cafeteria. This table has color-coded folders labeled with the content area teachers’ names. Students neatly place their assignments in the appropriate folder, proceed to get their breakfast and eat silently.

7:35-7:45 Ms. Wright greets all of her advisory students by name, like all other teachers do. As students enter advisory, they are also greeted by their homeroom teachers. As students enter the room, they take their belongings to the designated crates. Without being instructed to do so and as they practiced from the beginning of the year, students bring the following materials to their desks: independent reading book for Silent Sustained Reading (SSR), binder, two pencils and one pen along with their Reading Binder. Students open their independent reading books and begin SSR. Ms. Wright circulates, takes attendance, and checks in with students to make sure they are focused and reading.

7:45-8:35 For a seamless transition, students’ advisory teachers are their first period teacher.

Ms. Guzman’s sixth grade Reading Class begins. Ms Guzman teaches a double period of literacy. She teaches Reading from 8:15 am – 9:10 am and Writing from 9:12-10:07 am.

The students are reading Whirligig by Paul Fleishman. Today’s Reading Aim is to contrast the appearances of the characters in the story. Students begin immediately with a Do Now. Students are to explain what figurative language is and provide two examples from the novel. Ms. Guzman’s lesson from yesterday was on figurative language. So today students show what they know. After five (5) minutes, Ms. Guzman reviews the Do Now. Almost all of the students are waving their hands to respond. After the Do now, Ms. Guzman reviews the vocabulary homework. Students keep a vocabulary log throughout the year, and know they must be prepared for comprehensive, cumulative assessments on their vocabulary knowledge and application.

In the vocabulary log, Ms. Guzman identifies words from the central text being read in class. Students are to explain what figurative language is and provide two examples from the novel. Ms. Guzman’s lesson from yesterday was on figurative language. So today students show what they know. After five (5) minutes, Ms. Guzman reviews the Do Now. Almost all of the students are waving their hands to respond. After the Do now, Ms. Guzman reviews the vocabulary homework. Students keep a vocabulary log throughout the year, and know they must be prepared for comprehensive, cumulative assessments on their vocabulary knowledge and application.

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8:37-9:27 Today’s aim in Ms. Guzman’s writing class is to compare and contrast two of the major characters in Whirligig. Students begin with evidence in the story to support it. Ms. Guzman gives them five minutes to complete the Do Now. Students are thumbing through chapter two trying to locate the pages to support their characteristic.

The one-minute warning is given. Ms. Guzman smiles at Alan, who pats himself on the back for a job well done. “Times up!” Ms. Guzman says. Pencils are down and hands flapping are in the air. Ms. Guzman calls on Alan to share his answer with the class.

Students will read Chapter 3 in their reading groups, complete a Venn diagram, and begin the rough draft of their compare and contrast essay. Students feel comfortable reading in Ms. Guzman’s class because if they stumble over or mispronounce a word, their peers will not laugh, but offer to help them.

9:30-9:43 Students take their AM nutrition Break. During this time students eat a light snack and take restroom breaks.
9:43-10:33 Students have put their Reading book away and are now ready for the first class of their double period of math. Their math teacher Mr. Jackson enters and greets his students, “Good morning, class.” The students reply in unison, “Good morning, Mr. Jackson.”

Students are seated and begin with the Do Now. They have five minutes to complete ten problems in which they convert mixed numbers to decimals. The aim for the lesson, visible on the board is: Students will be able convert single digit fractions, with denominators less than five, to decimals and place them in order from least to greatest on a number line.

While students complete the Do Now, Mr. Jackson takes attendance and then circulates the room to ensure all students are actively working and collecting data on how well students are able to complete the various problems of the Do Now. Students are working silently and intently. “Students, you have 30 seconds left,” Mr. Jackson states as he closely monitors the time using his stopwatch. A few students’ heads raise and put their pencils down, one student erases ferociously and scrawls down his last answer. “Time’s up. Pencils down.” In one beat, all pencils are down; in the next beat, papers are exchanged. Students know how to do this because it has been rehearsed since the first week of student orientation. Mr. Jackson reviews the answers with the class and all students organize the completed Do Now in their classroom binders.

After the Do Now, Mr. Jackson begins direct instruction on mixed number and fraction conversion. During guided practice, Mr. Jackson monitors student engagement and understanding. Mr. Jackson asks for two volunteers to come to the whiteboard to complete two examples. After the students complete their answers he has them talk through each step in front of the class.

10:36-11:26 Mr. Jackson’s Math Procedures class has begun. Students are in the independent practice section of converting mixed numbers into decimals lesson. Mr. Jackson has carefully selected the problems he has given to students, carefully scaffolding each problem to increase the level of rigor. He circulates the room and checks for levels of understanding and supports the individual needs of each of his students. He sees one student struggling with the moderately difficult problems and he slides him a note to come and see him after school and simultaneously jots a note to himself to call his student’s mother to give him an update on her son’s progress in math.

With about eight minutes left in the period Mr. Jackson begins to assign the 20 minute homework assignment that will be due tomorrow.

11:29-11:59 Mr. Garcia begins his build-up intervention time. Based on the recent benchmark data he has discussed with teachers at grade-level team meetings, he has organized centers based on math and ELA. He has one station for his advanced and gifted students as well. During this mostly self-directed time, students rotate through learning stations or meet with Mr. Garcia for targeted intervention on a particular learning objective.

12:00-12:30 Students are dismissed by classroom for lunch. Each teacher escorts his/her class down to the cafeteria. Teachers are released for lunch and administrators supervise the students. After all students have received lunch, they begin to talk in acceptable conversational tones, amongst themselves at their respective lunch tables. After students have finished their lunches they are permitted to play in the outdoor area, or work on assignments.
At 12:44, the bell rings. Students stop what they are doing immediately and line up silently by cohort and teachers return to escort them to the next class.

12:32-1:22 Mr. Ramirez has escorted his fifth grade US History and Geography students from lunch and greets them upon entering the classroom. They have just begun the Do Now. Students are to tell about two significant events that led to the American Revolution. Mr. Ramirez knows that this task should get students motivated about learning, because they have discussed these events over the last week. He gives the students five minutes and sets the stopwatch.

Today's aim is to identify the three central points of importance of the first Continental Congress. After time is called, Mr. Ramirez quickly calls on two volunteers to share their answers for the Do Now and then he dives immediately and energetically into the lesson.

1:25-2:15 Ms. Williams greets her sixth grade Earth Science class with an enthusiastic, “Good afternoon, class!” The class stands and responds in unison, “Good Afternoon, Ms. Williams.”

Ms. Williams reviews the agenda and aim for the day. Today’s aim is to construct and interpret a simple scale map. The students are quickly seated and begin the Do Now, which requires them to define the terms topographic map and geologic map and explain the purpose of each type of map. They have five minutes.

Students have been working on scale, topographic and geologic maps for the past three days. They are furiously writing the Do Now as Ms. Williams is taking attendance and looking at her stopwatch while they are working. “You have one minute left,” she announces.

“Times up!” All pencils are down and all heads are raised. “Would someone share his/her definition of a topographic map?” Hands shoot up and wave all over the room. “Great, I see we are excited to share, that’s awesome. Let’s hear from Juan.”

“A topographic map is a map that gives locations of roads, landmarks and other features. It also gives contour lines at different elevations to show valleys, hills and mountains in the area.”

“Excellent use of vocabulary and complete sentences, Juan.” She continues, “Who would like to define geologic map?” Ms. Williams continues through all questions on the Do Now, congratulates the class on their clear and accurate understanding of these maps and their purposes, and then segues smoothly into the day’s aim and lesson.

2:18-3:08 In Physical Education, students are completing their Volleyball unit. They will be competing in teams, while Mr. Wilson assesses their serving, passing, and spiking techniques. There is a steady mumble among the students as they put on their purple or green team color-coded vests and get in their positions. They are smiling and giving each other high-fives.

When Mr. Wilson blows the whistle, students are in position and silent. He points to a student and says, “Heads or tails?”
The student in purple replies, “Heads.”

Mr. Wilson tosses the coin in the air, catches it, clasps it on the back of his left hand, opens the right hand and says, “Tails.” All students from both teams clap, the whistle is blown and Sasha, from the green team, delivers a perfect serve and the Volleyball game begins.

3:11-3:35 In Life Skills, already in progress, Ms. Guzman teaches her fifth grade students a lesson on Teamwork. Students begin with a five minute Do Now. “In five to seven sentences, tell about a time when you worked as a member of team to accomplish a goal.” Students complete their Do Now and those that are finished early read from their Independent Reading books until Ms. Guzman starts the review.

Ms. Guzman begins, “Today we will discuss what it means to be a team member and what it means to be a team. At Crown Prep, we work together to make sure we all achieve our academic and character goals. We know that the when our teammate looks good, we all look good. When our teammate looks bad, we all…what class?” she waits for a response.

“Look bad!” the students reply in choral unison.

“That’s exactly right. Today we are going to problem solve for students who need your guidance on making the right decision. I have a fishbowl here with five slips of paper. Each has a situation where a group of students can work as a team and win or choose not to and get a much different result. But before we get into our work groups, I would like us to solve one together as a group.”

This lesson is a component of Crown Prep’s PRIDE Curriculum which focuses on the character traits embedded in Crown Prep’s vision of Perseverance, Respect, Integrity, Discipline, and Excellence.

3:35 This is Crown Prep’s first dismissal. Students who do not have detention or additional tutoring are dismissed. The Executive Director and DCI are in front of the school building making sure the students are safely picked up or beginning the walk home. They remind students to study hard and they greet parents who are waiting nearby. Once the sidewalk is clear, it is time to go back into the building to supervise mandatory tutoring and detention.

3:35-4:15 Detention for those with behavioral challenges has already begun. In detention, Ms. Wright supervises students as they sit silently and complete one-page reflections about the behavior that led them to detention. Today, there are five students in detention. They work intently on their reflections; failure to provide thoughtful answers could lead to detention again on tomorrow.

Small Group Tutoring is also taking place after school hours. Today in Small Group, Mr. Jackson and Ms. Guzman are tutoring in Reading and Math.

Mr. Jackson is working with some of his students on math facts and the other students are getting extra help on today’s lesson on fractions. He circulates and spends time with each student checking how they process each step to ensure a strong conceptual knowledge. Mr. Jackson gives two students high-fives for solving a challenging math problem.
Ms. Guzman is assisting four EL students with fluency. She has just finished modeling reading a passage aloud. Ms. Guzman assigns each student a paragraph to read aloud, while she listens. She only interrupts when a student is stuck on a word and pays close attention to pronunciation and pacing.

With about one minute left, Mr. Jackson and Ms. Guzman make eye contact and look at their watches. Ms. Guzman announces, “You all have worked diligently this afternoon, please keep up the good work. It’s time for us to leave, please look around you and leave this room the way it was before we entered.”

Students put their belongings away and prepare to leave the room.

4:20

The students are dismissed from Small Group Tutoring and detention and walk through the hallway to the exit. The Executive Director looks each student in the eye and says, “I expect to see you on time tomorrow ready to learn. Have a productive evening.” By 4:20 the last student has departed and the Executive Director enters the building ready to prepare for tomorrow.
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 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Standardized Testing

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

A. Measurable Goals of the Educational Program

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

B. Measurable Pupil Outcomes: Summative Assessment Performance Targets

Please see Element 1, Section D.5, The Requirements Of California Education Code § 47605(B)(5)(A)(ii).
We believe in the value of standardized test data and also recognize that no single assessment provides a comprehensive picture of student progress. As a result, Crown Prep uses a combination of assessments to gather valuable data about our students’ strengths and weaknesses and allow us to make informed instructional decisions.

