LAUSD
BOARD-APPROVED
PETITION RENEWAL
DATE: 10/13/2026
(BR: 084-25/26)
TERM: 2027-2032

CHIME Institute's Schwarzenegger Community School Renewal Petition for a Five-Year Term

July 1, 2027 - June 30, 2032

Submitted to the Los Angeles Unified School District
July 16, 2026

CHIME Institute's Schwarzenegger Community School
Dr. Erin Studer, Executive Director
19722 Collier Street
Woodland Hills, CA, 91364
(818) 346-5100
erin.studer@chimeinstitute.org
www.chimeinstitute.org

Table of Contents

AFFIRMATIONS, ASSURANCES, AND DECLARATIONS 5

ELEMENT 1 – THE EDUCATIONAL PROGRAM 7

1. GENERAL INFORMATION 11
SELF-REFLECTION FOR CHIME SCS 11
2. CHIME SCS'S PERFORMANCE OVER THE CURRENT CHARTER TERM16
3. ENROLLMENT PLAN 35
GOALS AND PHILOSOPHY 36
4. MISSION & VISION 36
5. WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY 37
6. THE REQUIREMENTS OF EDUCATION CODE SECTION 47605(c)(5)(A)(ii) 43
INSTRUCTIONAL DESIGN 52
7. INNOVATIVE COMPONENTS OF THE EDUCATIONAL PROGRAM 61
8. CURRICULUM AND INSTRUCTION 62
9. COMPREHENSIVE COURSE LIST FOR MIDDLE SCHOOL GRADES 86
10. - 13. NOT APPLICABLE
14. TRANSITIONAL KINDERGARTEN 86
ACADEMIC CALENDAR AND SCHEDULES 87
15. ACADEMIC CALENDAR 87
16. SAMPLE DAILY SCHEDULES 88
17. ANNUAL INSTRUCTIONAL MINUTES 93
18. NOT APPLICABLE
PROFESSIONAL DEVELOPMENT 94
19. ONGOING PROFESSIONAL DEVELOPMENT 94
20. TEACHER AND STAFF RECRUITMENT PROGRAM 96
MEETING THE NEEDS OF ALL STUDENTS 97
21. ENGLISH LEARNERS 101
22. GIFTED AND TALENTED ("GATE") STUDENTS & STUDENTS ACHIEVING ABOVE GRADE LEVEL 111
23. STUDENTS ACHIEVING BELOW GRADE LEVEL 112
24. SOCIOECONOMICALLY DISADVANTAGED STUDENTS 112
25. STUDENTS WITH DISABILITIES 113
26. STUDENTS IN OTHER SUBGROUPS 113

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED 114

1. MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM 114
2. & 3. MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS 115
4. OTHER PERFORMANCE TARGETS 115

5. METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT 115
6. DATA ANALYSIS AND REPORTING 118
7. GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION 119

ELEMENT 4 – GOVERNANCE 121

1. GOVERNANCE STRUCTURE 124
2. GOVERNING BOARD COMPOSITION AND MEMBER SELECTION 127
3. & 4. GOVERNANCE PROCEDURES AND OPERATIONS; DECISION MAKING PROCEDURES 129
5. STAKEHOLDER INVOLVEMENT 130

ELEMENT 5 – EMPLOYEE QUALIFICATIONS 135

1. EMPLOYEE POSITIONS 135
2. EMPLOYEE QUALIFICATIONS 136

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES 161

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE GOALS, SPECIAL EDUCATION PERCENTAGES, AND ENGLISH LEARNER PERCENTAGES 168

1. COURT-ORDERED INTEGRATION AND RECRUITMENT 168
2. HOW THE CHARTER SCHOOL WILL ACHIEVE LAUSD'S RACIAL AND ETHNIC BALANCE GOALS, SPECIAL EDUCATION PERCENTAGES, AND ENGLISH LEARNER PERCENTAGES 168

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES 172

1. ADMISSION REQUIREMENTS 174
2. LOTTERY PREFERENCES AND PROCEDURES 185

ELEMENT 9 – ANNUAL FINANCIAL AUDITS 179
1. ANNUAL AUDIT PROCEDURES 179

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES 181

1. SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM 185
2. & 3. SUSPENSION AND EXPULSION PROCEDURES 189
4. & 5. SUSPENSION PROCEDURES 199
6. IN-SCHOOL-SUSPENSION 201
7. EXPULSION PROCEDURES 201

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS **209**

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES **211**

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES **212**

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION **213**

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES **217**

ADDITIONAL PROVISIONS **225**

Affirmations, Assurances and Declarations

CHIME Institute's Schwarzenegger Community School (also referred to herein as "CHIME SCS" "CHIME" and the "Charter School") shall:

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

- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(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(e)(1).)

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

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of

the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

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

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

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

ELEMENT 1 - THE EDUCATIONAL PROGRAM

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

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, 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(c)(5)(A)(ii).)**

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School

reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

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

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

1. GENERAL INFORMATION

GENERAL INFORMATION	
● The contact person for Charter School is:	Dr. Erin Studer, Executive Director
● The contact address for Charter School is:	19722 Collier Street, Woodland Hills, CA 91364
● The contact phone number for Charter School is:	818-346-5100
● The current address of the Charter School is:	19722 Collier Street, Woodland Hills, CA 91364
● Location is in LAUSD Board District:	4
● Location is in LAUSD Region:	North
● The grade configuration of the Charter School is:	Transitional Kindergarten ("TK")-8
● The grade levels are:	TK-8
● The total enrollment capacity will be:	772
● The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
● The regular bell schedule will be:	Typical day: TK/K: 9:00 a.m. - 2:00 p.m. 1st-3rd: 8:30 a.m. - 2:40 p.m. 4th-5th: 8:30 a.m. - 2:55 p.m. 6th-8th: 8:10 a.m. - 2:55 p.m.
● The term of this Charter for a middle performing school:	July 1, 2027-June 30, 2032

SELF-REFLECTION FOR CHIME

"Imagine a world where all children are equally valued, a world where every child is seen as a gift."

CHIME Institute's Schwarzenegger Community School is an inclusive learning community where ***all*** students, their parents, and the Charter School's staff appreciate and value diversity in all its forms.

BACKGROUND

The then-named CHIME Charter School was authorized by the Los Angeles Unified School District and opened in August, 2001 with approximately 75 children in grades K-4. In 2010, at the request of California's former First Lady, Maria Shriver, in honor of former Governor Arnold Schwarzenegger, the name of the Charter School was officially changed from "CHIME Charter School" to CHIME Institute's Schwarzenegger Community School. CHIME Charter Middle School opened in fall, 2003 to serve students in 6-8th grades. In 2011 LAUSD approved a "merger" of the two charter schools, with one middle grade added annually to CHIME SCS from 2011 to 2013, resulting in a single TK-8 program starting in 2013-14.

In 2025-26 CHIME SCS served 728 students in grades TK-8. In 2025-26 18.1%[1] of CHIME's enrollment were eligible for Special Education Services, resulting in approximately 15-20% of the enrollment of each class being composed of students with disabilities. The CHIME SCS model allows for the individual needs of each child to be addressed in a manner that enhances each child's strengths while also addressing learning needs. The education program is based on constructivism[2] and designed to engage students in problem solving activities at levels appropriate to individual needs.

CHIME SCS is operated by the CHIME Institute (formerly CHIME Institute for Children with Special Needs), which was founded in 1990 and is a national leader in the development and delivery of quality inclusive education. The CHIME Institute has a dual mission, which is to develop and implement model programs that support all children to achieve their maximum potential, and to provide dynamic research and training environments to disseminate best educational practices. The CHIME Institute is overseen by a Board of Directors ("Board") which is described more fully in Element 4 of this Petition. The CHIME Institute administers the following programs, in addition to CHIME SCS:

- A center for educator development in partnership with California State University, Northridge ("CSUN") and LAUSD, in which CHIME SCS facilitates university student involvement on a variety of levels and has a designated liaison between the Charter School and California State University Northridge ("CSUN") that also provides an avenue for CHIME SCS's teachers to tap into CSUN's resources;

[1]Source: Dataquest
[2]Constructivism is the theory that says learners construct knowledge rather than just passively take in information. As people experience the world and reflect upon those experiences, they build their own representations and incorporate new information into their pre-existing knowledge (schemas).

- A research center whereby the CHIME Institute's programs serve as a laboratory in which faculty and students investigate how children learn, and they serve as a source of inclusive education for educators and parents;
- The CHIME Institute's Preschool Inclusion Program was started in 1990, and serves children from 3 to 6 years of age; and
- The CHIME Institute's Infant and Toddler Program, established in 1991, serves children and their families from birth through age 3.

ACHIEVEMENTS OF THE CURRENT CHARTER TERM

CHIME SCS is quite proud of its achievements to date, which include, but are not limited to, the following:

- Strong community demand, with up to 1,000 students on the wait list for enrollment for 2026-27.
- On the 2024-25 California Assessment of Student Performance and Progress exams ("CAASPP"), 54% of CHIME SCS's students in grades 3-8 achieved Standard Met or Standard Exceeded in ELA (compared to 48.8% statewide) and 47.3% Standard Met or Exceeded standards in Math (compared to 37.3% statewide).
- On the 2024-25 California Science Test ("CAST") 39.2% of CHIME SCS' 5th and 8th graders achieved Standard Met or Standard Exceeded, above the statewide performance (23.4% and 32% respectively for the same grades).
- CHIME SCS' students reflect the demographics of the surrounding community; as of 2025-26 the Charter School's diverse enrollment included 21.2% Hispanic/Latino, 8.2% Two or More Races, 3.4% Black, 64.1% White, 22.5% socioeconomically disadvantaged, 6.5% English Learner, 0.5% Homeless and Foster Youth and 18.1% Students with Disabilities.[3] For the Students with Disabilities student group, approximately half have moderate-severe disabilities including autism, intellectual disabilities, severe physical disabilities and students identified with serious social-emotional needs.
- CHIME SCS is the only charter school in California to *twice* be awarded the California Charter School Association's Hart Vision Award: Charter School of the Year (2005 and 2016).
- Hailed in 2006-07 by the U.S. Department of Education as "a model for full inclusion and ... a blueprint locally and around the country."
- Featured by former State Superintendent of Public Instruction Tom Torlakson in a 2018 California Department of Education video on Inclusive Schools.

[3]Dataquest

- CHIME SCS has led teacher professional development for more than 1,000 teachers and paraeducators at more than 60 schools across California and elsewhere to help those schools adopt practices that would provide more inclusive opportunities for their students.
- *Daily News* Reader's Choice Award sixteen years in a row.
- Co-recipient of a European Union Atlas grant facilitating an international educator exchange with a partner school in Bollnas, Sweden.
- For the past five years CHIME has acted as a technical assistance school to districts and schools across the state as part of the CDE's Supporting Inclusive Practices project.

IMPORTANCE OF INCLUSION

CHIME SCS serves the intent of the Charter Schools Act of 1992, as amended, including the 2019 revisions and subsequent legislative reforms and extensions through 2026, as well as LAUSD's mission, vision, and strategic goals that address the needs of a full spectrum of diverse learners in an inclusive learning community. The rationale for inclusion is based on the belief that important academic, social, and ethical skills and attitudes are developed when students with various abilities, needs, and backgrounds learn together. A well-established body of research, supported by federal and state law, indicates inclusion of children with disabilities benefits both students with and without disabilities alike.

Several studies have explored the impact of inclusion on students without disabilities and have found that nondisabled students have achieved improved academic outcomes as a result of being in an inclusive class.[4] Sailor has noted that implementation of inclusive practices, such as Universal Design for Learning ("UDL"), Positive Behavior Interventions and Supports, and co-teaching, have the potential to result in reduced special education referrals school-wide because struggling students receive assistance before they fall too far behind.[5] Evidence also suggests students with disabilities demonstrate improved academic and social outcomes as a result of increased time spent in general education classes.[6] Social outcomes, such as improved social

[4] Gandhi, A. G. (2007). Context Matters: Exploring relations between inclusion and reading achievement of students without disabilities. International Journal of Disability, Development and Education, 54(1), 91–112. http://doi.org/10.1080/10349120601149797; Cole, C.M., Waldron, N., & Majd, M. (2004). Academic progress of students across inclusive and traditional settings. *Mental Retardation,* 42, 136-144.

[5] Sailor, W. (2008). Access to the general education: Systems change or tinker some more? Research and Practice for Persons with Severe Disabilities, 33(4), 249-257

[6] Wilson, G. L., Kim, S. A., & Michaels, C. A. (2011). Factors associated with where secondary students with disabilities are educated and how they are doing. *Journal of Special Education, 20(*10), 1-14; Vaughn S., Moody S. W., Schumm J. S. (1998). Broken promises: Reading instruction in the resource room. Exceptional Children, 64, 211–225; Rea, P.J., McLaughlin, V.L., & Walther-Thomas, C. (2002). Outcomes for students with learning disabilities in inclusive and pullout programs. Exceptional Children, 68, 203- 222; Cosier, M., Causton-Theoharis, J.,

skills, communication skills, and increased interactions with typical peers, are also attributed to inclusive settings.[7]

Peer supports can support the development of positive social relationships while reducing reliance on adults. This strategy involves an arrangement in which typical peers provide social and academic support to a classmate with significant disabilities while receiving guidance from adults, such as general and special educators, as well as paraprofessionals.[8] While these arrangements often begin with some adult facilitation (although all students must willingly participate), students with and without disabilities generally become comfortable with one another over time, and often develop friendships as a result.[9] Finally, in a recent meta-analysis conducted by Waldron, Cole, and Majd of students with disabilities and their typically developing peers in inclusive settings, both cohorts of children, those with disabilities and those without, made academic gains in inclusive settings. For students with disabilities these gains were superior to those of similar students with disabilities in segregated settings.[10]

However, in spite of the extensive supporting evidence from the educational research community, state and federal legal mandates, and curricular best practices, the availability of inclusive educational options is very limited. Many parents of children with disabilities often report difficulty in locating schools responsive to their children's special learning requirements and many teachers feel unprepared to meet the complex challenges such students present. There is a need for schools that employ effective models for inclusion that are implemented on a school-wide basis. CHIME SCS provides one option to fulfill this need and works to both improve achievement of enrolled students while also increasing social awareness of effective inclusive practices in the community at-large.

& Theoharis, G. (2013). Does access matter? Time in general education and achievement for students with disabilities. Remedial and Special Education, 34(6), 323-332.

[7] Boyd, B. A., Conroy, M. A., Asmus, J. M., McKenney, E. L. W., & Mancil, G. R. (2008). Descriptive analysis of classroom setting events on the social behaviors of children with autism spectrum disorder. *Education and Training in Developmental Disabilities*, *43*(2), 186-197; Carter, E. W., Siseo, L. G., Brown, L., Brickham, D., & Al-Khabbaz, Z. A. (2008). Peer interactions and academic engagement of youth with developmental disabilities in inclusive middle and high school classrooms. American Journal on Mental Retardation, 113, 479-494.

[8] Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). Peer support strategies: Improving all students' social lives and learning. Baltimore, MD: Paul H. Brookes

[9] Carter E. W., Bottema-Beutel K., Brock M. E. (2014). Social interactions and friendships. In Agran M., Brown F., Hughes C., Quirk C., Ryndak D. (Eds.), Equity and full participation for individuals with severe disabilities: A vision for the future. Baltimore, MD: Paul H. Brookes.

[10] Waldron, N., Cole, C., & Majd, M. (2001). The academic progress of students across inclusive and traditional settings: A two year Indiana inclusion study. Bloomington, IN: Indiana Institute on Disability & Community.

2. CHIME'S PERFORMANCE OVER THE CURRENT CHARTER TERM

CHIME MEETS CHARTER RENEWAL CRITERIA UNDER THE REVISED EDUCATION CODE SECTION 47607

As detailed in the *LAUSD Policy and Procedures for Charter Schools,* pursuant to amendments to the state's Charter Schools Act by A.B. 1505, the District's interpretation is that "[t]he renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, Section§ 47607(b).)
- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, Sections 47607(c), 47607.2(a), and 47607.2(b).)
- **Criterion 3:** Are the charter school's enrollment or dismissal practices discriminatory, or does the charter school have substantial fiscal or governance issues? (Ed. Code, 47607(e).)"

Each of these criteria is addressed below, in turn.

CHIME SCS Meets Criterion 1 For Renewal with a Sound Educational Program, Strong Capacity, and a Reasonably Comprehensive Charter Renewal Petition

As detailed in the LAUSD Charter Policy, LAUSD's Criterion 1 "requires an analysis of the following (subsection letters added for clarity):

a. Whether the petition includes a sound educational program;
b. Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
c. Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
d. Whether the charter school is likely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The

LAUSD Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition)."

Regarding subparts (b) and (c) above, CHIME respectfully submits that it presents a reasonably comprehensive description of all 15 elements required for charter petitions and that the Affirmations, Assurances and Declarations contained above, which include the District's *Federal, State and District Required Language*, meet the requirements of Education Code section 47605(e).

As for the soundness of CHIME SCS's educational program and the capacity of the Charter School to successfully implement the program detailed throughout these pages – subparts (a) and (d) above -- LAUSD's Charter Policy notes that these "are assessed through the past performance of the existing charter school as indicators of likely future performance, including any applicable benchmarks that have been established. The LAUSD Board will examine the charter school's record in four key areas of charter school performance:

1. Governance
2. Student Achievement and Educational Performance
3. Organizational Management, Programs and Operations
4. Fiscal Operations"

These four criteria, not surprisingly, directly align with the LAUSD Charter Schools Division Annual Oversight Visit review system. In CHIME's 2025-26 Oversight Visit Report the Charter School received ratings of 3, "*Proficient*" in three out of four categories (Governance, Student Achievement and Educational Performance, and Fiscal Operations) and a rating of 4, *"Accomplished"* in the fourth category, Organizational Management, Programs, and Operations.

2025-26:

SUMMARY OF RATINGS *(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*			
Governance	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**
3, Proficient	**3, Proficient**	**4, Accomplished**	**3, Proficient**

For the 2025-26 Oversight Report, CSD staff noted several "Areas of Demonstrated Strength and/or Progress" including, but not limited to, the below:

Governance

- *The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.).*
- *A review of the evidence provided by the school includes, but is not limited to, the following:*
    - *The Governing Board's agendas and minutes show that there is a systemic review of Financial oversight (monthly, interim/unaudited actuals/audits), compliance items (SARC, LCAP, board compliance, credentialing), student programs (ELOP, Prop 28 arts, Dyslexia), and personnel policies (employee manual, work-from-home, benefits, local assignments).*
    - *At every Governing Board meeting there is a Programs Report made by the Executive Director to update the Board on relevant topics. Other topics reviewed as part of the educational program oversight include the approval of service contracts (June 2025); Approval and discussion of staff needs and credentials/permits/waiver/internships (August 2025); Discussions focused on afterschool program enrollment, pricing, and facilities (October 2025); SBAC and California Dashboard academic results (January 2026); Mid-Year LCAP Update; Health Insurance Coverage Adjustment Proposal (February 2026).*

Student Achievement and Educational Performance

ENGLISH LANGUAGE ARTS

- *The school's 2025 schoolwide ELA DFS (8.1 DFS) is higher than the state average (-8.1 DFS).*
- *A majority of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).*
- *The 2025 average DFS in ELA for the school's:*
    - *English Learner student group (-35.3 DFS) is higher than the state average (-59.9 DFS).*
    - *Latino student group (-1.9 DFS) is higher than the state average (-33.7 DFS).*
    - *Socioeconomically Disadvantaged student group (-27.4 DFS) is higher than the state average (-35.3 DFS)*
    - *Students with Disabilities student group (-49.0 DFS) is higher than the state average (-89.4 DFS)*
    - *Two or More student group (32.7 DFS) is higher than the state average (29.4 DFS)*
    - *White student group (10.9 DFS) is lower than the state average (23.8 DFS)*

MATH

- *The school's 2025 schoolwide Math DFS (-13.8 DFS) is higher than the state average (-42.4 DFS).*
- *A majority of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).*
- *The 2025 average DFS in Math for the school's:*
    - *English Learner student group (-54.9 DFS) is higher than the state average (-86.1 DFS)*
    - *Latino student group (-26.9 DFS) is higher than the state average (-73.6 DFS)*
    - *Socioeconomically Disadvantaged students (-54.3 DFS) is higher than the state average (-72.9 DFS)*
    - *Students with Disabilities student group (-82.8 DFS) is higher than the state average (-120.7 DFS)*
    - *Two or More student group (25.0 DFS) is higher than the state average (-0.7 DFS)*
    - *White student group (-11.0 DFS) is lower than the state average (-6.2 DFS)*

ENGLISH LEARNER PROGRESS INDICATOR

- *The schoolwide Dashboard ELPI performance color is Blue. The school's 2025 percentage of English Learner students making progress towards English language proficiency (59.4%) is higher than the state average (46.4%).*

Organizational Management, Programs, and Operations

IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report as evidenced of their systems and compliance in this area, which included the following:

- *Implementation of a constructivist, project-based learning model within a fully inclusive educational environment that emphasizes collaborative, small-group instruction and student engagement.*

- *The school maintains a strong focus on service learning through community-based projects, including diaper drives, blood drives, animal shelter adoption campaigns, and middle school environmental initiatives.*
- *Co-teaching and Universal Design for Learning remain central to CHIME's instructional model, with general and special education teachers jointly planning, teaching, and assessing students.*
- *CHIME continued serving as a professional development site for California State University, Northridge, and provided staff training focused on supporting English Learners.*
- *The school continues supporting English Learners through print- and language-rich classrooms, targeted oral language development, UDL practices, and ongoing engagement through the ELAC committee.*
- *Diversity efforts include increasing representation among educators and helping students develop skills to recognize and respond to identity-based harm, with continued support from Zinn Education Project.*
- *The middle school division continued its departmentalized co-teaching model, while elementary grade-level teams regularly implemented multiple co-teaching strategies.*
- *CHIME reaffirms its commitment to full inclusion by ensuring all students, including students with IEPs, remain integrated within general education classrooms and receive services through collaborative instruction.*
- *During 2025–26, the school also expanded support for gifted and high-achieving students by developing enrichment coordinators to strengthen staff capacity and oversee individualized enrichment plans within the inclusive school model.*

SPECIAL EDUCATION

The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records. School leadership reported the following processes and systems in place:

- *CHIME's inclusive setting and collaborative service delivery model depends on consistent communication among special educators, DIS providers, teachers, and key support staff, including the IEP Coordinator.*
- *To support collaboration, the school holds weekly SPED department meetings every Friday afternoon to review open assessments, provide technical assistance with Welligent logging, and coordinate collaboration, push-in, and integrated service delivery.*

- *Every Tuesday from 2:00–4:00 p.m., the entire faculty participates in co-planning sessions where general education and special education teachers work together to incorporate accommodations, modifications, adaptations, AAC/AT integration, and Universal Design for Learning (UDL) principles into weekly lesson plans.*

SCHOOL CLIMATE AND STUDENT DISCIPLINE

The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups. Evidence of the school's system and compliance in this area included, but was not limited to, the following:

- *CHIME continues implementing schoolwide, classroom, and individualized PBIS practices, supported by ongoing staff training in partnership with Los Angeles County Office of Education and Charter Operated Programs.*
- *Since 2019–20, the school has expanded restorative practices through partnerships with Los Angeles Institute for Restorative Practices and Restorative Justice for Oakland Youth, using community circles to build relationships, resolve conflicts, and reduce suspensions.*
- *CHIME is in year three of implementing the ToolBox Project curriculum for TK-3 students and Ripple Effects for grades 4-8 to support schoolwide social-emotional learning (SEL).*
- *The school continues evaluating additional SEL supports for grades 4 and 5, including possible implementation of Yale's RULER framework in collaboration with partner schools.*
- *CHIME's MTSS/PBIS team meets twice monthly to review student behavioral and academic data and recommend tiered interventions. The school has focused on strengthening Tier 2 PBIS supports, including expanding its Check-In/Check-Out intervention system to better support student needs.*
- *CHIME maintains a low suspension rate by utilizing alternatives to suspension, including restorative justice circles, parent meetings, behavior academies, and referrals to outside resources.*
- *To address bullying and cyberbullying, the school implements the No Bully System, using trained staff to facilitate structured meetings that support conflict resolution and student safety.*

As demonstrated above, CHIME SCS has met all of the elements of LAUSD's Criterion 1 in regard to meeting the criteria for charter renewal.

CHIME Meets Criterion 2 as a Middle-Performing Charter School with Strong Schoolwide and Subgroup Performance on the Dashboard and Measurable Increases in Academic Achievement

CHIME is pleased to be a "Middle Performing School" for purposes of charter renewal, based on the California School Dashboard ("Dashboard") indicators:

CHIME's 2025 Dashboard Indicators

Indicator	Performance Level, Status
English Language Arts ("ELA")	**8.1**
Math	**-13.8**
English Learner Progress Indicator ("ELPI")	**59.4%**
Science	**56.8**
Chronic Absenteeism	**13.1%**
Suspension Rate	**0.8%**

As shown above, CHIME earned a performance level of Blue, the highest possible level, for its ELPI, which was 59.4% in 2025. Science and Suspension Rate both earned performance levels of Green, the second highest level. The final three indicators, ELA, math, and chronic absenteeism, all earned a performance level of yellow.

For middle performing charter schools, the LAUSD Charter Policy states the following considerations for renewal:

> Pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following:
>
> 1) The schoolwide performance and performance of all subgroups of pupils served by the charter school on both the state and local indicators on the California School Dashboard;
> 2) and, The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard.

The focus below is first on CHIME's schoolwide and subgroup performance on the Dashboard. The analysis then compares the results achieved at CHIME compared to the state averages on each respective indicator, including comparing results by subgroup.

CHIME's 2025 Dashboard Performance

Subgroup	ELA	Math	Science	Chronic Absenteeism	Suspension Rate
Schoolwide	8.1	-13.8	56.8	13.1%	0.8%
African American	-32.4*	-82*	N/A	16.7%*	0%*
Asian	N/A	N/A	N/A	23.5%*	0%*
Hispanic	-1.9	-26.9	56.8*	19.9%	0%
White	10.9	-11	57.1	11.2%	1.3%
Two or More Races	32.7*	25*	N/A	5.9%	0%
English Learners	-35.3	-54.9	48*	5.5%	3.6%
Socioeconomically Disadvantaged	-27.4	-54.3	47.3	17.9%	1.9%
Students with Disabilities	-49	-82.8	43.8	16.1%	1.9%

N/A means 10 or fewer students were in the student group for the specific indicator, so no data was reported.

*Means the student group had more than 10 but fewer than 30 students for two consecutive years, so the student group's status is reported on the Dashboard but it is not provided a performance level.

As shown above, CHIME's 2025 Dashboard included data for eight student groups in addition to the schoolwide results. Not all student groups were of significant size or produced publicly available data for every indicator. This is due both to the small size of some student groups and to the fact that some Dashboard indicators do not include every grade level (e.g. Science only includes grades 5 and 8). Given this, there are student groups with data for some indicators (e.g. Chronic Absenteeism and Suspension Rate) but not other indicators (e.g. ELA, Math, and Science). ELPI is not included above since it only measures the performance of one student group, English Learners, and CHIME does not enroll enough Long-Term English Learners to produce publicly available data on ELPI for this student group. While the above data reflects CHIME's strong overall performance, this becomes even more apparent via the comparisons below showing how students at CHIME perform against their peers across the state.

2025 Dashboard Student Group Performance Comparison: ELA

Indicator	Student Group	CHIME	California
ELA (academic)	Schoolwide	8.1	-8.1
	African American	-32.4	-51.3
	Hispanic	-1.9	-33.7
	White	10.9	23.8
	Two or More Races	32.7	29.4
	English Learners	-35.3	-59.9
	Socioeconomically Disadvantaged	-27.4	-35.3
	Students with Disabilities	-49	-89.4

As demonstrated above, when measured by Distance from Standard ("DFS"), CHIME outperformed the state average in ELA for all students, 8.1 compared to -8.1. Looking at student groups, CHIME outperformed the state for six out of seven subgroups. This includes the following: African American, -32.4 vs. -51.3; Hispanic, -1.9 vs. -33.7; Two or More Races, 32.7 vs. 29.4; English Learners, -35.3 vs. -59.9; Socioeconomically Disadvantaged, -27.4 vs. -35.3; and Students with Disabilities, -49 vs. -89.4. In addition, CHIME achieved a performance level of green for White students, equivalent to the state's performance level.

2025 Dashboard Student Group Performance Comparison: Math

Indicator	Student Group	CHIME	California
Math (academic)	Schoolwide	-13.8	-47.6
	African American	-82	-95.8
	Hispanic	-26.9	-73.6
	White*	-11	-6.2
	Two+ Races	25	0.7

	English Learners*	-54.9	-86.1
	Socioeconomically Disadvantaged	-54.3	-72.9
	Students with Disabilities*	-82.8	-120.7

As demonstrated above, when measured by DFS, CHIME outperformed the state average in math for all students, -13.8 compared to -47.6. Looking at student groups, CHIME outperformed the state for six out of seven subgroups. This includes the following: African American, -82 vs. -95.8; Hispanic, -26.9 vs. -73.6; Two or More Races, 25 vs. 0.7; English Learners, -54.9 vs. -86.1; Socioeconomically Disadvantaged, -54.3 vs. -72.9; and Students with Disabilities, -82.8 vs. -120.7.

2025 Dashboard Student Group Performance Comparison: ELPI

Indicator	Student Group	CHIME	California
ELPI (academic)	Schoolwide (all ELs)	59.4%	46.4%

As shown above, CHIME's 2025 ELPI of 59.4% was higher than the state's average rate of 46.4%. Also, CHIME achieved a blue performance level compared to yellow for the state.

2025 Dashboard Student Group Performance Comparison: Science

Indicator	Student Group	CHIME	California
Science (Informational Purposes)	Schoolwide	56.8	52.6
	Hispanic	56.8	47.1
	White	57.1	60.2
	English Learners	48	41.1
	Socioeconomically Disadvantaged	47.3	47.1

	Students with Disabilities	**43.8**	**38.3**

As demonstrated above, CHIME outperformed the state average in science for all students, 56.8 compared to 52.6. Looking at student groups, CHIME outperformed the state for four out of five subgroups. This includes the following: Hispanic, 56.8 vs. 47.1; English Learners, 48 vs. 41.1; Socioeconomically Disadvantaged, 47.3 vs. 47.1; and, Students with Disabilities, 43.8 vs. 38.3. In addition, CHIME achieved a performance level of green for White students, equivalent to the state's performance level.

2025 Dashboard Student Group Performance Comparison: Chronic Absenteeism

Indicator	Student Group	CHIME	California
Chronic Absenteeism (academic engagement)	Schoolwide	13.1%	18.6%
	African American	16.7%	29.8%
	Asian	23.5%	6.7%
	Hispanic	19.9%	20.1%
	White	11.2%	12.2%
	Two or More Races	5.9%	14.9%
	English Learners	5.5%	18.1%
	Socioeconomically Disadvantaged	17.9%	21.7%
	Students with Disabilities	16.1%	24.9%

As demonstrated above, CHIME achieved a lower chronic absenteeism rate for all students compared to the state average, 13.1% compared to 18.6%. Looking at student groups, CHIME achieved a lower average than the state for seven out of eight subgroups. This includes the following: African American, 16.7% vs. 29.8%; Hispanic, 19.9% vs. 20.1%; White, 11.2% vs. 12.2%, Two or More Races, 5.9% vs. 14.9%; English Learners, 5.5% vs. 18.1%; Socioeconomically Disadvantaged, 17.9% vs. 21.7%; and Students with Disabilities, 16.1% vs. 24.9%.

2025 Dashboard Student Group Performance Comparison: Suspension Rate

Indicator	Student Group	CHIME	California
Suspension Rate (conditions and climate)	Schoolwide	0.8%	3.2%
	African American	0%	7.7%
	Asian	0%	1%
	Hispanic	0%	3%
	White	1.3%	2.4%
	Two or More Races	0%	2.8%
	English Learners	3.6%	3.2%

	Socioeconomically Disadvantaged	**1.9%**	**3.6%**
	Students with Disabilities	**1.9%**	**5%**

As demonstrated above, CHIME achieved a lower suspension rate for all students compared to the state average, 0.8% compared to 3.2%. Looking at student groups, CHIME achieved a lower rate than the state for seven out of eight subgroups. This includes the following: African American, 0% vs. 7.7%; Asian, 0% vs. 1%; Hispanic, 0% vs. 3%; White, 1.3% vs. 2.4%, Two or More Races, 0% vs. 2.8%; Socioeconomically Disadvantaged, 1.9% vs. 3.6%; and Students with Disabilities, 1.9% vs. 5%.

Multi-Year Dashboard Performance Analysis: Academic Indicators

While the Charter School's performance on the 2025 Dashboard has already been detailed, below data is provided for the academic indicators applicable to the Charter School for the 2023, 2024, and 2025 Dashboards. The academic indicators for a TK-8 school are: ELA, Math, ELPI, and Science. CHIME's performance is compared to the state averages, for all students and for significant student groups. This analysis is aligned to the District's "Cascade Analysis" conducted for middle performing charter schools.

Significant Student Group Performance Comparison: ELA

	2023 Dashboard			**2024 Dashboard**			**2025 Dashboard**		
Student Group	CHIME	State	CHIME above?	CHIME	State	CHIME above?	CHIME	State	CHIME above?
All	**13.7**	-13.6		**13**	-13.2		**8.1**	-8.1	
Hispanic	**2.1**	-40.2	**Yes**	**-3.5**	-39.3	**Yes**	**-1.9**	-33.7	**Yes**
White	**15.1**	20.8	**No**	**18**	19.2	**No**	**10.9**	23.8	**No**
2+Races*	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**32.7**	29.4	**Yes**
EL*	**-40.8**	-67.7	**Yes**	**-42**	-67.6	**Yes**	**-35.3**	-59.9	**Yes**
SD*	**-20.1**	-42.6	**Yes**	**-28.9**	-40.9	**Yes**	**-27.4**	-35.3	**Yes**
SWD*	**-39.1**	-96.3	**Yes**	**-60.3**	-95.6	**Yes**	**-49**	-89.4	**Yes**
Majority of groups above?			**Yes**			**Yes**			**Yes**

2+Races - Two or More Races; EL - English Learner; SD - Socioeconomically Disadvantaged; SWD - Students with Disabilities

As shown above, for each of the last three Dashboards a majority of significant student groups at CHIME have outperformed the state average in ELA, as indicated by the light blue shading above. In 2023 and 2024 there were four out of five student groups at CHIME who performed above the statewide average. In 2025 it was five out of six student groups outperforming the state average. Overall, the above data shows that, in ELA, CHIME has met the District's renewal requirements for a middle performing charter school.