We administer a diagnostic, Norm Referenced Test, the Stanford 10, to assess the achievement levels of our students once they are enrolled. This diagnosis allows the DCI and teachers to collaborate on the best course of action for students who may be behind or need additional challenge. It also provides a measure upon which we may determine academic growth over the year, with retesting each spring. The results for the Stanford 10 are used to inform instruction in ELA, reading comprehension, vocabulary and math.

To fulfill our mission of college preparation, interim benchmark assessments (both NWEA/MAPs and Crown Prep-created Common Assessments) as well as trimester exams measure students’ mastery of the content standards (including CA CCSS) and instructional effectiveness, thereby allowing teachers to make necessary adjustments during the school year. (See Element 1, above, detailing both the school’s goals for student performance and plans for data review and student interventions and supports.)

Crown Prep’s interim benchmark assessments are based on a thorough understanding of grade-level standards (including the CCSS and the California Frameworks) and the school’s scope and sequence, Curriculum Alignment Templates (CATs) from ELA, Math, Science and Social Studies/History, an intense look at California’s released test questions and other relevant assessments. The CATs provide a state and national standards aligned, comprehensive yearly plan upon which teachers will develop units, lessons, chapter quizzes and tests. These long-term plans will be approved by the DCI and Executive Director and revised at regular intervals throughout the year, based on student assessment data and ongoing professional development sessions. Teachers will receive professional development and on-going feedback to improve quality of their informal and formal assessments and push them to consistently analyze and use data in ways that drive student achievement.

Interim Assessments are created internally and designed using test generating software, after teachers complete their CATs. All core subjects administer the tests to gather baseline achievement data on state standards and measure progress between annual standardized tests. Interim assessments are given every six weeks in all content areas and for all grades. The End-of-trimester exams are created by teachers based upon unit plans. These assessments enable teachers to evaluate and revise the way they teach, assess and re-teach throughout the year, and inform ongoing student supports. As the CAASPP is implemented across California, our faculty will collaborate to ensure our internal benchmark assessments are properly aligned with the CAASPP and serve as a meaningful predictor of success on the CAASPPs.

Students also are evaluated on a daily basis through class work, Do Nows, Homework and quizzes. Due to the structure of Crown Prep, all teachers have a gauge to determine the approximate level of mastery of each student through the daily use of the Do Now, class work and homework. Each of these tools is used to check for understanding and to make immediate instructional adjustments in order to remediate any skill gaps prior to formal assessment.

Finally, in order to assess behavior of Crown Prep students, we give weekly PRIDE reports to monitor student behavior based on the character development rubric. The PRIDE rubric measures the Perseverance, Respect, Integrity, Discipline, and Excellence of Crown Prep students. These points

43 Please see the Attachment C for the PRIDE Rubric.
determine rewards or consequences for student behavior. PRIDE points are used to measure the character development/growth of Crown Prep Students. Based on the percentage of merits and demerits for a given week, we are able to determine the character growth and overall school climate. Additionally, over the past two years, student surveys indicate that more than 85% of students feel safe on campus. Attendance is another indicator we use to gauge school culture and climate.

D. DATA ANALYSIS AND REPORTING

As a school dedicated to continuous improvement, upon receiving the results, as a staff, we analyze test data to measure student improvement, instructional effectiveness and school effectiveness. We use test data to determine the areas of curriculum and instruction that may need to be revised and the additional supports students need.

State and internal assessment data is collected using a cross-platform system DataDirector. Student assessment data is reviewed for individual students (including year over year, where available), subgroups, per class and whole school. The Executive Director, Director of Curriculum and Instruction, and teachers use state test data to analyze areas of strength and weakness and to set priorities for each school year.

Diagnostic, interim and tri-mester assessment data, along with daily classroom observation and other assessments, provide valuable details about students’ needs in each content area, and results are used to help teachers plan lessons, effectively differentiate, and participate in academic support groups during structured tutoring. Teachers meet with the Executive Director and/or Director of Curriculum and Instruction after each round of interim assessments to closely inspect the data, look for patterns, and create an action plan for both the class and individual students based on the results. Crown Prep’s teachers and school leaders also will analyze trends and significant changes, aggregated and disaggregated groups of students, measure performance on the state tests, API, and school-based growth data and authentic assessments to assess the whole school from year to year. Our data analysis will also include attendance rates and comparative data, as appropriate. Teachers backwards plan their units, with the end-of-trimester assessments informing their units and pacing.

Action plans are revisited frequently in grade-level and content-area team meetings to ensure that students are making adequate progress toward mastery. At least one teacher professional development meeting each month includes the analysis of student assessment data. Teachers have extensive Professional Development on data analysis and the use of data to inform instruction, and developing inquiry groups. Crown Prep will also survey parents at least twice annually about our effectiveness and opportunities for improvement. This data will be used by school leaders and staff to address challenges and areas of improvement; all results, including overall student achievement data will be reported to the Board and school community to ensure transparency and accountability.

E. GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

Teachers formally report student progress to parents three times each year using progress reports (fall, spring and end-of-year). Teachers conduct parent conferences twice annually (fall and spring) at the time progress reports are issued so that parents have regular opportunities to discuss their child’s progress personally with his or her teacher. All instructional staff receive detailed training about the
preparation of student progress reports during the Summer Teachers Institute and ongoing professional development sessions during the year.

Student achievement is evaluated against state standards and the school’s stated outcomes and reflects student progress on a continuum toward mastery of the concepts and skills at each grade level. In addition to a scale score on a continuum toward mastery, teachers include narrative evaluations regarding the completeness, quality, and level of understanding of student work as well as descriptions of attitudes and behaviors at school.

We assess the Character Education component of our program through the Character Education Partnership (CEP). We also use student attendance, parent satisfaction survey, and the PRIDE Report data as tools to measure school culture.

Promotion Policy
We believe that students should only be promoted when they have demonstrated mastery of academic standards. Promoting students to the next grade because of their age, not their readiness to do the work, is not beneficial to students. Thus, one of the most critical and distinctive aspects of Crown Prep’s academic program is its promotion policy. To build a culture of learning and achievement, and to ensure students demonstrate readiness for the next grade level, we use a strict and simple promotion policy. Students who fail one or two core academic classes or end-of-year exams are eligible for summer remediation and must demonstrate readiness by earning a 70% or better on a comprehensive assessment in each class that they failed. Students who fail three or more core academic classes are retained in their current grade level. However, students with the following reasons for extended absences, will have the opportunity to make-up missed work (for full credit) in a reasonable amount of time, for consideration for grade promotion:

- Illness (With note from doctor on official letterhead)
- Under quarantine under the direction of a county or health officer.
- For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

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

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

LEGAL AND POLICY COMPLIANCE

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation.

STUDENT RECORDS

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with
the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

A. GOVERNANCE STRUCTURE

Crown Prep is a direct-funded independent charter school and operated by Crown Preparatory Academies, Inc. a California Nonprofit Public Benefit Corporation with 501(c)(3) designation from the IRS. Crown Preparatory Academies, Inc. is governed by a corporate Board of Directors, originally formed in 2010 prior to the establishment of the school, which will maintain active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

Attached, as Appendix A, please find the Articles of Incorporation, Corporate Bylaws, and Conflicts of Interest Code and 501(c)(3) designation from the IRS.

1. ORGANIZATIONAL CHART

The leadership and staffing structure of Crown Prep is designed to ensure that the school meets its mission of providing a college preparatory education for each student we serve. Our Board of Directors, internal organizational structure, plans to involve parents via the Crown Prep Parent Partnership Committee, and use of expert service providers reflects our intention to ground the school in the best practices of Charter School management and oversight.
2. MAJOR ROLES AND RESPONSIBILITIES

a. **Board of Directors**

The Board of Directors is fully responsible for the operation and fiscal affairs of Crown Prep Academy including but not limited to the following:

- Promote, guard and guide the vision and mission of the school;
- Ensure the school meets its mission and goals;
- Hire, supervise, and evaluate the Executive Director and Director of Curriculum & Instruction, Elementary;
- Approve all contractual agreements;
- Approve and monitor the school’s annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the school in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the school;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
• Establish operational committees as needed;
• Recruit and appoint new Board members and provide orientation training;
• Participate in fundraising to support the school;
• Execute all applicable responsibilities provided for in the California Corporations Code;
• Monitor student achievement to ensure progress toward fulfillment of the school’s mission;
• Engage in ongoing strategic planning;
• Approve the schedule of Board meetings;
• Participate in the dispute resolution procedure and complaint procedures when necessary;
• Approve requests for material revisions as necessary to the District for consideration;
• Approve annual independent fiscal audit and performance report;
• Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

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

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

b. The Executive Director

See full job description in Element 5, below.

B. GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

In accordance with its Bylaws, the Board shall have a minimum of five (5) and no more than fifteen (15) directors. Each member of the Board was carefully chosen for his or her dedication to education, area of professional expertise, service to the community, and ability to support the vision and mission of Crown Prep. At all times, the Board seeks to include individuals with diverse experience and expertise, including education, law, finance, non-profit management, and more. Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for one (1) year and until a successor director has been appointed or elected as required by the position as described below. Board terms are renewable upon mutual consent between the Board and the director.

The terms of the initial Board of Directors were staggered, and current directors are appointed for a term of three (3) years. The current Board of Directors is as follows:

Daniel Brumer is an associate attorney at O’Melveny and Meyers in Los Angeles, CA. As a member of the firm’s Mergers and Acquisitions practice group Mr. Brumer represents private and public companies, private equity funds, and strategic investors in mergers, acquisitions and other corporate transactions
ranging in size between $5 million and $2.5 billion. He represents an international women’s rights organization, pro bono, in conducting a worldwide corporate governance review. Prior to his work at O’Melveny and Meyers, Mr. Brumer served as a Planning and Land Use Deputy for Los Angeles City Councilman Tom LaBonge. As a Deputy, Mr. Brumer advised the Councilman on zoning and land use issues and assisted in land entitlement negotiations for large scale commercial and residential developments. Mr. Brumer holds a Bachelors of Arts from the University of Maryland at College Park and Juris Doctorate from Columbia Law School.

Kate Farrar is currently a Senior Managing Director for Alumni Affairs at Teach For America. In this role Kate supports the strategy and execution of alumni leadership and engagement efforts in Teach For America regions throughout the states of California, Louisiana, Mississippi and Arkansas. Kate’s professional path began when she was place by Teach For America as a middle school teacher in the Compton Unified School District, teaching English and ESL. Since then career roles have included working as a teacher and guidance counselor in the Los Angeles Unified School District, serving as a Program Director for Teach For America * Chicago, and serving as principal for Camino Nuevo Charter Academy. Kate was a member of the Southern California Leadership Network’s “Leadership LA class of 2010” and a founding member of the SCLN Alumni Council. She was appointed by Assembly Speaker John A. Perez to the California Task Force on Youth & Workplace Wellness. Kate earned B.A.s in English and Psychology from the University of Southern California and a MS in Counseling and Educational Leadership from California State University Los Angeles.

Lara Goldstone serves as the Common Core Lead for Partnerships to Uplift Communities, a network of charter schools in Northeast Los Angeles and the San Fernando Valley. Ms. Goldstone brings to this work a passion for best practices in the areas of student engagement and literacy across the curriculum. Prior to assuming this role, Ms. Goldstone spent a decade teaching middle school humanities in Oakland, New York, and Los Angeles, then held a variety of leadership positions from assistant principal to director of middle school instruction, helping to build a professional culture dedicated to reflection and to the use of student data to inform instruction. Lara holds a Bachelor of Arts degree in Literature from Yale College and a Master’s degree in Administration, Planning, and Social Policy from the Harvard University School of Education.

William Covington is the Chief Business Officer for Birmingham Community Charter High School, overseeing finance, business operation and information technology. Prior to his current role Will has held several executive level positions in entertainment & media finance and operation at companies such as Fox, NBC Universal, DirecTV and Initiative Media. With over twenty (20) of finance and business planning experience, Will brings a broad depth of knowledge in developing and building business infrastructures of entrepreneurial ventures within large fortune 500 organization. A graduate of UCLA, Will has a Bachelor of Science degree in Mathematics. Mr. Covington volunteers in the community and currently sits on the board of “The Children's Collective, Inc.”, a non-profit that manages and offers programs that support children, youth and their families.

Felicia Douglass is Executive Director of Finance at Sony Pictures Television, one of the television industry’s leading content providers, located in Culver City, CA. As Executive Director, Ms. Douglass oversees financial planning and analysis for Sony’s current programming slate, including critically acclaimed primetime dramas and comedies, top-rated daytime dramas and game shows, syndicated series, original animated series and movies of the week. She supervises the creation and review of TV series profitability models, the 3-year strategic plan and quarterly forecasts. Prior to her work at Sony, Ms. Douglass was a Director at NBC Universal, where she had roles in both Television and Corporate Finance. Ms. Douglass holds a Bachelors of Arts in Economics from the University of California at Berkeley.
Marc Little is the President of Law Offices of Marc T. Little, founded in 1994, specializing in music and sports-related transactions as well as handling general business litigation in Los Angeles, CA. Mr. Little is the Chief Operating Officer and General Counsel for Faithful Central Bible Church, in Inglewood, CA, overseeing the business operations and legal affairs for the 13,000 member church and its holdings. He also serves as the Chief Operating Officer and General Counsel for Forum Enterprises where he oversees the business operations and legal affairs of The Forum, a 17,505 seat entertainment complex in Inglewood. Mr. Little has served on the Board of Directors for Focus on the Word, Inc., Pacific Coast Ford, and the Savannah College of Art and Design. Mr. Little holds a Bachelors of Arts and Juris Doctorate from the University of Southern California.

Trevor Smith is the Chief Financial Officer for Cornerstone, Inc. a document destruction company in Van Nuys, CA. As CFO, Mr. Smith investigates, evaluates, and recommends tactics to grow business, including acquisition of direct competitors and complementary companies, and joint venture relationships. He forecasts and presents monthly P&L and balance sheets to management and Board of Directors. Among other responsibilities, Mr. Smith developed and instituted key performance indicators (KPIs). He monitors the effectiveness of pricing and promotions decisions and manages vendor relationships. Prior to his work at Cornerstone, Mr. Smith was a Senior Associate with Pacific Community Management, Private equity firm providing growth capital to companies in $5-50M range. Mr. Smith holds a Bachelors of Arts from Morehouse College and a Master of Business Administration from the University of California at Berkeley.

Brad Zutaut is a founder and president of Message Ball, a mobile company devoted to mobile marketing in Los Angeles, CA. The key element of this company is to take away the barriers that make the mobile industry too complex. Mr. Zutaut is also a founder of Pod2Mob, LLC a mobile company that was the first to deliver pod casts exclusively to mobile phones. Pod2Mob offers a unique advertising solution to the media and pod cast market and clients include NBC and Conde Nast Publications. Mr. Zutaut was also the co-founder, chairman and CEO of Xingtone, Inc., the first mobile company to send a full-length song to a wireless handset. His vision for the digital realm began while serving as CEO of Red Earth, Inc. This worldwide retail company employed Mr. Zutaut to help increase awareness of its brand outside of Australia and he created the company's web site in 1993, before traditional retail business had discovered the Internet.

The Founder/Executive Director of Crown Preparatory Academies and the schools’ Lead staff shall not serve on the Board and shall not vote in Board elections.

At all times, the Board will strive to seat members that have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, or public relations. Community members will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, Crown Preparatory Academies may choose to appoint an additional member to ensure that the Board is maintained with an odd number of directors. Subject to additional limitations that may be imposed, no more than 49 percent of the persons serving on the Board of Directors may be interested persons. As indicated in applicable governance documents, Crown Prep will comply with conflict of interest laws related to public entities including Govt. Code 1090 and Political Reform Act. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or
father-in-law of such person. The Board will adopt a conflicts of interest code upon charter approval pursuant to required public notice requirements.

1. **BOARD MEMBER SELECTION**

The existing Board of Directors shall designate all directors. Any member of the community may refer a potential candidate to the Board, which will evaluate prospective candidates to determine whether or not they fit the stated needs of the Board recruitment strategy. Although the Board strives for unanimous support for new Board Members, per the by-laws a simple majority is all that is needed.

C. **GOVERNANCE PROCEDURES AND OPERATIONS**

The Board of Directors governing Crown Prep Elementary Academy will meet at least monthly during the school year in accordance with the Brown Act. Additional meetings may be called as necessary and will comply with all of the provisions of the Brown Act. 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.

The Crown Prep Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

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, Audit Committee and Nominating 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.

D. **STAKEHOLDER INVOLVEMENT**

The Crown Prep Parental Partnership Committee (CPPPC), open to all parents with parent-elected leaders, is designed for parents to partner with the school leaders and contribute to the school community through fundraising, organizing parent volunteers, and developing parenting workshops and educational workshops for parents and community members. The CPPPC meets with schools leaders at least monthly and will help encourage active parent involvement in school life, including attendance at parent workshops and Cafecitos (see below), parent-teacher conferences, volunteering and more. During these meetings, as well as more informal gatherings such as Cafecitos, parents are encouraged to provide feedback to school leaders about all aspects of school operations. Parents are also welcome to attend Board meetings and may speak during the
public comment portion of these meetings; all meeting notices and agendas are posted in accordance with the Brown Act.

The Executive Director, Director of Curriculum and Instruction, and Business and Operations Manager work closely with the CPPPC and organize monthly meetings with a parent representative. The meetings are co-facilitated between the Executive Director or a member of school administration and the parent representative. Parents are welcomed to participate and partner with the school leader to contribute to the overall success of the school. Each meeting is structured for parents to share their success and challenges with the school.

**Crown Prep Academy Compact**
The Crown Prep Academy Student and Family Compact is an agreement between the school and the parents. This agreement is not a condition of enrollment. The compact states the commitment of the school to the student and family as well as the student and family to the school. It states how Crown will partner with the parents and students to reach the goal of academic success, by communicating with parents about their children, teaching well, giving homework, having high-expectations, etc. The parents agree to partner with the school, by attending Parent Orientation, Report-card Pick-up, providing a quiet place to study, etc. All three parties will sign the Crown Prep Student and Family Compact. The compact will be reviewed with parents, before the start of school.

**Parent Surveys**
The Board of Directors evaluates the level of parental involvement and satisfaction with Crown Prep, through the Mid-Year and End of Year Parent Surveys. The Mid-Year Parent Survey will be distributed during the end of trimester two and the End of Year Survey will be distributed in early June. After the data is gathered the Executive Director presents the data to the Board of Directors. Decisions to alter or continue the strategy for parental involvement are based on the results from these surveys, attendance at school events, and CPPPC meetings.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

A. EMPLOYEE POSITIONS AND QUALIFICATIONS

In order to execute successfully on our mission, all staff and faculty must possess an unwavering belief in our mission and core instructional beliefs, exemplary personal character, and critical professional qualifications. Ideal candidates for employment at Crown Prep, regardless of their position, will consistently demonstrate the following:

- Advocate of, belief in and commitment to fulfill Crown Prep’s mission
- Ability to effectively handle challenging situations with students, parents, and faculty
- Desire to work as a member of a collaborative team
- Willingness to have frequent and honest dialogue about job performance
- Modeling lifelong learning by engaging in individual professional development
- Demonstrated commitment to academic excellence and high standards—for themselves, their students, and their colleagues
- Willingness to get the job done no matter what
- A model of Crown Prep’s PRIDE values—perseverance, respect, integrity, discipline, and excellence
- Ability to prioritize and manage multiple tasks
- Experience working with urban student populations
• Strong oral and written communication skills  
• Use of data to inform decisions and drive continuous improvement  
• Basic technological literacy and basic knowledge of Microsoft Office applications  
• Regular, punctual attendance and professional appearance  
• Appropriate California credentials and qualifications required by No Child Left Behind

The following job descriptions outline the key positions at the school, including their qualifications and responsibilities. Job descriptions will be revised as necessary to reflect the needs of the school

**Executive Director**

Our **Founder/Executive Director, Laura McGowan-Robinson**, reports directly to the Board of Directors. The Executive Director is responsible for leadership and management of all aspects of the school’s strategic development and operations, execution of the mission and all external and non-academic functions, including Board relations, regulatory reporting, financial operations, and fundraising. Crown Prep Academy is the culmination of Ms. McGowan-Robinson’s participation in the nationally acclaimed Building Excellent Schools fellowship program. Ms. McGowan-Robinson spent a year studying school models, and completed a 2 month residency at Synergy Charter School, one of the highest performing charter schools in Los Angeles (API score of 934 with a student population that is 100% free/reduced price lunch, 96% Hispanic, 44% English Learners). Prior to founding Crown Prep, she served as Instructional Specialist and Literacy Coach at East Valley High School in Los Angeles, where she helped lead a team to turnaround a pattern of failure at the school. Relying on her experience in the Johns Hopkins University Talent Development High Schools program, Ms. McGowan-Robinson developed intervention programs to combat truancy and tardiness, and facilitated the roll-out of four Small Learning Communities through her role as Instructional Specialist at East Valley. Ms. McGowan-Robinson holds a Bachelor of Arts from the University of Illinois at Urbana-Champaign and a Master of Education degree in Instructional Leadership and English from the University of Illinois at Chicago. She holds a teaching credential in English and an Administrative Services Credential from the California Department of Education.

**Position Summary:** The Executive Director is the Chief Executive of Crown Preparatory Academy, directly accountable to the Board of Directors for the school’s academic success, rigorous culture, mission advancement, financial stability, and organizational viability.