Significant Student Group Performance Comparison: Math

	2023 Dashboard			**2024 Dashboard**			**2025 Dashboard**		
Student Group	CHIME	State	CHIME above?	CHIME	State	CHIME above?	CHIME	State	CHIME above?
All	**-11.7**	-49.1		**-9.5**	-47.6		**-13.8**	-42.4	**Yes**
Hispanic	**-26.1**	-80.8	**Yes**	**-26.3**	-79.2	**Yes**	**-26.9**	-73.6	**Yes**
White	**-7.1**	-11.1	**Yes**	**-3.3**	-10.3	**Yes**	**-11**	-6.2	**No**
2+Races	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**25**	-0.7	**Yes**
EL	**-40.3**	-93.4	**Yes**	**-49.7**	-93.4	**Yes**	**-54.9**	-86.1	**Yes**
SD	**-36.7**	-80.8	**Yes**	**-45.8**	-78.2	**Yes**	**-54.3**	-72.9	**Yes**
SWD	**-76.1**	-127.3	**Yes**	**-98.4**	-124.3	**Yes**	**-82.8**	-120.7	**Yes**
Majority of groups above?			**Yes**			**Yes**			**Yes**

As shown above, for each of the last three Dashboards a majority of significant student groups at CHIME have outperformed the state average in Math. In 2023 and 2024 100%, five out of five, student groups at CHIME performed above the statewide average. In 2025 it was five out of six student groups outperforming the state average. The data above shows that, in Math, CHIME has met the District's renewal requirements for a middle performing charter school.

ELPI Comparison

	2023 Dashboard			2024 Dashboard			2025 Dashboard		
Student Group	CHIME	State	CHIME above?	CHIME	State	CHIME above?	CHIME	State	CHIME above?
ELs	**35.5%**	48.7%	**No**	**36.4%**	45.7%	**No**	**59.4%**	46.4%	**Yes**
Above?			**No**			**No**			**Yes**

As shown above, CHIME's ELPI was higher than the state average on the 2025 Dashboard. In 2023 and 2024 CHIME's ELPI was below the state average.

Significant Student Group Performance Comparison: Science

	2024 Dashboard			2025 Dashboard		
Student Group	CHIME	State	CHIME above?	CHIME	State	CHIME above?
All	**58.2**	51.2		**56.8**	52.6	
White	**58.8**	58.7	**Yes**	**57.1**	60.2	**No**
SD*	**43.6**	45.6	**No**	**47.3**	47.1	**Yes**
SWD*	**41.8**	36.7	**Yes**	**43.8**	38.3	**Yes**
Majority of groups above?			**Yes**			**Yes**

Science has only been on the Dashboard for the two most recent years, 2024 and 2025. As shown above, in both 2024 and 2025 two of the three student groups at CHIME, a majority, performed above the state average. This means that for both years shown above CHIME met the renewal requirements for middle performing schools regarding science.

In summary, CHIME met the renewal requirements for three of four academic indicators when looking at the last three years of Dashboard data. ELA, Math, and Science all saw a majority of student groups outperform the state average in each of the last three years or, in the case of Science, over the last two years.

Additional Dashboard Indicators

CHIME 2022, 2023, 2024, and 2025 Dashboard Local Indicators

Local Indicator	2022	2023	2024	2025
Basics: Teachers, Instructional Materials, Facilities	**Standard Met**	**Standard Met**	**Standard Met**	**Standard Met**
Implementation of Academic Standards	**Standard Met**	**Standard Met**	**Standard Met**	**Standard Met**
Parent and Family Engagement	**Standard Met**	**Standard Met**	**Standard Met**	**Standard Met**
Local Climate Survey	**Standard Met**	**Standard Met**	**Standard Met**	**Standard Met**
Access to a Broad Course of Study	**Standard Met**	**Standard Met**	**Standard Met**	**Standard Met**

As demonstrated above, CHIME met standards for all local indicators in each of the most recent four years that local indicators were reported on the Dashboard.

In sum, as the above charts display, CHIME is outperforming the state average on a majority of Dashboard indicators and for almost all student groups. Given these results, CHIME meets the District's Criterion 2 for renewal which, for a middle performing school, shall be for a term of five years.

CHIME Meets Criterion 3 for Renewal: Enrollment and Dismissal Practices are Non-Discriminatory and CHIME Does Not Have Any Substantial Fiscal or Governance Factors

Pursuant to Education Code Section 47607(e), Criterion 3 asks whether the charter school's enrollment or dismissal practices are discriminatory and whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal.

LAUSD Charter Policy states: "Substantial fiscal factors may include, but are not limited to, issues related to the charter school's fiscal solvency, mismanagement of funds and/or others (e.g., contractual obligations, judgments/settlements, unpaid bills or debts, fee-for-service arrangements, facilities-related costs, Prop. 39 over-allocated space reimbursements, etc.)."[11] As noted under Criterion 1, CHIME has received a rating from CSD staff of 3, *"Proficient"* for Fiscal Operations and CHIMEs' fiscal position is positive.

[11] LAUSD Charter Policy, p. 35.

LAUSD Charter Policy goes on to state, "Substantial governance factors may include, but are not limited to, issues related to the retention of faculty (such as school leadership and teachers) which rise to the level of disruption of delivery of educational programs; conflicts of interest; or, violations of the Brown Act or California Public Records Act."[12] Again, as detailed above under Criterion 1, CHIME has received a rating from CSD staff of 3, *"Proficient"* for Governance.

The final consideration is whether "The charter school is not serving the pupils who wish to attend. Upon a finding that the charter school is not serving the pupils who wish to attend, LAUSD must identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school." CHIME SCS serves all students who wish to attend, up to its capacity, and a public random drawing is held for admission should the Charter School receive more applications than it has space available. The student population includes Students with Disabilities, students who are academically low and high achieving, socioeconomically disadvantaged students, English Learners, Foster and Homeless Youth, and students with other special needs. Further, as detailed below in Element 7 of this Petition, CHIME engages in extensive, proactive outreach each year in the surrounding community during the open enrollment period to inform families about CHIME.

Given the above, CHIME meets all of the requirements of Criterion 3.

As demonstrated throughout the preceding pages and thorough data analysis, CHIME presents a sound educational program for currently enrolled TK-8th grade students, as well as for those students to be enrolled over the course of the new charter term. The leadership and staff at CHIME is deeply qualified with the capacity to continue successfully implementing the educational program. CHIME looks forward to continuing its partnership with LAUSD for another five-year charter term.

SUCCESS OF THE INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM

Created to support and provide the benefits of an inclusive learning community, CHIME SCS develops and supports classrooms that accommodate a wide range of abilities and emphasize students' strengths, interests, and cultural "funds of knowledge" they bring to the classroom.[13] Staffing at CHIME SCS emphasizes a collaborative approach in which students, parents, faculty,

[12] Ibid. p. 36.

[13] Lopez, J., *Funds of Knowledge*, http://www.learnnc.org/lp/pages/939 (noting that students' households "contain rich cultural and cognitive resources [-- 'funds of knowledge' --] and that these resources can and should be used in the[] classroom in order to provide culturally responsive and meaningful lessons that tap students' prior knowledge.")

staff, and community partners (including CSUN) work together to identify each individual student's needs and craft a personalized learning plan that meets their needs and goals. Each student who is eligible for special education services has an Individualized Education Program ("IEP") that conforms to all state and federal requirements. Instruction is also individualized for students who are not eligible for special education services. Students' strengths and challenges are taken into account and planned for during grade level planning meetings. All students will have receive differentiated instruction based on their specific needs (e.g. gifted, English Learner, achieving below grade level, etc.). In this way, all students receive individualized attention throughout their time at CHIME SCS to ensure their educational needs are met.

As CHIME SCS has demonstrated, students with disabilities, along with students who are gifted and those who are typically developing, can achieve and thrive in an inclusive learning environment. The inclusive model benefits far more than the students with special needs, as all of the students thrive in a personalized, differentiated approach to learning that is authentically child-centered.

A variety of instructional methods are used to support the learning of all students based on a constructivist concept that a student is continually taking-in new information, testing new data against what they know and, based on the new data, reconstructing a changed understanding of the world. This constructivist-based approach is supported by cooperative learning as well as a behavior management philosophy focused on positive behavioral support. This philosophy allows for program plans built on each individual student's strengths and designed to accommodate different learning needs and styles so each student can be best prepared for success in high school, postsecondary education, and for meaningful careers resulting in a positive impact on society.

Consistent application of CHIME's innovative features have led to significant and lasting success for CHIME students. CHIME students consistently outperform state and local performance comparisons on annual CAASPP testing. In particular, CHIME's students with disabilities demonstrate a marked increase in their state testing results when compared to the same cohort at the local and state level.

According to an analysis of student addresses in CHIME's student information system, CHIME has attracted students from over 40 zip codes across Los Angeles. Each year CHIME successfully matriculates its 8th grade graduates to over 18 different high schools in the local area ranging from large comprehensive high schools to smaller magnet options and schools of choice. After high school, CHIME graduates have gone on to attend highly competitive four year universities and postsecondary opportunities including UCLA, UC Berkeley, Grinnell College, Interlochen, the

University of Oregon, UC Irvine, Reed College, California State University, CSUN, and many others, based on the self-reporting of past students and families. These outcomes and CHIME's innovative model have resulted in CHIME being selected as California Charter School of the year in 2004 and 2016 by the California Charter Schools Association and the California Department of Education Grazer Outstanding Achievement in Learning ("GOAL") award winner in 2013.

SUCCESS OF THE CHARTER SCHOOL'S EDUCATIONAL PROGRAM IN MEETING THE SPECIFIC NEEDS OF ITS STUDENT POPULATION

Inclusive Academic Program: CHIME SCS was founded on a model of full inclusion for all children. Throughout the most recent charter term CHIME SCS has continued to flourish by demonstrating that all children can learn together in the general education classroom and achieve significant academic and social-emotional growth. CHIME SCS's program is attractive to hundreds of families every year with a steady enrollment and over 1,000 lottery applications on an annual basis. CHIME SCS draws students from over 40 zip codes in the north Los Angeles County area. In addition, Students with Disabilities outperformed the state average on every indicator on the 2025 Dashboard.

CHIME's universally designed, constructivist instructional approach to teaching and learning not only yields results on state mandated assessments, but also allows students to meaningfully engage with the curriculum and their peers as evidenced by the myriad of annual projects undertaken at the Charter School, such as the 1st grade Community Day, 3rd grade "Pirates of Grammar Island" musical production, and the 7th grade Science Fair Exposition.

Professional Development as an Incubator of Innovation: CHIME SCS has always tried to embody its mission of being an incubator of innovation for educational colleagues in Southern California. From the extensive use of Universal Design for Learning in planning curriculum, to inclusive programming for all students, to the project-based, constructivist approach to teaching and learning, CHIME has tried to model what educational research says is best for children. To that end, CHIME has strengthened its partnership with CSUN, becoming its first university recognized professional development school. CHIME has also expanded its reach by offering professional development to schools throughout California and nationally, including many LAUSD operated schools. CHIME has developed a three-day institute for educators entitled Creating Inclusive Environments, a five-course online program on the use of a neurodevelopmental, strengths-based approach to teaching and learning, and a day long training for paraprofessionals to support effective practices of adult supports in the classroom. Through these programs CHIME SCS has trained hundreds of educators from scores of schools across California and the United States. CHIME SCS has also served as a technical assistance site for California's statewide Supporting

Inclusive Practices grant, through which CHIME has supported dozens of school districts throughout California in their implementation of inclusive practices.

AREAS OF CHALLENGE THE CHARTER SCHOOL HAS EXPERIENCE AND HOW THEY WILL BE IMPROVED IN THE NEW CHARTER TERM

Operations

CHIME SCS started operations in 2001 as a small independent charter school serving 75 students in grades K-4 on a rented campus in Northridge. Since that time, it has grown to a TK-8 program serving hundreds of students and families from across the San Fernando Valley. As a part of this growth and success CHIME has necessarily had to increase its sophistication with respect to operations. While that has largely been a positive growth process, there have been times when CHIME has needed to focus resources on tightening operational systems to ensure proper function of the Charter School and its compliance with existing requirements.

Fiscal

CHIME received a fiscal benchmark in its most recent renewal which read as follows, "*While maintaining a balanced budget, beginning in Fiscal Year 2021-2022, the school will make appropriate annual contributions to fund its unfunded Cash Balance Defined Benefit Retirement Plan obligations in accordance to the school's actuarial funding analysis. The annual contribution amounts may change based on the actuarial analyses and CHIME's governing board resolutions."* CHIME has provided the District multiple updates on its performance regarding this benchmark each school year it has been in place. In its most recent annual oversight report CHIME received a rating of 3, *"Proficient"* which is evidence of the Charter School's relatively strong fiscal position. This same report indicated the above benchmark was "Currently Met" in regard to the appropriate annual contributions to the Defined Benefit Retirement Plan. In addition, through investments of the pension contributions, CHIME has added over two million dollars in additional value to this plan, further solidifying the strength of the pension plan for CHIME certificated employees. Further, as noted by the District, CHIME has run a balanced budget outside of the cost of depreciation.

Moving into its next term, CHIME will continue to closely monitor its finances and ensure a net positive financial position. Given the high needs student population served by CHIME, and the challenging fact that the state's funding model does not recognize the added cost of serving students with disabilities who have significant needs, the Charter School will continue to

maximize revenue and enrollment, control for costs, and maintain its high quality instructional program.

3. ENROLLMENT PLAN

While CHIME cannot predict enrollment for each school year with 100% accuracy, for the purposes of planning budgets and operations conservatively, the Charter School is projecting increases in enrollment in 2027-28 and 2028-29, by which time enrollment will have reached the Charter School's capacity at 772.

STUDENT POPULATION TO BE SERVED

Target Population

CHIME SCS served approximately 728 students in grades TK-8 in the 2025-26 school year. As noted above, CHIME SCS serves a highly diverse student body, with a broad range of learning ability (from gifted to those with significant learning disabilities), race/ethnicity, socioeconomic status, English Learner status and more. CHIME's student population is intentionally diverse, drawing from over 40 zip codes. Families choosing CHIME seek a comprehensive elementary and middle school education incorporating the arts, music, a constructivist approach to teaching and learning, small class sizes, and an individualized approach to education. CHIME's demographics are provided below, in comparison with the District, Los Angeles County, and the state. Comparisons are also provided with the District elementary and middle school linked, by attendance boundary, to the address of CHIME's campus, as well as one additional nearby elementary school, as these are the District schools closest to CHIME geographically.

2025-26 Demographic Comparison

Student Group	CHIME	Wilbur*	Serrania	WHA*	LAUSD	LA County	California
African American	3.4%	2.9%	9.6%	11.3%	7.2%	6.7%	4.8%
American Indian/Alaska Native	0.4%	0.2%	0.2%	0%	0.1%	0.2%	0.4%
Asian	1.9%	3.6%	4%	2.5%	3.3%	8.3%	10.3%
Filipino	0.7%	0.7%	1.2%	1.5%	1.7%	2.1%	2.2%
Hispanic/Latino	21.2%	17.3%	28.7%	65.9%	72.9%	64.5%	56%

White	64.1%	52.7%	34.1%	14.5%	9.7%	12.7%	19.7%
Two or More Races	8.2%	6.7%	8.7%	2%	2.2%	3.5%	4.9%
English Learners	6.5%	8.9%	10.4%	18.9%	16.4%	14.8%	16.2%
Students with Disabilities	18.1%	15.8%	17.7%	19.8%	17.2%	15.5%	14.8%
Socioeconomically Disadvantaged	22.5%	39.1%	58%	88.2%	86.9%	70.7%	63.1%

*Wilbur - Wilbur Charter for Enriched Academics; WHA - Woodland Hills Academy

CHIME knows its students bring a wide variety of needs and challenges to school that require a host of individualized supports, including referrals to community agencies. Despite these challenges, CHIME also recognizes the strengths and limitless potential of each student served. As described herein, CHIME SCS provides a comprehensive, personalized program designed to meet the individual needs of each student.

GOALS AND PHILOSOPHY

4. MISSION AND VISION

The mission of CHIME SCS is to educate students through a rigorous, standards-based program to become conscientious, responsible citizens who are life-long learners capable of reflecting upon and contributing to the cultural and civic life of the community.

The vision of CHIME SCS is to cultivate students who are well-prepared for a rigorous secondary school, are active participants in their communities, and who value diversity in all its forms.

CHIME SCS creates an inclusive learning community where all students, parents, and professionals appreciate and value diversity in all its forms. All students are supported in achieving high standards in both their academic and personal development through an educational program based on constructivist approaches, designed to engage students in problem solving activities and critical thinking.

In collaboration with CSUN, CHIME SCS serves as a laboratory in which faculty and students investigate how students learn, and as a resource on inclusive education for educators, parents, policy makers and others. The Charter School serves as a demonstration site for quality inclusive education for student teachers, supervisors, practicing educators, policy makers, and parents.

5. AN "EDUCATED PERSON" IN THE 21ST CENTURY

An educated person in the 21st century needs a broad base of academic and technological skills to function and flourish in post-secondary education and in society. Thomas Friedman describes a relevant education that best prepares Americans for the global economy as one that emphasizes the importance of instilling curiosity, love of learning, discernment, creativity, and interdisciplinary thinking. (Friedman, T., *The World is Flat* (2005)) The educated person communicates effectively with a wide variety of audiences and for different purposes. They acquire and access new information and exhibit technological fluency, while also responding to the needs and demands of society and the workplace that require literate behavior. The educated person appreciates and values diversity in all its forms and participates in the world as a conscientious and responsible citizen. The educated person has developed a sense of confidence about their ability to acquire and access information to attain social, personal, and economic fulfillment while experiencing a sense of pride in their ability to respond to the needs and demands of society and the workplace. An educated person has strong collaboration, problem-solving, and advocacy skills.

HOW LEARNING BEST OCCURS

CHIME SCS believes in the foundational promise of inclusive education: that *all* students learn best when they learn together in settings that honor the spectrum of knowledge, experiences, abilities, understandings, and perspectives represented within and across communities.[14] CHIME believes learning best occurs through social interaction among diverse groups of individuals, active participation in learning activities, and strong connections to communities to honor the lived experiences of all.[15] CHIME SCS approaches the diverse learning styles, languages, sources of cultural knowledge and practice, social and emotional understandings, and abilities students bring to the classroom setting as *assets* for promoting deep and meaningful learning for all members of the class.[16] This belief that learning best occurs through an inclusive, individualized approach is at the core of classroom teaching at CHIME SCS, and therefore underlies the approach to curriculum and instruction, the co-teaching model, as well as structures for support staff at the Charter School.

---

[14] Ferguson, D.L., Desjarlais, A., Meyer, G. (2000, June). Improving Education; The Promise of Inclusive Schooling.

[15] Herrenkhol, L.R., & Mertl, V. 2010. *How Students come to be, know, and do: a case for a broad view of learning.* New York, Cambridge University Press; Vygotsky, L. S. (1979). Consciousness as a problem in the psychology of behavior. Soviet Psychology, 17, 3-3

[16] Brown, A. L., & Campione, J.C. (1994). Guided discovery in a community of learners. In K. McGilly (Ed.), *Contributions of instructional innovation to understanding learning* (pp. 289 – 325). Hillsdale, NJ: Erlbaum; Vygotsky, L. (1993). The collected works of L.S.Vygotsky. Vol.2: The fundamentals of defectology (abnormal psychology and learning disabilities) (R.W.Rieber & A.S. Carton, Eds.). NY: Plenum Press.

CHIME recognizes diversity of learning styles, language and cultural backgrounds, developmental levels, social and emotional understandings, and learning abilities. CHIME believes all children can learn, and one child's potential is not simply higher or lower than another's, but rather expressed on different dimensions in different ways.[17] Recognizing this range of diversity, CHIME responds in constructive ways that honor the richness this diversity provides. CHIME teachers make skillful use of differentiated instruction to develop and deliver a curriculum accessible to heterogeneous groups of students. This means understanding instruction from the point of view of students and using approaches that allow them maximum entry into the academic and social life of the classroom and community. Additionally, it means students, teachers, and parents alike, respect and esteem the very attributes that accompany such diversity, realizing that everyone contributes in unique ways.

In 2001, Darling-Hammond, Austin, Orcutt, and Rosso at Stanford's School of Education wrote:

> Contemporary learning theory recognizes the role that both experience and reflection play in the development of ideas and skills. Researchers and practitioners appreciate that reinforcement and practice play a role in the development of skills, and so do cognitive intent, effort, and reasoning. They acknowledge the importance of developmental stages; they also recognize that development can also be encouraged through social interaction and the structuring of experiences within the learners' zone of proximal development ("ZPD") or readiness sphere. Modern learning theories incorporate the role of culture and other influences on experience in views of how people construct their understandings and develop their abilities. Contemporary theories also recognize that the content matters – the nature of the disciplines has much to do with how they are learned and best taught. . .There is greater appreciation of the fact that different strategies are useful for different kinds of learning. It is most productive to think of these issues in terms of what kind of learning is sought in what contexts and then deliberate about what strategies may be most appropriate for those goals.[18]

Schools across California and the nation have developed and implemented these learning theories and strategies (constructivism, project-based learning ("PBL"), zone of proximal development, culturally-responsive pedagogy, differentiation) to best meet the needs of diverse

[17] Moran, 2009.

[18] Darling-Hammond et al, *How People Learn: Introduction to Learning Theories,* The Learning Classroom: Theory into Practice A Telecourse for Teacher Education and Professional Development, Stanford University School of Education, Dec. 2001 (p. 9).

learners as they prepare for 21st century careers. Content standards across states have similarly have evolved to meet 21st Century needs.

Thus, at CHIME SCS, students experience a constructivist and PBL approach in which a student is continually integrating new information, comparing or integrating new information with their existing knowledge and, based on this new data, reconstructing a changed understanding of the world. "[T]o understand is to discover, or reconstruct by rediscovery, and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition."[19] When learning is socially constructed, students are actively engaged in "doing" while they learn so they can gain knowledge about the world in which they live. Guided by the principles of The Buck Institute, CHIME SCS teachers employ a PBL approach throughout the curriculum. A 2005 report highlights that PBL is beneficial because it engages students in problem-solving and teamwork.[20] Satchwell & Loepp indicate students learn best when they are involved in constructing their own knowledge of the world around them.[21] This constructivist-based approach is supported by cooperative learning as well as a behavior management philosophy grounded in positive behavioral support. CHIME believes PBL capitalizes on students' natural curiosities and methods of exploring the world around them, reality, self-awareness, and more.[22]

Thematic instruction, where instruction across multiple subjects is linked via a common theme, is developed in strong collaborative teaching plans, based on the idea that people acquire knowledge best when learning in the context of a coherent "whole," and when they can connect what they're learning to the real world. A commitment to educating the "whole child" is made through core curriculum, the arts, athletics, and civic engagement. CHIME SCS offers electives and enrichment activities including visual arts, drama, debate, robotics, world languages, film, band, extracurricular sports (e.g., basketball, soccer, swimming), and more.

CHIME believes in ensuring each student is able to access meaningful, respectful content that targets their zones of proximal development.[23] At CHIME SCS, general education and special education teachers partner to create lessons that accommodate different learning needs and styles through the guiding principles and practices of Universal Design for Learning and

[19] Piaget, J., *To Understand is to Invent* (1973).
[20] Fortus, D., Krajcikb, J., Dershimerb, R. C., Marx, R. W., & Mamlok-Naamand, R. (2005). Design-based science and real-world problem solving. International Journal of Science Education, 855–879
[21] Satchwell, R., and Loepp, F. L. (2002-Spring). Designing and Implementing an Integrated Mathematics, Science, and Technology Curriculum for the Middle School.
[22] Freire, 1970.
[23] McTighe, J., & Brown, J. L. (2005). Differentiated instruction and educational standards: Is detente possible? Theory Into Practice. 44(3), 234–244; Tomlinson, C. (1999). Mapping a route toward differentiated instruction. Educational Leadership, 57(1), 12-16.

differentiated instruction. These research-based approaches for planning and instruction allow teachers to maintain rigor and high expectations for learning with heterogeneous groups of students through close monitoring and attention to individual student strengths and challenges, embedded choices for means of representation and engagement with content, and an explicit focus on developing personal responsibility for learning and higher-order thinking skills focused on deep understanding.[24]

Less emphasis is placed on the simple transmission of information and more is placed on higher order thinking, including processes of analysis, synthesis, evaluation, conclusions. Students are asked to reflect on *how* they learn best, and develop strategies and habits that maximize their own abilities and tendencies for individual success. In conjunction with this approach, CHIME also believes learning best occurs when teachers design their lessons with the principles of Universal Design for Learning firmly in mind. By providing multiple points of access to knowledge and providing multiple means of expression of knowledge to all learners, a truly engaging and inclusive learning environment can be created. "If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good."[25] Further, learning best occurs through a universal design approach to curriculum and instruction, where lessons are "backwards planned" with the outcomes in mind as a starting point.

The program is individualized to address the wide range of learning styles, modality strengths, and areas of need that exist within students today. In an inclusive classroom environment curriculum and lessons are designed to accommodate different learning needs and styles, with additional intensive supports or remediation built into the program as needed for each student. All of the features of the program are impacted by CHIME's aim to honor diversity, and it is, therefore, core to understanding what it means to teach at CHIME SCS. "The key to [education] transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions."[26]

[24] Kapusnick, R. & Hauslein, C.M. 2001. "The 'silver cup' of differentiated instruction. Kappa Delta Pi Record, 37(4); Tomlinson, S. (2007). Ruthless Assessment in a Post-Welfare U.K. Society. In Sleeter, C. E. (Ed), *Facing Accountability in Education – Democracy and Equity at Risk* (pp. 172-187). New York, New York: Teachers College Press; Wiggins G., McTighe, J. 2008. *Understanding by Design.* Alexandria, Va., Association for Supervision and Curriculum Development.

[25] Howard Gardner, 2006.

[26] Robinson, K., The Element (2009).

A strong home-school connection at CHIME SCS is developed and maintained, and the Charter School leverages parents/guardians, families, and community partners to bring about positive outcomes in students. There is overwhelming evidence that "demonstrates that parent involvement in children's learning is positively related to achievement."[27] One notable study found that, "regardless of family income or background, students with involved parents are more likely to: earn higher grades and test scores, and enroll in higher-level programs; be promoted, pass their classes, and earn credits; attend school regularly; have better social skills, show improved behavior, and adapt well to school; [and] graduate and go on to postsecondary education."[28]

CHIME SCS's faculty and staff continuously strive to be the best they can be and are committed to modeling best practices in education, continuous improvement, and reflection by faculty and staff. Further, CHIME serves as a model demonstration site for the training of educators, teachers in training, and ongoing research into best practices in the field of inclusive education. Research supports the importance of effective teachers, with a Rand study concluding "teachers matter more to student achievement than any other aspect of schooling."[29] Another study identifies teachers' "social capital" as the key ingredient to success, defining social capital as "relationships among teachers" or their level of collaboration with one another.[30] Linda Darling Hammond and Gary Sykes of Stanford University concluded from their research that "teacher conversations and collaborations" are "key to increasing student achievement." CHIME's partnership with CSUN and professional learning community ("PLC") structures ensure teachers receive support to attend to their own growth as adult learners through sustained professional development and collaboration. Teachers and staff work collaboratively to analyze student learning, inquire into instructional practice, learn about and from the students and families served, and develop topics for thematic curricular units and lessons that are standards-based, universally designed, differentiated for heterogeneous groups of students, and responsive the cultural norms and assets of the community.

[27] http://www.nwrel.org/scpd/sirs/3/cu6.html; Epstein, J. L., & Sanders, M. G. (2000). Connecting home, school, and community: New directions for social research. In M. T. Hallinan (Ed.), *Handbook of the sociology of education* (pp. 285-306). New York, NY: Kluwer Academic/Plenum Publishers; Martin, E. J., & Hagan-Burke S. (2002). Establishing a home-school connection: Strengthening the partnership between families and schools. Preventing School Failure, 46, 62-65.

[28] http://www.nea.org/tools/17360.htm "*A New Wave of Evidence*, a report from Southwest Educational Development Laboratory (2002).

[29] www.rand.org/education/projects/measuring-teacher-effectiveness/teachers-matter.html

[30] www.ssireview.org/articles/entry/the_missing_link_in_school_reform/

CHIME ENABLES ALL PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT LIFE-LONG LEARNERS

Students at CHIME SCS become and remain self-motivated, competent, life-long learners based on their mastery of core skills and competencies. Most importantly, students at CHIME SCS learn *how* to learn. For middle school students in particular, development of autonomy and self-motivation is critical. Through CHIME's constructivist, thematic approach to education, students are given multiple and varied opportunities to develop mastery, inspiring confidence in their own abilities. As students engage in PBL within thematic units of study, they are able to make the deep and personal connections to academic content essential for developing intrinsic motivation, resilience, and independence.[31] CHIME's contextual learning approach enables students to understand the importance and relevance of their learning in the "real world" as they make connections across disciplines and to their daily lives, including civic engagement. Research shows these experiences positively impact students' mindsets, self-efficacy, and motivation.[32] This helps to motivate them to seek additional knowledge, persist in their education, and strive towards ambitious goals.

Students are encouraged to bring their unique skills and knowledge to classroom discussions and activities with peers, and are given multiple and varied opportunities to develop mastery and expertise, inspiring confidence in their own abilities.[33] Just as teachers at CHIME SCS reflect on student achievement data to inform their own teaching practice, students continuously reflect on their own learning and achievement in order to understand how they best learn. Even the youngest students are taught how to reflect on their own learning and achievement through developmentally appropriate tasks and activities in order to make sure all students can understand how they best learn, what supports may be useful, and how to advocate and ask for support when they need it. Students are continuously asked to reflect on their own learning, including their setbacks, helping them gain understanding of the way they learn best. Students

[31] Brooks, R. & Goldstein, S. (2003). Nurturing resilience in our children. Answers to the most important parenting questions. New York: Contemporary Books; Wlodkowski, R. J., and M. B. Ginsberg. (1995). *Diversity and Motivation: Culturally Responsive Teaching*. San Francisco: Jossey-Bass.

[32] Brooks, J.G., & Brooks, M.G. (1999). "In search of understanding: The case for constructivist classrooms." Alexandria, VA: Association for Supervision and Curriculum Development; Pajares, F., & Schunk, D. H. (2001). Self-beliefs and school success: Self-efficacy, self-concept, and school achievement. In R. Riding & S. Rayner (Eds.), *Self-perception* (pp. 239-266). London: Ablex Publishing; Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*, 68-78.

[33] Pajares, F., & Schunk, D. H. (2001). Self-beliefs and school success: Self-efficacy, self-concept, and school achievement. In R. Riding & S. Rayner (Eds.), Self-perception (pp. 239-266). London: Ablex Publishing; Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227-268.

who can effectively express *how* they learn best, and those who are willing to take risks, fail, and persist, are more likely to become enthusiastic life-long learners.

6. THE REQUIREMENTS OF EDUCATION CODE SECTION 47605(c)(5)(A)(ii)

CHIME SCS pursues the following schoolwide and subgroup outcome goals, based on the state priorities detailed in Education Code Section 52060(d). Student performance and achievement of schoolwide, subgroup, and individual student progress are measured by multiple and varied summative and formative assessments that are aligned to state standards (including the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development ("ELD") Standards, and the remaining State Content Standards (collectively, the "State Standards") and reflect proficiency measures required by the CAASPP, as well as state priorities detailed in Education Code Section 52060(d).

The following chart details the Charter School's current goals, as of the submission of this Petition, for all pupils and all numerically significant student subgroups pursuant to Education Code Section 52052, for each of the eight (8) state priorities identified in Education Code Section 52060(d), including specific annual actions the Charter School takes to achieve each of the identified annual goals. CHIME notes that, as required under the Education Code, CHIME SCS' education partners engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan ("LCAP") as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions CHIME SCS anticipates for the next charter term at this point in time.

It is important to note that at CHIME, in each core academic area, students are expected to achieve outcomes appropriate to their development, age and grade level. For example, some students with significant developmental delays might be expected to achieve some outcomes that are typically expected for chronologically younger students. Other students, who have more specific disabilities such as learning disabilities or orthopedic impairments, are expected to achieve outcomes that are consistent with their chronological age peers in most areas, but may need alternative goals or special adaptations in some curriculum areas. Still other students, including those who are gifted and talented, may achieve outcomes generally expected of older students. Thus, although outcomes are described here as required, these are adjusted according to students' individual abilities and developmental levels.

LCFF STATE PRIORITIES

GOAL #1

Provide and improve basic conditions of learning	Related State Priorities: ☒ 1 ☐ 4 ☐ 7 ☒ 2 ☐ 5 ☐ 8 ☐ 3 ☐ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

Teacher Compensation: Increase Investment in classroom teacher compensation and benefits

Teacher pension: Commensurate with salary increases, invest in teacher pension according to the policies of the CHIME teacher pension plan

Human Resources: Invest in salary and benefits for high quality Human Resources Staff

Elective teachers: Invest in salary and benefits for qualified specials (art, music, PE, library) and elective teachers

Counseling staff: Continue to invest in salary and benefits for robust support staff for counseling and instruction to promote social emotional learning and to guide alternatives to suspension

Professional Development: Invest in the provision of Professional Development to support teacher skills in working with at-risk students

Expected Annual Measurable Outcomes

Goal 1 Outcome #1: CHIME teacher's salary will be compensated within a range of 90-100% of the average salary of five geographically and demographically comparable school districts or charter schools.

Metric/Method for Measuring: Salary schedule comparisons

APPLICABLE STUDENT GROUPS	Baseline (2025-26)	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032

All Students (Schoolwide)	*90%*	*90-100%*	*90-100%*	*90-100%*	*90-100%*	*90-100%*

Goal 1 Outcome #2: CHIME will maintain that 100% of teachers will hold the CA commission on Teacher Credentialing certificate, permit, or other document required for their certificated assignment, and appropriate EL authorization; all teachers will be appropriately assigned.

Metric/Method for Measuring: CalSAAS reports, Dashboard

APPLICABLE STUDENT GROUPS	Baseline (2025-26)	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
All Students (Schoolwide)	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

Goal 1 Outcome #3: 100% of students including all unduplicated students will continue to have access to standards aligned materials and additional instructional materials

Metric/Method for Measuring: SARC

APPLICABLE STUDENT GROUPS	Baseline (2025-26)	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
All Students (Schoolwide)	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

Goal 1 Outcome #4 and Goal 3 Outcome #6: 100% of CHIME students will continue to have the opportunity to engage in curriculum involving art, music, physical education and other opportunities.

Metric/Method for Measuring: Student schedules in current student information system

APPLICABLE STUDENT GROUPS	Baseline (2025-26)	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
All Students (Schoolwide)	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

GOAL #2

Increase meaningful, purposeful student, teacher, and parent engagement

Related State Priorities:

☐ 1 ☐ 4 ☐ 7
☐ 2 ☒ 5 ☐ 8
☒ 3 ☒ 6

Local Priorities:

☐:
☐:

Specific Annual Actions to Achieve Goal

Parent Square: Continue investment in Parent Square software and the Charter School's website to coordinate communication between CHIME and home

Google/Go Guardian: Purchase Internet security software for Google Classroom and other Internet functionality

Parent Outreach: Invest in parent outreach events and parent education workshops

Expected Annual Measurable Outcomes

Goal 2 Outcome #1: 100% of CHIME staff and families will utilize the Parent Square communication system for home-school communications.

Metric/Method for Measuring: Parent Square rosters

Applicable Student Groups	Baseline (2025-26)	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
All Students (Schoolwide)	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

Goal 2 Outcome #2: Parent satisfaction with the CHIME's programming will be 85% Satisfied or Very Satisfied per the annual stakeholder survey

Metric/Method for Measuring: annual stakeholder survey results

Applicable Student Groups	Baseline (2025-26)	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
All Students (Schoolwide)	*85%*	*85%*	*85%*	*85%*	*85%*	*85%*

Goal 2 Outcome #3: Student ratings of feeling safe on campus will be > 95% on the Pupil Attitudes to Self and School ("PASS") survey or other school climate tool

Metric/Method for Measuring: PASS survey or other school climate tool

Applicable Student Groups	Baseline (2025-26)	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
All Students (Schoolwide)	*95%*	*95%*	*95%*	*95%*	*95%*	*95%*

Goal 2 Outcome #4: Teacher retention (not including separation attributable to teacher relocation or Charter School directed separation) will be 85%+ year over year

Metric/Method for Measuring: Year over year staffing rosters, Human Resources reports

Applicable Student Groups	Baseline (2025-26)	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
All Students (Schoolwide)	*97%*	*85%+*	*85%+*	*85%+*	*85%+*	*85%+*

Goal 2 Outcome #5: Percentage of middle school students who drop out will be <1%

Metric/Method for Measuring: CALPADS reports

APPLICABLE STUDENT GROUPS	Baseline (2025-26)	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
All Students (Schoolwide)	0%	<1%	<1%	<1%	<1%	<1%
Socioeconomically Disadvantaged	0%	<1%	<1%	<1%	<1%	<1%
English Learners	0%	<1%	<1%	<1%	<1%	<1%
Students with Disabilities	0%	<1%	<1%	<1%	<1%	<1%
Foster Youth	*	*	*	*	*	*
Homeless	*	*	*	*	*	*
Hispanic/Latino	0%	<1%	<1%	<1%	<1%	<1%
White	0%	<1%	<1%	<1%	<1%	<1%
African American	*	*	*	*	*	*
American Indian/Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Two or More Races	0%	<1%	<1%	<1%	<1%	<1%

GOAL #3

Increase Student Achievement

Related State Priorities:

☒ 1 ☒ 4 ☒ 7
☐ 2 ☐ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:

☐:
☐:

Specific Annual Actions to Achieve Goal

Intervention Labs: CHIME will continue staff and material investments in before and after school and online reading and math intervention labs

Student and Teacher workshops: CHIME will arrange and host training on issues relating to Restorative Justice, PBIS, Social Justice, LGBTQ+, Trauma-informed, and Cultural responsiveness

CSUN Collaboration: Per the CHIME/CSUN MOU CHIME will fund a collaborative liaison and other coordinating activities as a professional development school

Student materials: CHIME will expend funds to ensure all students have access to standards aligned instructional materials

Administration: CHIME will invest in the salary and benefits of high quality administrative staff

Equipment: Invest in instruction equipment purchases and rentals

Math Curriculum: Invest in adoption of a K-8 math program

Foreign Language: Invest in foreign language and language enrichment opportunities for students K-8

Field Trips: Invest in field trip opportunities for all grade levels

Support staff: Invest in front/back office staff salary and benefit to assist in monitoring student and parent needs and student attendance

i-Ready: Invest in i-Ready Intervention and Assessment Software and Curriculum

Inclusive supports: Invest in staffing to support the inclusion of all learners

Expected Annual Measurable Outcomes

Goal 3 Outcome #1: CHIME will have an ADA of >94% and a chronic absenteeism rate of less than 5%

Metric/Method for Measuring: ADA reports

APPLICABLE STUDENT GROUPS	Baseline (2025-26)	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
All Students (Schoolwide)	*94%* *13.1%*	*>94%* *<10.1%*	*>94%* *<7.1%*	*>94%* *<5%*	*>94%* *<5%*	*>94%* *<5%*
English Learners	*5.5%*	*<5%*	*<5%*	*<5%*	*<5%*	*<5%*
Socioeconomically Disadvantaged	*17.6%*	*<14.6%*	*<11.6%*	*<8.6%*	*<5.6%*	*<5%*

Students						
Students with Disabilities	*16.1%*	*<13.1%*	*<10.1%*	*<5.1%*	*<5%*	*<5%*
Foster Youth	*	*	*	*	*	*
Homeless	*	*	*	*	*	*
Hispanic/Latino Students	*19.9%*	*<16.9%*	*<13.9%*	*<10.9%*	*<7.9%*	*<5%*
White Students	*11.2%*	*<8.2%*	*<5.2%*	*<5%*	*<5%*	*<5%*
African American	*	*	*	*	*	*
American Indian/Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Two or More Races	*5.9%*	*<5%*	*<5%*	*<5%*	*<5%*	*<5%*

Goal 3 Outcome #2: All students and all student groups will meet or exceed the state and local district performance of their like demographic group on the state standardized ELA and Math test as evidenced by the Dashboard for K-12 schools

Metric/Method for Measuring: Dashboard

APPLICABLE STUDENT GROUPS	Baseline (2025-26)	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
All Students (Schoolwide)	*Exceed*	*Exceed*	*Exceed*	*Exceed*	*Exceed*	*Exceed*
English Learners	*Exceed*	*Exceed*	*Exceed*	*Exceed*	*Exceed*	*Exceed*
Socioeconomically Disadvantaged Students	*Exceed*	*Exceed*	*Exceed*	*Exceed*	*Exceed*	*Exceed*
Students with Disabilities	*Exceed*	*Exceed*	*Exceed*	*Exceed*	*Exceed*	*Exceed*
Foster Youth	*	*	*	*	*	*
Homeless	*	*	*	*	*	*
Hispanic/Latino Students	*Exceed*	*Exceed*	*Exceed*	*Exceed*	*Exceed*	*Exceed*
White Students	*Not Met*	*Exceed*	*Exceed*	*Exceed*	*Exceed*	*Exceed*
African American	*	*	*	*	*	*

American Indian/Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*

Goal 3 Outcome #3: CHIME's ELPI will increase until it is at least equivalent to the state average.

Metric/Method for Measuring: ELPI

APPLICABLE STUDENT GROUPS	Baseline (2025-26)	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
English Learners	*59.4%* *Exceed*	*Exceed*	*Exceed*	*Exceed*	*Exceed*	*Exceed*

Goal 3 Outcome #4: 85-90% of students will make median progress (1 year of progress) in ELA and Math skills relative between the initial Fall and third spring formative assessments on the CA standards aligned i-Ready assessment program.

Metric/Method for Measuring: i-Ready growth reports

APPLICABLE STUDENT GROUPS	Baseline (2025-26)	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
All Students (Schoolwide)	*97%*	*85-90%*	*85-90%*	*85-90%*	*85-90%*	*85-90%*

Goal 3 Outcome #5: Suspension and expulsion rates will be maintained at <1%

Metric/Method for Measuring: Dashboard

APPLICABLE STUDENT GROUPS	Baseline (2024-25)	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
All Students (Schoolwide)	*0.8%* *0%*	<1% <1%	<1% <1%	<1% <1%	<1% <1%	<1% <1%
English Learners	*3.6%* *0%*	<2.6% <1%	<1.6% <1%	<1.3% <1%	<1% <1%	<1% <1%
Socioeconomically Disadvantaged Students	*1.9%* *0%*	<1.6% <1%	<1.3% <1%	<1% <1%	<1% <1%	<1% <1%
Students with Disabilities	*1.9%* *0%*	<1.6% <1%	<1.3% <1%	<1% <1%	<1% <1%	<1% <1%
Foster Youth	*	*	*	*	*	*
Homeless	*	*	*	*	*	*

Hispanic/Latino Students	*0%* *0%*	<1% <1%	<1% <1%	<1% <1%	<1% <1%	<1% <1%
White Students	*1.3%* *0%*	<1% <1%	<1% <1%	<1% <1%	<1% <1%	<1% <1%
African American	*	*	*	*	*	*
American Indian/Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Two or More Races	*0%* *0%*	<1% <1%	<1% <1%	<1% <1%	<1% <1%	<1% <1%

Goal 3 Outcome #6: 100% of CHIME students will continue to have the opportunity to engage in curriculum involving art, music, physical education and other opportunities.

Metric/Method for Measuring: Student schedules in current student information system

APPLICABLE STUDENT GROUPS	Baseline (2025-26)	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
All Students (Schoolwide)	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

GOAL #4	
Improve campus facilities and CHIME's operations	Related State Priorities: ☒ 1 ☐ 4 ☐ 7 ☐ 2 ☐ 5 ☐ 8 ☐ 3 ☒ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

Custodial Staff: Continue to invest in Custodial Staff Salaries and Benefits

Adult support staff: Continue to invest in salary and benefits for high quality additional adult support staff in each classroom

Facilities maintenance and repair: Continue investing in facility utilities, repairs, and maintenance including painting, shade, cleanliness, bathroom cleaning, bungalow repair, and asphalt repair

Expected Annual Measurable Outcomes						
Goal 4 Outcome #1: Facilities will continue to be clean, well maintained, and in good repair as evidence by daily inspection conducted by maintenance staff ensuring >90% of all facilities are in compliance and good standing. **Metric/Method for Measuring**: Site inspections lists, cleaning logs, maintenance repair requests and logs, SARC annual facility inspection report						
APPLICABLE STUDENT GROUPS	Baseline (2025-26)	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
All Students (Schoolwide)	*>90% of all facilities are in compliance and good standing*	*>90% of items on site inspection lists will be in good repair*	*>90% of items on site inspection lists will be in good repair*	*>90% of items on site inspection lists will be in good repair*	*>90% of items on site inspection lists will be in good repair*	*>90% of items on site inspection lists will be in good repair*
Goal 4 Outcome #2: CHIME will have 80% of paraprofessionals working towards a career in education, social work, or mental health **Metric/Method for Measuring**: Career Goals Survey						
APPLICABLE STUDENT GROUPS	Baseline (2025-26)	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
All Students (Schoolwide)	*83%*	*80%*	*80%*	*80%*	*80%*	*80%*

*Subgroup(s) not numerically significant at this time.

INSTRUCTIONAL DESIGN

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

CHIME SCS's instructional design and key educational theories support curriculum based on the State Standards. Key tenets are embedded throughout the curriculum:

- Inclusive Learning Community
- Universal Design for Learning
- Constructivism
- Thematic Instruction

Less emphasis is placed on the simple transmission of information and more is placed on higher order thinking skills, such as analysis, synthesis, evaluation, and conclusions.

Learning best occurs in a program that is individualized to address the wide range of learning styles, modality strengths, and areas of need that students bring with them to school.

Inclusive Learning Community

CHIME SCS is structured to create and support an inclusive learning community. Inclusive education is rooted in the fundamental belief that all children belong, all children learn in different ways, and it is every child's right to be included.[34] Classes use a co-teaching model and all students benefit from instruction that is thoroughly planned in partnership between general education and special education teachers. Co-teaching across grade levels includes active instruction delivered jointly by general and special education teachers, along with joint planning and assessment. Rather than dividing the class into subgroups or assigning particular students to general education or special education teachers within combined classroom settings, co-teachers approach their work with the understanding that they are *equally responsible* for creating inclusive classroom environments that offer heterogeneous, diverse groups of learners options for means of accessing and engaging with standard-based grade level content.[35] Research shows co-teaching models of instruction offer unique benefits for *all* students in the classroom, such as more specialized instruction for individual students, stronger and more creative lessons through teacher collaboration and planning, increased independence for students with disabilities as they work with typically developing peers, and more one-on-one interactions between teachers and students that cultivate stronger relationships. Moreover, there is additional strong evidence demonstrating improved outcomes for a wide range of students through inclusive education.[36]

To further embed success with consistent planning, and to foster deep learning, grade level plans are developed and implemented with oversight by CHIME's Principals (one Principal for TK-4 and one Principal for grades 5-8) and other administrators so that different classes in the same grade level access common plans and the instructional expertise of all teachers.

---

[34]Booth, T. and Ainscow, M. (2002). Index for Inclusion: developing learning and participation in schools, Bristol, CSIE. Lipsky, D.K., & Gartner, A. (1997). *Inclusion and School reform: Transforming America's classrooms.* Baltimore, MD: Brooks.

[35]Cook, L., & Friend, M. (1995). Co-Teaching: Guidelines for Creating Effective Practices. Focus on Exceptional Children, 26, 3. Ferguson, D., Desjarlais, A., & Meyer, G. (2000). *Improving Education: The Promise of Inclusive Schooling* [Brochure]. Newton, MA: National Institute for Urban School Improvement. Friend, M., Cook, L., Hurley-Chamberlain, D., & Shamberger, C.T. (2010). Coteaching: An illustration of complexity of collaboration in special education. Journal of Educational and Psychological Consultation, 20, 9-27.

[36]Solis, M., Vaughn, S., Swanson, E., & Mcculley, L. (2012). Collaborative models of instruction: The empirical foundations of inclusion and co-teaching. *Psychology in the Schools*, *49*(5), 498-510. DOI: 10.1002/pits.21606

Each class of approximately 20 students in TK, 24-26 students in grades K-3, includes approximately two to three children with identified mild to moderate disabilities, one to two children with more severe disabilities that require more intensive support, with the remainder being children without identified disabilities. CHIME SCS has three inclusive classrooms at each level (K-3), and three inclusive classrooms in grades 4-8. In the 4th-8th grade classrooms, each class of 26-28 students includes approximately two to four students with identified mild to moderate disabilities, one to two students with more severe disabilities that require more intensive support, with the remaining being students without identified disabilities.

Each special education teacher has a caseload of approximately 10 - 17 students with a wide range of abilities who are included across general education classrooms. These special educators are responsible for instruction in the general classroom environment and use a co-teaching model with general education teachers. Other specialists, such as an Occupational Therapist, are assigned as appropriate to the students' needs, and deliver direct, consultative and collaborative services in the classrooms. Specialists demonstrate strategies and provide direct in-class service so classroom staff can implement interventions throughout the instructional program. Student teachers and other CSUN students, all of whom are appropriately screened and qualified as required by state and federal laws, are placed in classes to observe, participate, and learn.

Additional support staff is needed due to the diverse special needs of the population of students. The transdisciplinary team includes a Speech and Language pathologist, an Occupational Therapist, an Adapted Physical Education teacher, and a Physical Therapist to meet the needs of the students with disabilities. Finally, as a training and demonstration site, the Charter School utilizes art, drama, and music teachers to develop an enriched and stimulating curriculum for all students. In 6th-8th grade CHIME SCS draws on the expertise of the general education and special education teachers for its enrichment courses in the areas of drama, art, music, technology, as well as other enrichment opportunities.

Honoring diversity in the classroom has several practical ramifications for teachers at CHIME SCS. Teachers must be ever vigilant that adaptations, modifications, and instructional supports are addressed across all areas of the rigorous curriculum they teach. They need to understand how development interacts with an evolving understanding of content, making sure they include a developmental range in their instruction. They need to be able to relate instruction to each student's areas of strength and need. They need to be able to meet the linguistic and cognitive needs of students whose first language is different than their own, ensuring equity of access to the curriculum. As detailed below, CHIME SCS provides extensive professional development each year for both new and returning teachers on instruction and curriculum topics. New teachers

currently receive three days of intensive professional development prior to "Back to School Week" for teachers, for a total of eight days of professional development prior to the start of the school year. Returning teachers currently have five preparation/professional development days built into their calendar. Professional development for both of these groups focuses on Universal Design for Learning, positive behavior, Specially Designed Academic Instruction in English ("SDAIE"), culturally responsive curriculum, and co-teaching strategies to meet the needs of all learners.

In CHIME SCS classrooms students may quickly meet certain IEP goals since they are in an environment that is accessible and meaningful. These IEP goals, developed with family input, are connected to activities that clearly function as part of the student's life. While the standards-based general education curriculum frames much of what students learn, CHIME believes a language-rich, visually-rich, and tactilely-rich environment enables all students to creatively participate in the learning process. The following are examples of the modification principles used to guide staff:

- All classroom and schoolwide activities are made accessible through adaptations and modifications for learning, participation, and consideration of communication, sensory, physical and behavioral needs;
- General and special educators collaborate in cooperative teams to maximize learning and participation for students with a wide variety of strengths and abilities;
- Multi-disciplinary teams engage in a continuing process to infuse therapies and services into natural contexts during meaningful routines and activities;
- On-going collaboration removes any barriers through creative program design and continuous development of material, structures, and strategies for the success of each individual student; and
- Individual ability levels are considered and adaptations and modifications are made to ensure each student is sufficiently challenged while still experiencing meaningful learning without confusion.

Students who do not have IEPs are also provided differentiated instruction and materials from their classroom teachers. Elementary teachers determine strengths and challenges of each student through a neurodevelopmental framework and support students through a differentiated, universally designed curricular program. This also occurs in the middle school grade levels with students' advisory teachers helping provide support for these instructional decisions.

Universal Design for Learning

CHIME SCS employs the UDL framework to improve and optimize teaching and learning for all students in an inclusive environment, based on scientific insights into how humans learn. Students are provided with multiple means of representation (such as a strong use of visual supports to accompany verbal instruction), multiple means of expression (various ways to express knowledge), and multiple means of engagement (which includes helping students to find personal connections with academic content, and actively engage in the learning process).

UDL Guidelines: Theory & Practice Version



Provide Multiple Means of

Engagement

Purposeful, motivated learners

Provide options for self-regulation

+ Promote expectations and beliefs that optimize motivation
+ Facilitate personal coping skills and strategies
+ Develop self-assessment and reflection

Provide options for sustaining effort and persistence

+ Heighten salience of goals and objectives
+ Vary demands and resources to optimize challenge
+ Foster collaboration and community
+ Increase mastery-oriented feedback

Provide options for recruiting interest

+ Optimize individual choice and autonomy
+ Optimize relevance, value, and authenticity
+ Minimize threats and distractions



Provide Multiple Means of

Representation

Resourceful, knowledgeable learners

Provide options for comprehension

+ Activate or supply background knowledge
+ Highlight patterns, critical features, big ideas, and relationships
+ Guide information processing, visualization, and manipulation
+ Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

+ Clarify vocabulary and symbols
+ Clarify syntax and structure
+ Support decoding text, mathematical notation, and symbols
+ Promote understanding across languages
+ Illustrate through multiple media

Provide options for perception

+ Offer ways of customizing the display of information
+ Offer alternatives for auditory information
+ Offer alternatives for visual information



Provide Multiple Means of

Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

+ Guide appropriate goal-setting
+ Support planning and strategy development
+ Enhance capacity for monitoring progress

Provide options for expression and communication

+ Use multiple media for communication
+ Use multiple tools for construction and composition
+ Build fluencies with graduated levels of support for practice and performance

Provide options for physical action

+ Vary the methods for response and navigation
+ Optimize access to tools and assistive technologies

Source: http://udlguidelines.cast.org/

The latest developments in educational research are constantly monitored in order to assure CHIME provides students with best educational practices that reflect ongoing changes in the field.

In partnership with the Center for Teaching and Learning ("CTL") at CSUN, CHIME SCS teachers are trained in a variety of innovative practices, including: the Schools Attuned framework for understanding neurodevelopment; strategies for enriching the learning experience for high-achieving students; developing an understanding that all students have strengths and affinities and that each can attain authentic success; methods for understanding and managing differences in learning without subjecting students to labels, excessive testing, or special classes; interventions for the regular classroom; learning strategy instruction; comprehensive observation instruments designed for teachers, parents, and children; and models for understanding student motivation.

The strategies, assessments, and materials studied by the Center for Teaching and Learning at CSUN are used with typically developing students who are experiencing academic difficulties, as well as with students with mild to moderate learning difficulties. In collaboration with CSUN faculty CHIME SCS develops modifications and adaptations of these approaches for students with more significant disabilities at CHIME SCS.

CHIME's commitment to adaptations and modifications is centered on honoring individual opportunities for mastery, drive toward excellence, recognition of needs, and celebration of language and culture. Adherence to this commitment establishes a learning community where individuals and groups flourish.

Constructivist/Project-Based Learning

Current research shows a constructivist approach to teaching and learning develops deep and long-lasting conceptual understanding in students.[37,38] Differentiated instruction involves creating multiple paths to learning for diverse learners (Tomlinson, 1999). This differentiated, student-centered approach to instruction enables teachers to focus on the specific needs, skills, challenges, and learning styles of individual students to ensure each and every student meets the high expectations of the State Standards.

[37] Pranksy, K., & Bailey, F. (2002.) To Meet Your Students Where They Are, First You Have To Find Them: Working with Linguistically Diverse At-Risk Students.
[38] Sagor, R., & Cox, J. (2003). *At Risk Students: Reaching and Teaching Them.* Watersun Pub Co.

It is well-established that a constructivist/project-based approach to learning increases student engagement, particularly among at-risk or "different" learners.[39] This approach enables students to make real connections between subjects and deepen their understanding of skills and content. As noted psychologist Lev Vygotsky described in *Mind in Society: The Development of Higher Psychological Processes*, the key to a learning experience within a student's zone of proximal development is "problem-solving under adult guidance or in collaboration with more capable peers."[40] Students are able to develop and apply problem-solving, critical and creative thinking, communication, collaboration, and other crucial skills. In *How People Learn: Brain, Mind, Experience, and School*, the scientific basis for constructivism in included in a section on "active learning":

> New developments in the science of learning also emphasize the importance of helping people take control of their own learning. Since understanding is viewed as important, people must learn to recognize when they understand and when they need more information. What strategies might they use to assess whether they understand someone else's meaning? What kinds of evidence do they need in order to believe particular claims? How can they build their own theories of phenomena and test them effectively?[41]

PBL is an approach to instruction that enables teachers to design for students to take up the principles of constructivism in practice as they develop their own understandings of concepts and build from their natural curiosities, cultural funds of knowledge, and individual experiences.[42] PBL calls for students to make real connections between subjects and deepen their understanding of skills and content, and to develop and apply problem-solving, critical and creative thinking, communication, collaboration, and other crucial skills.

At CHIME SCS constructivism is implemented across courses and content in integrated PBL. One of the deepest and most valuable forms of understanding comes when students can make connections between different subject matter or disciplines. To foster such thinking, teachers work together to provide their students with an interdisciplinary angle or perspective on a range of important topics and themes. These involve activities such as asking and refining questions, debating ideas, making predictions, designing experiments, collecting and analyzing data, and creating artifacts. Moreover, students are engaged by being provided authentic, real-world applications. Projects are thus constructed around problems and situations that can be found in

---

[39] Heitin, Liana. (2012.) *Project-Based Learning Helps At-Risk Students.* Education Week. 2020 Editorial Projects in Education. https://www.edweek.org/ew/articles/2012/04/25/29projbased.h31.html

[40] Vygotsky, L.S. *Mind in Society: Development of Higher Psychological Processes*, Harvard University Press. 1978.

[41] National Research Council. 2000. *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. Washington, DC: The National Academies Press. https://doi.org/10.17226/9853.

[42] Coffey, H. (2008). *Critical literacy*. The University of North Carolina, Chapel Hill.

the modern workplace. These activities promote a deeper grasp and thoughtful application of important knowledge.

Students' interests and previous knowledge are valued as teachers prompt students to engage in projects that require them to investigate, explore, test, refine, reflect, and more. Using backwards planning, CHIME's teachers acknowledge the central role of the learner and structure classroom experiences that both honor the initial curiosities and passions of students, and foster the creation of personal meaning among all students as they learn the designated facts and skills contained in the State Standards. Connections across topics and to the "real world" play a central role in helping motivate and engage students in their learning. Teachers ask open-ended, thoughtful questions, encourage students to ask questions throughout their own learning, seek elaboration of initial ideas to encourage deeper thinking, and challenge students to connect their learning. Assessments are embedded throughout learning as students engage in dialogue and debate with one another and their teacher, ask questions, go deeper into their learning, and reflect on their own learning through writing, projects, and other forms of presentations.

CHIME's faculty has time each school day and throughout the week to collaboratively plan deep learning projects for students, organized around central questions and themes which encourage students to "uncover" the curriculum, taking the time required to construct meaning, all the while keeping in mind the necessity to adapt instruction for individual needs. As with an integrated curriculum, the idea of going deep provides a model for life-long learning habits. Studying in depth reinforces the aim of helping the students know what it means to be a reflective learner, of what it takes to truly understand something. Taking the necessary time one needs to take to gain deep understanding is to be expected and honored. Slowing down enough to be thoughtful workers, careful thinkers, deliberative in action and behavior is a curricular goal, as well as a hallmark of an educated perspective.

Extended instructional blocks for core academic instruction for elementary grades and block scheduling for middle school grades provides time for faculty to integrate the curriculum, utilizes themes and discovery learning, individualized to students' needs, and encourages creative thinking. Block scheduling and co-teaching are effective approaches to including students with disabilities in classrooms.[43] This format also ensures faculty teach creatively and address various learning styles, rather than relying on a strictly teacher-centered learning format. Faculty are provided time and support to collaborate, co-teach, and provide instructional links between the various subjects for students.

[43] Weller, D., & McLeskey, J. (2000).

A variety of enrichment opportunities enhance the core curriculum and ensure each student receives a comprehensive education that includes opportunities to express their talents in the arts (e.g. visual, performance, music, drama), technology (e.g. design, application), service learning, and interscholastic athletic opportunities.

7. INNOVATIVE CURRICULAR COMPONENTS OF THE EDUCATIONAL PROGRAM

As detailed throughout this Petition, CHIME has implemented several innovative curricular components across its educational program. Some of CHIME's key innovative practices are summarized below, as well as those practices detailed throughout this Petition, including in the above sections titled, "Success of the Innovative Features of the Educational Program" and "Key Educational Theories and Research." CHIME's innovative educational program provides diverse learners with a rigorous, standards-based education designed to prepare them to succeed in high school, postsecondary education options, college, and the real-world. Consistent application of CHIME's innovative features have led to significant and lasting success for CHIME students. CHIME students consistently outperform state and local performance comparisons on academic performance metrics.

INCLUSIVE EDUCATION

CHIME was created to support and provide the benefits of an inclusive learning community. CHIME SCS develops and supports classrooms that accommodate a wide range of abilities while emphasizing students' strengths and the interests they bring to the classroom. Staff work with families and others to identify each individual student's needs and craft a personalized learning plan that meets their needs and goals. Instruction is individualized for all students, including those who are not eligible for special education services. Students' strengths and challenges are taken into account and all students receive appropriate differentiated instruction.

As CHIME SCS has demonstrated, students with disabilities, along with students who are gifted and those who are typically developing, can achieve and thrive in an inclusive learning environment. The inclusive model benefits far more than the students with special needs as all of the students thrive in a personalized, differentiated approach to learning that is authentically child-centered.

CO-TEACHING

Classes use a co-teaching model and all students benefit from instruction that is thoroughly planned in partnership between general and special education teachers. Co-teaching across grade levels includes active instruction delivered jointly by general and special education

teachers, along with joint planning and assessment. Co-teachers approach their work with the understanding that they are *equally responsible* for creating inclusive classroom environments that offer heterogeneous, diverse groups of learners options for means of accessing and engaging with standard-based grade level content.

DIVERSE INSTRUCTIONAL METHODS

A variety of instructional methods are successfully used to support the learning of all students based on a constructivist concept that a student is continually taking-in new information, testing new data against what they know and, based on the new data, reconstructing a changed understanding of the world. This constructivist-based approach is supported by cooperative learning, PBL, and a behavior management philosophy focused on positive behavioral support.

INCUBATOR OF EFFECTIVE PRACTICES

Beyond its student facing practices, CHIME serves as an incubator of innovation for professional development. CHIME has strengthened its partnership with CSUN, becoming its first university recognized professional development school. CHIME has also expanded its reach by offering professional development to schools throughout California and nationally, including many LAUSD operated schools. CHIME has codified its practices via the development of several experiences available to educators, including the following: a three-day institute for educators entitled Creating Inclusive Environments; a five-course online program on the use of a neurodevelopmental, strengths-based approach to teaching and learning; and a day long training for paraprofessionals to support effective practices of adult supports in the classroom. CHIME SCS has also served as a technical assistance site for California's statewide Supporting Inclusive Practices grant, through which CHIME has supported dozens of school districts throughout California in their implementation of inclusive practices.

8. CURRICULUM AND INSTRUCTION

CHIME SCS's curriculum is developed using State Standards and the state's frameworks to develop units, and is aimed at helping students make connections within and between key concepts within the State Standards. Each grade level develops yearly plans for addressing all State Standards identified for their grade, with many units designed to address the State Standards in more than one subject area.

ENGLISH LANGUAGE ARTS (Core)

The English Language Arts curriculum, aligned to the CCSS for ELA, aims to cultivate literacy through a cohesive, comprehensive, and progressive learning sequence. The California ELA-ELD Frameworks are used by faculty to design standards-based lessons in ELA and across subjects. Curricula balances oral and written language and encompasses all ELA foundations including reading, writing, speaking, and listening. Students at CHIME SCS learn to read critically, analyze text thoughtfully, write clearly and purposefully, as well as apply academically relevant listening and speaking skills. These skills are learned in a constructivist manner in which students build their own understanding of the ELA standards and are then able to apply them in a wide variety of contexts.

There is the interdisciplinary expectation that the development of each student's literacy skills is a shared responsibility; every teacher at CHIME SCS works collaboratively to develop the reading, writing, speaking, and listening skills of students. CHIME SCS embraces the intent and purpose of the CCSS for ELA and the State Board of Education's ("SBE") "hope and belief that all of California's students will develop the readiness for college, careers and civic life by the time they graduate from high school and that they attain the following capacities of literate individuals as outlined by the National Governors Association ("NGA") Center for Best Practices and the Council of Chief State School Officers ("CCSSO"):

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

In addition, this framework recognizes that becoming broadly literate—reading and viewing for pleasure, information, and inspiration, and communicating knowledgably, powerfully, and responsively—is necessary for life in today's global society." (CA ELA/ELD Frameworks, p. 7.)

CHIME SCS currently uses *Journeys* as curriculum for elementary grade levels. The ELA curriculum, as with all curriculum at CHIME, is presented in fully inclusive classes in which learners of all abilities participate. Therefore, the teacher resources for all students, including typically developing, gifted, and students with special needs, are present in the general education classrooms. Appropriate differentiation is provided to address the needs of all learners. Students

with language and other special needs are given ample opportunities to participate in communicative and interactive learning activities which enhance their language acquisition, social, interpersonal, and academic skills in a language and print rich environment.

Students in grades TK-5 learn to read both literature and informational texts, acquiring foundational skills, and developing mastery of reading, speaking, listening, and writing skills. Through the Journeys curriculum anchor text reading instruction challenges students and follows a three-part routine that guides students, helping them grasp the big ideas. Students also analyze short passages and undertake independent close reading. Student eBooks guide students to highlight and make notes about the answers and evidence they are learning to gather. Trade books provide a backdrop for PBL and give students the opportunity to apply what they have been learning to extended texts. Teachers encourage students to select books from groups of leveled readers in classrooms and online. This important aspect of student choice (allowing them to choose the books that are most interesting to them, thereby increasing their interest in reading) at their level of reading is an important component of practice in developing reading fluency.

Journeys includes strategic language support for ELs with integrated support and scaffolds for every lesson, plus additional instruction to develop language skills. The program also includes solutions aligned to CHIME's Multi-Tiered System of Supports ("MTSS") for Tier I, II, and III intervention to reinforce skills, scaffold instruction, and teach key foundational skills. A comprehensive assessment system includes formative assessments, weekly tests, benchmark assessments, and end of unit tests, thus giving teachers flexible options to monitor student progress.

Journeys also encompasses direct skills development in vocabulary, grammar, and spelling. Team projects and class conversations guide students to develop critical listening skills and mastery of group communication skills, while presentations and collaborative work help students develop social awareness and speaking skills.

As a reading instruction program, CHIME SCS uses Wilson Language Basics' *Fundations*[44] ("Wilson") for grades K-3. Wilson brings more than a decade of systematic and explicit instruction to the K-3 classroom. As a recognized leader in multisensory, structured language programs, Wilson provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program. Building a foundation for reading and spelling in grades K-3, *Fundations* makes learning to read fun while laying the groundwork for life-long literacy. Students

[44] https://www.wilsonlanguage.com/programs/fundations/

in grades K-3 receive a systematic program in critical foundational skills, emphasizing: phonemic awareness; phonics/word study; high frequency word study; reading fluency; vocabulary; comprehension strategies; handwriting; and spelling.

All incoming kindergarten students receive universal screening for reading difficulties, including dyslexia, utilizing state approved assessment tools. The current assessment used by CHIME is Multitudes. This screening continues, annually, for all students through the second grade.