**Responsibilities**

**Leadership**

• Embody and advocate this mission, vision, and strategic direction of the school  
• Create, monitor, and sustain the high standards of a rigorous school climate and school culture  
• Focus on achieving significant improvement in student achievement  
• Ensure rigorous academic performance and teaching quality in every classroom  
• Provide the board and board committees, in a timely manner, with essential data, relevant reports, and information necessary to govern the school  
• Recruit, appoint, support, manage, and evaluate the Director of Curriculum and Instruction (DCI), and Business and Operations Manager, and all other staff  
• Recruit, appoint, support, and evaluate all teaching staff with support from the DCI  
• Support the professional development and growth of all teaching and administrative staff  
• Coordinate partnership and relationship with 24th Street Elementary school staff.
• Communicate as the primary spokesperson for the school and advocate to all external audiences including investors, media, community partners, government (including LAUSD and its Charter Schools Division), organizations, and local leaders
• Lead community meetings, faculty meetings, and administrative team meetings
• Oversee the Crown Prep Parental Partnership Committee (CPPPC)
• Co-facilitate CPPPC monthly meetings
• Ensure smooth operation of all school functions without excuses or exceptions
• Comply with the charter, accountability requirements, and all relevant laws

Administrative
• Evaluate academic achievement through detailed data analysis of student and teacher performance
• Provide all necessary resources, training, and materials for the staff to effectively raise student academic performance
• Recommend staffing levels and budgetary priorities to the Board of Directors
• Document and disseminate the school’s academic and operational processes
• Establish personnel and discipline policies and standards of conduct for students and staff in conjunction with the administrative team
• Mediate and manage the sometimes conflicting demands of school constituencies
• Handle all matters regarding employment and dismissal of personnel; salaries and contracts; job assignments and performance evaluation; and orientation training
• Prepare and submit timely reports, evaluation, and data to all external agencies and funding sources
• Manage and allocate the finances of the school (budget, cash flow, development, grants, contracts, bonuses, etc.) prudently, and efficiently to provide maximum benefit for student success
• Ensure the accuracy of financial documents in conjunction with the Business and Operations Manager, including budgets, cash flow statements, expenditures, revenues, payroll, benefits, taxes, etc.
• Other duties as assigned by the Board of Directors

Teaching and Learning
• Observe teacher lessons
• Teach and lead professional development sessions throughout the year

Qualifications and Experience
• Experienced in education, staff development, financial management, and operations
• Motivational leader who has the ability to drive individuals and organizations to succeed
• Results-driven educational leader with experience in, and commitment to, standards-based curriculum and the use of data and assessments to drive instructional decisions
• Energetic leader, with a proven commitment to getting the job done right, no matter what it takes
• Passionate advocate, completely dedicated to the school’s mission and organizational success
• A well-educated individual with an advanced degree, and three-five years of urban education experience preferred
• High level of personal and professional integrity
• Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes
• Five or more years of education experience
• Bachelor’s Degree Required (Master’s Degree Preferred)
Deputy Executive Director

Position Summary

The Deputy Executive Director assists and reports to the Executive Director (ED) of Crown Preparatory Academy, and supports the ED in ensuring academic success, rigorous culture, mission advancement, financial stability, and organizational viability.

Responsibilities

Leadership
- Embody and advocate this mission, vision, and strategic direction of the school
- Create, monitor, and sustain the high standards of a rigorous school climate and school culture
- Focus on achieving significant improvement in student achievement
- Ensure rigorous academic performance and teaching quality in every classroom
- Provide the board and board committees, in a timely manner, with essential data, relevant reports, and information necessary to govern the school
- Recruit, appoint, support, manage, and evaluate the Director of Curriculum and Instruction (DCI), Business and Operations Manager, Director of Scholar and Family Affairs, and all other staff
- Assist ED with recruitment and appointment of all teaching staff with support from the DCI
- Support the professional development and growth of all teaching and administrative staff
- Communicate as the secondary spokesperson for the school and advocate to all external audiences including investors, media, community partners, government, organizations, and local leaders
- Assist ED with the leading of community meetings, faculty meetings, and administrative team meetings
- Oversee the Crown Prep Parental Partnership Committee (CPPPC)
- Co-facilitate CPPPC monthly meetings with DSFA
- Ensure smooth operation of all school functions without excuses or exceptions
- Comply with the charter, accountability requirements, and all relevant laws

Administrative
- Evaluate academic achievement through detailed data analysis of student and teacher performance
- Provide all necessary resources, training, and materials for the staff to effectively raise student academic performance
- Recommend staffing levels and budgetary priorities to the Board of Directors
- Document and disseminate the school’s academic and operational processes
- Establish personnel and discipline policies and standards of conduct for students and staff in conjunction with the administrative team
- Mediate and manage the sometimes conflicting demands of school constituencies
- Assist the ED with the handling of matters regarding employment and dismissal of personnel; salaries and contracts; job assignments and performance evaluation; and orientation training
- Prepare and submit timely reports, evaluation, and data to all external agencies and funding sources
- Assist the ED with the management and allocate the finances of the school (budget, cash flow, development, grants, contracts, bonuses, etc.) prudently, and efficiently to provide maximum benefit for student success
- Works with the ED to ensure the accuracy of financial documents in conjunction with the Business and Operations Manager, including budgets, cash flow statements, expenditures, revenues, payroll, benefits, taxes, etc.
- Other duties as assigned by the Executive Director
Teaching and Learning
- Observe teacher lessons
- Teach and lead professional development sessions throughout the year
- Develop individual professional development goals and seek opportunities for professional growth

Qualifications and Experience
- Experienced in education, staff development, financial management, and operations
- Motivational leader who has the ability to drive individuals and organizations to succeed
- Results-driven educational leader with experience in, and commitment to, standards-based curriculum and the use of data and assessments to drive instructional decisions
- Energetic leader, with a proven commitment to getting the job done right, no matter what it takes
- Passionate advocate, completely dedicated to the school’s mission and organizational success
- Valid California teaching credential
- High level of personal and professional integrity
- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes
- Five or more years of education experience
- Master’s Degree Required

Business and Operations Manager

The Business and Operations Manager, is primarily responsible for all operational matters, including accounting and reporting, and works closely with the Executive Director to ensure the school is operating smoothly and remaining financially strong.

Position Summary: The Business and Operations Manager is responsible for the overall maintenance of the fiscal health of the Crown Preparatory Academy, through the effective and successful management of the on-site financial and day-to-day operational duties of Crown Preparatory Academy. He/She must have a strong belief in the mission and vision of the school. The Business and Operations Manager will report to the Executive Director about the financial and operational status of the school. S/he will also work in conjunction with the Executive Director and the Crown Preparatory Academy Finance Committee and the Treasurer of the Board of Directors.

Responsibilities

Administrative
- Overseeing the budgeting, marketing, reporting, payroll, benefits and insurance, facilities, and enrollment process and functions of the school;
- Managing, updating, and maintaining accurate financial records, accounting functions, internal controls, audit and tax matters, and expenditures,
- Work alongside Executive Director to ensure a clean, safe and orderly environment
- Oversee the Student Information System
- Preparing annual financial audits and presenting findings to stakeholder groups,
- Monitoring and producing various financial reports for the Board of Directors and external agencies,
- Assisting with human resources needs including new applicant screening, tracking actual salary and benefit offers and contract acceptances against the approved budget, ensuring human resources policies and procedures are implemented;
- Manage the implementation and maintenance of various information technologies;
- Working in a team oriented environment,
• Managing local, state and federal reporting and monitoring requirements, working with external vendors, and service providers, and;
• Developing the financial and development plans with the Executive Director
• And other duties as deemed necessary by the Executive Director

Teaching and Learning
• Supervise during student breaks and lunch
• Teach one Advisory Class

Qualifications and Experience
• Experience with budgeting processes and accounting systems, QuickBooks for Nonprofits, Outlook, Excel, Word, and PowerPoint.
• 4+ years of experience and concrete success managing the operations in a start up, nonprofit, or Charter School organization.
• Previous teaching experience
• Prefer candidates with an MBA. Will consider exceptional, experienced candidates with Bachelor’s degree in business or accounting.
• Thorough, detail oriented, strategic decision maker
• Strong written and spoken communication and presentation skills

Director of Curriculum and Instruction

The Director of Curriculum and Instruction, reports to and works closely with the Executive Director as she focuses on daily issues of teaching and learning. The DCI oversees all aspects of the school’s instructional program, including planning curriculum and assessments, leading professional development, coaching teachers, and working with families to ensure student success.

Position Summary: The Director of Curriculum and Instruction (DCI) must have a strong belief in the mission and vision of Crown Preparatory Academy. S/he is responsible for the articulation and implementation of the Crown Preparatory Academy curriculum, instructional and assessment programs and work to develop a team of mission-aligned educators. The DCI will be report directly to the Executive Director for academic excellence and teacher performance. The Executive Director, in close collaboration with the DCI and other lead instructional staff, is responsible for making final decisions about curriculum, with Board approval for significant changes to the overall instructional program. However, the Director of Curriculum and Instruction and teachers collaborate around issues regarding the curriculum, instruction, and assessment and share their input with the ED. Parents also share input with the ED, teachers, and DCI. The DCI is responsible for the articulation, implementation and assessment of the curriculum and instruction.

Responsibilities

Administrative
• Focus on academic achievement and dramatic results
• Serve as the primary coach and support for the instructional staff in the curriculum development process, instruction, observation, and evaluation
• Recruit, interview, evaluate and retain outstanding faculty
• Coordinate and support the professional development and instructional growth of the teaching staff
• Provide all necessary resources, training, and material to the teaching staff to effectively raise student academic achievement
• Advise the Crown Prep Board of Directors Academic Accountability Committee on a monthly basis
• Evaluate academic achievement through detailed data analysis of student and teacher performance
• Design school’s internal academic standards, benchmarks, assessments, and curriculum to align with state and national standards.
• Coordinate administration of all standardized evaluations including, interim assessments, city and state tests, and nationally-normed tests
• Prepare and submit timely reports, evaluations, to all external agencies and funding sources as required
• Oversee after school activities
• Other duties as assigned by Executive Director

Teaching and Learning
• Teach and advisory class
• Teach 1 core class
• Lead professional development sessions and teach model lessons in various subjects
• Observe teachers on a weekly basis and manage and support and review weekly lesson plan development

Qualifications and Experience
• Experienced, outstanding teacher with experience using data and standards-based instruction
• Able to work well in a team or independently
• Excellent classroom management skills
• Basic technological proficiency
• Appropriate California Commission Credential
• Advanced Degree and fluency in Spanish preferred
• Two or more years of instructional experience required
• Bachelor’s Degree Required (Master’s Degree Preferred)

Director of Scholar and Family Affairs

The Director of Scholar and Family Affairs is responsible for the development and maintenance of strong relationships between the school and the community we serve. The DSFA ensures that the PRIDE values are not only articulated by scholars, but embodied through their interactions with each other and with staff. The DSFA will report to the Executive Director (ED) and serve on the Leadership Team and School-wide Leadership Team (SWLT).

• Supervise the Scholar Support Team which consists of Dean of Culture, Guidance Counselor, and one campus aide
• Oversee the implementation of the Life Skills curriculum
• Lead the Scholar Support Team in the management of attendance procedures and policies
• Provide non-academic support to scholars
• Ensure that all staff are properly trained and aware of child abuse and reporting procedures
• Oversee events that promote high school and college readiness
• Ensure monthly PRIDE events are held
• Develop protocols to ensure the Scholar and Family Handbook is followed.
• Provide ongoing Professional Development and coaching to new teachers on culture and classroom management.
• Participate in the Promotion in Doubt (PID) Process

Qualifications and Experience

• California Multiple Subject, Special Education, or Single Subject Credential
• CLAD/BCLAD English Learner Authorization
• Have obtained a Bachelor Degree Required (Advanced Degree Preferred)
• Have demonstrated a minimum 2+ years of teaching experience preferred
• Great communication skills (written and verbal)
• Demonstrated ability to coach
• Strong organizational skills
• Provide differentiated, engaging and thoughtful professional development
• Detail oriented and outcome focused
• Experience working with Special Education Populations
• California Single Subject Teaching Credential (Grade 8) or a Multiple Subject Teaching Credential (Grade 5-7) preferred
• Set high standards for students, embraces the no excuse educational philosophy in leading classroom culture, and implements the use of organizational systems, routines, and rituals as a part of his or her instructional practice
• Believe that all children can achieve at high levels and understands how to differentiate instruction to help each student reach rigorous learning goals
• Partner with parents and families to help children succeed
• Welcome opportunities to serve as a leader as well contribute to a team
• Are convinced that education change for students who grow up in poverty is urgently needed, and that he or she has the power to be a part of that change as a teacher
• Have a Proficiency in Basic Technology
• Spanish Language preferred

Assistant Director of Intervention and Support

The Assistant Director of Intervention and Support (ADIS) will be responsible for the execution of student academic support for all identified subgroups under NCLB as well as students who are in the most need of academic support. The ADIS will report to the Director of Curriculum and Instruction (DCI) and serve on the Leadership Team and School-wide Leadership Team (SWLT).

• Coordinate the 504 Process as needed
• Provide instructional support and monitor compliance of SPED Team
• Coordinate the Student Success Team Process (SST) as directed by the DCI
• Coordinate the Initial Assessment process for IEPs
• Coordinate the CELDT/ELPAC testing process from identification through assessment in accordance with California Ed Code
• Manage and provide instructional support to intervention teachers and teacher assistants
• Develop Intervention and support schedule for intervention teachers
• Coordinate the development of intervention supplemental curriculum in collaboration with core teachers and intervention team
• Collaborate with core teachers to identify students in need of intervention support based on assessment data.
• Monitor subgroup data on a bi-monthly basis and provide disaggregated reports to the DCI
• Provide intervention instruction 2-3 times a week

• Provide frequent feedback to the RSPs, intervention staff regarding instructional practice
• Ensure that RSPs provide information to instructional staff regarding all IEPs
• Manage the RSP Teachers to ensure that IEPs are in compliance
• Monitor Welligent service logs weekly to ensure IEP requirements are met
• Communicate with subcontractors to request subs for students with IEPs when needed
• Ensure coverage is provided in the event of absent SPED/service staff
• Frequent written and verbal communication with the DCI regarding, subgroup academic data, intervention strategies, coaching initiatives

Qualifications and Experience

• California Multiple Subject, Special Education, or Single Subject Credential
• Special Education Credential Preferred
• CLAD/BCLAD English Learner Authorization
• Have obtained a Bachelor Degree Required (Advanced Degree Preferred)
• Have demonstrated a minimum 2+ years of teaching experience preferred
• Great communication skills (written and verbal)
• Demonstrated ability to coach to staff toward meeting measurable goals
• Proven impeccable organizational skills
• Provide engaging professional development
• Detail oriented and outcome focused
• Experience working with Special Education Populations
• California Single Subject Teaching Credential (Grade 8) or a Multiple Subject Teaching Credential (Grade 5-7) preferred
• Set high standards for students, embraces the no excuse educational philosophy in leading classroom culture, and implements the use of organizational systems, routines, and rituals as a part of his or her instructional practice
• Demonstrated the ability to analyze student achievement data
• Believe that all children can achieve at high levels and understands how to differentiate instruction to help each student reach rigorous learning goals
• Partner with parents and families to help children succeed
• Welcome opportunities to serve as a leader as well contribute to a team
• Are convinced that education change for students who grow up in poverty is urgently needed, and that he or she has the power to be a part of that change as a teacher
• Have a Proficiency in Basic Technology and Spanish Language preferred

Dean of Culture

Position Summary
The Dean of Culture will be the primary person responsible for the oversight of non-academic concerns regarding students. He or she will serve as the primary interface between the school and the student’s homes, ensuring consistent and timely communication from the school.

The Dean will also be responsible for student discipline, coordination of parent orientation, and oversight and/or coordination of family events outside of the regular academic program. The Dean of Culture will be hired by the Executive Director and will report to the Executive Director.

Qualifications and Expertise:
• Several years teaching and/or administrative experience in urban schools
• Strong focus on the creation of an orderly academic environment
• Passionate and completely dedicated to Crown Prep Academy’s mission and a steadfast belief that all students deserve preparation for the college of their choice. Unwavering belief that all students can achieve at the highest academic levels
• Detail orientated and tenacious in following up on disciplinary issues
• Ability to be both warm and strict in dealing with students
• Proven ability to create and maintain excellent relationships with students and their families
• Ability and willingness to lead community outreach
• Bachelor’s degree; Master’s degree preferred
• Results-driven leader with experience in, and commitment to the implementation of a tight school culture and well structured environment
• Professional demeanor, strong work-ethic, with excellent organizational skills
• Ability to prioritize, multi-task, delegate and lead by example
• Ambition and desire to grow as a leader

Responsibilities:
Whole School Responsibilities:
• Work with the Executive Director to plan and implement family orientations
• Create, evaluate, and seek to constantly improve overall school culture, with an emphasis on academic achievement, structure and discipline, and joy
• Organize and coordinate field trips college expeditions and end of year field lessons
• Supervise scholar arrival, breaks, PE, lunch and dismissal
• Supervise afterschool program to ensure CPA culture is consistent
• Greet scholars and perform uniform checks upon scholar arrival
• Attend SST and IEP meetings as needed or upon the request of the ED
• Perform all other duties as assigned by the Executive Director

Disciplinary Responsibilities
• Work with the ED, DCI, and teachers to create a system of consequences for disciplinary infractions and ensure consistent application thereof
• Work individually with students who have difficulty in meeting the behavioral requirements of the
school and refer to outside resources as necessary
• Maintain records of disciplinary actions
• Coordinate student disciplinary systems including PRIDE reports, merits, demerits, etc.
• Administer and audit the PRIDE program

Family and Community Outreach Responsibilities
• Serve as point person with families regarding student discipline behavior
• Ensure that each family is visited and maintain close contact with families
• Work with the ED, and Guidance Counselor to create programs and initiatives to increase family involvement in the school and help run Crown Prep Parental Partnership Committee (CPPPC) Meetings
• Serve as staff lead for CPPPC committee
• Create, implement, and manage bi-annual family survey
• Work with the ED to create and implement a strategic community outreach plan

Instructional Responsibilities
• In collaboration with the DCI, oversee implementation of Life Skills Curriculum for 5th, 6th, and 7th, 8th grade
• Manage the school-wide advisory program
• Lead one advisory and/or intervention course
• Lead community meetings

Guidance/ High School Placement Counselor

Position Summary: The Guidance/High School Placement Counselor must have a strong belief in the mission and vision of Crown Preparatory Academy. He/she is responsible for assisting students and parents in the high school selection process. He/she is also responsible for building relationships with competitive, academically rigorous high school representatives. The Guidance/High School Placement Counselor is hired by and is directly accountable to the Executive Director.

Responsibilities

Administrative
• Develop and implement graduate services program
• Build strategic relationships with college preparatory high schools
• Serve as liaison between Crown Prep and the school’s alumni
• Spearhead 8th grade commencement planning
• Facilitate parent involvement
• Work with the ED to organize and facilitate high school placement meetings with parents
• Oversee parent volunteers
• Connect students to summer opportunities
• Educate students and parents about high school placement process
• Manage all application paperwork and deadlines
• Manage testing related to high school entrance
• Prepare and maintain all student high school placement options records and documentation
• Ensure that all high school applications are accurately completed
• Coordinate high school visits
• Prepare and submit timely reports and data on student high school placement progress
• Work with ED and DCI on student academic and behavioral performance as it related to high school acceptance
Work with faculty and staff to coordinate special events
Complete all other tasks as assigned by ED

**Qualifications and Experience**
- Leadership and networking experience in high school and/or college placement
- Proficiency in Microsoft Office, particularly MS Word and Excel
- Ability to prioritize, multi-task, and lead by example
- Analytical problem-solver and solutions-oriented thinker
- Results-driven leader with experience on and commitment to effective and efficient outcomes
- Exceptional and experienced writer, speaker, and editor
- Strong work-ethic, detail-oriented, with exceptional organizational skills
- Must possess a bachelor’s degree
- Valid Pupil Personnel Services: School Counseling Credential
- Two to three years in educational placement

**Instructional Coach**

**Position Summary**
The Instructional Coach serves as a resource and support for teachers in the implementation of the educational program. The Coach provides regular and timely feedback to teachers based upon their instructional planning and practice, as well as assisting with time management. The Coach is responsible for collaborating with the Director of Curriculum and Instruction (DCI) on how to best meet the instructional needs of teachers through the regular sharing of information on the teacher feedback cycle.

**Essential Duties and Responsibilities:**
- Work with New Teachers to support them through Crown Preparatory Academy’s New Teacher Orientation.
- Work with assigned teachers to identify needed skills/techniques.
- Conduct demonstration lessons, hold mini-workshops and professional book clubs, and provide summer training.
- Share written materials and organizational techniques.
- Keep up-to-date on educational research and best practices.
- Work closely with the and DCI, to identify needed resources (i.e. consultants, curriculum materials).
- Facilitate team meetings.
- Evangelize the Crown Prep mission.
- Provide constructive feedback to Crown Prep.
- Participate in the designing and redesigning of the Crown Prep educational program.
- Demonstrate knowledge of, and support, Crown Prep’s mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Perform other related duties as required and assigned.

**Required Knowledge, Skills and Expertise:**
- Strong communication and community-building skills
- Outstanding training and presentation abilities
- Deep knowledge of curriculum development and program design
- Record of success in developing teachers
- Experience in performance assessment
- Strong problem analysis and problem resolution at both a strategic and functional level
• Ability to thrive in a fast-paced, entrepreneurial environment; flexible, able to work autonomously as well as take direction as needed

Minimum Educational level:
• Bachelors Degree
• Masters Degree preferred

Experience required:
• 4+ years teaching excellence in subject area(s) of coaching focus. (Math, Language Arts, Science, Social Studies)
• Proficiency with MS Office, Mac Computers

Instructional Responsibilities:
• Teach 50-60% of the school day
• Lead one advisory and/or intervention course

Teacher

Position Summary: Teachers must have a strong belief and commitment to the Crown Preparatory Academy mission and vision. Teachers will implement the Crown Preparatory curriculum and assessment programs and work to ensure students have mastered the content using a warm and demanding approach to classroom instruction and management. Teachers will report directly to the Director of Curriculum and Instruction (DCI).

Responsibilities

Teaching and Learning
• Teach at least five courses every day
• Teach at least two small group targeted tutoring sessions a week
• Teach an advisory every day
• As appropriate, differentiate curriculum to meet the needs of all students
• Document all lesson plans, syllabi, assignments, etc.
• Use a variety of methods to engage students in the curriculum
• Provide structure in the classroom by following and implementing all school-wide systems and structures to fidelity
• Communicate effectively, respectfully, and consistently with parents
• Communicate on a bi-weekly basis with all advisory families
• Develop and sustain strong relationships with parents
• Present weekly lesson plans to DCI
• Create, monitor, and sustain a school culture of high-expectations

Administrative
• Evaluate academic achievement through detailed data-analysis of student performance on a variety of metrics and present to the DCI and Executive Director
• Other duties as assigned by the Executive Director

Qualifications and Experience
• Bachelors Degree Required (Advanced Degree Preferred)
• Ability to work effectively and productively in teams or individually
• 2+ years of teaching experience preferred
- Ability to work with all students, including those with special needs and low skill levels when heterogeneously grouped
- Proficiency in Spanish preferred
- Basic Technological experience
- Ability to analyze student achievement data and instruct appropriately
- Fulfillment of all criteria set forth to be considered Highly Qualified under NCLB
- Appropriate California Teaching Credential
- Desire to be held accountable for student achievement and academic growth

**Special Education Teacher**

**Position Summary:** The Special Education Teacher must have a strong belief in the mission and vision of Crown Preparatory Academy. The SPED Teacher will provide direct special education services as needed. He/She will be responsible for the maintenance of records for special needs students, oversight of the IEP process, and will be responsible for ensuring that students with special needs receive the proper accommodations and/or modifications within the classroom.