Middle School

6th – 8th English courses, like all courses in the middle school program, are departmentalized, meaning students will receive instruction from subject matter specialist teachers in each distinct curricular area. Grades 6-8 English courses cover topics that build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing. English Language Arts courses present students with opportunities to write persuasive and creative multi-paragraph, thematic essays and compositions, and develop literary analysis skills. English courses are novel based and introduce students to various genres of literature through writing exercises often linked to the reading selections. In upper-level courses students write essays and learn the techniques of writing research papers. English courses also include supports appropriate for English Learners and for students with special needs.

As with elementary grades, through project-based work and collaborative learning, students develop their speaking and listening skills, including giving formal presentations to their class and to larger groups.

English 6 (Core)

Students will identify, evaluate, analyze, and compare and contrast themes, conflicts, characters, author intent, etc. in the form of novels, short stories, poetry, and a variety of genres. Each literary unit will include vocabulary, grammar, writing assignments of varying lengths, and literature analysis. Students will write essays clearly, coherently, and purposefully in a variety of genres including narrative, research, expository, persuasive, and response to literature. Students will learn and apply correct grammar and spelling skills to written and oral assignments. Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the intended audience.

English 7 (Core)

Building on the components of English 6, students in English 7 will participate in a variety of academic activities designed to enhance their reading, writing, listening, and speaking skills. Through this course, students are exposed to both classic and contemporary literature while expanding their narrative and expository writing skills.

English 8 (Core)

Following the CCSS associated with reading, writing, listening, and speaking skills, students in English 8 build on English 6 and 7 to engage in challenging academic activities designed to prepare them for high school. Cross-curricular literature selections emphasize social justice themes while class discussions and activities foster a deeper sense of understanding and empathy.

ENGLISH LANGUAGE DEVELOPMENT (Core)

CHIME SCS's ELD program implements both the California ELD Standards and the *English Language Arts/English Language Development Framework for California Public Schools* ("ELA/ELD Framework"). CHIME SCS's ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to "ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary, depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
- Develop proficiency in shifting registers based on task, purpose, audience, and
- text type." (ELA/ELD Framework p. 9-10.)

Both elementary and middle school grades have designated ELD time built into their schedules during the week. Elementary grades utilize various times during their instructional periods for designated ELD while middle school grades utilize time during both English Language Arts and Advisory for designated ELD. During designated ELD at CHIME SCS teachers use the extension activities for ELs included in the Journey's curriculum as well as Tier II interventions that accompany the Wilson program, along with interventions using MobyMax. As evidenced by CHIME's ELPI on the Dashboard, the individualized/small group approach is successful in moving EL students to proficiency.

MATHEMATICS (Core)

The mathematics curriculum at CHIME develops a deep understanding of numerical concepts, mathematical principles, mathematical applications and using mathematics to solve a range of problems. The program and instructional methodologies are directly aligned with the CCSS in Mathematics and are guided by the 2013 CA Mathematics Frameworks. Throughout the progression of mathematics courses, students acquire the necessary knowledge and skills to prepare them for productive citizenship. The CHIME mathematics curriculum draws on six major mathematical content strands: number sense, algebra, geometry, measurement, data analysis and probability, and mathematical reasoning. CHIME stresses strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics students know to solve problems inside and outside the classroom. Teachers use the following approaches to math instruction:

1. Teachers take students through lessons from concrete to pictorial to abstract. They begin with a concrete approach where students learn new concepts with the help of manipulatives, and from there they move to pictorial examples of the same concept. Finally, they move onto a more abstract stage using only numbers and symbols. This approach enables each child, including students who have different learning styles and special needs, to not only learn the concept, but also to fully understand concepts taught.

2. Students are asked to think about math, rather than simply memorize steps to solve a problem. With this math approach, teachers stress there are often different ways to solve a problem and students are encouraged to explain their thought process to classmates. This helps students to understand the math, rather than just memorize the steps to solve a math problem. Students and teachers may work through examples and complete math exercises to develop or reinforce a concept or procedure. They may also use a Socratic method, whereby the teacher leads students in a conversation to develop a specific

concept or proof. Independently or in small groups, students work on real-world problems followed by a debrief session to clarify, expand, or develop math knowledge.

3. Concepts are covered throughout the grades with increased difficulty. This spiraling enables the upper grades to have a clearer, deeper understanding of all concepts taught.

4. To support the development of math fluency, students participate in daily drills/routines to support fluency and/or online programs to support fluency.

The Mathematics program, as with all instruction at CHIME, includes fully inclusive classes in which learners of all abilities participate. Therefore, the teacher resources for all students, including students who are typically developing or gifted, and students with special needs, are present in the general education classrooms. Appropriate differentiation is provided to address the needs of all learners. CHIME SCS students currently utilize Eureka^2 as the primary curriculum and also participate in web-based math programs such as i-Ready. Blended learning platforms enable teachers to differentiate instruction, focusing on the needs of students who need additional support and those ready to move beyond the grade level curriculum.

Middle School

6th-8th Grade Math covers topics such as arithmetic, using rational numbers, the numeration system, simple data analysis, and place value. Middle school math classes currently use *Eureka^2*, Desmos, and Illustrative Mathematics for curriculum, including for 6th, 7th, and 8th grade math, Algebra I, and Geometry. In grades 7 and 8 math courses may also include basic algebra, basic geometry, basic statistics, and concepts of rate and ratio. 7th and 8th graders are also eligible to take Algebra I, as described below, and 8th graders are eligible to take Geometry if they meet the requirements. 6th-8th grade Math courses present students with the opportunity to reinforce concepts and skills in mathematics and apply these skills to real world problems

Math 6 (Core)

Math 6 focuses on developing four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of numbers to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. The current sequence of units for Math 6 is below:

- Unit 1, Area and Surface Area
- Unit 2, Introducing Ratios
- Unit 3, Unit Rates and Percentages
- Unit 4, Dividing Fractions
- Unit 5, Warming Up to Decimals
- Unit 6, Expressions and Equations
- Unit 7, Rational Numbers
- Unit 8, Data Sets and Distributions
- Unit 9, Putting It ALL Together

Math 7 (Core)

Math 7 focuses on rational numbers and percents, graphing on a coordinate plane, sampling as a method of estimation and prediction, and computing and applying proportionality with similar figures and objects, scale factors, and unit rate. The current sequence of units for Math 7 is below:

- Unit 1, Scale Drawings
- Unit 2, Introducing Proportional Relationships
- Unit 3, Measuring Circles
- Unit 4, Proportional Relationships and Percentages
- Unit 5, Rational Number Arithmetic
- Unit 6, Expressions, Equations, and Inequalities
- Unit 7, Angles, Triangles, and Prisms
- Unit 8, Probability and Sampling
- Unit 9, Putting it ALL Together

Math 8 (Core)

Math 8 focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. The current sequence of units for Math 8 is below:

- Unit 1, Rigid Transformations and Congruence
- Unit 2, Dilations, Similarity, and Introducing Slope

- Unit 3, Linear Relationship
- Unit 4, Linear Equations and Linear Systems
- Unit 5, Functions and Volume
- Unit 6, Associations in Data
- Unit 7, Exponents and Scientific Notation
- Unit 8, Pythagorean Theorem and Irrational Numbers
- Unit 9, Putting it ALL Together

Algebra I (Core)

Algebra I covers topics such as linear, quadratic, and exponential expressions and functions, as well as absolute value and step-wise functions. Algebra I presents students with the opportunity to deepen and extend understanding of linear and exponential relationships; contrast linear, quadratic, and exponential relationships with each other; engage in methods for analyzing, solving, and using quadratic functions; extend the laws of exponents to square and cube roots; and apply linear models to data that exhibit a linear trend. Students demonstrating proficiency in mathematics through state and internal assessments may be offered placement in Algebra I in their seventh-grade year (in place of Math 7) or eighth-grade year (in place of Math 8).

Geometry (Core)

Geometry formalizes and extends students' mathematical understanding by exploring geometric relationships and theorems, such as the congruence and similarity of polygons, the properties of circles, and analyzing volume/area formulas. Geometry introduces students to the unique properties of triangles, presenting students with a deeper conceptual understanding of the Pythagorean Theorem and how it relates to trigonometric ratios. Over the course of the school year Geometry will enrich abstract reasoning skills by guiding students as they develop and hone their skills in writing mathematical proofs for fundamental geometric theorems. Students who demonstrate proficiency in mathematics as demonstrated on state and internal assessments, and have successfully completed Algebra I, may be offered placement in Geometry during their eighth-grade year in place of Math 8.

HISTORY-SOCIAL SCIENCE (Core)

CHIME SCS's history and social sciences curriculum is rooted in the curriculum standards specified in the *History-Social Sciences Content Standards for California Public Schools: Kindergarten through Grade Twelve*, *CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* ("CA CCSS for ELA/Literacy"), the *History-Social Science*

Framework, and the *ELA/ELD Framework*. CHIME's curriculum shares the same three goals as the aforementioned framework: Knowledge and Cultural Understanding; Democratic Understanding and Civic Values; and Skills Attainment and Social Participation. Students gain an understanding of human history as well as how society and the world work. The curriculum not only supports student acquisition of core knowledge of the world's eras and civilizations, but also develops the critical thinking skills historians and social scientists employ to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

Broad social studies themes and content cover topics of family life, cultures, community, the environment, the study of California, geography, economics, the United States, and world history with connections to mathematics, science, and the arts. Learning activities engage students in an inclusive classroom setting in reading rich literature and original source documents; students also experience daily opportunities to develop listening, speaking, research, and writing skills.

CHIME SCS uses social studies materials from the Teachers' Curriculum Institute ("TCI"), which weaves educational research with interactive instructional strategies and PBL. Social Studies Alive! (K-5) and History Alive! (6-8), provide standards-based, spiraled curriculum in which students work in cooperative groups to learn progressively more difficult concepts through a process of step-by-step discovery. This series is well-aligned to the emphasis on engaging, curiosity-inspiring curriculum with real world relevance for students. CHIME SCS extends reading and writing instruction in social studies by examining primary sources, reading historic literature, conducting research, writing, and presenting findings. Much of the grade level reading material is presented with scaffolds for comprehension, particularly primary source or other high-interest or high-authenticity materials that would otherwise be above students' comprehension levels. Social studies also includes instruction in expository writing.

Middle School

Departmentalized History-Social Science courses typically cover the content outlined by grade level in the California History-Social Science Standards. Departmentalized history-social science courses present students with the opportunity to study significant people, events, developments, and political movements of a specific era of time. In these courses, the instructor may teach specific content to several different groups of students during multiple classes throughout the day.

6th and 7th grade

6th and 7th grade World History courses cover topics such as the socioeconomic, political, and ideological conditions of various time periods (Ancient and Medieval) as well as significant historical events and cultural achievements of world regions. World History courses present students with the opportunity to learn about the achievements of civilizations and countries, particularly in the fields of science, technology, and the arts, and how they spread through cultural diffusion. Students will compare and contrast the development and beliefs of the major world religions, explain how they spread to other regions, and resulted in ideological conflicts throughout history. Sixth grade explores the time period of Ancient Civilizations and Seventh grade examines Medieval and Early Modern times.

8th grade

8th grade United States History courses cover major turning points in American history and emphasize specific themes, such as the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; and the emergence of a modern economy. United States history courses present students with the opportunity to study the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the development of the United States as a world power.

SCIENCE (Core)

In alignment with the Next Generation Science Standards, the Science curricula develops student exploration of recurring concepts and connections made within the various Disciplinary Core Ideas ("DCI") of Life Sciences, Earth and Space Sciences, and Physical Sciences. Throughout the DCIs, students develop critical thinking skills, as well as creativity in scientific thought. The science curriculum is based on the scientific process of inquiry, and is organized around the following unifying themes: systems, order and organization; evidence, models, and explanation; constancy, change and measurement; evolution and equilibrium; and form and function. The CHIME science curricula emphasize science as a process of formulating and answering questions about the physical world around us, and encourage students to appreciate the natural world. Students develop skills of hypothesis forming, identification, experimentation, evaluation, documentation and presentation. They create and lead meaningful scientific experiments that allow them to make real-life connections and applications.

In their study of science at CHIME, students engage in science as they learn to observe, question, develop hypotheses, experiment, analyze data they collect, relate them to their questions and hypotheses, and communicate results to each other. The scientific method includes the use of the tools of science (e.g. hands-on materials and technology) as well as varied approaches of study (e.g. model building and investigations). Science fairs and showcases encourage students to communicate their research findings. In CHIME's inclusive classroom setting, students work with their peers as members of an investigative team studying scientific phenomena, gaining understanding of the necessity and benefits of long term research.

Students demonstrate appropriate developmental, or grade level mastery of science, in three Core Ideas:

- Physical Science: properties of objects and materials, position and motion of objects, light, heat, energy, and matter; magnetism; objects in the sky; electricity; elements, molecules and compounds;
- Life Science: characteristics of organisms; life cycles of organisms; organisms and their environments, including food chains/webs and ecosystems; respiration, digestion, waste disposal, and transport of materials systems within a variety of organisms; and
- Earth Systems Science: properties of earth materials including rocks, minerals and other natural resources; solar system; waves, wind, water, and ice; and other changes in the earth and sky.

Middle School

In each year of middle school science students will develop core skills and habits of scientific thinking and practice such as: asking and developing meaningful questions; making predictions based on observed patterns; conducting investigations; measuring items with appropriate tools; comparing and classifying objects based on physical attributes; describing the relative location of objects; and documenting observations using pictures, numbers, written statements, and graphs. Students will also come to understand how the union of science, mathematics, and technology informs the scientific endeavor, allowing it to be successful. Finally, science is integrated with other subject areas, showing the importance of science as a field for furthering understanding of human existence, history, and the future.

Science 6 (Core)

Integrated Science 6 covers topics that draw from the principles of several scientific disciplines - earth science, biology, chemistry, and physics - and organizes the material around thematic units

anchored in scientific phenomena. Integrated science courses present students with the opportunity to study scientific concepts such as systems, models, energy, patterns, stability, and change. This course also investigates principles of engineering design and California's Environmental Principles and Concepts.

Science 7 (Core)

Integrated Science 7 covers topics that draw from the principles of several scientific disciplines - earth science, biology, chemistry, and physics - and organizes the material around thematic units anchored in scientific phenomena. Students investigate applications of the integrated science themes using appropriate aspects from each discipline. This course builds on the content learned in Integrated Science 6, addressing additional concepts or previous concepts at a more advanced academic level.

Science 8 (Core)

Integrated Science 8 covers topics that draw from the principles of several scientific disciplines - earth science, biology, chemistry, and physics - and organizes the material around thematic units anchored in scientific phenomena. Students investigate applications of the integrated science themes using appropriate aspects from each discipline. This course builds on the content learned Integrated Science 6 and 7, addressing additional concepts or previous concepts at a more advanced academic level.

HEALTH AND PHYSICAL EDUCATION (Core)

The CHIME Physical Education curriculum is based on the *Physical Education Framework for California Public Schools: Kindergarten through Grade Twelve.* The curriculum used promotes excellent physical, social, and emotional health among all students, including those in the inclusion classroom model.

The CHIME Physical Education program emphasizes a curricular focus on movement skills and is driven by the need to create a strong foundation for developing a physically educated student in order to develop a person who has the knowledge and control over how the body moves. The focus on movement skills develops a strong and broad foundation in student mastery of these skill areas at the TK/Kindergarten and elementary levels. The physical education curriculum emphasizes a variety of cognitive, affective, and motor teaching and learning strategies focusing on teaching students how to move. The physical education program focuses on the appropriate

developmental mastery of movement skills that enhance self-image and personal development and promote positive social development.

Physical education courses cover topics that allow students to develop and expand their motor skills and movement by applying strategies, bio-mechanic, motor learning, and fitness principles to their participation in a variety of physical activities. Physical education courses provide students with the opportunity to improve their personal fitness through goal setting and participation in specific activities that lead to improved health.

Middle School Health

To support Health Education the Charter School currently uses the *Decisions for Health* from Holt publishing in grades 6-8. The goals of the Health Education curriculum are to assist in the development of persons who are knowledgeable about human development and reproduction, who respect and appreciate themselves, their families and all persons, and who will neither exploit others nor allow themselves to be exploited.

VISUAL AND PERFORMING ARTS (Non-core)

Students at CHIME have numerous opportunities to receive instruction in visual and performing arts. In the elementary grades students receive weekly instruction in both music and visual arts. The philosophical framework of this instruction is described in detail below. During the middle school program students have the opportunity to choose from a wide variety of electives to deepen their understanding of the arts. Course offerings for these grades are described below.

Music (Non-core)

CHIME SCS's music instruction is based on five components of music: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relations, and applications. Music-learning experiences lead to clearly defined skills and knowledge, but at the same time offer the joy and personal satisfaction inherent in music. All children have many opportunities to respond to music and grow musically in an environment where music is a part of the regular school program. Music instruction provides the basis for later music appreciation and participation both in school and as an adult. Classroom music instruction functions as a part of CHIME's total educational program. Teachers integrate appropriate content to reinforce continuity in student learning. CHIME's inclusive classroom involves all students in the activities of moving, singing, listening, and playing instruments, through which they experience the strands of music, including: rhythm, melody, harmony, form, and expressive elements.

Band (Non-core)

Band (Grades 5-8) is an instrumental (performance-based) course covering topics such as the proper technique for posture, holding and playing an instrument, reading sheet music, scales and arpeggios. Band also presents students with an opportunity to demonstrate their learning through performances.

Visual/Creative Arts (Non-core)

The Visual/Creative Arts curriculum emphasizes the following within the visual arts: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications. Students learn how to identify and use elements and principles of design using the language of the visual arts (i.e. value, line, contrast, balance). Based on personal experiences, children create original artwork using various arts media and technical processes. Students explore the role of visual/creative arts in human history, across a variety of cultures and time periods, including different historical art movements (e.g. impressionism, surrealism, abstraction). CHIME SCS students learn to make critical judgments about various art works and experiences, making determinations of quality based on analysis, interpretation and derivation of meaning. Through co-planning between the art teacher and grade level teams, grade level curriculum is integrated into arts instruction. Students learn through integration of visual/creative arts and core subject area instruction. Finally, students come to learn, value, and enjoy the time that is necessary for the creative process to come to fruition.

Media Arts (Non-core)

CHIME Channel Media Arts (Grades 6-8) covers topics that allow students to follow sequential, developmentally appropriate instruction in the creative and conceptual aspects of designing media arts experiences and products, including techniques, genres and styles from various and combined mediums and forms, including moving image, sound, interactive, spatial, and/or interactive design.

Photography (Non-core)

Photography (Grades 6-8) covers design elements and principles, language, materials, and creative processes used to produce various kinds of photography. The photography course includes exploration of principles of photography, use and care of photographic equipment, history of photography as a medium, and use and editing of digital and standard photography.

Film (Non-core)

Film (Grades 6-8) presents students with an understanding of film as a communications tool and its dynamic role in cultural development. The course may include the study of outstanding examples in the fields of motion pictures, radio, and television. The course includes instruction in reading, writing, critique processes, and research.

Visual Arts (Non-core)

Visual Arts (Grades 6-8) covers design elements and principles, language, materials, and creative processes used to produce various kinds of visual arts. The Visual Arts course provides students with knowledge and opportunities to explore a variety of art forms and to create individual works of art. Students address the artistic processes of creating, presenting, responding, and connecting, and become artistically literate within the art form. The visual arts course includes the traditional fine arts such as, but not limited to, drawing, painting, ceramics, metals, printmaking, fiber arts, photography, sculpture, works in wood, and mixed media.

ADDITIONAL ELECTIVES (Non-core)

Home Economics (Non-core)

Home Economics covers topics such as food and nutrition, clothing, textiles, interior design, human development, and financial management. Home economics courses present students with the opportunity to develop skills necessary to manage a household.

Learning Lab (Non-core)

Learning Lab covers topics such as time management, outlining, note taking, organization, active listening, research methods, and test-taking strategies. Learning Lab students have the opportunity to gain extra academic support and guidance to help students achieve success in their academic work.

Advisory (Non-core)

Advisory is a period in which all students in grades 6 through 8 meet at designated times in small groups under the supervision of a teacher (advisor). This time can be used for social emotional learning, current events, or other relevant instruction or instructional support.

American Sign Language (Non-core)

American Sign Language ("ASL") provides an introduction to the visual language of ASL. Students learn the foundational aspects of the language including the alphabet, vocabulary, sentence structure, semantics, and syntax.

Coding and Podcasting (Non-core)

Coding and Podcasting covers topics that establish what coding is, along with common terminology, and discusses what a podcast is and what makes it so popular as media. Students will engage in programming tasks using the programming language Javascript (an offshoot of the popular language known as Java). Later in the course students will outline and create their own podcast episodes, audio diaries, and other media.

Environmental Awareness (Non-core)

Environmental Awareness covers topics that ask students to define community service and civic responsibility, track service hours, reflect on services performed, and may include a final project or product. Community service oriented courses, such as Environmental Awareness, present students with the opportunity to volunteer for a non-profit organization to make a difference in their community and school.

SOCIAL/BEHAVIORAL SKILLS CURRICULUM

Social/behavioral skills instruction is a part of each child's educational program from transitional kindergarten through 8th grade. Social/behavioral skills lessons are designed based on students' social and developmental needs. The skills students learn are cumulative, with students acquiring not only more skills, but also a greater understanding and awareness of how these skills apply to their daily lives. CHIME currently utilizes the Toolbox curriculum for grades TK-4 and the Ripple Effects curriculum for grades 5-8. The curriculum addresses prevention and early intervention as the keys to creating safe, caring, and responsive schools. The entire CHIME community teaches and supports positive behaviors that demonstrate respect, cooperation, responsibility, and compassion. Most importantly, social/behavioral skills instruction is embedded into all aspects of the curriculum.

INTERVENTION AND ENRICHMENT PROGRAMS

As detailed throughout this Petition, CHIME's focus on personalized instruction includes a variety of in-class supports and targeted interventions for students to ensure their success. Faculty use benchmark assessments, school-designed rubrics, text-based assessments, and more to continuously assess individual student performance. Within the first six weeks of the start of the school year, teachers utilize diagnostic assessments to illuminate student strengths and weaknesses in terms of their skills in reading, writing, and math, including the Fountas and Pinnell Benchmark Reading Assessment, On Demand Writing Sample, and Diagnostic Math Test, or its Test of Prerequisite Math Skills. Teachers also review prior year academic and test data (when available).

Based on available data and, once far enough into the school year, observation, teachers differentiate instruction, including its depth and complexity for all students. This differentiation includes those performing above grade level, those with IEPs, or those who are struggling to master a particular lesson. Students who are struggling, who have been identified by informal assessment and teacher observation to require Tier II or Tier III observations, and who would benefit from additional intensive supports, are recommended for an appropriate intervention group, which could be before or after-school, or during the school day. Letters are sent home to parents and calls are made to ensure students can attend their support session if it is scheduled before or after school. Progress is tracked and a determination is made as to whether the intervention is sufficient. This progress is tracked using a variety of systems, including SBAC interim assessment data, pre- and post-assessments, unit quizzes and tests, teacher created assessments, exit tickets, teacher observation, and student work samples. This data is reviewed and discussed at grade level and department meetings, team meetings and parent conferences for specific students, planning sessions, and as a focus during professional development. Well-qualified educational support personnel (Resource Specialist Program ("RSP") teachers, Psychologist, Designated Instruction and Services ("DIS") Counselors, Speech Pathologist, Psychologists, Physical Therapist, Occupational Therapist) support CHIME's data-driven, differentiated model of instruction. The collaborative teaching model ensures all students receive personalized support within inclusive classrooms and, as needed, extra support.

CHIME supports all students to succeed regardless of their starting point when they first enter the Charter School. Some students require accommodations and modifications to curriculum to ensure they succeed, all of which are codified in IEPs and 504s. Across the Charter School, students with IEPs or 504s experience the following in relation to intervention and enrichment:

- Students at CHIME who are on an alternative curriculum are educated in the general education classroom. Their specially designed, individualized curriculum is driven by the content of the general education curriculum that is received by their typically developing peers. The goals and objectives highlighted in their individualized programs emphasize the functional aspects of the general education standards.
- Paraprofessional supports are assigned to each class based on the total need for additional adult assistance, and meet individual student needs as designated in students' IEPs. This support can include individualized personal supports, such as physical transitions, toileting, and the implementation of curricular modifications, as well as behavior support plans.
- All students have access to enroll in team sports and school-sponsored extracurricular activities, with additional support and accommodations as needed.
- All students have the opportunity to participate in enrichment activities in the arts and computer sciences.
- Students with special needs are supported through an inclusive approach utilizing co-teaching and collaboration in all classes.

    - Special Education teachers are assigned to academic classes with an emphasis on English and Math courses. General education and Special Education teachers are provided with common planning periods to allow for both lesson planning and individualized adjustments to instruction for individual students as needed. Lessons are planned utilizing a Universal Design for Learning framework, with the use of co-teachers for regrouping to reduce the student to adult ratio and allow for increased differentiation. Special and general education teachers share assessment responsibilities for all students and use assessment information to guide instructional planning.

Beyond interventions the Charter School also ensures all students have access to enrichment. CHIME provides before-school, after-school, and summer school programs providing both intervention and enrichment. Homework club provides supervised homework support for students after school. Enrichment activities can include drama, dance, music, art, and science activities in the afterschool program. Competitive sports teams are organized by the PE coaches and offered to all students in grades 4 through 8. Additional electives and enrichment programs were also detailed earlier in this element of the Petition.

CURRICULAR AND INSTRUCTIONAL MATERIALS

For its currently adopted curriculum materials, CHIME SCS has selected materials aligned with

the State Standards.

Content Area	Current Instructional Materials
English Language Arts	● Grade level appropriate literature as designated by CCSS (www.corestandards.org/assets/Appendix_B.pdf) for novel and chapter book study (Grades TK/K-8) ● DIG (Frog Street) Literacy Program (TK) ● Journeys ELA curriculum (Grades 1-8) ● Words Their Way (Grades 2-5) ● The Writing Revolution ● Teacher-created curriculum (including thematic writing units) using authentic literature to address ELA CCSS
English Language Development	● Wilson Fundations ● Heggerty Literacy (TK -3) ● i-Ready
Math	● Eureka^2 (K-8) ● Open Up Resources (6-8) ● DESMOS (6-8) ● Teacher-created curriculum to address Math CCSS
Social Studies/ History	● Teacher-created curriculum and texts, including primary source materials, to support teacher-created curriculum based on California's History-Social Sciences Content Standards, CA CCSS for ELA/Literacy, and the 2014 ELA/ELD Framework ● Social Studies Alive! published by TCE (Grades 3-5) ● History Alive! Published by TCI (Grades 6-8)
Science	● FOSS California Curriculum and Kits (Grades 1-3) ● Teacher-created curriculum and project-based units to address NGSS (TK-8) ● Interactive Science (Grades 6-8) Pearson Publishing ● Expository texts to support teacher-created curriculum and project-based units
PE/ Health	Teacher-created materials from the State Standards, state frameworks, and other sources
Drama/Visual Arts/ Music	Teacher-created materials

All materials are selected based on rigor, alignment with the State Standards, and opportunities for scaffolding to meet the needs of all learners. Teachers carefully supplement core curriculum with additional materials and strategies to support ELs, Students with Disabilities and all learners.

INSTRUCTIONAL METHODS AND STRATEGIES

Constructivist and PBL are methods used by teachers to help students build their own knowledge by facilitating students' learning process through a variety of projects. The PBL approach, based on the work of the Buck Institute, is a strong component of the day-to-day instructional approach of teachers at CHIME SCS. Teachers employing these methods are also deeply rooted in planning their lessons using the Understanding By Design ("UBD") model to backwards plan instruction. All courses have teacher-developed curriculum maps aligned to desired outcomes, including the State Standards and the prerequisite skills associated with the State Standards, a level of Bloom's Taxonomy (or equivalent depth of knowledge level), the applicable schoolwide goals (e.g., inclusive classroom model, appreciating diversity, etc.), and authentic assessment tools. Teachers collaboratively develop pacing plans and engaging lessons, with differentiation based on the needs of students.

Co-teaching is scheduled carefully into each class's schedule based upon student needs. Special education teachers co-plan with their general education partners. Special education teachers share responsibility for the implementation of and preparation for universally designed lessons, and general education teachers share responsibility for specially designed instruction and the development of modified and adapted materials.

Block scheduling is utilized at the middle school grade levels (6th-8th grade), as it has been shown to improve attendance, discipline, and school climate (Duel, 1999; Stader, 2001; Queen, Algozzine, & Eaddy, 1997; Snyder, 1997; Buckman, King, & Ryan, 1995) as well as student achievement (Fletcher, 1997; Khazzaka, 1998). Block scheduling is known to be particularly effective for classrooms that include diverse learners, as students who need more or less time on a task are readily accommodated (Canady & Rettig, "Teaching in the Block, Strategies for Engaging Active Learners" (1995)). With a block schedule students with special needs have fewer transitioning times between classes and have their accommodations and other needs met in the classroom. Blocks also facilitate PBL and interdisciplinary learning, and encourage the use of active teaching strategies, hands-on investigations, and greater student involvement.

Technology is integrated as a tool for learning and to help all students develop technological fluency imperative in today's working world. The use of a variety of technological advances in the curriculum creates students who are information seekers, analyzers, evaluators, problem solvers,

and decision makers. Creative and effective uses of productivity tools are interwoven throughout the content areas so not only do students become effective communicators, collaborators, publishers, and producers, they also have the tools to be informed, responsible, and contributing citizens as they grow into adulthood. CHIME SCS students use technology in a wide variety of ways including specific technology curriculum programs such as iStation Reading, IXL Math, Mavis Beacon Typing, and the Read Live Fluency program. Students also utilize technology in an integrated fashion throughout their academic classes using the Microsoft Office suite of programs such as Word and PowerPoint to express their knowledge. Many of the texts and resources for the middle school curriculum have online components for student use. CHIME SCS benefits from having mobile iPad carts and mobile laptop carts on campus.

Social Learning and Positive Behavioral Supports are integral to CHIME SCS as necessary components of establishing a strong social community among students, parents, and professionals. It is when students feel safe, welcome, and individually important to the community that they are able to operate at their maximum potential. Ironically, it is this sense of well-being students have as individuals that also allows them to actively participate in the life of the CHIME community, seeing themselves as part of something larger. Knowing that they belong, students bring unique capabilities to school and belonging gives them a sense of self, a sense of location, a sense of security, and a healthy sense of responsibility to the larger group.

Social skills instruction is embedded in all areas of the curriculum, with the goal of helping students to understand themselves as members of a community, to develop respect for others, to appreciate diversity in all its forms within the community, to express their ideas with assurance, and to solve problems with others through positive, honest, and direct interaction. As described above, CHIME SCS has also implemented restorative justice practices, including community circles.

To help establish a sense of community, there are regular occasions for students to share their work with each other and with the community at large. Students demonstrate their learning and reflections on their learning throughout the grades through student presentations of learning and project exhibitions. In addition, middle grades students gain a sense of community both in their classrooms through the projects that they work on together and in their advisory period when they gather together with a small group of peers to discuss common issues and concerns, and receive social and academic support.

Family partnerships are critical to the success of all students and the Charter School. Families are welcomed on campus and encouraged to participate in school life, from helping with mailings, to leadership in coordinating large events, and with providing support in classrooms. In addition,

the CHIME Community Association ("CCA") supports the Charter School through fundraising and community events throughout the school year (see Element 4). School to home communications are provided in English and Spanish. Mentors may be assigned to new families to help them gain familiarity with CHIME policies and procedures and help form relationships in the community. Teachers meet with families in team meetings throughout the school year to refine educational programs and also share progress for any student as needed in addition to Parent-Teacher conferences.

Data Driven Instruction occurs schoolwide. In all grade levels, faculty have ongoing training and support in using assessments to inform instruction, with emphasis placed on systematic assessment, use of rubrics, a variety of forms of evidence, and more frequent assessment of progress in English Language Arts and Math. The data from assessments are reviewed on an ongoing basis by grade-level teaching teams (general education and special education teachers) and considered so that appropriate Tier I, Tier II, and Tier III interventions are implemented. Student progress is tracked at weekly grade-level planning meetings, during data reviews, and at other times throughout the school year. For students with special needs this information is also considered when determining accommodation or, when appropriate, modifications to curriculum, as well as monitoring progress toward IEP goals.

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

CHIME SCS integrates technology throughout the program, both to ensure students develop critical 21st Century skills in using tech-based tools, as well as helping to personalize instruction and maximize student achievement. Each classroom has computers for students to utilize in addition to the ability to check out one of the many laptop and iPad carts on campus, ensuring every student can access a device when needed. In addition to student technology access, faculty utilize interactive whiteboards and document cameras, both of which are connected to a teacher computer for classroom instruction and presentations. Students learn basic computer skills and programs (Word, Excel, Prezi, etc.), as well as Internet research skills and effective methods for online communication. Students have access to technology on at least a weekly basis and this helps them gain familiarity with utilizing a wide variety of technology tools. This, combined with students taking computer based assessments such as the SBAC interim assessments, help CHIME SCS's students become well prepared for the computer-based state standardized assessments.

The Charter School utilizes an integrated data management system, currently Powerschool, to collect, analyze, and report student achievement data and other required measures (e.g.,

attendance, student behavior, etc.). Parents and students have real-time access to Powerschool and Google Classroom to access current grading and homework assignments.

As a result of CHIME SCS technology integration, students demonstrate appropriate developmental or age/grade level mastery of technology in the following areas:

- A sound understanding of the nature and operation of technology systems;
- The use of technology tools to solve problems, make informed decisions, enhance learning, increase productivity, and promote creativity;
- The use of productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works;
- The use of technology to locate, evaluate, and collect information from a variety of sources;
- The use of technology tools to process data and report results;
- An ability to use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences; and
- An ability to use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

INDEPENDENT STUDY

CHIME offers independent study. In order to ensure CHIME's independent study program is consistent with applicable law, CHIME maintains an independent study policy in its Student-Parent Handbook. This policy is and will remain consistent with applicable law. To ensure legal complaince CHIME's independent study policy is reviewed annually by outside legal counsel to ensure it is up to date with current law and the independent study policy is approved by the Board either annually, with the approval of the updated handbook, or more frequently if required.

Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School will maintain a current written independent study agreement for each independent study student. The Charter School will provide appropriate existing services, supports, technology and resources to enable students to complete their independent study program successfully. The Charter School will provide content to students aligned to grade level standards that is substantially equivalent to in-person instruction. For each student in independent study, the Charter School assigns a certificated teacher or teachers of record to coordinate, evaluate, and provide general supervision of the student's independent study instruction, including application

of tiered reengagement strategies if necessary. For TK-3 students in independent study, CHIME schedules daily synchronous instruction. For students in grades 4-8 CHIME schedules weekly synchronous instruction and daily live interaction. The Charter School provides content to students participating in independent study that is aligned to grade level standards and that is substantially equivalent to in-person instruction. Based on each participating student's grade level, their teacher(s) of record will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as required. A student's parent or guardian may request their student return to in-person instruction from independent study by making a written request to the Executive Director or designee, or to the student's assigned teacher(s) of record. Records of the independent study program will be maintained for audit purposes. CHIME evaluates its independent study program for individual students. A student is deemed to be making satisfactory educational progress if they are on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program ("IEP")."

9. COMPREHENSIVE COURSE LIST FOR CHIME'S MIDDLE SCHOOL PROGRAM

CHIME SCS Current Course List for Middle School, Grades 6-8

6th Grade	7th Grade	8th Grade
English 6	English 7	English 8
Math 6	Math 7 or Algebra 1	Math 8, Algebra 1, or Geometry
P.E.	P.E.	P.E.
Integrated Science 6	Integrated Science 7	Integrated Science 8
6th grade World History	7th grade World History	8th grade U.S. History
Advisory (Designated ELD Instruction)	Advisory (Designated ELD Instruction)	Advisory (Designated ELD Instruction)
Middle School Electives (current): Band, CHIME Channel Media Arts, Home Economics, Visual Arts, Photography, Film, Coding and Podcasting, Environmental Awareness, Learning Lab, American Sign Language		

10. through 13. Not applicable as CHIME does not serve high school grades.

14. TRANSITIONAL KINDERGARTEN

CHIME SCS offers a transitional kindergarten program for any age-eligible student with curriculum aligned to the California Preschool Learning Foundations ("Foundations") developed

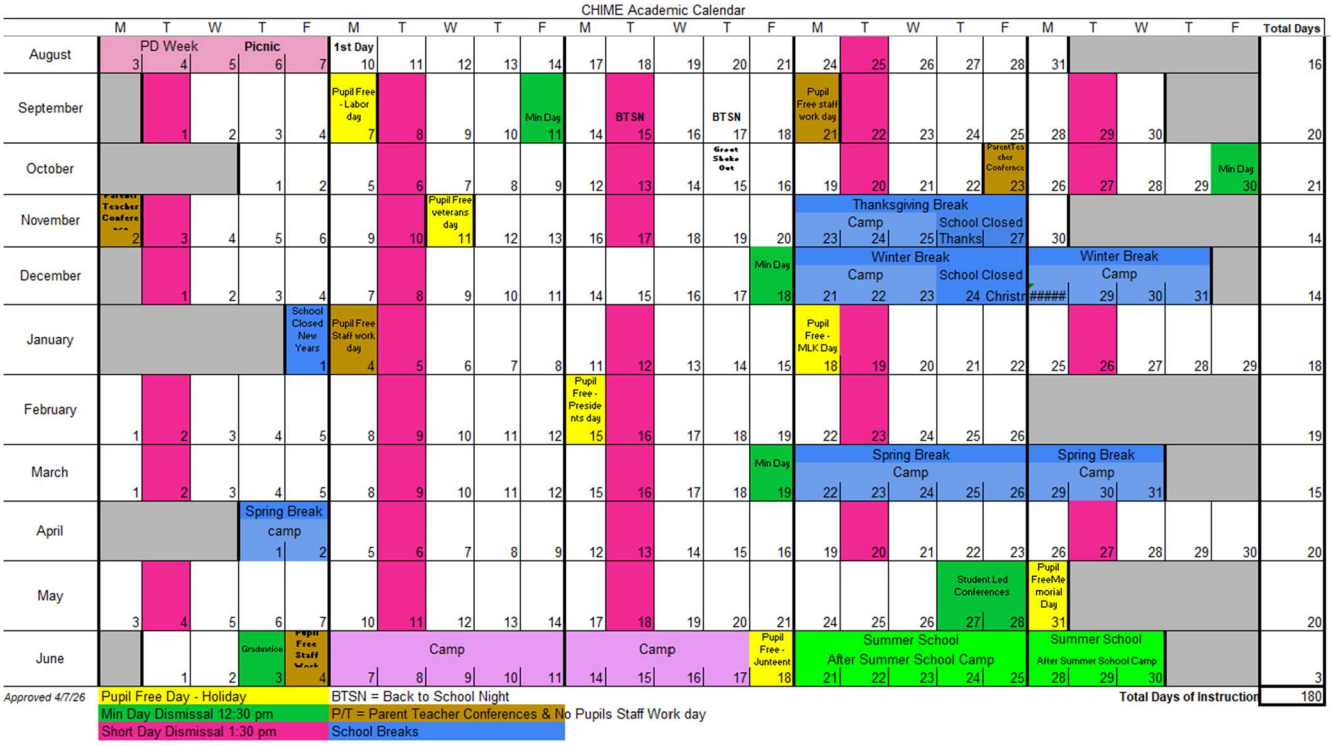
by the California Department of Education. Students in TK currently participate in instruction in stand alone TK classrooms throughout their school day. Transitional Kindergarten teachers are trained to employ strong practices in early childhood development like language development, fine and gross motor development, and a foundational background in mathematics, science, and social studies.

The Charter School shall adhere to the classroom size, adult to student ratios, and teacher qualification requirements for TK, as set forth in Education Code Section 48000(g).

ACADEMIC CALENDAR AND SCHEDULES

15. ACADEMIC CALENDAR

Specific calendar and hours are determined yearly by the Principals, in consultation with CHIME's Executive Director and staff, with formal approval from the CHIME Institute Board of Directors. The academic year is configured using at least the minimum number of required instructional days as its base with a traditional school calendar. The following is the 2026-27 school year calendar:



SCHOOL HOURS

Grades	Start/End Time, Typical Day	Start/End Time, Early Dismissal Day
TK-K	9:00 a.m. - 2:00 p.m.	9:00 a.m. - 1:30 p.m.
1st-3rd	8:30 a.m. - 2:40 p.m.	8:30 a.m. - 1:30 p.m.
4th-5th	8:30 a.m. - 2:55 p.m.	8:30 a.m. - 1:30 p.m.
6th-8th	8:10 a.m. - 2:55 p.m.	8:10 a.m. - 1:30 p.m.

16. SAMPLE DAILY SCHEDULES

Transitional Kindergarten Daily Schedule - Full Day

Times	Activity
9:00 - 9:45 a.m., Instruction (45 minutes)	Morning Meeting; Math; Language Arts; Integrated & Designated ELD Instruction; and PE Stations
9:45 - 10:00 a.m.	Recess
10:00 - 11:15 a.m., Instruction (75 minutes)	Math; Language Arts; Integrated ELD; and PE stations
11:15 - 11:30 a.m.	Lunch
11:30 - 11:45 a.m.	Recess
11:45 a.m. - 2:00 p.m., Instruction (135 minutes)	Social Skills; Designated ELD Instruction; Social Studies; and Science

255 instructional minutes

Kindergarten Daily Schedule - Full Day

Times	Activity
9:00 - 9:40 a.m., Instruction (40 minutes)	Morning Meeting; Math; Language Arts; Integrated & Designated ELD Instruction; and PE Stations
9:40 - 10:00 a.m.	Recess
10:00 - 11:25 a.m., Instruction (85 minutes)	Math; Language Arts; Integrated ELD; and PE stations
11:25 - 11:40 a.m.	Lunch
11:40 a.m. - 12:05 p.m.	Recess
12:05 p.m. - 2:00 p.m., Instruction (115 minutes)	Social Skills; Designated ELD Instruction; Social Studies; and Science; Integrated ELD Instruction

240 instructional minutes

First Grade Daily Schedule - Full Day

Times	Activity
8:30 - 10:00 a.m., Instruction (90 minutes)	Community Meeting; Integrated ELD Instruction; and Math
10:00 - 10:20 a.m.	Recess
10:20 - 11:50 a.m., Instruction (90 minutes)	Language Arts Stations; Integrated/Designated ELD instruction
11:50 a.m. - 12:05 p.m.	Lunch
12:05 - 12:30 p.m.	Recess
12:30 p.m. - 2:40 p.m., Instruction (130 minutes)	Language Arts Stations; Integrated/Designated ELD instruction Social Studies or Science; Integrated ELD Instruction

310 instructional minutes

Second Grade Daily Schedule - Full Day

Times	Activity
8:30 - 10:20 a.m., Instruction (110 minutes)	Community Meeting; Integrated ELD Instruction; and Math
10:20 - 10:40 a.m.	Recess
10:40 a.m. - 12:05 p.m., Instruction (85 minutes)	Language Arts Stations; Integrated/Designated ELD Instruction
12:05 - 12:20 p.m.	Lunch
12:20 - 12:45 p.m.	Recess
12:45 p.m. - 2:40 p.m., Instruction (115 minutes)	Language Arts Stations; Integrated/Designated ELD Instruction Social Studies or Science; Integrated ELD Instruction

310 instructional minutes

Third Grade Daily Schedule - Full Day

Times	Activity
8:30 - 10:20 a.m., Instruction (110 minutes)	Community Meeting; Integrated ELD Instruction; and Math
10:20 - 10:40 a.m.	Recess
10:40 a.m. - 12:30 p.m., Instruction (110 minutes)	Language Arts Stations; Integrated/Designated ELD Instruction
12:30 - 12:45 p.m.	Lunch
12:45 - 1:10 p.m.	Recess
1:10 p.m. - 2:40 p.m., Instruction (90 minutes)	Language Arts Stations; Integrated/Designated ELD Instruction Social Studies or Science; Integrated ELD Instruction

310 instructional minutes

Fourth Grade Daily Schedule - Full Day

Times	Activity
8:30 - 10:20 a.m., Instruction (110 minutes)	Community Meeting; Integrated ELD Instruction; and Math
10:20 - 10:40 a.m.	Recess
10:40 a.m. - 12:10 p.m., Instruction (90 minutes)	Language Arts Stations; Integrated/Designated ELD instruction
12:10 - 12:25 p.m.	Lunch
12:25 - 12:50 p.m.	Recess
12:50 p.m. - 2:55 p.m., Instruction (125 minutes)	Social Studies or Science; Integrated ELD Instruction

325 Instructional minutes

Fifth Grade Daily Schedule - Full Day

Times	Activity
8:30 - 10:40 a.m., Instruction (130 minutes)	Community Meeting; Integrated ELD Instruction; and Math
10:40 - 11:00 a.m.	Recess
11:00 a.m. - 12:10 p.m. (70 minutes)	Language Arts Stations; Integrated/Designated ELD instruction
12:10 - 12:25 p.m.	Lunch
12:25 - 12:50 p.m.	Recess
12:50 p.m. - 2:55 p.m. (125 minutes)	Social Studies or Science; Integrated ELD Instruction

325 Instructional minutes

Sixth-Eighth Grade Daily Schedule - Full Day - Monday

*Integrated ELD takes place in all 6th-8th grade classes, as noted below and detailed in the section of this Petition on English Learners

Times	Activity
8:10 - 8:55 a.m., Instruction (45 minutes)	Period 1
9:00 - 9:45 a.m., Instruction (45 minutes)	Period 2
9:45 - 10:05 a.m.	Break
10:10 - 10:55 a.m., Instruction (45 minutes)	Period 3
11:00 - 11:45 a.m., Instruction (45 minutes)	Period 4
11:45 a.m. - 12:25 p.m.	Lunch
12:30 - 1:15 p.m., Instruction (45 minutes)	Advisory, Designated ELD
1:20 - 2:05 p.m., Instruction (45 minutes)	Period 5
2:10 - 2:55 p.m., Instruction (45 minutes)	Period 6

350 instructional minutes

Sixth-Eighth Grade Daily Schedule - Full Day - Tuesday-Friday

Times	Activity
8:10 - 9:30 a.m., Instruction (80 minutes)	Period 1 or 4
9:30 - 9:45 a.m.	Break
9:50 - 11:10 a.m., Instruction (80 minutes)	Period 2 or 5
11:10 - 11:25 a.m.	Break
11:30 a.m. - 12:50 p.m., Instruction (80 minutes)	Period 3 or 6
12:50 - 1:30 p.m.	Lunch
1:35 - 2:10 p.m., Instruction (35 minutes)	Advisory, Designated ELD
2:15 - 2:55 p.m., Instruction (40 minutes)	Academic Enrichment

335 instructional minutes

CHIME SCS ensures that currently a minimum of two and one half hours daily is devoted to language arts instruction in grades 1-5. This includes a minimum of one instructional period devoted solely to language arts instruction, and additional periods in which an integrated curriculum is used. Similarly, a minimum of one instructional period is focused on mathematics instruction, but additional time is provided in which students apply mathematical skills and concepts to different types of problems in other content areas.

Essential to the educational program of CHIME SCS is an integrated curriculum, in which several curriculum areas are addressed in a single activity or instructional period. For example, in a unit on citizenship, students practice skills in different content standards areas. They read, learn new vocabulary, and write about concepts related to citizenship. They take part in active learning experiences that involve voting or polling, thus learning new concepts and skills related to computation, ratios, and graphing. In this manner, students learn to see the connections between different areas of knowledge and learn to apply new skills and concepts in meaningful contexts. Thus, in addition to devoting some instructional time *solely* to language arts instruction, students have a significant portion of time in *integrated instructional activities,* in which they are extending, applying, and practicing literacy skills and concepts.

CHIME SCS ensures 6th – 8th graders receive instruction in each of the four core content areas (language arts, mathematics, science, and social studies) in addition to physical education. One class period will be used for enrichment courses that will be provided in an elective format, in which students select different courses over the course of the school year. Elective courses include, but are not limited to, Band, CHIME Channel Media Arts, Home Economics, Visual Arts and Photography, Film, Coding and Podcasting, Environmental Awareness, and Learning Lab. Further, as noted in the section below on English Learners, ELs receive integrated ELD in all subject areas as all teachers are trained in SDAIE strategies, as well as other effective strategies for delivering instruction to ELs.

The schedule also incorporates time for faculty planning and collaboration. This takes place in the form of co-planning time in the morning, which is used for general and special education faculty to collaborate or for faculty to engage in co-planning for integrated instruction. Each faculty member in grades 6-8 has one daily planning period for personal instructional planning. In addition, at the end of the school day, time is set aside for TK-8 faculty and staff to engage in debriefing. During this time faculty and paraprofessionals meet to discuss successes, concerns, and school-wide plans.

17. INSTRUCTIONAL DAYS AND MINUTES

An extended day schedule ensures comprehensive support for all learners, and significantly more total instructional minutes than required by the Education Code Section 47612.5.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes per Minimum Day	Number of Other Days	Number of Instr. Minutes per Other Day	Total number of Instr. days	Minutes Required by State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above Req'd
TK	Y	141	255	32	210	7	180	0	0	180	36000	43,935	7,935
K	Y	141	240	32	210	7	180	0	0	180	36000	41,820	5,820

1	Y	141	310	32	240	7	210	0	0	180	50400	52,860	2,460
2	Y	141	310	32	240	7	210	0	0	180	50400	52,860	2,460
3	Y	141	310	32	240	7	210	0	0	180	50400	52,860	2,460
4	Y	141	325	32	240	7	210	0	0	180	54000	54,975	975
5	Y	141	325	32	240	7	210	0	0	180	54000	54,975	975
6	Y	141	335	32	260	7	220	0	0	180	54000	57,095	3,095
7	Y	141	335	32	260	7	220	0	0	180	54000	57,095	3,095
8	Y	141	335	32	260	7	220	0	0	180	54000	57,095	3,095
9	N	0	0	0	0	0	0	0	0	0	64800	0	N/A
10	N	0	0	0	0	0	0	0	0	0	64800	0	N/A
11	N	0	0	0	0	0	0	0	0	0	64800	0	N/A
12	N	0	0	0	0	0	0	0	0	0	64800	0	N/A

18. Not applicable as CHIME does not serve high school grades.

PROFESSIONAL DEVELOPMENT

19. ONGOING PROFESSIONAL DEVELOPMENT

CHIME SCS commits itself to supporting staff by providing substantive and regular opportunities to grow in their profession, and to provide the necessary tools to help them do their work effectively.

Teachers work in teams to coordinate and integrate instruction, to develop lesson study sessions where they can discuss their teaching, and to discuss student achievement. They are also encouraged to make their own professional goals and devise plans for meeting them. The Charter School supports teachers as they endeavor to improve their practice, both through on-going, organized staff development, as well as informal opportunities for teachers to become ever more reflective about their practice. Teachers each have planning periods scheduled into their weekly schedule. Teachers' schedules also provide time for collaboration and co-planning time, as detailed above.

Professional development ("PD") at CHIME SCS occurs for an entire week before the school year starts, with new teachers attending additional days of training. During this time, teachers are trained on PBL and inclusive education approaches. Common topics include: co-teaching, universal design for learning, positive behavior support, project based learning, and differentiated instruction. Professional development also occurs twice a month on the weekly short day, currently Tuesdays, and occurs weekly for paraprofessionals, currently on Friday mornings. Administrators, lead teachers, visiting teachers, external experts in identified areas of need, and CSUN professors deliver professional development. Collaborative, grade level co-planning is built into teachers' schedules and occurs weekly.

Common professional development topics include, but are not limited to, the following:

- In-depth study of the State Standards, as well as using cross curricular groupings and collaborative learning to create greater engagement and a deepened understanding of concepts, including the creation of performance tasks aligned with the State Standards;
- Constructivism and PBL;
- Hometeam curriculum design and social and emotional learning support;
- Reading, writing, and critical analysis across the curriculum;
- Unifying diverse communities of learners;
- Data analysis time to use summative and formative assessment data to make instructional decisions (e.g. modifications to curriculum maps);
- Revision of pacing plans after cross-curricular alignment discussions amongst departments;
- Model and practice of instructional strategies to use to differentiate instruction;
- Using the Charter School's student information system for submission of grades, attendance, behavior logs, and parent communication;
- Standardized testing (e.g. test administration, supporting student use of navigation tools, etc);
- Multi-Tiered System of Supports planning and design;
- Progress monitoring and data analysis for special education IEP goals
- Co-assessing in the co-teaching model
- Language and literacy development for children with language-based disabilities
- Prompting hierarchies for children with special needs
- Best practices for implementing peer supports in inclusive classrooms

2025-26 Professional Development Schedule

Topic	Date
Universal Design for Learning	8/27, 10/15, 12/10, 1/5, 2/4, 3/18
Managing Challenging Behaviors	9/24, 1/3 , 1/28, 5/27
Multi-Tier System of Supports	8/25, 9/8, 10/6, 10/20, 11/10, 11/17, 12/1, 1/26, 1/26, 2/23, 3/23, 4/27, 5/28
Positive Behavior Intervention and Support (PBIS)	8/4
New Teacher Orientation	7/31 – 8/01
New Teacher Meetings	8/4, 9/9, 10/7, 11/4,
Mentor/Mentee Meetings	8/4, 8/12, 10/21, 11/18, 1/20, 2/24, 3/24, 4/21, 5/19

All Staff Orientation	8/04 – 8/08
Emergency Preparedness	8/25, 9/29, 10/27, 11/17, 1/26, 2/23, 4/27
i-Ready Data and Student Goal Setting	2/25
Sycamore Group & Text based discussion	10/22, 4/22
Enrichment	9/18, 10/16, 2/19
Crisis Prevention Analysis (CPI)	9/6, 9/13, 9/20, 1/10, 131/1, 2/7
Suicide Awareness	8/24
CAASPP Testing	4/15
Social Emotional Learning (SEL)	11/12
Parent Square	1/30
Writing Revolution	Various online dates July
Multitudes Training	8/6, 1/5

A needs assessment is conducted during the school year for PD topics for the next school year. Professional development surveys created in conjunction with CSUN's Center for Teaching and Learning are administered to faculty. The Center for Teaching and Learning is pivotal in providing CHIME with professional development and assists in data collection towards future PD topics. The administration utilizes teacher evaluations and classroom observation to measure the effectiveness of professional development. These evaluations and observations are reviewed for evidence of teacher implementation of the professional development skills that have been worked on and presented by CTL staff and other professional development providers. California State University professors are invited to educate faculty and staff on topics such as co-teaching, conflict resolution, and positive behavior support. Families are also invited to do an in-service with faculty and staff on their child's specific needs.

At the beginning of the school year administration oversees the formation and ongoing development of Professional Learning Communities. Teachers work in Professional Learning Communities, becoming "experts" in educational topics such as EL instruction, Universally Designed Instruction, and Constructivism. Teachers may investigate topics of their own interest as well, with administration gauging the relevance towards student achievement. Teachers share what they have discovered with faculty during PD, as well as meet in PLC's to learn, including from professional articles and research on instructional strategies.

20. TEACHER RECRUITMENT

CHIME SCS selects its own staff, which reflects the diversity of the community. CHIME seeks to hire a diverse group of teachers who have strong content knowledge, experience planning engaging hands-on curriculum, understanding of data-driven instruction, differentiation skills,

and a commitment to inclusive education. A committee of the Principal, teachers and Executive Director are currently responsible for the interview and selection process. Vacant positions are advertised in several locations including, but not limited to, California State University, Northridge through the Education Department, EdJoin, CCSA's Job Board, the *Sundial* newspaper, the Los Angeles *Daily News*, as well as other mediums that may attract applicants. The hiring committee currently takes the following steps to recruit and select staff, evaluating how well each candidate's education, experience, and philosophies align with the CHIME mission, instructional methodologies, and needs:

- Compose the vacancy announcement and job description, and then advertise the opening
- Recruit applicants
- Request resumes, required credential(s) and letters of recommendation
- Screen applicants
- Hold interviews and demonstration lesson, or relevant performance task for the position
- Contact references and check credentials with California Commission on Teacher Credentialing to ensure compliance with state requirements
- Make recommendations to the Executive Director, who is responsible for final approval

Prior to starting employment, all teachers and staff must submit to and request DOJ fingerprint screening and have the results for clearance verified by CHIME. They must also provide the Charter School with a negative Tuberculosis test result. Candidates offered employment receive an at-will employee agreement from CHIME.

New teachers receive additional days of professional development prior to beginning their first school year of teaching at CHIME. This professional development includes training on core philosophies of the CHIME model, including Universal Design for Learning, Positive Behavior Intervention and Support, effective use of paraprofessionals in the general education classroom, and constructivist approaches to teaching and learning.

MEETING THE NEEDS OF ALL STUDENTS

As previously stated, the CHIME mission values the ongoing support for an inclusive learning community where all students, their parents, and the Charter School's staff appreciate and value diversity. This is based on the belief that important academic, social, and ethical skills and attitudes are developed when students with various abilities, needs and backgrounds learn together. [45]

[45] Choi, J. H., Meisenheimer, J. M., McCart, A. B., & Sailor, W. (2016). Improving learning for all students through equity-based inclusive reform practices: Effectiveness of a fully integrated schoolwide model on student reading

As noted throughout this Petition, special education inclusion is a core tenet of CHIME's model. There is a need for more schools that employ effective models for inclusion implemented on a schoolwide basis. CHIME's program focuses on improving scholarship and social awareness in the community-at-large, as well as preventing future learning and social problems for students with and without disabilities.

CHIME's inclusive model includes several core elements and practices designed to meet the needs of a broad range of learners. These inclusive practices include: integrated service delivery; co-teaching (embedded supports and instruction from special education teachers within general education classes); paraprofessional supports; Multi-Tiered System of Supports; and progress monitoring to guide instruction.

MTSS

CHIME SCS implements a Multi-Tiered System of Supports with clear Tier I, Tier II, and Tier III strategies to address academic and behavioral needs of all students. MTSS approaches include clearly defined interventions within the school day, as well as opportunities for additional support before and after school, and on non-school days (e.g. summer school) for struggling students. Students are regularly assessed throughout the curriculum to monitor their progress toward their curricular goals and the State Standards. Utilizing internal benchmark assessment results, CAASPP data, teacher observations, and student work samples, CHIME is able to determine if students are achieving appropriately through the researched-based instructional approaches (Tier I), or need additional re-teaching or remediation (Tier II) or perhaps require more intensive interventions (Tier III).

MTSS is implemented using a co-teaching framework in which special and general education teachers are partners in planning, teaching, progress monitoring, and assessing students. The special education teacher typically moves between four to six classrooms providing service to students within their general education classrooms in a natural, pre-planned way. Embedded supports and related services, such as intervention specialists, speech and language therapists, and occupational therapists, work closely with teachers within the learning environment, providing strategies and direct supports to address each individual's learning needs. Students are not pulled out of classrooms to receive interventions or therapies. It is also recognized that

and math achievement. Remedial and Special Education.; Cosier, M., Causton-Theoharis, J., & Theoharis, G. (2013). Does access matter? Time in general education and achievement for students with disabilities. Remedial and Special Education, 34(6), 323-332.; Woodman, A. C., Smith, L. E., Greenberg, J. S., & Mailick, M. R. (2016). Contextual factors predict patterns of change in functioning over 10 years among adolescents and adults with autism spectrum disorders. Journal of Autism and Developmental Disorders, 46(1), 176-189.

students may benefit from supports and instruction due to membership in more than one of these subgroups. For example, the inclusive service delivery model does not require that educational teams "choose" a program for English Learners over a program for students who are gifted. Rather, all students benefit from all available services and supports. Tier II and Tier III interventions are implemented within the general education classrooms, in the learning center, or before or after school, as well as during intervention periods. Paraprofessional support is provided to meet the needs of students who are not able to independently and/or safely navigate the campus. Paraprofessionals also provide customized support, under the direction of credentialed teachers and according to the requirements of each student's IEP, throughout the day, and are valuable members of the team.

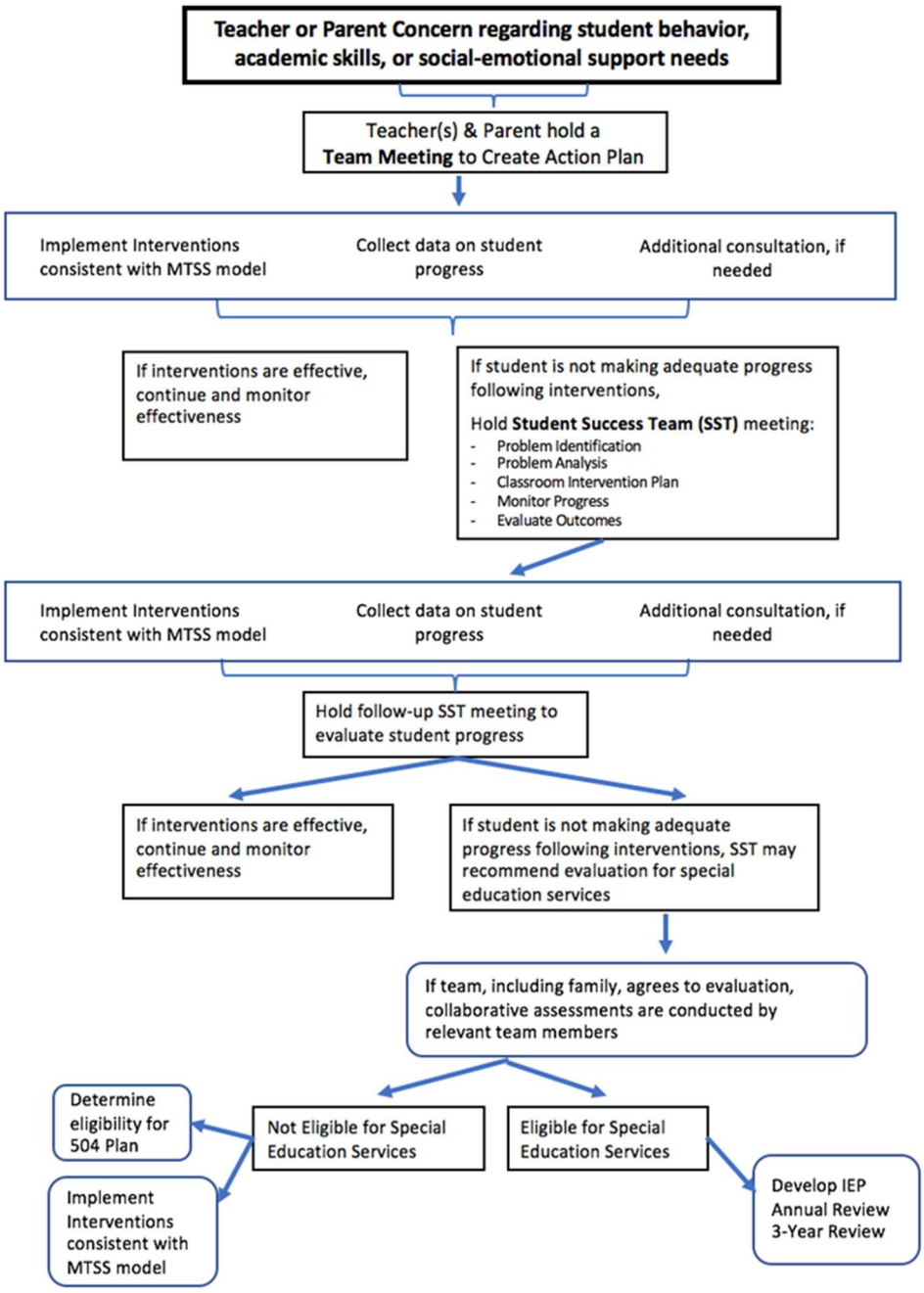
All students who attend CHIME SCS are provided an educational program tailored to meet their educational needs, including those who require additional educational or social-emotional supports.

STUDENT STUDY TEAM AND REFERRAL PROCESS

Students whose educational needs emerge after enrolling at CHIME are the focus of a meeting between the teachers and the parent/guardian. During that meeting concern(s) are discussed and options for intervention are explored. If necessary, it may be determined, collectively, that additional staff member(s) or outside resources should be included in further discussions. Conversely, at this point discussions may determine that no further action be taken. However, if further assistance is necessary the case is referred to the Student Success Team ("SST"). The SST is composed of an administrative designee, the student's teacher(s), a parent/guardian, the student, if appropriate, and any other CHIME staff or individuals who would be helpful in supporting the child.

The SST is charged with the task of understanding the education and/or behavior issue(s) and creating an intervention plan that addresses the issues(s). Over the course of a specified period of time the intervention plan is monitored and evaluated. On the basis of the evaluation, the SST, including teachers and a parent, determine if further action needs to be taken. At this point one of three actions may take place; 1) the plan was effective, all parties agree that no additional action is necessary, and it is determined if the successful interventions will continue or if they will be gradually withdrawn; 2) the intervention plan needs revision and the SST develop that new plan; or 3) the plan was ineffective and it is determined the child would benefit from additional educational services. Students in scenario 3) may be referred to determine eligibility for 504 and/or special education services. The below flow chart clarifies the pre-referral and referral

process when dealing with students who present particular learning and/or behavioral challenges, but have not already been identified as requiring special education services.



Parents, Guardians and Family Members are involved in the entire process of referral, placement, program planning/implementation, and program evaluation. Parents are integral partners in the overall operation of the Charter School as well in the planning and implementing of their child's educational program. Parental rights to due process are no exception. They are considered active

partners in the planning/implementing and evaluating the educational progress of their child. CHIME complies with all Federal, state, and local special education mandates. Parents must give consent for an initial evaluation and initial placement, be notified of and consent to any change in placement or services that may occur, and be invited, along with teachers, to conferences and meetings to develop IEPs. Parents have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation or educational placement of their child.

21. ENGLISH LEARNERS

PROCESS FOR IDENTIFYING ENGLISH LEARNERS

The focus of CHIME's EL program is to ensure equal access to differentiated instructional materials and supports so ELs make grade-level progress on the core curriculum and achieve English-language proficiency in all areas of communication, including listening, speaking, reading and writing.

CHIME adheres to all applicable state and federal laws and regulations with respect to serving students who are ELs. CHIME SCS has an EL Master Plan that is submitted to LAUSD annually. In order to identify students who are ELs in a timely fashion and to provide appropriate instructional support and services, all parents are provided a *Home Language Survey* upon enrollment. CHIME collects this survey during the enrollment process for students for whom CHIME is their first public school of attendance in California. Students whose primary language is not English are assessed using the Initial English Language Proficiency Assessments for California ("ELPAC") assessment aligned to the CA ELD Standards if they had not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results. The Initial ELPAC assessment takes place within 30 days of the start of the school year or within two (2) weeks after the date of the student's first enrollment at CHIME. Based on the Initial ELPAC score results, a determination by school staff is made as to whether to classify a student as an English Learner.

The ELD Coordinator, a part time role, funded via a stipend, assesses the English language proficiency of all currently enrolled ELs. Students with Disabilities are permitted to take the ELPAC with accommodations 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 ELPAC, according to the guidelines set forth in the student's IEP. CHIME notifies parents of the Charter School's responsibility to conduct ELPAC testing and inform parents of ELPAC assessment results within 30 calendar days following receipt of results.

ELs are monitored in conjunction with the four Performance Level Descriptors ("PLD") approved by the State Board of Education:

Level	Description
4	English Learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways on a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.
2	English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs, but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts, and they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.
1	English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test

	performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.

Parents are notified of their rights and their child's ELPAC scores each year, and are encouraged to participate in the reclassification process. Parents are notified when a student is being considered for reclassification and again when they are officially reclassified.

EDUCATIONAL PROGRAM FOR ENGLISH LANGUAGE ACQUISITION

CHIME focuses instruction for ELs on vocabulary acquisition and applying a variety of linguistic structures in the content areas. ELs fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English. Key components supporting ELs include identification and support from paraprofessionals and contracted service providers. Paraprofessionals and contracted service providers support ELs by helping them develop context for and mastery of Cognitive Academic Language Proficiency skills in their academic subjects. One method for this is through additional re-teaching in small group or individual support sessions in the general education classroom. ELD goals are developed in students' EL plan and monitored by classroom teachers, grade-level planning teams, the ELD Coordinator, and the Principals on an ongoing basis. Newcomer students' specific needs are assessed by the initial ELPAC, which CHIME administers within mandated timelines. CHIME teachers are trained in the use of strategies, such as SDAIE, to support ELs throughout instructional delivery and differentiated practice.