**Responsibilities**

**Teaching and Learning**
- Provide direct special education services as needed
- Coordinate and review special education needs of incoming students as indicated on the family questionnaire responses
- 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

**Administrative**
- 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 DCI 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 DCI and grade level teachers to monitor implementation of appropriate accommodations for students during instruction
- 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

Qualifications and Experience
- Bachelor’s Degree
- Certified Special Education teacher or administrator
- CLAD certification
- Teaching Credential
- At least two years of classroom experience working with students with IEPs
- Experience working with EL students and implementing SDAIE methods
- Passionate and completely dedicated to Crown Preparatory Academy’s mission and a steadfast vision that all students deserve a high-quality education.
- Unwavering belief that all students can achieve at the highest academic levels

Office Coordinator

Position Summary: The Office Coordinator of Crown Prep will ensure 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 Coordinator will report to the Business and Operations Manager.

Responsibilities

Administrative
- Monitoring the school’s entryway, greeting parents and visitors to the school, and maintaining school safety
- Performing clerical duties, including data entry, mail correspondence, office supply inventory, and answering phones
- Contacting parents regarding absences, missing assignments, teacher concerns, or student illness
- Implementing systems to support the work of teachers and administrative staff
- Independently, or in accordance with administrative instructions, developing school communications in English and Spanish based on a thorough knowledge of school policies, regulations, and operational procedures
- Translating for parent meetings and school events
- Preparing and maintaining a variety of student, personnel, and school records
- Maintaining and operating a variety of office equipment, such as the copy machine, printers, fax machine, and scanners with speed and accuracy
- Overseeing parent volunteers and other school guests
- Assisting in the coordination of special events
- Assisting the Executive Director and members of the administrative team, as directed

Qualifications and Experience
- A minimum of an Associate’s Degree or two years of college
- A minimum of two years’ experience in a similar position
- Demonstrated proficiency with letter and report writing, accurate mathematical calculations, word processing, record keeping, and data collection systems
- Exemplary communication skills in English and Spanish, including impeccable grammar and fluency
- Strong public relations skills with a variety of constituencies
- Ability to quickly and accurately perform clerical duties such as data entry, filing, maintaining systems, proofreading, and operating office equipment
- Experience in an educational setting preferred

### Attendance Clerk

#### Position Summary

The Attendance Clerk of Crown Prep will assist with the compliance of attendance recordkeeping and enforcement of school related attendance policies through his/her work with members of the operations team, and leadership team to ensure the success of the school. The Attendance Clerk will report to the Office Coordinator and Director of Scholar and Family Affairs.

#### Responsibilities

**Administrative**
- Assist with monitoring the school’s entryway, greeting parents and visitors to the school, and maintaining school safety
- Ensure that daily attendance is recorded accurately school-wide and follow-up with appropriate staff to ensure that attendance is taken accurately daily
- Ensure that monthly attendance is reconciled by teachers
- Ensure that all procedures and policies outlined in the Scholar regarding attendance are implemented
- Serve as the first point of contact for scholar attendance related issues or concerns
- Provide a monthly dashboard including truancy rates, attendance rates, suspension rates, expulsion rates, on a weekly and monthly basis to the Executive Director, Business and Operations Manager, Director of Scholar and Family Affairs, Director of Curriculum and Instruction.
- Assist the Office Coordinator in the local and state reporting of attendance (P1, P2, and CALPADS reports)
- Familiar with state and local attendance policies, SARB, SART, etc.
- Performing clerical duties, including data entry, mail correspondence, and answering phones.
- Assist with scholar supervision as needed
- Assist school leadership with home visits regarding scholar truancy issues as appropriate.
- Contacting parents regarding absences or student illness and logging all parent communication information in Focus and other appropriate Student Information software.
- Assisting with implementing systems to support the work of teachers and administrative staff
- Scheduling and coordinating parent attendance meetings with appropriate school personnel.
- Independently, or in accordance with administrative instructions, developing school communications in English and Spanish based on a thorough knowledge of school policies, regulations, and operational procedures
- Translating for parent meetings and school events
- Preparing and maintaining a variety of student, personnel, and school records
- Maintaining and operating a variety of office equipment, such as the copy machine, printers, fax machine, and scanners with speed and accuracy
- Entering attendance in Student Information System (SIS) as appropriate
- Checking-in parent volunteers and other school guests
- Assisting in the coordination of special events as requested
- Fielding calls for the administrative team
- Assisting scholars who may be ill as requested
- Assisting the Executive Director and members of the administrative team, as directed
Other duties as assigned by the Director of Scholar and Family Affairs and Business and Operations Manager.

**Qualifications and Experience**
A minimum of an Associate’s Degree or two years of college
A minimum of two years’ experience in a similar position
Demonstrated proficiency with letter and report writing, accurate mathematical calculations, word processing, record keeping, and data collection systems
Exemplary communication skills in English and Spanish, including impeccable grammar and fluency
Strong public relations skills with a variety of constituencies
Ability to lift and carry up to 50 lbs. and complete multiple tasks at once
Self-motivated and driven
Ability to quickly and accurately perform clerical duties such as data entry, filing, maintaining systems, proofreading, and operating office equipment
Experience in an educational setting preferred
**ELEMENT 6 – HEALTH AND SAFETY PROCEDURES**

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

**HEALTH, SAFETY AND EMERGENCY PLAN**

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

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

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

**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing school site services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.
**SAFE PLACE TO LEARN ACT**

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

**B. CUSTODIAN(S) OF RECORDS**

The Executive Director will serve as the Custodian of Records for the Crown Preparatory Academy.

**C. STUDENT HEALTH AND WELLNESS**

Students will be provided with Health and Wellness classes several times a school year. Our Physical Education teachers and guidance counselor will lead these courses. On occasion, we may bring in a community agency to address Sex Education and student health related issues. These courses will address the following areas:

- Healthy Eating
- Drug and Alcohol Awareness
- Sex Education
- Exercise
- Mental Health
ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

As detailed above, due to a unique partnership with LAUSD and the 24th Street Elementary School, Crown Prep now offers automatic admission into 5th grade for all students residing in the attendance area of 24th Street Elementary School, providing a seamless pre-K through grade 8 continuum for students on the 24th Street campus. Due to this enrollment priority required under the Parent Empowerment Act along with Crown Prep’s strong reputation in the community, significant outreach efforts are not anticipated at this time.

Crown Prep 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.
In order to accomplish this, Crown Prep will conduct 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 and that are 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, including community presentations, flyers, the school website, and/or sending out press releases to the local media.

Since Crown Prep’s attendance boundary reaches students in the Jefferson Park and West Adams area its intentions are to recruit and work with educationally disadvantaged students, outreach efforts will be targeted at that geographic area. This will ensure that Crown Prep’s racial and ethnic balance is mostly reflective of 24th Street school, since this population will receive the outreach materials and information about the school. However, we intend to expand our recruitment efforts as to ensure that other students outside of the community have the opportunity to attend Crown Prep as well.

**ELEMENT 8 – ADMISSIONS REQUIREMENTS**

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

**MCKINNEY-VENTO HOMELESS ASSISTANCE ACT**

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

**NON-DISCRIMINATION**

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

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

Crown Prep is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the school shall be open to any resident of the State of California. Enrollment will be on a first come, first served basis. Crown Prep will enroll all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

Crown Prep is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, special education needs or other “risk factors.” During the enrollment period, informational meetings will be conducted at least once a month for interested parents. The meetings will be conducted in English and Spanish either at the school site or at a location within the community surrounding the school. Informational meetings will occur at times that are most convenient for parents. During the meetings, parents will receive information about the school’s programs, the application process, and bilingual assistance with the completion of forms will be made available to interested parents.

As a charter school, Crown Prep is a school of choice, and Crown Prep may have more students interested in attending the school than there are spaces available. If the number of students who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

Pursuant to the Parent Empowerment Act and the Joint Partnership plan that the parents of 24th Street ES selected and submitted to the LAUSD Board of Education for approval, Crown Prep shall provide admissions to matriculating 4th graders from 24th Street Elementary School and matriculating 4th graders who reside in the 24th Street attendance boundary. The attendance boundary configuration shall be determined by LAUSD and is subject to change at the discretion of LAUSD. Crown Prep shall remain a school of choice and parents may exercise their right to have their students attend a different school.

B. LOTTERY PREFERENCES AND PROCEDURES

After all students matriculating from 24th Street Elementary into Crown Prep’s 5th grade have enrolled, Crown Prep will determine if it has capacity to admit any additional 5th grade students, based on enrollment plans contained in this petition. If more students from outside the 24th Street Elementary attendance boundaries seek admission to 5th grade – or if more students seek admission to 6th-8th grades than there are spots available, Crown Prep will conduct a lottery. In accordance with applicable law and federal guidance, the following groups of students will be exempted from any lottery:

- Currently enrolled students
- Students who have matriculated from 4th grade at 24th Street Elementary School and students who reside in the attendance boundary of 24th Street Elementary School
- Siblings of admitted students
- Children of teachers and staff, not to exceed 10% of total enrollment

Note, it is possible that demand for 5th grade spots from students at 24th Street exceeds our current projections of 120 students per grade. Crown Prep will continue to work with LAUSD to meet community demand and adjust enrollment figures appropriately as required under the Parent Empowerment Act.
In addition, admissions preference will be given first to residents of the District. No other admissions exemptions or preferences will be assigned. The Crown Prep Board may review and revise this preference policy as necessary for the well-being of the school, subject to approval as required under LAUSD’s Charter School Division Material Revision requirements.

In order to be included in the admissions lottery (if a lottery is necessary), families must submit a Lottery Application form. A copy of the Lottery Application Form may be found in Tab 5. The Lottery Application Form will be made available in English and Spanish. The enrollment period will be advertised in English and Spanish through flyers, posters in prominent locations throughout the community, during informational meetings for parents, and announced on the school’s website.

Open enrollment will occur beginning January 2 each year and continue through the first Friday of April of the same year. All interested families will be required to submit a completed Lottery Application Form directly to the school before 4:30 p.m. on the date of the annual deadline, which will be clearly indicated on the form and in all communications and notices (websites, flyers, etc.) regarding admission to the school. Submitted Lottery Application Forms will be date- and time-stamped and student names will be added to an application roster to track receipt. Families who apply after the enrollment deadline will be added to the wait list in the order the applications are received.

Following the open enrollment period, applications will be counted to determine if any grade level has received a number of applications that exceed available seats. If the number of students who have applied for any grade exceed capacity as of the date of the application deadline the school will hold a single public random lottery to determine enrollment for the impacted grade level. In the event that the school has not received sufficient enrollment forms to fill to capacity, the enrollment period may be extended beyond the April deadline. In the case of an extended deadline for open enrollment, the date for the public random drawing, if required, may also be extended accordingly. All families who have applied for admission will be advised by email or phone of any changes to the date and time for the public random drawing.