How The Program Will Meet the State Standards and Use The Results Of The ELPAC

CHIME SCS bases its English Learner support program on the 2012 California ELD Standards, which the ELPAC aligns with. As guided by the CA ELD Standards, CHIME teachers and instructional staff provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students will be expected to advance at least one ELPI level, or the equivalent ELPAC Proficiency Level Descriptor, annually as measured by the ELPAC. CHIME's ELD Coordinator (a designated teacher) will partner with classroom teachers to include ELD goals on students' learning plans. Additionally, the ELD Coordinator will assess student progress towards attainment of the standards using standards-based portfolios. If students are not making sufficient academic progress as indicated through ELPAC data, CHIME will modify the EL program as needed.

Services And Supports For English Learners, Including Instructional Strategies And Intervention

Teachers have access to ELD assessment results to inform program placement, reclassification, and instruction. CHIME uses assessment interpretation resources to help teachers and administrators use student results to inform English Learners and their parents or guardians about student progress.

CHIME provides high quality, professional learning opportunities for all its educators to ensure every English Learner has access to teachers who are prepared to deliver integrated ELD across all content areas and accommodate individual instruction to meet the levels of rigor and depth required by the ELD Standards. Professional development focuses on enhancing teacher's knowledge of how to implement integrated ELD by teaching English Learners to read and write, as well as how to address the achievement gap by providing pedagogical tools to ensure all ELs can meet the CA ELD Standards. All teachers receive training in the effective implementation of integrated ELD via techniques such as SDAIE and scaffolding. The ELD Coordinator also communicates the specific language needs of ELs. Integrated ELD strategies, such as front loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers, further ensure student access to academic content.

CHIME's core content courses use the English Language Development standards to inform curriculum and lesson planning to ensure effective delivery of integrated ELD. Students of limited English proficiency receive the same academic content as those students who are native English speakers. All instruction takes place in English. Exposing students to experiences in a variety of learning modalities, including kinesthetic, auditory, and visual, that correspond to the subject matter and grade level curriculum and that provide structured, explicit language instruction enhance language acquisition.

Examples of integrated ELD instructional strategies that may be employed to support ELs include, but are not limited to, the following:

- Pre-teaching of key vocabulary
- Peer tutoring with students who demonstrate more advanced English skills
- Additional phonics, decoding, and fluency instruction during tutoring
- Use of native language, when necessary, to clarify words or concepts
- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction

- Use of scaffolded instruction
- Use of culturally relevant materials
- Word Walls to reinforce academic vocabulary
- Labeling items in classrooms and on campus in different languages to make the connection between various languages, physical objects, and the English words for those objects
- Books on tape or other audio mediums
- In-school tutoring to meet students' academic and developmental needs at each grade level
- Phonics, decoding, and fluency groups
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student's level
- Systematic writing and grammar instruction
- Frequent use of "think-pair-share" and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work in all content areas
- Frequent use of assessments and specific feedback from teachers
- Academic support groups for all content areas held during tutoring
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations

All students identified as ELs participate in designated ELD instruction as frequently as needed. Both elementary and middle school grades have designated ELD time built into their schedules. Elementary teachers utilize various times during their instructional periods for designated ELD while middle school teachers utilize time during both English Language Arts and the Advisory period for designated ELD. During designated ELD at CHIME SCS, teachers use the extension activities for ELs included in the Journey's curriculum, as well as Tier II interventions that accompany the Wilson program, along with instructional intervention time using MobyMax.

Additional examples of designated ELD instructional strategies that may be employed to support ELs include, but are not limited to, the following:

- Targeted language support that may be provided to students by certificated teachers who are bilingual
- Extended time for literacy (reading and writing) instruction
- Phonics, decoding, and fluency groups

- In-school tutoring to meet students' academic and developmental needs at each grade level
    - Additional phonics, decoding, and fluency instruction during tutoring
    - Academic support groups for all content areas held during tutoring

PROCESS FOR ANNUAL EVALUATION OF THE CHARTER SCHOOL'S ENGLISH LEARNER PROGRAM

The Principals at CHIME SCS are responsible for ensuring the quality and success of all instructional programs, and report to the Executive Director, who in turn reports to the Board monthly on progress towards academic goals, including programs serving ELs. The Principals conduct regular observations in every classroom. Feedback, trouble-shooting, and reflecting on professional goals (set earlier in the school year) follow observations. In addition to this ongoing practice, the Principals work with relevant staff annually to review summative data on student progress, including annual ELPAC scores, reclassification data, and the ELPI. This data analysis is followed by conversation and, if necessary, additional staff training. CHIME expects ELs to show proficiency in content areas and that ELs improve at least one ELPI level annually, as measured by the ELPAC.

The Board and school leaders will annually evaluate the effectiveness of the program for ELs through analysis of student achievement on the ELPAC, CAASPP, benchmark tests, and teacher feedback. CHIME SCS has also established an English Learner Advisory Committee ("ELAC") of parents when it enrolls more than 21 EL students. In response to the results achieved on these assessments and feedback, CHIME identifies program areas of needed improvement and allocates resources accordingly in the annual LCAP. The ELAC is instrumental in advising school leaders on the efficacy of the EL program and recommending changes, as needed, and recommending resource allocations. Through professional development teachers continuously review the efficacy of the EL program, looking at both whole school and grade-level data, including through one-on-one teacher coaching. As needed, curricular resources may be revised to best meet student needs. Additionally, individual student needs are identified through the analysis of assessment results and are addressed through targeted interventions, which were described earlier.

Teachers are expected to regularly evaluate student progress by reviewing data from formative and summative assessments. Teachers use the results of this data to change their instructional practices to better serve each student, including ELs. In order to document progress, all teachers receive an ELD folder for each of their ELs that is used to monitor individual progress at each EL's

targeted ELD level. Teachers use these folders to collect student work samples and check of mastery towards each ELD standard.

PROCESS AND CRITERIA FOR RECLASSIFICATION

CHIME monitors student mastery of the ELD standards through the use of portfolios in addition to assessment results. The portfolio is used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program as defined by CHIME's EL Master Plan. Teachers select assessments and work samples that accurately represent the student's current level of performance in listening, speaking, reading, and writing.

As English Learners progress, work samples that no longer characterize the student's best work are replaced with more representative samples. By the time an ELD portfolio is complete, it contains at least one sample for each domain. The ELD Coordinator reviews EL portfolios at the end of each quarterly reporting period and ELs receive ELD grades, in addition to ELA grades in reading, writing, listening, and speaking.

The following assessments are examples of EL portfolio evidence:

- Publisher ELD assessments
- End-of-unit assessments from state-adopted ELD programs
- Teacher/grade-level created performance tasks
- Checklists to informally observe student performance in everyday activities
- Core content area assignments scored using an ELD standards-based scoring rubric

It is the responsibility of the Principals to work with the ELD Coordinator and classroom teachers to implement the EL Master Plan. The ELD Coordinator maintains EL portfolios, monitors classroom instruction, updates ELD levels in the CHIME Student Information System (currently PowerSchool), places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELPI level per year, reviews ELD grades to ensure students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification, or need for intervention. The ELD Coordinator works with teachers to make the final decision regarding progression to the next ELD Proficiency Level. Parents are notified by the Charter School about the reclassification recommendation in advance

and provided with all applicable information for the decision. Parents are invited to submit their opinion about reclassification of their child and can request a meeting with teachers and staff to discuss the reclassification decision and voice their input.

CHIME currently uses the following four criteria to establish local reclassification policies and procedures:

1. Assessment of English language proficiency ("ELP"), using an objective assessment instrument, including, but not limited to, the state test of English language development;
    a. Students achieving an overall Summative ELPAC scores of 3 or 4 are considered for reclassification
    b. CAASPP ELA scores of 3 or 4 ("meets or exceeds standard") are considered for reclassification (grades 3-8)
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery;
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

As led by the CDE's continued effort to provide LEAs with guidance, CHIME will refer to any additional reclassification criteria as advised.

The annual review of student progress begins after ELPAC scores become available and after the submission of ELD folders and work samples. All student ELD folders are initially reviewed by the ELD coordinator. If the portfolio indicates average progress or advanced progress for the EL's identified ELD level, and ELPAC scores also meet the requirements listed above, the student moves forward on to the second step of the reclassification process.

The reclassification team (which includes the student's ELA/ELD teacher, Principal, and may include a parent) reviews the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards and assessments. The reclassification team also discusses if the student has met sufficient goals and consults with the parent for their input. If a student has satisfied all of these requirements, the student is recommended for reclassification pending the release of CAASPP scores for that year, for students in grades 3-8. For students below grade 3 the reclassification decision is based on the criteria already assessed. As applicable, if a student in grades 3-8 meets or exceeds standards on the ELA CAASPP, they are officially reclassified, and their file is updated to reflect the student

has been Reclassified Fluent English Proficient ("RFEP"). A student continues to be monitored by the reclassification team for at least four years after official reclassification, as required.

Once students reclassify, they are recognized school-wide, and parents and community members are invited to acknowledge their academic progress.

PROCESS FOR MONITORING PROGRESS OF ENGLISH LEARNERS AND RECLASSIFIED STUDENTS

In order to meet the individual needs of each EL, the ELD Coordinator carefully monitors student performance on classroom assignments, portfolios, and standardized testing. Students scoring at the lowest levels of the ELPAC are provided supplemental English instruction continually throughout the school year by the general education teacher, focusing on skills, vocabulary, and information that support both oral and written English language acquisition. ELD folders, described earlier, are reviewed by teachers and the ELD Coordinator continually throughout the school year. The aim is to ensure a quality instructional program that enables ELs to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that CHIME provides for all students.

Students are monitored in conjunction with the following CA ELD Standards Proficiency Level Descriptors. The Proficiency Level Descriptors describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors guide CHIME teachers as they provide ELs with targeted instruction in ELD as well as differentiated instruction in academic content areas[46]:

- Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

- Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

[46] http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf

- Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

It is CHIME's philosophy that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student's English language proficiency level.

Within the Proficiency Level Descriptors, three general levels of support are identified:

- Overall Proficiency: A general descriptor of ELs' abilities at entry to, progress through, and exit from the level;
- Early Stages: Descriptors of abilities in English language that ELs have at the early stages of the level; and
- Exit Stages: Descriptors of abilities in English language students have at exit from the level.

English Learners continue to be re-evaluated annually using the ELPAC until they are reclassified as fluent English proficient ("RFEP"). CHIME sets a reclassification target annually as part of the LCAP goal setting process. The ELD Coordinator serves as the ELPAC testing coordinator and meets periodically with teachers to discuss the progress of ELs toward mastery of the ELD Standards. The testing coordinator continues to monitor students who are re-designated as RFEP, for a period of at least four years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their native English speaking peers.

PROCESS FOR MONITORING PROGRESS AND SUPPORTS FOR LONG TERM ENGLISH LEARNERS

When LTELs enroll at CHIME, or students are classified as LTELs after enrolling at CHIME, the ELD Coordinator and classroom teachers work together to identify the reasons why a student has not

acquired English at an expected rate and determine the best support system for the student moving forward.

Because the programs at CHIME SCS are highly individualized, the specific needs of LTELs are readily identified and addressed. LTELs participate in ELD in which their academic language and specific academic vocabulary and language structures are developed. Other options may be explored to support LTELs, including enrolling in ESL classes or using computer programs to support language acquisition. Because the needs of LTELs are varied, the ELD Coordinator and classroom teachers 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. CHIME prioritizes resources (e.g. curriculum for ELD instruction) for LTELs. Students and families are made aware of their LTEL status, the specific barriers to reclassification, and ways to address them.

22. GIFTED AND TALENTED (GATE) STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

Gifted or high achieving students are identified by standardized test scores, interim assessment scores, portfolios, and informal assessments. Students in grades TK/K-8 who teachers feel meet the LAUSD criteria for Gifted and Talented based on performance, classroom assessments, and state testing are tested for identification using the LAUSD testing and identification process. The criteria CHIME SCS uses to identify students who are gifted and talented is the same criteria used in LAUSD, as CHIME SCS partners with the District to assess students for GATE at CHIME SCS. Subsequently, once children have been identified, team meetings will be held for those students to develop individual enrichment plans, where teachers determine what kinds of extension activities are offered, what skills students develop further, and how these skills are assessed. Extension activities are integrated into daily routines, and are offered to any student, regardless of their eligibility for GATE. Depth, complexity, novelty, acceleration, and a tiered curriculum are all integral components of the "universally designed" approach to teaching, and the "Kaplan depth and complexity icons" are incorporated into allTK-8 classrooms to support teaching all students critical and analytical thinking skills, especially to those identified as Gifted and Talented. These approaches, as well as strategies such as the development of expertise in areas of interest, the use of novelty, and the incorporation of depth and complexity, are integrated into daily routines as well as into curricular units of study when teachers create individual enrichment plans for differentiation for students who are Gifted and Talented.

The Principals monitor the progress of all gifted/high achieving students through regular data reviews and ongoing meetings with faculty. The Principals also serve as the Charter School's designee for gifted/talented questions and programming.

23. STUDENTS ACHIEVING BELOW GRADE LEVEL

CHIME SCS uses a variety of data points to determine when students are performing below grade level, including state testing, formative and summative assessments, such as SBAC interim assessments, teacher observation, and student work samples. The Principals monitoring the progress of students achieving below grade level. Students who consistently demonstrate, via these data points, that they are not achieving at grade level are considered to be achieving below grade level. Strategies to support students achieving below grade level, beyond those already discussed in this element of the Petition, include graphic organizers, hands-on activities, small group instruction, and station, or small group, teaching. Ongoing assessment within the classroom allows teachers to differentiate their curriculum and provide systematic instruction to build student skills to support students in progressing toward grade level standards. Classroom lessons are designed to meet the needs of students at all academic levels. Students are also provided with re-teaching opportunities. Students' standardized test and interim assessment scores are evaluated by teachers to determine exactly where the students are struggling in math and language arts, and strategies are tailored to meet the needs of individual students. Students who are identified as achieving below grade level are identified through assessment results, portfolios, teacher created assessments, benchmark assessments, and informal assessments. Subgroup progress is monitored by all general and special education teachers on an ongoing basis.

MTSS approaches are used within the school day, as well as opportunities for additional support before and after school for struggling students. Team meetings to review individualized instruction plans for students achieving below grade level occur at least yearly, with SST referrals for students who continue to make insufficient progress following team meetings and interventions by teachers. Students may also be recommended to attend a before school reading lab and/or an after school math lab, both of which have been developed in conjunction with teachers and faculty at CSUN. These before and after school labs occur four days a week for forty five minutes. CHIME runs three sessions of each lab per school year and each session is for a total of eight weeks.

24. SOCIOECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS

At the beginning of the school year, a Federal Income Survey is obtained from all CHIME SCS students. All surveys are then reviewed by CHIME staff to identify Socioeconomically Disadvantaged students, including those who are eligible for free or reduced priced meals. Socioeconomically Disadvantaged students who are also achieving below grade level may receive targeted academic support in the afterschool program at no cost. The Principals monitor the

progress of all Socioeconomically Disadvantaged students through regular data reviews and ongoing meetings with faculty, just as they monitor all other subgroups' progress.

The Charter School provides support for Socioeconomically Disadvantaged students and their families in a variety of ways. CHIME partners with New Era foods to provide an approved federal Free and Reduced-Price Meal program offering breakfast and lunch daily. Items such as school supplies, dress code items and gym clothes are provided by the Charter School as needed, free of charge to qualified students.

A wide variety of after school enrichment opportunities (e.g., academic support, sports, enrichment opportunities) are available to all students regardless of socioeconomic status. Enrichment experiences are also provided to all students during the school day in the form of field trips, guest speakers, and performances for all grade levels.

25. STUDENTS WITH DISABILITIES

Please see FSDRL regarding Students with Disabilities at the beginning of Element 1.

26. STUDENTS IN OTHER SUBGROUPS

As an inclusive learning community, CHIME offers a variety of support for students with extraordinary needs, such as foster and homeless youth. Specifically, upon enrollment guardians of Foster Youth are asked to identify their children as such during the enrollment process; in addition, the Charter School coordinates with the child's social worker to establish their foster care status. Enrollment forms include questions about housing and homelessness. Families are also provided with periodic surveys, which allow them to update their homeless status if and when it changes. CHIME's extensive intervention program provides several levels of guidance, depending on the needs of the student. As needed, referrals will be made to outside services to support students and families with crisis needs. In addition, CHIME has recently participated in a federal mental health grant, running through the 2027-28 school year, which has allowed us to employ a school-based social worker. This staff member supports administration in connecting homeless and foster youth and their families with necessary resources to help them maintain attendance and academic progress.

The Principals serve as the Charter School's Homeless Liaison and Foster Youth Liaison, responsible for monitoring foster and homeless students' growth, support services and achievement of Charter School and individual goals.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES ARE 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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(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(c)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

1. MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1, *The Requirements Of Education Code Section 47605(c)(5)(A)(ii)*.

2. and 3. MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, *The Requirements Of Education Code Section 47605(c)(5)(A)(ii).*

4. OTHER PERFORMANCE TARGETS

Please see Element 1, *The Requirements Of Education Code Section 47605(c)(5)(A)(ii).*

5. MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT TARGETS

It is CHIME's aim for all students to demonstrate appropriate developmental or age/grade level mastery of the State Standards and in alignment with the state's eight priorities detailed in Education Code Section 51220. As an inclusion model school, it is important to note that in each core academic area students are expected to achieve outcomes appropriate to their development, age, and grade level. For example, some students with significant developmental delays might be expected to achieve some outcomes that are typically expected for chronologically younger students. Other students, who have more specific disabilities, such as learning disabilities or orthopedic impairments, are expected to achieve outcomes consistent with their chronological age peers in most areas, but may need alternative goals or special adaptations in some curriculum areas. Still other students, such as those who are gifted and talented, may achieve outcomes generally expected of older students. Thus, although outcomes are explicitly defined for each grade level in alignment with the State Standards, these are adjusted according to students' individual abilities and developmental levels.

Teachers conduct informal assessments of student skills and knowledge in each core academic area (literacy, math, social studies, and science). The Curriculum and Instruction Committee, in collaboration with CSUN faculty, adapts the model and observation instruments for students with more significant disabilities.

Student learning profiles and informal academic assessments are then used to develop IEPs for students eligible for special education services, and to develop specific plans for student differentiation for other students. The individualized plans are the responsibility of both the general education teacher and special education teachers, and are developed in partnership at grade level planning meetings and monthly data meetings. Students play an active role in identifying specific goals related to areas of strength as well as areas of growth. The IEP process and content for students with disabilities conforms to all state and federal regulations. IEPs include specific benchmarks for determining whether students meet their individual goals related to achievement of the State Standards.

Over the course of the school year, portfolios are used to assess student progress in all curriculum areas. Each student develops both a working portfolio and a showcase portfolio. The working portfolio includes work samples collected throughout the school year on identical or parallel assignments to show progress toward educational goals. The showcase portfolio contains samples of each student's best work. Both portfolios contain student-selected work samples and student reflections on their own work.

The Curriculum Committee, described in Element 4 of this Petition, works with teaching teams to refine curriculum-based assessments in each core academic area, as well as alternate assessments, including performance assessments and portfolios. Effective rubrics are implemented, which are general-purpose or subject specific. Rubrics are clear, understandable, valid, reliable, and "user friendly." Rubrics provide a picture of clear performance levels and comprehensive criteria for each level, and include distinguishing criteria that clearly differentiates each performance level. In general, rubrics are an overall scoring system for performance. Non-standardized assessment measures and rubrics are evaluated and revised, as needed, on an annual basis.

Textbook assessments are another tool to measure pupil progress towards grade level standards, as are classroom-based tests, quizzes, and homework assignments. Assessment tools also include project based assignments, teacher observation/narratives, student and parent surveys, and attendance rates.

Teachers and administration are involved in progress monitoring of student achievement throughout the school year. Periodic curriculum assessments, interim "IAB" assessments and annual CAASPP data is used to measure progress toward LCAP goals and mastery of the State Standards. Progress toward the State Standards is measured against expected levels of achievement at the given time of the academic year, as well as against absolute progress toward the annual academic goal and grade level expectation. Based on student needs and proficiency level, instruction is modified to support student progress and mastery of academic goals.

Students present their showcase portfolios to family members through a "Student-Led Conference" format, in which the portfolio is used as a tool for communicating achievements in each curriculum area.

Artifacts illustrating progress towards their individual goals are included in each student's portfolio, and students, family members, and teachers use artifacts to determine whether the student has met each goal.

Students with moderate to severe needs who are on an alternative curriculum are also actively assessed throughout the school year. Teachers monitor their goals and progress via ongoing data collection, teacher-made assignments, and performance rubrics designed around students' specific IEP goals and the functional aspects of the State Standards. In addition, students on an alternative curriculum may also participate in the California Alternative Assessment exam on an annual basis for applicable grade levels.

Current Assessment, Purpose, Grade Levels and Administration Timeline

Assessment	Purpose	Grade	Administration Timeline
Internally-Created Tests and Rubrics for Performance-Based Tasks and Projects	Measure standards mastery in each subject	TK-8	Daily and/or weekly
Publisher-Designed Assessments (Online and paper-based)	Assess standards mastery	TK-8	End of each unit
Writing Rubrics	Assess mastery of grade-level writing standards	TK-8	Throughout the school year
CAASPP	State Criterion-Based Assessment in ELA and Math	3-8	Once a year in spring
California Science Test ("CAST")	State Criterion-Based Assessment in Science	5, 8	Once a year in spring
California Alternate Assessment ("CAA")	Alternative assessment in ELA, Math and Science	3-8, or 5, 8	Once a year in spring
i-Ready	Math and Reading placement test and diagnostics	TK-8	Beginning, middle and end-of-year
Initial ELPAC	The Initial ELPAC is used to identify students as either an English Learner or as Fluent in English. Students are identified as either scoring initially fluent in English or an English Learner	TK-8	First 30 days of enrollment in a California Public School

Summative ELPAC	The Summative ELPAC measures how well English Learners progress towards English fluency in four domains: Writing, Reading, Speaking, and Listening. The results are used as one criterion to determine if the student is ready to be reclassified as fluent English proficient, as well as to help inform proper educational placement and to report progress for accountability.	K-8	Once a year in the spring
Portfolios	Measure mastery of grade-level content	TK-8	Throughout the school year
Physical Fitness Tests ("PFT")	To assist students in establishing lifetime habits of regular physical activity	5, 7	Once a year in the spring

6. DATA ANALYSIS AND REPORTING

CHIME SCS currently uses Powerschool as its Student Information System. PowerSchool's web-based program gives parents the ability to monitor student progress with email updates and online access to schedules, grades, homework, attendance information, and teacher comments.

The Executive Director, Principals and faculty, also using the tools listed above, monitor and support the academic achievement and psychological well-being of students, with the Board ultimately being responsible for the Charter School's results. As stated previously, the Executive Director is held accountable by the Board for student outcomes.

As noted throughout Element 1 of this Petition, individual student progress is tracked using a variety of systems including SBAC interim assessment data, pre-assessments, unit quizzes and tests, teacher created assessments, exit tickets, reteaching, teacher observation, and student work samples. This data is reviewed and discussed at grade level and department meetings, team meetings, and parent conferences on specific students, planning sessions, and as a focus during professional development. Well-qualified educational support personnel (RSP teachers,

Psychologist, Counselor, DIS Counselors, Speech Pathologist, Psychologists, Physical Therapist, Occupational Therapist) support the data-driven, differentiated model of instruction implemented at the Charter School. CHIME's collaborative teaching model ensures all students receive personalized support within inclusive classrooms and, as needed, extra support.

CHIME collects and synthesizes schoolwide and grade level data together with teachers, as well as conducts a separate analysis to examine the effectiveness of the instructional program. On an annual basis, specific LCAP goals are evaluated and new LCAP goals are set. This analysis allows CHIME to determine professional development strategies, needed refinement of the instructional program, intervention, adequacy of curricula, and as a component of teacher evaluation. CHIME analyzes CAASPP results looking for growth patterns or areas of growth for the Charter School as a whole and for significant subgroups. This analysis influences decisions regarding professional development and areas of emphasis instructionally each school year. This schoolwide data is also shared with various stakeholder groups through the Leadership Committee, Board meetings, teacher meetings, professional development, and CHIME Community Association meetings. This data is used by stakeholder groups to provide input on the LCAP and through a variety of informational meetings and stakeholder surveys.

An additional method to measure pupil outcomes includes student-led conferences held in October. CHIME SCS families attend a conference led by their child. The student presents goals they want to achieve by the end of the school year, as well as giving an overview of their academic plan. At the end of each school year in June CHIME SCS families return for student-led portfolio conferences. Students collect work from all of their academic classes, present it to their families, and discuss goal achievement.

7. GRADING, PROGRESS REPORTS, AND PROMOTION/RETENTION

Teachers formally report student progress to parents quarterly using progress reports. Teachers conduct parent conferences in the fall to provide an opportunity for parents to discuss their child's progress personally with their teacher. During the summer prior and into the first month of the school year, the Principals work collaboratively with the instructional team to design the instrument(s), policies, and procedures used to report student progress. All instructional staff receive detailed training about the preparation of these reports during summer and ongoing professional development sessions.

Student achievement is evaluated against the State Standards and the Charter School's stated outcomes, and achievement 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 (i.e. 1-4), teachers include narrative evaluations regarding the completeness, quality, and level of understanding demonstrated by student work, as well as descriptions of attitudes and behaviors at school.

If a student is not making adequate progress and becomes a candidate for retention, the Charter School will notify the parent in writing and will also contact the child's parent by phone before March 1 of the current year. Students may be considered as not making adequate progress if they have shown significant resistance to attempted intervention, and no other reasonable explanation for this performance can be identified (e.g. chronic absence, identification of a disability). Before March 1 of each school year, the child's teacher will consult with the Principal and parent in each case concerning possible retention. An interpreter will be provided for parents whose native language is not English. In all cases parents will be encouraged to remain involved throughout the process.

A parent may appeal a retention decision in writing regarding the retention decision. The request for appeal must be provided to the Executive Director and must include the reason(s) why the parents believe the decision is incorrect. The Executive Director will conduct a fair and thorough review of the appeal, which may include, but is not limited to, an interview with the student's parent/guardian, a review of records, and an interview with the student's teacher(s). Following this review the Executive Director will render a decision regarding retention or promotion. The decision regarding the appeal by the Executive Director is final.

After intensive interventions have been implemented, including Tier II and III MTSS interventions, and, if appropriate, before or afterschool reading interventions, and the results documented, a collaborative decision to retain a student may be made. As needed, the Coordinated Services Team will convene a meeting to determine whether assessment for special education services is needed.

In the event the student is retained, a retention folder will be added to and remain in the child's cumulative folder. The retention folder includes, but is not limited to: Parent notification letter, retention determination letter, and, if applicable, a justification for promotion letter.

ELEMENT 4 – GOVERNANCE

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." **(Ed. Code § 47605(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

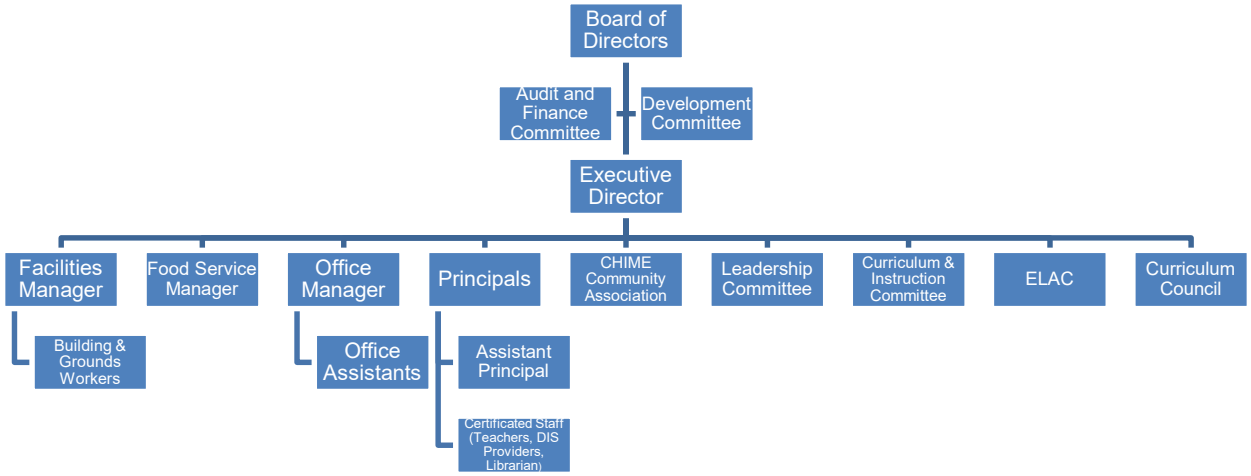
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands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

1. GOVERNANCE STRUCTURE

As an inclusive community, CHIME values collaborative decision-making. CHIME SCS is governed in a manner that ensures staff and families have input in key decision-making. CHIME SCS is governed by the CHIME Institute Board of Directors ("Board"), which maintains active and effective governance in accordance with the Petition and the CHIME Institute's adopted

corporate bylaws, that shall remain consistent with the terms of this Petition. The Board is composed of parents of CHIME SCS students, faculty representatives from CSUN and community members with expertise and skills in education, finance, business management, law, marketing, and community activism.

ORGANIZATIONAL CHART



MAJOR ROLES AND RESPONSIBILITIES

CHIME Institute Board of Directors

CHIME Institute is a private, nonprofit public benefit corporation established in the State of California in 1990 under the guidelines set forth by the state. The CHIME Institute is organized as a 501(c)(3) tax-exempt nonprofit corporation whose purpose is to establish and maintain educational programs for children and their families in community settings.

The CHIME Institute operates in a partnership with California State University, Northridge. This partnership, based on a Memorandum of Understanding, delineates that CHIME's educational programs operate as a professional development campus for preparing teachers and other school-based personnel and for research on relevant educational issues. CHIME and CSUN co-fund a liaison position to facilitate the partnership between the two organizations. The activities/responsibilities and compensation for this position conform to conflict of interest laws and there is no co-mingling of funds between the Charter School and CSUN in this regard. CSUN bills CHIME for their portion of the liaison position. CSUN faculty is also represented on the Board. Notwithstanding this arrangement, CHIME SCS is a fully independent and independently operated 501(c)(3) separate and distinct from CSUN and its affiliated entities.

The Board is fully responsible for the operation and fiscal affairs of CHIME including, but not limited to, the following:

- Ensure CHIME meets its mission and LCAP goals
- Monitor student achievement to ensure progress toward fulfillment of the mission
- Hire, supervise, and evaluate the Executive Director
- Engage in ongoing strategic planning
- Act as a fiscal agent. This includes, but is not limited to, the receipt of funds for the operation of CHIME in accordance with applicable laws and the receipt of grants and donations consistent with the mission of CHIME
- Approve all contractual agreements as required by Board policy
- Approve and monitor CHIME SCS' annual budget, budget revisions, and ensure compliance with all fiscal policies
- 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 them with orientation training
- Participate in fundraising to support CHIME
- Execute all applicable responsibilities provided for in the California Corporations Code
- Approve the schedule of Board meetings
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve the submission of requests for charter renewal and, as necessary, material revisions of the Petition to the District for consideration
- Accept the annual independent fiscal audit

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with any law, this Petition or the purposes for which CHIME is established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it, and, in accordance with Corporations Code Section 5210, the Board may delegate the management of the activities of the CHIME Institute, with the exception of budget approval or revision, acceptance of the annual independent financial audit, and the adoption of Board policies, to "any person or persons, management company, or committee however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the board." Such delegation will:

- Be in writing;
- Specify the individual(s) or entity designated;
- Describe in specific terms the authority of the Board 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.

Lead Staff

Reporting to the Board, the Executive Director is responsible for the operational and fiscal vitality/sustainability of CHIME while also ensuring strong internal and external communication efforts are executed clearly and efficiently.

The Executive Director reports directly to the Board and supervises all Charter School operations in accordance with the Petition and Board policies. They serve as the leader of CHIME and assume responsibilities for the direction of the instructional program, the public image of CHIME, and the operation of the facility. Although the Executive Director may delegate appropriate powers and duties so operational decisions can be made at various administrative levels, they are responsible for the execution of these powers and duties and establish administrative regulations as needed to manage the Charter School. A comprehensive job description for the Executive Director is included in Element 5.

The Principals serve as the educational leaders who spearhead the development of the Charter School's curriculum and culture. The Principals are responsible for building relationships with teachers and families, developing systems and structures to support the instructional and operational needs of the Charter School, and providing teachers with high quality professional development to ensure the instructional program meets the needs of all students.

Complete job descriptions for the Executive Director, Principal, and additional positions are included in Element 5 of this Petition.

2. GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

COMPOSITION OF THE BOARD

The Board's composition is laid out in the Bylaws and is currently composed of 7-17 members:

The Board seeks to attract a diverse Board with a wide variety of skills, interests, and backgrounds to enrich CHIME. The Board also seeks to intentionally recruit from certain backgrounds with particular expertise relevant to CHIME SCS and the educational philosophy. With that in mind, the Board seeks to recruit a portion of its total membership as follows:

- at least 1 parent of a child with an identified disability and under the age of 18;
- at least 1 parent with a child without an identified disability and under the age of 18;
- at least 1 California State University, Northridge faculty member;
- at least 1 holder of an advanced degree in Special Education or a comparable field;
- at least 1 community member;
- additional members as deemed appropriate by the Board; and
- a representative of the District, should the District choose to identify one.

Further, the Board strives to ensure its membership reflects the diversity of the families CHIME serves.

Directors currently include, but are not limited to, members with expertise in education, law, finance, non-profit management, and more. Each member of the Board must demonstrate: dedication to education, professional expertise in an area of need or relevance to CHIME's mission, service to the community, and the ability to support the vision and mission of CHIME. Board terms are renewable upon mutual consent between the Board and the director, validated through a vote of the Board. Currently, directors are appointed for a term of two (2) years and terms are staggered across directors.

Subsequent directors can be nominated by any member of the community and elected by a simple majority of the current Board. Although not required, the Board strives to maintain an odd number of directors for voting purposes. In accordance with its bylaws, the Board appoints new members upon the resignation or removal of any director, or any change in the stated number of Board members (e.g., expanding the size of the Board to increase fundraising capacity).

If the District chooses to appoint a director to the Board, CHIME may choose to appoint an additional member to ensure the Board is maintained with an odd number of directors. As indicated in applicable governance documents, CHIME complies with conflict of interest laws related to public entities including Govt. Code 1090, as set forth in Education Code Section 47604.1, and the Political Reform Act.

3. and 4. GOVERNANCE PROCEDURES AND OPERATIONS; DECISION MAKING PROCEDURES

The Board of Directors meets according to the Board approved calendar of meetings, which currently includes at least ten meetings per year. Meetings occur within the boundaries of Los Angeles County and in accordance with the Brown Act and Education Code Section 47604.1(c). Additional meetings may be called as necessary and comply with all of the provisions of the Brown Act. At an annual meeting the Board sets the calendar for upcoming Board meetings for the year and publishes the schedule via the Charter School's website and via other communications. Agendas for regular meetings are published in advance, distributed to each member of the Board, and are posted near the entrances of the CHIME SCS campus, at the entrance of the CHIME main office, and on the CHIME website for public viewing at least 72 hours in advance of regular meetings. Agendas for special meetings are posted at least 24 hours before the meeting.

The Board attends an in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum conflicts of interest, ethics (AB 2158), the Brown Act, and public school finance (AB 640).

A majority of the authorized number of directors constitutes a quorum and all decisions of the Board are by majority vote, unless otherwise required by law or the Bylaws. 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 then in office, present at a meeting duly held, at which a quorum is present, is an act of the Board. In accordance with the Brown Act, directors may participate in meetings via teleconference, so long as a minimum of a quorum of directors participates within the jurisdictional boundaries of Los Angeles County, that all votes are taken by roll call, and other proscribed requirements for teleconference participation are met, as detailed in the Bylaws and required by the Brown Act and Education Code Section 47604.1(c)(3)(B). These requirements include the following:

- At a minimum, a quorum of the members of the Board, whether participating in person or by teleconference, shall participate in the teleconference meeting from locations within the jurisdictional boundaries of the County of Los Angeles;
- All votes taken during a teleconference meeting shall be by roll call;
- If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public, shall be listed on the agenda, and

members of the public shall be provided with an opportunity to address the Board directly at each teleconference location;

- Members of the public must be able to hear what is said during the meeting; and
- Members of the public attending a meeting conducted via teleconference need not give their name when entering the teleconference.

The Board's decision-making process complies with the Brown Act and with its Bylaws. To the extent consistent with all applicable laws and the Bylaws, Robert's Rules of Order is the parliamentary policy of all Board proceedings and committees (including abstention, which do not reduce the number of affirmative votes required for the Board to take action.). The vote or abstention of each Board member present for each action taken shall be publicly reported. All Board members have the right to abstain and cannot be compelled to vote.

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 the Charter School achieves its mission and LCAP goals. Committee meetings are held in accordance with the Brown Act, as required. Appointments to committees of the Board shall be by majority vote of the directors as described above. The Board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. The current, standing committees are the Development Committee and the Finance and Audit Committee.

5. STAKEHOLDER INVOLVEMENT

CHIME SCS welcomes and relies on its partnerships with families. CHIME strongly believes that cultivation of each individual voice within a community leads to inclusion of and respect for differences and multiple perspectives. All parents are encouraged to become members of committees, volunteer, and attend CHIME events. The Charter School holds new parent orientations in the spring, after each lottery, and at the beginning of each school year to welcome them as parents and encourage participation in the Charter School. The CHIME Community Association will also make formal overtures to parents via monthly meetings, emails, fliers, and text message communications to encourage participation in community events, committees, and volunteer opportunities. In addition, the Charter School's website will be used in stakeholder involvement by acting as a central hub for parent facing information, including the calendar, parent handbook, event reminders, public notices, Board information, information about parent education events, as well as links to important regulatory postings.

ADVISORY COMMITTEES

In addition to one or more parent representatives on the CHIME Board, advisory committees are established as needed to advise and assist the Board, and to provide opportunities for participation by a broad spectrum of stakeholders in the governance process. CHIME currently has a Leadership Committee and a Curriculum and Instruction Committee, which are constituted as needed. Teachers, staff, and parents are invited to join CHIME advisory committees. The Board regularly receives reports from committees.

All committees include family (students' parents/guardians), teacher, and staff representatives. The chairperson of each committee is responsible for convening meetings at times when most, if not all, the members of the committee can meet for conducting the committee meetings, and for reporting the outcome or progress of the meetings to the Board. Decisions and outcomes resulting from committee meetings are shared with parents and staff via newsletters and community meetings.

Leadership Committee

The Leadership Committee, composed of administrators, teachers, and parent representatives, makes recommendations to the Board regarding budget, personnel, and facilities, and has a lead role in the annual LCAP planning and review process. This committee helps with fundraising, including grant writing. The Leadership Committee also conducts a series of meetings throughout the year to facilitate feedback and input on the LCAP annual updates. The Leadership Committee schedules meetings with the Parent Association, holds open public meetings for all interested stakeholders, meets with teaching and classified staff, and collaborates with the Board to develop and update CHIME SCS' annual LCAP. The Leadership Committee fulfills the role of a School Site Council.

Curriculum and Instruction Committee

The Curriculum and Instruction Committee, as needed, works collaboratively with the Executive Director and Principals to make recommendations to the Board regarding the curriculum, instructional program, assessment of educational outcomes, and program evaluation.

CHIME SCS Community Association

The CHIME SCS Community Association is a pivotal link in parent involvement and community involvement. CCA has its own website which, in part, is used to welcome new and returning

families to CHIME each school year. Specific tasks may include, but are not limited to, the following:

- Coordinate community activities and parent forums;
- Coordinate participation of business partners and student mentors;
- Prepare parents to assume committee responsibilities;
- Organize parent volunteer hours (which are encouraged but never required as a condition of admission or continued enrollment);
- Organize and promotes fundraising efforts;
- Coordinate parent volunteers with extra-curricular activities; and
- Schedule and coordinate parent education activities.

CHIME SCS' Community Association currently meets on the first Tuesday of every month. All parents are members of the CHIME SCS Community Association. Participation in events is solicited and encouraged. The CHIME SCS Community Association has several officers who run the monthly meetings and run various events. Positions on the CHIME SCS Community Association board are open to all parents and open nominations are currently taken from the floor at the final meeting of each school year in June. A vote of the assembled members of the CHIME SCS Community Association at the June meeting comprises the voting members for the CHIME SCS Community Association board elections. At meetings both the Principals and a teacher liaison provide support, information, and transfer information to the appropriate staff members and community. The CHIME SCS Community Association taps into the needs of classrooms and provides assistance and support to enrich the Charter School. One activity the CHIME SCS Community Association engages in is conducting a needs assessment among CHIME SCS' teachers, as well as fundraising to help meet those needs.

English Learner Advisory Committee

The English Learner Advisory Committee is charged with providing recommendations to the Principals regarding programs and services for ELs. Recommendations are based on student performance data, parental involvement data, and other relevant data, such as attendance. These recommendations may also be used by the Leadership Committee in the LCAP. ELAC membership includes: parents of ELs (at least the same percentage of the committee membership as their children represent the student body), Charter School staff, and/or community members, as long as the minimum percentage requirement for EL parents is maintained. The ELAC advises the Principals and staff on services and programs for ELs. The ELAC participates in EL goal setting and evaluation of achievement and needs, including for the LCAP.

Curriculum Council

The Charter School encourages teachers, staff and administrators to participate in the Charter School's governance processes and welcomes all staff to attend meetings of the Board. The Curriculum Council, a group of teachers who meet regularly to review, update and ensure cohesion in the Charter School's curriculum, also makes regular reports to the Board on an advisory basis. The Charter School encourages teachers, staff and administrators to collaborate in the ongoing process of reviewing and revising the Charter School's educational program. The Executive Director communicates regularly with teachers, staff, and administrators to identify areas of focus as the Charter School prepares each annual update to the LCAP. These voices and perspectives are heard and valued as part of the LCAP process.

HOME/SCHOOL COMMUNICATION

- Orientation for new families to clarify the programs and mission of the Charter School, educational approach, and guidelines for parent participation.
- Home-school agreement detailing family and Charter School responsibilities, including the obligation to embrace the Charter School's vision of an inclusive and fully accessible learning community.
- Student/Parent Handbook providing information about the Charter School's mission, vision, LCAP goals, and educational program, as well as parent expectations regarding students' attendance, behavior, and homework completion.
- Volunteer workshops for families who work in classrooms directly supporting students. Workshops are designed and implemented to support families and other volunteers to effectively provide assistance in classrooms.
- Family education forums where families can learn more about best practices in education, including inclusive accessible education, individual differences represented by students, educational approaches used in the classrooms, and strategies for supporting students' learning at home and in the community.
- Additionally, parent and community information includes events such as:
    - Back to School Picnic
    - Back to School Night
    - Middle School Night
    - East Coast Trip
    - Suicide Awareness
    - Open House
    - Screenagers
    - Coffee with the Principal

- Examples of parent workshop topics include:
    - Social Emotional Learning – Supporting and Teaching Resilience
    - Promoting Students' Independence and Responsibility
    - Talking to Students About Disability
    - Supporting Common Core Math at Home
    - Supporting Emerging Literacy Skills at Home

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

1. EMPLOYEE POSITIONS

Employees' job descriptions and work schedules are reviewed and modified as necessary to meet the needs of the Charter School and its students. Comprehensive job descriptions and CHIME's compensation structure are based on the job duties and work, as outlined in individual employee contracts. CHIME SCS currently employs the following positions:

CHIME SCS Staff

Executive Director
Elementary Grades Principal
Middle Grades Principal
Assistant Principal
IT Manager
Administrative Coordinator

Teachers
Librarian
Designated Instruction and Services
Paraprofessionals
Office Manager
Maintenance & Custodial Staff
Clerk
Human Resources Director
Facilities Manager
Food Service Manager

2. EMPLOYEE DUTIES, RESPONSIBILITIES, AND QUALIFICATIONS

EXECUTIVE DIRECTOR

The Executive Director reports directly to the Board and supervises all Charter School operations in accordance with the Petition and Board policies. They serve as the leader of CHIME and assume responsibilities for the direction of the instructional program, the public image of CHIME, and the operation of the facility. Although the Executive Director may delegate appropriate powers and duties so operational decisions can be made at various administrative levels, they are responsible for the execution of these powers and duties and establish administrative regulations as needed to manage the Charter School.

Qualifications and Experience:
(Required)

- A Master's Degree from an accredited college or university
- Evidence of successful administrative experience
- Teaching and/or supervisory experience in educational programs serving students and their families
- Demonstrated track record of delivering quality education and creative approaches to program management, development, and implementation
- Demonstrated commitment to working with diverse students and families
- Demonstrated knowledge of evidence based curriculum for grades K-12

Evidence of degree(s) required at the time of hire.
(Desired)

- A Teaching Credential or its equivalent
- An Administrative Credential

- At least five years of full-time teaching service

Knowledge, Skills, Abilities, and Personal Characteristics:

- Understanding of the CHIME Institute philosophy and approach to inclusive education
- Knowledge of and ability to recognize and implement the Petition, the CHIME Personnel Handbook, and applicable state and federal laws and regulations
- A commitment to CHIME's mission and vision and to working collaboratively with staff, parents, and Board members to make the best policy decisions possible for the success and longevity of the Charter School and its students
- Understanding of and sensibility towards a diverse, multi-cultural, all ability population of students
- Experience conducting parent and community outreach
- Knowledge of the relationship between the Charter School, the authorizing district, the state, and federal agencies
- Knowledge of evidence-based practice for K-12 curriculum, teaching, and management techniques, with a focus of achieving advanced academic growth and performance for all students
- Knowledge of and skill in effective budgetary processes and public school finance
- Ability to establish and maintain cooperative working relationships with the community at large, including potential donors and CHIME community/stakeholders
- Ability to select, train, supervise, support, and evaluate staff, and a commitment to continued staff development as a means to improve the Charter School's program
- Ability to build and develop CHIME's educational program
- Entrepreneurial ability to manage change and be responsive to community needs
- Ability to motivate and lead individuals and groups
- Ability to develop knowledge of all CHIME Institute programs and to interface and share responsibilities with CHIME Institute's Early Education Program administrator
- A firm commitment and demonstrated record to quality education and efficient approaches to program management, development and implementation

Major Job Responsibilities:

- Maintains the mission and vision of CHIME and serves as the chief administrator of CHIME
- Oversees adherence to the CHIME Institute philosophy and mission
- Makes reports to the Board on all facets of Charter School operations; advises the Board on the need for new and revised policies, and makes policy recommendations based on data and input from stakeholders
- Collaborates with the Board in strategic planning and goal setting for the Charter School

- Oversees and supports the Charter School's Principals in implementing instructional programs, realizing student achievement goals, and practicing inclusive education for grades TK-8
- Serves as the point person with CSUN and other university/college partners; LAUSD, Los Angeles County, the state, other governmental entities, and community partners, ensuring effective communication and timely reporting
- Ensures compliance at the Charter School's facility and through all operations with all applicable laws, regulations, and District/Los Angeles County/state policies regarding public charter schools
- Collaborates with the CHIME Early Education Programs for consistency and continuity of common goals
- Oversees operating budgets, seeks and identifies sources of income and funding resources for Charter School
- Provides leadership in information dissemination for local, state, national, and international educators and families
- Community outreach for professional development of pre- and in-service teachers
- Attracts new resources to the Charter School
- Appoint an administrative panel to take action on recommended student expulsions as needed
- Other duties as assigned by the Board

In Collaboration with CHIME SCS Principals, is Responsible for:

- Daily operations and maintenance of facilities
- Instructional program and student achievement
- Operating budget; overseeing financial operations, including state funding and reporting to state and the District
- Evaluation of staff effectiveness
- Guiding professional development for staff and faculty
- Providing effective communication with the community, families, and community partners
- Overseeing and reporting on grants
- Overseeing the charter renewal process

ELEMENTARY SCHOOL PRINCIPAL

Serves as the instructional leader and day-to-day administrator of CHIME SCS for grades TK-4, and assumes responsibilities for the direction of the instructional program and the operation of

the Charter School's facility under the direction of the Executive Director. Reports to the Executive Director.

Qualifications:

- Teaching experience in a variety of instructional settings
- Valid teaching credential required
- Valid administrative credential preferred
- Experience with budget development and monitoring
- Administrative experience with diverse populations and settings
- Knowledge of inclusive, accessible education and a commitment to the Charter School's vision and mission
- Demonstrated leadership potential
- Fluency in Spanish preferred

Responsibilities:

- Is responsible for day-to-day operations of the Charter School
- Oversees the instructional program
- Evaluates staff effectiveness
- In collaboration with the Executive Director, oversees the business practices of the Charter School
- Monitors instructional program and student achievement, in conjunction with monitoring implementation of instruction aligned to the State Standards
- Evaluates classroom instruction including curriculum, content and pedagogy
- Hires, places, trains, evaluates and retains effective instructional staff
- Establishes and leads professional development in collaboration with university partners and outside consultants (as needed) to meet individual and collective needs of faculty
- Ensures timely, continuous and effective use of data for decision making and differentiated programming and instruction
- Plans instructional programs for the purpose of aligning the State Standards with program goals, student needs, and the needs of special student populations
- Oversees student recruiting to ensure full enrollment of the Charter School
- Researches innovative instructional strategies, programs and policies for the purpose of analyzing, recommending, and implementing changes in the Charter School's policies, procedures, and services
- Supervises instructional programs for the purpose of meeting applicable federal, state, and local laws and regulations
- Monitors the implementation of instruction for students who are high-achieving/gifted, English Learners, students with disabilities or other special needs

- Participates in IEP meetings
- Empowers staff and students to succeed by providing direction, knowledge, skills, resources and support to the community
- Provides effective communication with the community, parents, LAUSD, CSUN, and other partners
- Implements school-wide positive behavioral support program, and addresses day-to-day discipline issues
- Monitors implementation of bullying prevention programs
- Continues to engage in professional development opportunities
- Supports and monitors the charter renewal process
- Develops, implements, and monitors a clear plan for Charter School improvement and adjust systems and strategy based on progress

MIDDLE SCHOOL PRINCIPAL

Serves as the instructional leader and day-to-day administrator of CHIME SCS for grades 5-8, and assumes responsibilities for the direction of the instructional program, the operation of the Charter School's facility under the direction of the Executive Director. Reports to the Executive Director.

Qualifications:

- Teaching experience in a variety of instructional settings
- Valid teaching credential required
- Valid administrative credential preferred
- Experience with budget development and monitoring
- Administrative experience with diverse populations and settings
- Knowledge of inclusive, accessible education and a commitment to the Charter School's vision and mission
- Demonstrated leadership potential
- Fluency in Spanish preferred

Responsibilities:

- Is responsible for day-to-day operations of the Charter School
- Oversees the instructional program
- Evaluates staff effectiveness
- In collaboration with the Executive Director, oversees the business practices of the Charter School with consultation from the Chief Financial Officer

- Monitors the instructional program and student achievement, in conjunction with monitoring implementation of instruction aligned to the State Standards
- Evaluates classroom instruction including curriculum, content and pedagogy
- Hires, places, trains, evaluates, and retains effective instructional staff
- Establishes and leads professional development in collaboration with university partners and outside consultants (as needed) to meet the individual and collective needs of faculty
- Ensures timely, continuous, and effective use of data for decision making and differentiated programming and instruction
- Plans instructional programs for the purpose of aligning the State Standards with program goals, student needs, and the needs of special student populations
- Oversees student recruiting to ensure full enrollment of the Charter School
- Researches innovative instructional strategies, programs, and policies for the purpose of analyzing, recommending, and implementing changes in the Charter School's policies, procedures, and services
- Supervises instructional programs for the purpose of meeting applicable federal, state, and local laws and regulations
- Monitors the implementation of instruction for students who are high-achieving/gifted, English Learners, students with disabilities or other special needs
- Participates in IEP meetings
- Empowers staff and students to succeed by providing direction, knowledge, skills, resources, and support to the community
- Provide effective communication with the community, parents, LAUSD, CSUN, and other partners
- Implements school-wide positive behavioral support program, and addresses day-to-day discipline issues
- Monitors the implementation of bullying prevention programs
- Continues to engage in professional development opportunities
- Supports and monitors the charter renewal process
- Develops, implements, and monitors a clear plan for Charter School improvement and adjust systems and strategy based on progress

ASSISTANT PRINCIPAL

Serves as a support to the administrators of CHIME SCS and assists in monitoring the instructional program and practices offered by the Charter School. Reports to the Principals.

Qualifications:

- Teaching experience in a variety of instructional settings

- Valid teaching credential required
- Valid administrative credential preferred
- Knowledge of inclusive, accessible education and a commitment to the Charter School's vision and mission
- Demonstrated leadership potential
- Fluency in Spanish preferred

Responsibilities:

- Support the implementation of curriculum and instruction within the Charter School
- Oversee the implementation of the co-teaching model
- Participate in IEP meetings
- Support the implementation of school-wide behavior support systems
- Support the implementation of paraprofessional training
- Provide support and feedback to teachers through classroom observation and collaborative problem-solving
- Provide support and feedback to the Charter School on the implementation of instruction in all areas identified by the State Standards
- Support the implementation of individualized instruction for students with disabilities as well as students who are high-achieving/gifted
- Make recommendations to the Principals and Executive Director for the implementation of evidence-based practices
- Serve as a resource to faculty, students, and families

IT MANAGER

The IT Manager will maintain the information technology systems and networks. They will perform both technical and administrative tasks to ensure functionality and efficiency of computer and telecom systems.

Qualifications:

- Proven experience as an IT Manager or similar role
- Experience in network management and help desk support
- Solid knowledge of IT systems and applications
- Understanding of TCP/IP protocols and LAN/WAN configuration
- Ability to troubleshoot and repair issues
- Strong communication and interpersonal skills
- Great attention to detail
- Excellent organizational and coordination abilities

- B.S./B.A. in information technology or computer science is preferred
- Certification (CompTIA Network+, CompTIA Security+ etc.) is preferred

Responsibilities:

- Institute protocols for the use of IT across departments and projects
- Provide advice on the most suitable IT choices
- Provide technical support or training for systems and networks
- Act as link between end users and higher-level support
- Install and configure software and hardware (e.g., printers, network cards)
- Monitor system and network performance
- Perform troubleshooting, repairs, and data restoration
- Performance maintenance activities (e.g. backups)
- Maintain licenses and upgrade schedules
- Collaborate with other professionals to maintain standards and functionality
- Other duties assigned by the supervisor as needed

ADMINISTRATIVE COORDINATOR

The Administrative Coordinator serves as a key support member to CHIME administration.

Qualifications:

- Bachelor's Degree or equivalent experience required
- Strong analytical, critical thinking and problem-solving skills
- Ability to navigate a broad range of strategic issues and make decisions that balance the needs of multiple stakeholders
- Possess strong leadership and listening skills
- Knowledge of:
    - Basic operations, services, and activities of special education programs
    - IEP planning process and continuum of program options
    - Microsoft Office, Word, Excel, Google, PowerSchool, Welligent, CALPADS
    - Pertinent federal, state, and local laws, codes, and safety regulations and recent developments and current sources of information related to special education services, planning, and administration
    - Generally accepted accounting procedures and recordkeeping systems
    - Laws and regulations applying to School-Based Medi-Cal Administrative Activities ("SMAA") operations
    - Data processing
    - Basic office methods, practices and procedures, including financial record-keeping

- Standard English usage, spelling, grammar and punctuation
- Safe work practices
- Basic word processing skills, such as the ability to format, save files for cross-platform use and in different versions, work with toolbars, menus, and rulers, insert graphics, use borders, and print labels and envelopes
- Basic database skills, such as the ability to sort and retrieve records; create layouts, reports, create and print mailing labels; perform mail merge for form letters; add, edit, delete fields and records
- Basic Internet usage including the ability to use Internet search engines to view web pages, bookmark a site, download a file, print out web pages, copy text, edit bookmarks, print web pages, create hyperlinks, and observe copyright regulations
- PowerSchool (or similar) student information system, and experience with an SIS, such as by performing data imports and extracts used for reporting
- In-depth use of Microsoft Office tools for data extraction and manipulation
- Techniques, skills and methods to provide excellent written and verbal communication
- Business principles and project management methods and techniques
- State compliance, Education Code sections pertaining to student information requirements, and California Department of Education terminology
- How to apply and use independent judgment accurately to find, organize, communicate, and present data comprehensively and accurately
- Compliance pertaining but not limited to charter schools, grade level age requirements, admission, lottery processes, non-discrimination practices
- Excellent customer service skills, including the ability to converse comfortably with donors and lay leaders, coworkers, clients, and other members of the public
- Compliance pertaining but not limited to required instructional minutes, cumulative records, confidentiality, and public records act requests
- Business letter and report writing, editing, and proofreading
- Telephone techniques and etiquette
- Data control procedures and data entry operations
- Use of camera and photo editing software

- Ability to:
  - Work well with parents, students, teachers, psychologists, and site administrators
  - Plan, implement, and facilitate in-service training programs to meet the needs of District staff and parents in these related areas
  - Serve as a resource to CHIME personnel, students, parents, and others in these areas

- Establish and maintain cooperation with District employees and public and community agencies
- Coordinate, plan, organize and prioritize work to meet deadlines and accomplish assigned tasks within established timelines, including maintaining accurate records and files
- Comply with laws and regulations applying to charter school accounting operations
- Effectively share knowledge with others
- Manage projects, deadlines, and activities to meet schedules and time lines, such as submission of critical compliance reporting to state and other agencies
- Perform a variety of administrative assistant duties to support the Principals with administrative and clerical tasks
- Plan, coordinate and organize office activities and coordinate the flow of communications, correspondence, and information for the Principals
- Learn elementary school organization, operations, policies, and objectives
- Flexibility in work schedule, such as overtime and working over winter and other breaks when required to meet certification deadlines
- Understand where relevant data is located and complete requests accurately without prior training
- Develop, organize, and post narratives about the Charter School on Instagram, Facebook, Twitter and other social media outlets
- Respond to all incoming social media comments and requests for information
- Adjust social media strategies as needed
- Work with media partners to implement CHIME's marketing strategy by providing and creating content
- Ensure social media content images and videos have proper photo release permissions from students and comply with partner/funder approval requirements
- Create and present regular reports

Responsibilities:

Special Education Coordination

- Maintain and ensure implementation of federal and state regulations and District policies and procedures governing special education
- Provide technical assistance to the IEP teams regarding eligibility, instructional needs, and placement of students with disabilities
- Coordinate private agencies and organizations to facilitate pupil services

- Assist in the training and implementation of new methods and materials that are required by the District and Welligent software
- Attend Special Education staff meetings and participate in program reviews, as necessary
- Coordinate the SMAA program, trainings, and compliance issues
- Perform compliance reviews for IEPs and assessment reports
- Serve on the Administration Committee for the District Validation Review ("DVR")
- Prepare all documentation as needed for the DVR and state verification reviews
- Prepare all special education documentation as needed for the the District
- Maintain confidential files
- Track special education and IEP goal progress for students
- Communicate professionally with parents and providers
- Monitors timeline for mandated assessment and Individualized Education Program team meetings
- Support the completion of IEP meetings in compliance with mandated timelines to ensure all providers are prepared to participate and have completed drafts of the IEP
- Responds to inquiries from teachers, parents, students and other staff regarding items related to IEPs
- Enter IEP information in Welligent, including tracking student participation
- Update Special Education program information in local and state data bases after each meeting
- Assist the special education department with maintaining and organizing files

School-Based Medi-Cal Administrative Activities Program Coordination

- Independently, as well as collaboratively, works with coordinators
- Studies, plans, directs and coordinates the development and implementation of systems and procedures used to collect data necessary for the SMAA program
- Serves as the Charter School's representative to Region 11 Local Educational Agencies representative to California Department of Health Care Services
- Attends state-wide SMAA related meetings and program and software trainings
- Holds regularly scheduled local meetings and trainings for all SMAA staff through various media or on-site formats
- Establishes and maintains Random Moment Time Survey ("RMTS") software system and monitors on-going processes to ensure required regional compliance based on established training protocols
- Participates in SMAA governance committees to present and explain SMAA policy as necessary
- Reviews data collected for consistency and accuracy in compliance with state and federal law

- Collects LEA student enrollment data and reviews quarterly submission data, as well as reviews calculation of Medi-Cal reimbursement claims
- Collaborates with regional coordinators on an analysis of new legislation to determine the financial impact on region 11 LEAs and communicates that impact
- Timely certification and submission of claims and invoices to the state
- Creates and maintains records, spreadsheets, and other documentation of all SMAA claims/invoices and payments by the state
- Provides initial and ongoing training to personnel regarding SMAA procedures and compliance requirements

CALPADS Coordination

- Submit and certify CALPADS data for all reporting periods, currently Fall 1, Fall 2, EOY1, EOY2, EOY3, and EOY4
- Ensure/confirm currency and accuracy of CALPADS-relevant data in the various locations where CALPADS-relevant source data stored within the PowerSchool Student Information System
- Generate data files that meet CALPADS specifications required for certification
- Submit data using the CALPADS system to review and resolve errors
- Use CALPADS to generate SSIDs for new students, assign SSIDs to transfer students, and resolve anomalies as related to students with multiple SSIDs
- Generate data files that meet CALPADS specifications for certification including, but not limited to, generating files from the SIS, resolving errors in the SIS, and loading the corrected, certification-compliant data into CALPADS
- Prepare, submit and certify data to the Civil Rights Data Collection ("CRDC") agency from the US Department of Education
- Prepare, submit and certify data to the California Basic Educational Data System
- Prepare, submit and certify data for the School Accountability Report Card
- Collection, submission, and certification of data for various state or federal reporting (e.g., SARC, Dashboard)
- Compile visual graphs and data for progress as needed
- Conduct meetings with appropriate staff to review data before submission
- Complete various projects relating to student data, such as redefining course subjects to align with courses, or data extraction and information to be presented for LEA's and that may be used in handbooks, organizational structure diagrams, and interactive graphs
- Establish and maintain database record-keeping for student test completion during state testing
- Use ELPAC, SBAC, and other test results to compute overall progress/placement, disaggregated by grade and subgroup

- Perform end of year in-depth student data analysis of grades, GPA, chronic absenteeism, discipline, and geolocation, as necessary
- Compute SIS analysis of data to verify alignment with state compliance when necessary
- Provide data to groups of teachers, Special Education staff, and others

Admission Coordination

- Answers application and enrollment inquiries
- Discusses programs in depth with inquiring families or potential partners
- Maintains and administers online admission and lottery systems, calendar, coordinates and provides applicant tours and buddy days
- Assists families in navigating the admission process
- Tracks progress of incoming application/enrollment materials from new students and requests missing information
- Participates in the re-enrollment process of current students
- Organizes, manages, and inputs information into databases as necessary
- Composes and manages correspondence
- Coordinates, organizes, and prepares for admission events
- Manages online inquiry/application/enrollment interfaces
- Produces queries, reports, and lists as needed

Administrative Coordination

- Provide assistance to Administrators
- Respond to inquiries and provide information and assistance related to operations, activities, standards, requirements, timelines, policies, and procedures
- Compose, independently or from oral instructions, a variety of materials, such as inter-office communications, forms, lists, letters, memoranda, bulletins, newsletters, flyers, handbooks, announcements, agenda items, and other materials
- Develop the annual calendar
- Develop spreadsheets, PowerPoint presentations, and generate various computerized lists, reports, and documents; assure accuracy of input and output data
- Research, compile, assemble, and verify a variety of materials, data, and information; prepare and process a variety of forms and applications
- Communicate with District staff, students, parents, outside organizations, and the public to exchange information and resolve issues or concerns
- Train and provide work direction and guidance to staff as required
- Prepare and maintain the schoolwide calendar and activity schedules
- Attend and participate in various meetings as assigned; take, transcribe, and distribute minutes as required

- Compile, edit, design, and publish a school yearbook annually, recruit orders, photograph people and events, distribute yearbooks
- Other duties as assigned

TEACHERS

Pursuant to Education Code Section 47605(l)(1), teachers in the Charter School will be required to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the District. The Board may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers in the same manner as a governing board of a school district. The Charter School shall have the authority to request an emergency permit or a waiver from the CTC for individuals in the same manner as a school district. All students at all times they are receiving instruction, including when they are participating in independent study, will be supervised by an appropriately credentialed teacher.

Qualifications:

- CTC certificate, permit, or other document required for their certificated assignment (this includes, but is not limited to, a multiple subject or single subject teaching credential, an intern credential (for multiple subjects or single subject), an emergency teacher permit (such as a provisional intern permit or a short term staff permit))
- Teaching experience appropriate to the assignment
- Demonstrated commitment to and understanding of shared roles in CHIME classrooms
- Demonstrated commitment to co-teaching practices and parity between general and special educators
- Demonstrated commitment to the Charter School's vision and mission
- Possess appropriate English Learner authorization for their assignment as required by the CTC

Responsibilities:

- Provide quality instruction consistent with the Charter School's mission and vision
- Participate in common grade level and subject matter planning to develop matched lesson plans that maintain continuity within each grade level and from grade to grade
- Partner with a special or general educator to implement a co-teaching model, including co-planning, co-assessment, and co-instruction
- Consciously work to ensure parity of roles with general and special educators

- Collaborate with parents and other team members to plan and implement individualized education programs that meet the needs of each student
- Provide continual assessment of student progress, maintain student records, and communicate student progress to parents
- Maintain confidentiality regarding individual student information and needs
- Continually evaluate classroom performance to meet the changing needs of students
- Provide an effective classroom environment that reflects and facilitates the academic program
- Collaborate with other team members to promote shared vision and ownership, including opportunities for observation, peer feedback, team teaching, and communication with other team members
- Continue to engage in professional development opportunities throughout the school year
- Provide for open communication with all members of the community
- Participate in advisory committees
- Adapt materials and modify curriculum to ensure equal access for all students
- Assume an "Additional Faculty Role" as designated by the Principals, such as 504 coordinator, culmination planning, PBIS Coordinator, or SST Coordinator
- Other duties as appropriate to the specific position

LIBRARIAN

The primary role and purpose of a librarian is to provide a reading environment through organizing and enriching the Charter School's library.

Qualifications:

- Bachelor's Degree in any related field is preferred
- At least five years of experience working in a library, school-based library preferred
- Experience working with electronic databases of library materials

Responsibilities:

- Fosters a creative, flexible environment so the library is an essential part of the learning community
- Develops and maintains resources appropriate to the curriculum, the learners, and instructional strategies of the community
- Cooperates and networks with other libraries/agencies
- Selecting, developing, cataloguing, and classifying library resources
- Answering readers' inquiries

- Using library systems and specialist computer applications
- Assisting readers to use computer equipment, conduct literature searches, and other relevant tasks
- Promoting the library's resources to users
- Establishes procedures for selection, acquisitions, circulation, sharing of resources in all formats
- Evaluates, promotes, and uses existing and emerging technologies to support teaching and learning
- Promotes the ethical use of information: copyright, fair use, and licensing of intellectual property
- Other job related duties and schedules assigned by Principals

DESIGNATED INSTRUCTION AND SERVICES

CHIME SCS currently employs the following part-time staff to provide Designated Instruction and Services ("DIS"): a speech and language pathologist, counselor, school psychologist, adapted physical educator, occupational therapist, and physical therapist.

Qualifications:

- Bachelor's degree
- Master's degree, preferred
- Current California teaching credentials, permits, licenses, certificates appropriate to the discipline
- Demonstrated commitment to the Charter School's vision and mission
- Demonstrated ability or potential to work as a member of a transdisciplinary team

Responsibilities:

- Assess functional skills in everyday classroom and school contexts
- Select functional goals, in collaboration with parents and other professionals, to support student access to the core curriculum, and promote children's independence in current and future environments
- Provide services in natural settings, such as the classroom and other areas on campus
- Explain strategies and practices related to discipline
- Meet with grade level and department teams to participate in planning to ensure activities relate to individual student goals
- Provide strategies and screening for students without disabilities identified as 'at risk'
- Incorporate parental collaboration into the educational program

- Collaborate with other team members to promote shared vision and ownership, including opportunities for observation, team teaching, and communication with other team members
- Continue to engage in professional development opportunities
- Provide for open communication with all members of the community
- Assist with articulation between pre-school and elementary grade levels, elementary grade levels and middle school grade levels, as well as between middle school and high school

The Charter School may also employ or retain qualified, non-certificated instructional support staff to serve in an instructional support capacity. Those employees have an appropriate mix of subject matter expertise, professional experience, and a demonstrated capacity to work in the role of instructional support.