**PUBLIC RANDOM DRAWING PROCEDURES**

As stated, should the number of pupils who wish to attend the charter school exceed the school's capacity, then admission will be determined by a public random drawing in accordance with Education Code § 47605(d)(2)(B). Lottery rules and deadlines will be communicated via the Lottery Application Form, flyers/posters, and the Crown Prep website. Public notice will be posted regarding the date and time of the public drawing; this information will be included on the school’s website as well. Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

The Crown Prep Executive Director or his/her designee and at least one other school employee will conduct the admissions lottery as a public event to ensure that lottery procedures are fairly executed. Explanation also will be provided to ensure that parents/guardians understand that the lottery numbers are just one step of the process, and that the school must also calculate spaces for those who are exempt from the lottery (e.g., currently enrolled students and siblings) or have sibling preference.

The Crown Prep lottery will occur during the month of April each year following the close of the open enrollment period. The lottery will be conducted at the school’s location, at a time that is convenient for a majority of interested parties and will be open to the public. The school will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery via mail at least two weeks prior to the lottery date. The school will choose a date and time for the lottery (either on the weekend or after 6 pm on a weekday) so that most interested parties will be able to attend. The lottery will be held at the school site if the school facility can accommodate all interested
parties. Crown Prep will invite respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed.

Lottery Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists will be readily available in the school’s main office for inspection upon request. Each applicant's admissions application will be kept on file for the academic year with his or her assigned lottery number in the school database and on his or her enrollment application.

Students who are offered spots will be asked to complete an Enrollment Packet to secure their spot. Crown Prep staff will be available to assist families in completing this paperwork if needed.

**WAIT LIST**
The random public lottery determines applicants' waitlist status. Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Vacancies that occur during the school year will be filled according to the wait list. When an offer occurs during the school year, families will be contacted in the order of the wait list and typically will be given 48 hours to decide whether or not to accept a space at the school. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

The waitlist for the current school year remains active until Crown Prep’s admissions period commences for the following year. Applications are only valid for the current year. Applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.
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).

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.

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

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

In addition:

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

A. ANNUAL AUDIT PROCEDURES

Crown Prep has implemented controls necessary to gather and prepare information for all jurisdictional and financial reporting requirements. The Executive Director, Business and Operations Manager, and Finance Committee of the Board are knowledgeable about the audit guide “Standards and Procedures for Audits of California K-12 Local Educational Agencies” and, as required under Ed. Code § 47605 (b)(5)(I), the school hires an independent auditor to conduct a complete fiscal audit of the books and records of Crown Prep annually.

The Finance Committee will select an independent auditor through a request for proposal format. The auditor will have, at minimum, a CPA and experience working with educational institutions (preferably charter schools) and approved by the State Controller on its published list as an educational audit provider.

At the conclusion of the audit, the Executive Director and Business and Operations Manager, along with the Finance Committee, will review any audit exceptions or deficiencies, and report them to the Crown Prep Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated 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 implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

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

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

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

**REINSTATEMENT**

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

**GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

**B. DISCIPLINE FOUNDATION POLICY**

Crown Prep creates an environment that is safe and structured in order to execute its vision and mission. The guidelines set forth in the Code of Conduct minimize disruptions and maximize the amount of instructional time. It includes the school’s expectations regarding attendance, behavior, mutual respect, substance abuse, violence, safety and work habits. Parents or guardians are asked to sign the Crown Preparatory Academy Student and Family Compact as well as the Student and Family Handbook Acknowledgement Form, signifying their understanding of and accountability towards Crown Preparatory Academy’s discipline policy in addition to school policy and procedures. Additionally, the PRIDE Values serve as the foundation of the Code of Conduct. Each family is asked to participate in an orientation that clearly defines the Code of Conduct and discipline procedures; as needed, different sessions for this orientation will be offered. Periodically, the discipline policy is reviewed as revised based on the input and involvement of parents, students and school-site staff.

The consequences and interventions in the Crown Preparatory Academy are in place to support all students. We support our students by providing them with the academic resources and the safe, structured environment they need to achieve success. Due to the support we provide, we hold our students to high expectations. Crown Prep Students will adhere to PRIDE point system. Students who do not adhere to the discipline policy and/or who violate school rules may expect consequences and/or interventions for their behavior, including but not limited to the following:

- Demerits
- Warnings
- Loss of privileges (i.e. participation in school dances or events, or field trips)
- Notices to parents/guardians by telephone or letter
- Request for Parent Conference
- Individualized Behavior Contract
- Detention

If a student’s behavior does not improve, parents may be asked to participate in the Student Success Team (SST) process. The SST, including a school administrator and a teacher will work with the parent(s) to develop appropriate accommodations and/or intervention strategies.

Crown Preparatory Academy implements a consistent discipline policy in order to ensure that staff enforces disciplinary rules and procedures fairly and consistently amongst all students. Students who
demonstrate the PRIDE Values receive merits. Each week students receive a clean slate and have an opportunity to gain or lose points. Weekly reports are sent home to parents for them to review with their child to see how their child is demonstrating the PRIDE Values on a weekly basis.

Our PRIDE system also tracks student behavior and serves as a communication tool with teachers and parents. When students receive positive reports or have shown growth, the advisory teacher will acknowledge students publically and contact the parents, the same will occur for a decline in points or consistent poor performance. Our goal is to constantly monitor not only academic progress, but our student’s behavioral progress as well.

To create an atmosphere of fairness and consistency, for the first two weeks of the school year, in addition to teaching academics, we clearly explain and guide our students through behavior expectations. We show our students what it means to be a Crown Prep student. During those two weeks we correct behaviors with minimal consequences (i.e. a warning, a brief conversation to discuss behavior, redirecting behavior, non-verbal cues, and wait time), while constantly reminding students that once we have taught them how we expect them to behave, the consequences will be based upon the choices they make. These minimal consequences include merits/demerits, field trips, detention, privileges, parent phone calls, or parent conferences.

In the 2014-2015 school year, Crown Prep has enacted a new Scholar and Family Affairs department, which includes the Director Of Scholar and Family Affairs, Dean of School Culture, PPS Licensed School Counselor and PPS and MFT state certificated interns (with university supervisors). This team tracks behavioral data daily on the Kickboard platform. The goal is for all scholars to have a minimum ratio of 3 merits for 1 demerit, meaning that meeting expectations are recognized at a rate 3x higher than infractions are. Based on weekly data (including PRIDE reports), scholars who are not meeting behavioral goals receive one on one behavioral coaching from the Dean of Culture, socio-emotional support from the Counselor, and if referred, individual clinical counseling from licensed provider. Scholars are able to articulate their weekly behavioral goal and work towards incremental changes in the classroom and on campus.

**Restorative Justice**  
In order to reduce the number of suspensions and increase the positive behaviors required by Crown Prep, restorative justice will be used as an alternative to other means of discipline in all cases, except when specific disciplinary action is required by the Educational Code. The focus of the Scholar and Family Affairs team is to prevent suspendable actions and ensure scholars have the socio-emotional skills and habits to be successful on campus. The RTI model will be used not only for academic but also for social-emotional supports. During scholars’ daily Life Skills period, Tier II and Tier III students will be grouped as needed (e.g., African American males) to focus on targeted social-emotional interventions and supports, including learning about coping strategies, response to trauma, anger management and more.

**Figure 10.1 Pride Value – Behavior**  
*The accumulation of three demerits is an automatic detention. Failure to complete any homework assignment is equivalent to an automatic detention.*

Merits are given for going above and beyond the expected behavior. Students who show pride in their school and community are rewarded with PRIDE points. Teachers and staff members “catch students doing something good” and reward them with merits.
<table>
<thead>
<tr>
<th>Outstanding demonstration of the Following PRIDE Value</th>
<th>Cause of merit</th>
<th>#of merits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perseverance</td>
<td>Showed major improvement on a skill</td>
<td>2-3</td>
</tr>
<tr>
<td></td>
<td>Asked to stay after school for additional help on a skill</td>
<td>1</td>
</tr>
<tr>
<td>Respect</td>
<td>Reporting a threat to the school or school property</td>
<td>3-5</td>
</tr>
<tr>
<td></td>
<td>Reporting a bad act that may cause harm to another student</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Reporting a bully</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Assisting a fellow classmate with a problem</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Helping a classmate</td>
<td>2</td>
</tr>
<tr>
<td>Integrity</td>
<td>Publicly admitting when you made a mistake</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Doing the right thing when you think no one’s watching</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Reporting theft</td>
<td>4-5</td>
</tr>
<tr>
<td></td>
<td>Reporting Cheating</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Accurate reporting a person who defaced school property</td>
<td>3</td>
</tr>
<tr>
<td>Discipline</td>
<td>Well Organized</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>No demerits for three weeks</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Perfect attendance all trimester</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Demonstrating Discipline when others are not</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>No missing work all trimester</td>
<td>5</td>
</tr>
<tr>
<td>Excellence</td>
<td>Going above and beyond on an assignment</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Most improved for the trimester</td>
<td>4</td>
</tr>
</tbody>
</table>
C. GROUNDS FOR SUSPENSION AND EXPULSION

Mandatory Expulsion/Suspension: 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:

- causing serious physical injury to another person
- brandishing a knife
- possession, selling, or furnishing of a firearm, knife, explosive, or other dangerous object
- 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.
- committed or attempted to commit sexual assault or committing a sexual battery (as defined in Section 48900)
- Assault or battery upon any school employee.
- Violation of the Federal Guns Free School Act

Discretionary Expulsion/Suspension: In addition to the foregoing 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:

- Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense
- Hate violence (defined by Section 48900.3)
- 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.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- 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, etc.
- 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.
- Disrupted school activities or otherwise willfully defied the valid authority of teachers, administrators, or other school officials or personnel engaged in the performance of their duties.
- 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.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Knowingly received stolen school property or private property.
- Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
- Aided or abetted the infliction or attempted infliction of physical injury to another person.
- Engaged in sexual harassment as defined in Education Code Section 48900.2.
• Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Education Code Section 48900.4.
• Made terrorist threats against school officials, school property or both as defined in Section 48900.7.
• 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.

1. IN-SCHOOL SUSPENSION

In school suspensions are given as an alternative to out of school suspensions and are held in the dean’s office. During in school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the Dean or other certificated personnel provide support. During the day of the suspension, the students’ teachers come in throughout the day to field questions or address behaviors that may have contributed to the students’ in school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing the behavior that resulted in the in-school suspension. At the conclusion of the day, this reflection is reviewed with the student with the dean. The student is given an opportunity to reflect aloud by addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated.

D. SUSPENSION PROCEDURES

To protect student rights, we have established fair and thorough procedures to ensure a comprehensive and consistent process for suspension and expulsion including clear guidelines for due process.

1. Family Conference
   Suspension shall be preceded by a conference conducted by the Director of Scholar and Family Affairs (DSFA) with the student and his/her parent. The scholar shall be informed of the reason for the conference, the evidence against him or her, and shall be given the opportunity to present his or her version and evidence in defense. The conference may be omitted if the DSFA 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 conference, the parent/guardian shall be notified within 24 hours of the suspension and a conference will be requested by Crown Preparatory Academy.

2. Notices to Parents/Guardians
   At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay.

3. Length of Suspension
   The length of suspension for students may not exceed a period of 5 continuous days unless an administrative recommendation has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding 5 continuous days, a second conference
will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the 5th day of suspension. Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. A student may be suspended from school for not more than 20 school days in any school year.

The ED may suspend a student with a disability for up to 10 school days total.

E. EXPULSION PROCEDURES

The Board of Directors and the Administrative Hearing Panel have the authority to expel. Students will be recommended for expulsion if the school administrative staff finds that at least one of the following findings may be substantiated:

a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

b) Due to the nature of the violation, the presence of the scholar causes a continuing danger to the physical safety of the student or others.

c) Due to the nature of the violation, state or federal law requires mandatory expulsion.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the investigation by the Executive Director. A Fact and Findings document will be prepared to summarize the evidence adduced at the hearing, to substantiate the expulsion decision. The hearing will be presided over by an Administrative Hearing Panel appointed by the Board.

Written notice of the hearing will be forwarded to the student and the student’s parent/guardian 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, charges and offense upon which the proposed expulsion is based.
- A copy of Crown Prep’s disciplinary rules that relate to the alleged violation.
- The opportunity for the student or the student’s parent/guardian to appear in person at the hearing, the right to have representation, to bring witnesses and present evidence, and to challenge evidence presented by the school.

Written notice of expulsion a student will be sent by the Executive Director to the parent/guardian of any student who is expelled. This notice will include the following:

- The specific offense committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion.”
- Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with Crown Prep.
- Reinstatement eligibility review date
- A copy of the rehabilitation plan
- The type of educational placement during the period of expulsion
- Appeal procedures/protocol
F. APPEAL OF SUSPENSION OR EXPULSION

28. SUSPENSION APPEALS

Decisions to suspend students will be made at the sole discretion of the DFSA. In addition to the procedures detailed in the previous section that are designed to ensure proper parent notification and due process, parents/guardians may appeal a decision of suspension within 3 days, in writing, to the Executive Director. An appeal meeting will be held within 8 working days of the parents’ written request to the Executive Director. An appeal will not reinstate the student in school for the day(s) to be suspended. In reviewing the appeal, the Executive Director may remove the suspension from the student’s records.

29. EXPULSION APPEALS

Decision to expel students will be made at the sole discretion of the Administrative Hearing Panel appointed by the Board of Directors, following a recommendation from the Executive Director. Parents and/or guardians will be notified in advance to enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion.

In addition to the procedures detailed in the previous section that are designed to ensure proper parent notification and due process, parents/guardians may appeal the Administrative Panel’s decision of expulsion within 10 days, in accordance with Education Code Section 48919, in writing to the Executive Director. The Executive Director will forward the appeal to the Board of Directors. An appeal hearing will be held within 15 working days of the parent’s written request.

In the case of an expulsion appeal, the student will be considered suspended until a meeting is convened to hear the appeal at which time the parent(s) must attend to present their appeal. Crown Prep will strive to schedule the hearing to accommodate the parents’ presence. The Board of Directors will make a decision regarding the expulsion within 5 days of the appeals hearing. The decision of the Board of Directors is final.

30. WRITTEN NOTICE OF EXPULSION

The Executive Director, following a decision to expel shall send written notice of expulsion, by mail including the findings of fact, to the pupil or parent/guardian. This notice shall include the following:

- The specific offense committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion.”
- Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with City.
- The reinstatement eligibility review date.
- A copy of the rehabilitation plan.
- Type of educational placement during the period of expulsion.
- Notice of appeal rights/procedures.
- Effective date of expulsion.
- Date that the student may be reviewed for readmission.

The Executive Director shall send written notice of the decision to expel to the pupil’s district of residence, the Chartering District (LAUSD) and the County Office of Education. This notice shall include the following:

- The pupil’s name;
- The specific expellable offense committed by the pupil;
- Disciplinary Records.
G. POLICIES AND PROCEDURES REGARDING REHABILITATION, REINSTATEMENT, AND READMISSION.

Suspended students will still be responsible for all classroom assignments; when appropriate, students will be given an in-school suspension with a specific schedule in order to not miss any school days.

In the event of a decision to expel a student, the school will work cooperatively with the District to assist with appropriate educational placement of the expelled student. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates. Students who are expelled shall be given a rehabilitation plan upon expulsion at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the charter school for readmission.
ELEMENT 11 - EMPLOYEE RETIREMENT SYSTEM

“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).

Crown Prep’s Board of Directors shall determine which school-sponsored retirement plans will be available to various types of staff (e.g., certificated staff, part-time staff, etc.). The Business and Operations Manager is responsible for processing benefits and all required reporting.

A. CERTIFICATED STAFF MEMBERS

Crown Prep plans to have its teachers participate in the State Teachers’ Retirement System (or a similar program) and coordinate such participation, as appropriate, with the social security system or other reciprocal systems. If the school should opt to participate in the State Teachers’ Retirement System (STRS), or any other systems, Crown Prep shall work directly with Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. All withholdings from employees and Crown Prep will be forwarded to the STRS Fund as required.

Employees will accumulate service credit years in the same manner as all other members of STRS. For full-time certificated employees who participate in STRS, employees will contribute the required percentage, and Crown Prep will contribute the employer’s portion required by STRS.

B. OTHER STAFF MEMBERS

Non-certificated employees will participate in the federal Social Security system in accordance with applicable law.
ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

Crown Prep will work with the staff of 24th Street Elementary to ensure that parents at 24th Street understand that Crown Prep is a school of choice, and parents may choose to send their children to a different school in the area for 5th-8th grades. All parents and students will be informed of their public school attendance alternatives during the enrollment process.
Element 13 – Rights of District Employees

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

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

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

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

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

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Laura J. McGowan-Robinson
Crown Preparatory Academy
2055 W. 24th Street
Los Angeles, CA 90018

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
ELEMENT 15 – EMPLOYER STATUS AND COLLECTIVE BARGAINING

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Ed. Code § 47605(b)(5)(O).

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
ELEMENT 16 – PROCEDURES TO BE USED IF CHARTER SCHOOL CLOSES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.”

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Ed. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Ed. Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Ed. Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall immediately designate a person or
persons responsible for conducting all closure-related procedures and activities, and determine how Charter School will fund these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notice of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which the school participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students’ school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**School and Student Records Retention and Transfer**

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or
liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.
Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
**ADDITIONAL PROVISIONS**

**FACILITIES**

**District-Owned Facilities**

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and
incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  
  (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 Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (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 charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance**: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the charter school facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the charter school facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management**: Charter School shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.

**Asbestos Management**: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
Insurance

Insurance Requirements
No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy.

Evidence of Insurance
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District.
Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services**
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Ed. Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.
**Internal Fiscal Controls**
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).

**Local Control and Accountability Plan**
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” Ed. Code § 47606.5(b).
ASSURANCES AND AFFIRMATIONS

Crown Preparatory Academy (also referred to herein as “[short form of school name]” and “Charter School”) shall:

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


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

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


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

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

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

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

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

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.
**WASC ACCREDITATION**

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

**ENGLISH LEARNERS**

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

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

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

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

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

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

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**
Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the

**Special Education Program**
Charter Schools must ensure that no student otherwise eligible to enroll in their Charter School will be denied enrollment due to a disability or to the Charter School’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at Charter Schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

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

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

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

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

- **Statewide Assessment Data (Including Charter School’s)**
  The usual file including District ID.

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

- **CBEDS (Including Charter School’s)**

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

- **Dropout (Including Charter School’s)**
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data (Including Charter School’s)**

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

The MCD requires Charter School’s to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All Charter School’s are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon Charter School full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
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 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

As an independent Charter School, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.
Charter School shall comply with the Brown Act and the Public Records Act.

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

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

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

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

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

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

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Ed. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Ed. Code section 49013.
Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

**LEGAL AND POLICY COMPLIANCE**

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

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

**RESPONDING TO INQUIRIES**

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter School’s Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation.

**STUDENT RECORDS**

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

SAFE PLACE TO LEARN ACT

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

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

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

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

• Complete and submit Local Education Agency (LEA) Plan to CDE

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

• Participate in any applicable federal program monitoring conducted by the California Department of Education

• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

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**ELEMENT 8 – ADMISSION REQUIREMENTS**

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

**MCKINNEY-VENTO HOMELESS ASSISTANCE ACT**

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

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

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

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).

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.

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

k. Provisional Budget – Spring prior to operating fiscal year
l. Final Budget – July of the budget fiscal year
m. First Interim Projections – November of operating fiscal year
n. Second Interim Projections – February of operating fiscal year
o. Unaudited Actuals – July following the end of the fiscal year
p. Audited Actuals – December 15 following the end of the fiscal year
q. Classification Report – monthly according to school’s Calendar of Reports
r. Statistical Report – monthly according to school’s Calendar of Reports

In addition:

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

s. Instructional Calendar – annually five weeks prior to first day of instruction
t. 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 implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

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

**NOTIFICATION OF THE DISTRICT**

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

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

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

**OUTCOME DATA**

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

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

**Readmission**

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

**Reinstatement**

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

**Gun-Free Schools Act**

Charter School shall comply with the federal Gun-Free Schools Act.

**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).

[NOTE: No District Required Language is being provided for inclusion in this element.]

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.
ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES


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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

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

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter School’s Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Charter School
[See Element 14]
6) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

7) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

8) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

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**ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER**

“A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Ed. Code § 47605(b)(5)(O).

Charter School is deemed the exclusive public school employer of all employees of the Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

“A description of the procedures to be used if the Charter School closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the Charter School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.”


REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to Charter School’s adopted by the District Board of Education and/or any provisions set forth in the Charter School’s Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Ed. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, Charter School’s may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Ed. Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for Charter School closure set forth below are guided by Ed. Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations
Designation of Responsible Person(s) and Funding of Closure
Upon the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how Charter School will fund these activities.

Notification of Closure Action
Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

9. The LAUSD Charter School’s Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the Charter School does not need to send separate written notice of its closure to the CSD.

10. 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.

11. 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.

12. The Special Education Local Plan Area (SELPA) in which the school participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

13. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

14. 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.

15. 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.
16. All school employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

5. The effective date of the school closure
6. The name(s) and contact information for the person(s) handling inquiries regarding the closure
7. The students’ school districts of residence
8. 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:

3. A description of the circumstances of the closure
4. 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:

4. Information on how to enroll or transfer the student to an appropriate school
5. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.
School and Student Records Retention and Transfer

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter School’s Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify the Charter School and the authorizing entity of any liabilities the Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities.
The CDE may ask the county office of education to conduct an audit of the Charter School if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

4. 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.

5. 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.

6. An assessment of the disposition of any restricted funds received by or due to the Charter School.

This audit may serve as the school’s annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.
Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of the Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).
e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a Charter School or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

**ADDITIONAL PROVISIONS**

**FACILITIES**

**District-Owned Facilities**
If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if
Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
(i) **Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School’s 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.

(iii) **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.

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

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

**Non-District-Owned Facilities**

**Occupancy and Use of the Site**: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as Charter School. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision.
and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the Charter School facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the Charter School facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured
Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter School shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”
Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless/Indemnification Provision**
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**FISCAL MATTERS**

**District Oversight Costs**
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under Charter School facilities use agreements.

**Cash Reserves**
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services**
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Ed. Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.
Audit and Inspection of Records
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Internal Fiscal Controls
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating Charter School apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).

Local Control and Accountability Plan
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” Ed. Code § 47606.5(b).