PARAPROFESSIONALS

Qualifications

- Documentation of high school graduation and hold an associate degree from a recognized college or university, or have completed two years of college with a minimum of 60 semester units (90 quarter units) from a recognized college or university)
- Candidates for the teaching profession are preferred
- Demonstrated competency in mathematics and language arts
- Strong interpersonal, oral, and written communication skills
- Demonstrated commitment to the Charter School's vision and mission

Responsibilities

- Under the supervision of teachers, assists with instruction and reinforces learning experiences
- Assists with the special needs of students, such as those related to positioning, restroom support, feeding, grooming, and mobility (may be required to lift and position students with special physical needs)
- Assists and supervises individual and groups of students in the classroom and other campus environments (such as playground and/or outdoor activities) and in transitions from place-to-place
- Attends professional development opportunities
- Assists in observing and recording data related to behavior and IEP goal achievement of students
- Assists in implementing positive behavioral support strategies

- Facilitates positive social interactions among students
- Participates in staff development activities as appropriate
- Performs related duties as assigned

OFFICE MANAGER

Qualifications

Knowledge of:

- Correct English grammar, spelling, and punctuation
- Office methods, procedures, and practices
- High School Diploma

Ability to:

- Work independently with minimal supervision
- Demonstrate good judgment
- Deal with the general public in a professional manner
- Independently implement routine clerical procedures
- Consistently apply policies and procedures according to available guidelines
- Clearly answer routine questions and explain policies and procedures
- Apply judgment, discretion, and initiative in performing clerical work
- Establish and maintain cooperative working relationships
- Type at a corrected rate of 45 words per minute
- Operate standard office machines and computers; utilize software such as Microsoft Word, Excel, PowerPoint, and email programs
- Proficiency in Spanish preferred

Responsibilities

- Under general supervision, perform general clerical duties in support of the Charter School
- Record and report student attendance to LAUSD
- Prepare reports and data
- Screen and direct telephone calls and visitors
- Provide supervision and direction to other office staff
- Serve as the receptionist to the office
- Open and route all incoming correspondence and mail
- Provide assistance and backup to the Principal
- Schedule meetings

- Type and distributes correspondence, notifications, meeting announcements, and materials
- Establish and maintain file system, including student records
- Perform related duties as assigned

BUILDING AND GROUNDS WORKERS

Qualifications:

- Graduation from high school or evidence of equivalent educational proficiency

Knowledge of

- Principles, materials, and methods of custodial work
- Various types of surfaces and coverings and the appropriate cleaning, polishing, and protective agents
- Safe and efficient operation of equipment, ventilating and air conditioning systems, and other building materials
- Electrical systems in building and grounds operation
- Fire and safety ordinances and regulations affecting campus buildings
- Methods and materials used in minor maintenance of buildings and equipment
- Recognize maintenance needs and initiate appropriate action
- Use and care for operations equipment

Ability to

- Make minor repairs to facilities and equipment
- Work harmoniously with personnel and the public
- Participate in the cleaning, gardening, and operation of a school and office
- Be responsible for the cleanliness and operation of the facility
- Complete custodial work in cleaning rooms, toilets, halls, walkways, libraries, walls, fixtures, and equipment, including sweeping, polishing, mopping, dusting, dressing floors, vacuuming, and disinfecting
- Confers with Charter School personnel, administrators, the public, and students in regard to the utilization of facilities and equipment, site security, special programs, activities, and regulation
- Participate in watering lawns, shrubs, and trees, including via the operation of manual or automatic irrigation systems in accordance with instructions from the District

Special Physical Requirements:

- Safely lift and move heavy supplies and equipment

- Stand and walk for long periods of time

OFFICE ASSISTANT

Qualifications:

- Graduation from high school or evidence of equivalent educational proficiency

Knowledge of

- Correct English grammar, spelling, and punctuation
- Office methods, procedures, and practices

Ability to

- Work independently with minimal supervision
- Demonstrate good judgment
- Deal with the general public in a professional manner
- Independently implement routine clerical procedures
- Consistently apply policies and procedures according to available guidelines
- Clearly answer routine questions and explain policies and procedures
- Apply judgment, discretion, and initiative in performing clerical work
- Establish and maintain cooperative working relationships
- Operate standard office machines and computers, utilize software such as Microsoft Word, Excel, PowerPoint, and email programs
- Proficiency in Spanish, preferred

Responsibilities

- Under general supervision, perform general clerical duties in support of the Charter School
- Record and report attendance to LAUSD
- Serve as the receptionist to the office
- Screen and direct telephone calls and visitors
- Open and routes incoming correspondence and mail
- Type and distribute correspondence, notifications, meeting announcements, and materials
- Support the maintenance of file system including student records
- Perform related duties as assigned

HUMAN RESOURCES DIRECTOR

Qualifications:

Knowledge of

- Correct English grammar, spelling, and punctuation
- Office methods, procedures, and practices
- Applicable human resource and labor law requirements
- Payroll processes and software
- Insurance coverage, laws, and applicable policies
- Bachelors Degree in Human Resources or a related field

Ability to

- Work independently with minimal supervision
- Demonstrate good judgment
- Deal with the general public in a professional manner
- Independently implement routine HR and payroll procedures
- Consistently apply policies and procedures according to available guidelines
- Clearly answer routine questions and explain HR policies and procedures
- Apply judgment, discretion, and initiative in performing Human Resources work
- Establish and maintain cooperative working relationships
- Operate standard office machines and computers, utilize software such as Microsoft Word, Excel, PowerPoint, and email programs

Responsibilities

- Oversee bi-monthly payroll
- Oversee and maintain ESSA compliance in relation to teacher credentialing
- Oversee annual teacher contracts
- Oversee and manage the pension plan and distribution requests
- Conduct annual renewals on insurance benefits in collaboration with Executive Director and Board
- Facilitate workplace grievance or injury reporting
- Perform related duties as assigned

FACILITIES MANAGER

Qualifications

- An earned high school diploma or equivalent (GED), preferred

- Minimum of two (2) years of experience performing custodial, facilities, grounds, or general maintenance work in a K-12 school, public facility, commercial building, or similar environment, or an equivalent combination of training and experience
- Experience using custodial and grounds equipment, performing minor repairs, and working in high-traffic or public settings, preferred
- Experience providing direction, training, or oversight to similar roles, preferred

Knowledge of:

- Knowledge of custodial, grounds, and facilities maintenance principles, methods, and materials sufficient to plan, supervise, and evaluate site operations
- Knowledge of proper use, safe operation, routine care, and oversight of custodial, grounds, and facilities equipment
- Knowledge of applicable safety, fire, health, and environmental regulations affecting school site facilities and operations
- Knowledge of grounds' maintenance practices and facilities maintenance and repair procedures sufficient to prioritize, assign, and oversee work
- Knowledge of basic building systems, utilities, and infrastructure sufficient to coordinate maintenance, repairs, and emergency response
- Knowledge of emergency procedures, site security practices, and utility shutoff systems

Ability to:

- Ability to organize, prioritize, and manage multiple responsibilities in a fast-paced school environment to meet timelines and operational demands
- Ability to lead, supervise, support, and develop facilities staff when assigned, including providing guidance, feedback, and coordination of work
- Ability to communicate clearly and professionally, both orally and in writing, with students, families, staff, administrators, and external partners, individually and in group settings
- Ability to work cooperatively and effectively with individuals from diverse racial, ethnic, linguistic, disability, and socio-economic backgrounds
- Ability to maintain confidentiality of sensitive information pertaining to students, families, and staff
- Ability to effectively use computer technologies, software applications, and digital tools, and adapt quickly to new systems

Responsibilities

- Plans, supervises, and coordinates custodial, grounds, and facilities operations to ensure clean, safe, secure, and functional school sites
- Supervises, schedules, and provides direction to Building and Grounds Workers to ensure adequate coverage and consistent service
- Recruits and hires Building and Grounds Workers using internal and external resources

- Oversees Building and Grounds Workers time and attendance to ensure proper recording and reporting of hours worked
- Manages and evaluates the performance of Building and Grounds Workers, providing continuous formal and informal feedback
- Establishes custodial, grounds, and facility maintenance standards and work priorities
- Inspects buildings, grounds, and equipment to ensure cleanliness, safety, and compliance with school standards
- Identifies safety hazards, maintenance issues, vandalism, or security concerns and initiates appropriate corrective action
- Coordinates maintenance and repair needs with site administration and skilled or licensed trades as required
- Oversees cleaning and sanitation of classrooms, offices, restrooms, kitchens, dining areas, locker rooms, and common areas
- Oversees grounds maintenance including lawns, trees, shrubs, irrigation systems, paved areas, and exterior common spaces
- Supervises floor care programs including stripping, sealing, waxing, and carpet maintenance
- Oversees waste management and recycling programs
- Assigns and coordinates facility setup, breakdown, and coverage for assemblies, performances, athletics, meals, and community use
- Ensures safe operation, maintenance, and storage of custodial, grounds, and facilities equipment
- Trains staff on proper cleaning methods, safety practices, equipment use, and material handling
- Maintains records related to inspections, repairs, incidents, vandalism, theft, emergencies, and facility use
- Maintains records of utility shutoffs, fire safety equipment, and emergency response procedures
- Orders, receives, stores, distributes, and inventories custodial and maintenance supplies and equipment
- Monitors supply usage and supports cost-effective purchasing and inventory control.
- Issues keys and maintains accurate key control and access records
- Serves as the primary facilities liaison with School Administrators regarding site conditions, priorities, and scheduling
- Communicates with staff, families, and community users regarding facility use and expectations
- Performs or assists with custodial, grounds, or minor maintenance tasks as needed to support operations, emergencies, or staffing gaps
- Oversees the operation, maintenance, emergency shut-off, and restoration of utility systems, including water, power, and gas
- Participates in the development, implementation, and evaluation of schoolwide safety protocols and emergency plans
- Performs other duties as assigned

FOOD SERVICE MANAGER

Qualifications

- An earned high school diploma or equivalent (GED) required
- A current and valid Food Service Manager Certification required, or ability to obtain certification within a required timeframe
- Minimum of two (2) years of experience working in the food service industry.
- K-12 school-based cafeteria experience, preferred
- Experience providing direction, training, or oversight to similar roles preferred

Knowledge of:

- Knowledge of food service operations, including food costs, nutrition, and customer service
- Knowledge of federal and state nutrition program requirements, including National School Lunch and Breakfast, and Summer Food Service, and free and reduced price meal eligibility
- Knowledge of meal production planning, scheduling, and service from fresh, canned, dry, and frozen foods
- Knowledge of ordering, receiving, storing, preparing, heating, and distributing meals
- Knowledge of the use, care, and maintenance of kitchen equipment and utensils
- Knowledge of food safety, sanitation, health regulations, and cafeteria cleanliness

Ability to:

- Ability to organize and prioritize responsibilities to meet timelines and manage multiple tasks in a fast-paced environment
- Ability to maintain confidentiality of information pertaining to students, families and staff
- Ability to lead, supervise and support staff when assigned, promoting opportunities for growth and development
- Ability to work cooperatively and effectively with students, parents, staff and external partners from diverse racial, ethnic, linguistic, disability and socio-economic backgrounds
- Ability to compose and comprehend written communication and communicate effectively with students, parents, and school staff, both individually and as a group
- Ability to effectively utilize computer technologies, software applications and digital tools, and learn new systems quickly

Responsibilities

- Plans, directs, and oversees daily food service operations in accordance with federal, state, and local School Nutrition Program requirements
- Serves as the site authority for School Nutrition Program (“SNP”) compliance, audits, program reviews, and corrective actions

- Ensures adherence to food safety, sanitation, and health department requirements
- Oversees food preparation, service, and meal distribution to ensure quality, accuracy, and timeliness
- Establishes and reinforces positive customer service standards, ensuring staff use age-appropriate language and tone and contribute to making breakfast, lunch, and snack times safe, welcoming, and enjoyable for students
- Ensures practices prioritize student access to food and that no student is denied a meal due to ordering errors, eligibility misunderstandings, or administrative issues
- Exercises professional judgment and authorizes reasonable accommodations to ensure hungry students receive food using available school nutrition resources
- Orders food, supplies, and equipment through approved vendors and systems, such as Centro-Revolution Foods, verifying deliveries and invoices
- Maintains inventory controls and implements cost-management and food waste reduction strategies
- Oversees the Meal Manage system to support accurate ordering, participation tracking, and parent communication
- Reviews data and prepares and submits reimbursement claims
- Assigns and oversees staff duties and schedules, trains food service staff on operational, safety, compliance, and customer service standards, and evaluates performance through coaching, feedback, and corrective action recommendations
- Determines operational adjustments necessary to maintain safe and efficient service
- Initiates and authorizes equipment repairs, replacements, pest control services, and related service requests
- Prepares, reviews, and maintains required food service records and reports
- Protects the confidentiality and anonymity of students receiving free or reduced-price meals
- Serves as the primary liaison with administrators, vendors, families, and community groups by providing information about food service programs and responding to inquiries as appropriate
- Supports special feeding programs, special events, and administrative requests
- May transport food or supplies between locationsPerforms other duties as assigned

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237
(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **(Ed. Code § 47605(c)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

COMPREHENSIVE SCHOOL SAFETY PLAN

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-

related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

MEDICATION IN SCHOOL

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq*.

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5.

The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

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

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Chater School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

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

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual,

transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

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

1. COURT-ORDERED INTEGRATION AND RECRUITMENT

AND

2. HOW THE CHARTER SCHOOL WILL ACHIEVE LAUSD'S RACIAL AND ETHNIC BALANCE GOALS, SPECIAL EDUCATION PERCENTAGES, AND ENGLISH LEARNER PERCENTAGES

CHIME SCS actively recruits a diverse student population from the vicinity of the San Fernando Valley who understand and value the Charter School's mission. Combining the factors of word of

mouth in the community and active recruitment allows CHIME SCS to reach a very diverse population. Currently, up to 1,000 students across grades TK-8 are on the waiting list for enrollment each school year.

In order to realize the Charter School's mission and vision of an inclusive learning community in which a broad array of diversity is included and celebrated, CHIME recruits students from various racial/ethnic groups, English Learners, including redesignated ELs, and students with disabilities, so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD, and to strive to achieve and maintain the LAUSD Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. The Charter School maintains an accurate accounting of ethnic and racial balance, EL, and SWD enrolled in the Charter School. It also keeps on file documentation of the efforts the Charter School makes to achieve this balance.

In an attempt to ensure CHIME SCS achieves a racial/ethnic, EL, and SWD balance among its students that is reflective of the general population residing within the territorial jurisdiction of LAUSD, notification of open enrollment is provided throughout the general area surrounding the Charter School. Although recruitment of students and the dissemination of information about CHIME SCS occurs all year long, more active recruitment of students occurs starting in the fall and continuing up to February, before the close of the open enrollment window. Information about the Charter School is distributed via fliers, in both Spanish and English, to local preschools, churches, businesses, parks, recreational facilities, and other locations accessed by the general community. CHIME SCS also engages in outreach to community organizations that serve children and their families, and with those who partner with local organizations, in order to recruit economically disadvantaged students.

A sampling of CHIME's 2025-26 recruitment and outreach calendar, which is typically repeated annually, includes:

Date	**Event**	**Location**
August	Movies on the Green	Warner Center Park
September	Flyer drop	Daycare and preschool providers in Woodland Hills, West Hills, Canoga Park, Encino, Reseda, Van Nuys, and Chatsworth
September to March	Weekly open house/tour for families	CHIME Charter School

October	Fall Saturday elementary open house for parents and children	CHIME Charter School
October	Fall Saturday middle school open house for parents and children	CHIME Charter School
October	Halloween fair and Trick or Treat festival	Warner Center Park
November	Child care resource center head start Kindergarten transition center	North Hills Community Center
November - March	Monthly admissions advertisement in the Daily News and San Fernando Sun (El Sol)	Daily News
January	Winter Saturday elementary open house for parents and children	CHIME Charter School
January	Winter Saturday middle school open house for parents and children	CHIME Charter School
February	Outreach mailing	Daycare and preschool providers in Woodland Hills, West Hills, Canoga Park, Encino, Reseda, Van Nuys, and Chatsworth
February	General digital advertising and targeted outreach to local parenting blogs	Online
March	"Second visit" tours for families who have been offered admission upon parent request	CHIME

Outreach also includes grocery stores and shopping venues to circulate information on a regular basis throughout the school year to ensure a steady influx of racially and socio-economically diverse students to the Charter School. All of these efforts are focused on a wide variety of communities, including those immediately surrounding the campus as well as those further away.

Community meetings and tours of CHIME are held throughout each school year to inform parents of prospective students about the program, as well as to generate support and participation by community members, including businesses. To encourage the broadest possible participation, interpreters for Spanish speaking individuals are provided at these events.

While the Charter School cannot fully control the balance of its student population due to the lottery for enrollment, and the demographics of the surrounding community, which does not have the same racial/ethnic balance as the whole of LAUSD, CHIME does seek to enroll a diverse population through outreach efforts, as detailed above.

As a school designed to serve SWD – including those with moderate or severe disabilities – in an inclusive setting, the Charter School is a draw for families of SWD. If CHIME were able to give preference to these students in the lottery there would be many more SWD than are currently enrolled. As of the 2025-26 school year, CHIME's enrollment is 18.1% SWD, with approximately half of these students with moderate/severe disabilities. This is a significantly higher ratio of students with moderate/severe disabilities compared to the District's percentage its special education students who are identified as having moderate/severe disabilities. Through continued partnerships in the community, the Charter School's longstanding reputation, CHIME's acclaimed preschool program, and outreach activities listed above, CHIME is confident it will continue to maintain a rate of SWD, including those with moderate/severe disabilities, that is overrepresented compared to the District and surrounding schools.

Through the outreach detailed above, CHIME also works hard to increase the EL population, including advertising in Spanish language newspapers and outreach with Spanish language speakers and hosting tours with Spanish language speaking representatives of CHIME.

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or

attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoosite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

1. ADMISSION REQUIREMENTS

CHIME SCS is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, artistic ability or experience, etc.). Admission to the Charter School shall be open to any resident of the State of California.

CHIME is fully committed to serving all students who wish to attend, regardless of socioeconomic status, race/ethnicity, academic achievement, special education needs, or other factors. During the open enrollment period, typically from the beginning of October to the beginning of February, informational meetings are conducted at least once a month for interested parents. The meetings are conducted in English and Spanish either at the Charter School or at a location within the community surrounding the Charter School. Informational meetings occur at times that are convenient for parents. During the meetings parents receive information about the Charter School's programs, the application process, and bilingual assistance with the completion of lottery forms are made available to interested parents.

As a charter school, CHIME SCS is a school of choice, and CHIME SCS may have more students interested in attending the Charter School than there are spaces available. If the number of students applying for enrollment exceeds the Charter School's capacity, admission shall be determined by random public drawing in accordance with Education Code Section 47605(e)(2) and all federal requirements.

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

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English Learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by

eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

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

2. LOTTERY PREFERENCES AND PROCEDURES

In the event that the number of interested applicants exceeds the number of seats available, and in accordance with *Education Code Section 47605(e)(2)(B),* a lottery is held.

Public notices are posted at the Charter School location, Charter School web site, and on lottery application forms clearly stating the application deadline and date, as well as the time and location of the lottery, and lottery procedures encouraging people to attend but noting that they are not required to do so. Currently, all lottery application forms must be received by the second Friday in February by 4 p.m. Lottery forms are available on the website or in person at the Charter School.

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

In accordance with applicable law, the following groups of students are exempted from the lottery:

- Students who are currently enrolled

Admission preference is given to the following in the order listed below:

- Residents of the District, as required by California Education Code and District policy
- Siblings of admitted students, to help families and create school community

- Children of teachers and staff (capped at 10% of the Charter School's population), to reward our hard working teachers and staff.

LOTTERY PROCEDURES

The Board takes all necessary efforts to ensure lottery procedures are fairly executed. Families who submit a completed lottery application form by the close of the open enrollment period are notified in writing of the lottery's date, time, location and rules. The date and time of the lottery will also be published on CHIME's website. Parents and students are invited but not required to attend.

Prior to the start of the lottery, the rules are explained, in both English and Spanish, and translation services are provided. The rules of the lottery, including any preferences, are distributed in writing in both English and Spanish, as well as with other languages as needed.

Currently, the lottery occurs at the campus of CHIME Institute's Schwarzenegger Community School and is also broadcast via zoom on the first Friday in March at 11:00 am (unless that falls on a holiday/spring break, in which case the lottery is conducted on the next available Friday at 11:00 a.m.). The lottery is currently conducted using an automated online system to ensure that the process is fair and equitable for all participants.

Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level.

There is no weighted priority assigned to the preference categories. Rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more applicants in a preference category than there are spaces available, a lottery will be held from within that preference category until all available spaces are filled. If all students from the first preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled. Those applicants who have their names drawn after the number of admission slots for that grade has been filled are placed on a waiting list for that grade, in the order that they were drawn. As noted, the third preference is subject to filling a maximum of 10% of the Charter School's enrollment.

Names will be pulled via this lottery until all available spaces are filled. Those applicants who have their names drawn after the number of admission slots for that grade has been filled are placed on a waiting list for that grade in the order they were drawn. The wait list is used to fill student vacancies leading up to and during the school year for which the application was received. The wait list is managed according to all applicable admission preferences.

ENROLLMENT PROCESS

Within two weeks of the lottery, families are notified in writing, via the email or mail address they provided on their application, by the Charter School of their admission status (offered admission or placement on wait list). The parents/guardians of each student offered a space in the following school year are required to complete an enrollment packet within a specified time frame of being sent the letter indicating a spot is available for the student. The Charter School holds a pre-enrollment session after the lottery and before the confirmation deadline to supply additional information and to assist families in filling out forms.

The enrollment packet is comprised of the following:

- Completion of a student enrollment form
- Proof of Immunizations
- Home Language Survey
- Completion of an Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records[47]

WAIT LIST

Students who are not granted enrollment for the next school year remain on the wait list until the end of the school year for which the lottery was conducted, unless otherwise requested by the parent to be taken off. Non-admitted students must reapply for the following school year.

If a position opens during the course of the school year, the Charter School contacts the family of the student next on the wait list via the contact information on the application to offer the student admission to the Charter School. Families have a specified time frame to confirm enrollment and return a completed enrollment packet. Should the family decline the position, the next family on the list is contacted until the open position is filled.

[47]In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

A copy of all enrollment forms, waiting lists, and lottery results are kept on file by the Charter School and are readily available for inspection by the District.

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(c)(5)(I).)**

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

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

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

1. ANNUAL AUDIT PROCEDURES

As required under Education Code Section 47605 (c)(5)(I), each fiscal year an independent auditor conducts an audit of the financial affairs of CHIME SCS to verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and internal controls.

PROCEDURES

- Currently, the Board appoints an Audit Committee of two or more persons by January 1 of each year.
- The Audit Committee may include persons who are not members of the Board, but may not include any CHIME employees. In addition, any person with expenditure authorization or recording responsibilities within CHIME SCS may not serve on the Audit Committee.
- The Audit Committee, if in place, will recommend an audit firm, subject to Board approval, and will ensure CHIME SCS contracts with an audit firm by March 1 of each year, unless the existing contract is a multi-year contract.
- The Executive Director, Office Manager, and back-office services provider work with the audit firm to provide the information they need.
- At the conclusion of the audit, the Executive Director and the Audit Committee are responsible for reviewing the results of the annual audit, identifying any audit exceptions or deficiencies, and reporting them to the Board with recommendations on how to resolve them.
- The Board reviews and accepts the audit no later than December 15, or by the required due date.
- The Board submits 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 for resolution. The Executive Director provides a final copy of the audit to LAUSD, LACOE, the state controller, and the CDE as required, by December 15, or by the required deadline.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." **(Ed. Code § 47605(c)(5)(I).)**

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. 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.

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

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the student's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

    A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter

School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

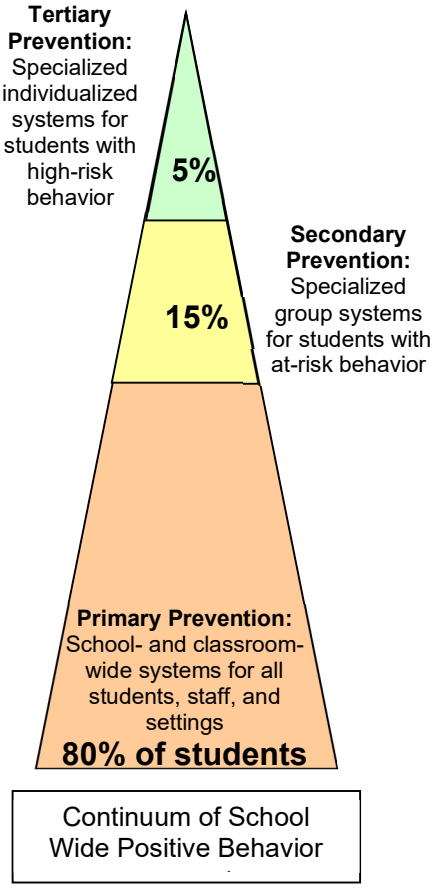
Charter School shall comply with the federal Gun-Free Schools Act.

1. SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

FOUNDATIONAL DISCIPLINE POLICY

Discipline policies for CHIME SCS are based on concepts of positive behavioral support and a progressive discipline process that involves the student, staff, and the student's parent(s)/guardian(s). The discipline policy is communicated to all stakeholders through the Parent/Student Handbook, which is distributed annually and is available on the Charter School's website. The discipline policies clearly describe the Charter School's policy and stipulates who participates, their roles and responsibilities, and guidelines for determining consequences for student behavior. The discipline policies are generally guided by the notion that students should be accountable for their behavior.

CHIME SCS utilizes a schoolwide positive behavior support approach focused on social justice to support a school climate where students are encouraged and consistently reinforced for meeting schoolwide expectations. Students are provided the skills to take responsibility and, when necessary, to repair harm through dialogue.



In conjunction with these approaches, CHIME SCS also utilizes alternatives to suspension, including campus service projects, reflective research and dialogue, and directed activity plans during recess and lunch in compliance with Education Code section 49056.

CHIME SCS approaches schoolwide behavior management through the paradigm of teaching, monitoring, and recognizing students for positive behavior. This is done using a model of schoolwide positive behavior support. The use of this model

emphasizes a proactive approach to preventing challenging behaviors rather than a reactive approach to mitigating them. This model addresses behavior management on a continuum of three levels of support. The first level addresses a majority of students using preventative strategies; the second level addresses the approximately fifteen percent of students who have at-risk behaviors; and the third level addresses the approximately five percent of the student body who need more individualized, specific interventions and behavior supports.

The climate of CHIME SCS is one of support, understanding, and respect. Every effort is made to model appropriate behavior and to be proactive in preventing the need for challenging behavior. Underlying this progressive behavior management process is the notion that retaining students in their learning environment is essential, whenever feasible. In short, CHIME SCS is committed to provide its students an opportunity to experience the benefits of the curriculum in an environment that fosters their potential, self-esteem, and well-being. Therefore, certain expectations of students are essential to achieving these aims. Student attentiveness, cooperation, punctuality, an attitude of readiness, and respect for peers, adults, and property are manifestations that undergird proper behavior for those who attend CHIME.

CHIME has a schoolwide Restorative Justice program. Restorative Justice at CHIME SCS is a way of building a culture of safety, helping students build empathy for one another through the regular practice of sharing in restorative circles, learning to resolve conflict without hostility, and to repair harm effectively when it has occurred. CHIME SCS began this work by partnering with key thought leaders in the area of Restorative Justice in schools including Mindful Schools, Los Angeles Institute for Restorative Practice, and Restorative Justice for Oakland Youth. Through this collaboration CHIME SCS instituted a practice of sharing circles in each classroom multiple times each week. Restorative Justice is implemented at CHIME in a wide variety of schoolwide processes from mediating student conflict, to issues of student discipline, to providing a format for faculty conversation and community dialogue.

When there is divergence from the Charter School's behavioral expectations staff, the student, and the student's parent/guardian seek age-appropriate interventions while working together through CHIME's MTSS model to identify the functional nature of the behavior and determine a replacement behavior which conforms to classroom and schoolwide expectations. Age-appropriate interventions are sought out to re-direct the challenging behaviors into more successful behaviors with the least disruption to the educational program and the class. An aim of the positive behavior support process is to maintain the child in the learning environment and implement interventions that are least restrictive to the individual(s) involved. To this end, CHIME SCS seeks, as often as possible, to use alternatives to out of school suspension. Students who habitually fail to comply with the Charter School's policies by chronically engaging in rule violating

behavior, even after the positive behavioral supports have been implemented, may face an alternative to out of school suspension, including the option of “in school” suspension, which is described in further detail below.

The process for assigning students consequences follows general principles of due process. Students and their parent(s)/guardian(s) sign agreements related to their understanding of and responsibility to the standards set forth in the schoolwide PBIS and behavior accountability policies, as explained in the Parent/Student Handbook. These policies are consistent with this Petition, the District’s policies, its School Climate Bill of Rights, and all applicable law. Students who violate CHIME’s rules may expect consequences that may include but not be limited to the following:

1. Verbal and/or written warnings in the classroom
2. Loss of Privileges
3. Notices to parent(s)/caregiver(s) by telephone and/or letter
4. Team meetings consisting of parent/guardian, staff, and the student
5. In lieu of suspension, development of strategies and adaptations to support the student in behavioral change, as well as a system of more intensive CHIME to home communication
6. Development of a formal positive behavior support plan
7. Suspension from the Charter School or, in lieu of suspension from the Charter School, student may be given an alternative in-school placement
8. Expulsion

Students and the parent/guardian (when appropriate) are asked to participate in the MTSS process if a student’s behavior is not improving. The subsequent SST, if this is the process utilized, develops appropriate modifications and intervention strategies. The parent/guardian participates in the SST and they are active partners in the decisions agreed to in this process.

Data Monitoring

Throughout and at the end of the school year CHIME administration, staff, and the Board review student discipline data involving suspension, office referrals, and PBIS data. This data is used to make instructional and programmatic decisions regarding social-emotional learning curriculum, classroom, schoolwide PBIS approaches, and implementation of alternatives to suspension.

Professional Development

Staff are provided professional development and parents are provided parent education events on PBIS approaches and Restorative Justice practices on an annual basis.

ALTERNATIVE MEANS OF CORRECTION

For a student facing discipline for a discretionary offense listed below, the Principal or designee may, whenever possible and practicable, and as noted above, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes, while also addressing and correcting the student's specific misbehavior.

The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from CHIME activities. Violations of the Charter School's attendance expectations shall be addressed in accordance with the Charter School's Attendance and Truancy Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Principal or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Principal or designee shall:

1. Document the actions taken and save the document to the student's record; and
2. Inform the referring staff member what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, the Charter School may require the perpetrator, and potentially the victim(s), to engage in restorative justice practices. The Charter School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity to combat racism and ignorance.

The Charter School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the CHIME community.

2. AND 3. GROUNDS FOR SUSPENSION AND EXPULSION

The Suspension and Expulsion Policy ("Policy") and procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this Policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need for a material revision of the Petition so long as the amendments comport with legal requirements. Charter School staff will consult with the District on the need for a material revision prior to finalizing changes in discipline policy. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its procedures will be printed and distributed annually as part of the Parent/Student Handbook, which will clearly describe discipline expectations.

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

Charter School administration shall ensure students and their parents/guardians[48] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its procedures are available upon request at the Charter

[48]The Charter School shall ensure a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

School's office.

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

A student identified as an individual with disabilities, or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA, or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students, except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including, but not limited to, the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, or for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a CHIME student who fails to attend CHIME is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Board adopted attendance policy for truancy and only after the Charter School follows the requirements of the attendance policy and only in

accordance with the procedures described above which require notice and an opportunity for a parent, guardian, or educational rights holder to request a hearing prior to any involuntary removal. Further, involuntary removal or disenrollment will not be used as an automatic consequence of a student's attendance or truancy. CHIME will implement the attendance intervention and support strategies as outlined in the Board adopted attendance policy and the Student-Parent Handbook. The Charter School will consider and appropriately address circumstances that may contribute to attendance difficulties, including disability-related needs and other circumstances requiring intervention or support, and will comply with all applicable state and federal nondiscrimination and student-protection requirements. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

DIFFERENCES BETWEEN CHIME'S SUSPENSION AND EXPULSION PROCESS AND EDUCATION CODE

CHIME, as a charter school, has suspension and expulsion processes that are primarily governed by Education Code section 47605(c)(5)(I), which establishes the minimum procedural requirements for providing notice and due process to students and families in disciplinary matters. While charter schools are not legally required to adopt the comprehensive procedural framework set forth in Education Code section 48900 et seq., which applies to school districts, the Charter School has chosen to substantially model its Policy on these statutory provisions. This decision serves multiple purposes, including those that are in the best interest of students: it ensures procedural consistency and continuity with neighboring school districts from which the Charter School receives students and to which the Charter School's students may transfer, including upon promotion to high school, thereby facilitating smoother transitions for families; it adopts established standards that reflect reasonable and tested procedures for providing adequate notice and due process protections to students facing suspension or expulsion; and it demonstrates the Charter School's commitment to maintaining disciplinary practices that align with widely recognized legal and educational standards.

However, the Charter School's suspension and expulsion procedures do deviate from certain provisions of Education Code section 48900 et seq. in specific, intentional ways. These deviations are designed to provide the Charter School with additional flexibility in conducting investigations and making initial disciplinary determinations, to allow for more individualized responses to student misconduct based on the particular facts and circumstances of each case, and to account for the operational and resource constraints charter schools face compared to traditional school districts with larger administrative structures and support systems. Despite these differences, the Charter School has and will continue to comply with federal and state constitutional procedural

and substantive due process requirements, inclusive of rights for foster youth and their representatives. The specific areas of deviation and the rationale for each are as follows:

- Education Code section 48900.5 generally requires suspension shall not be imposed as a disciplinary consequence unless the Charter School (or any California public school) has first attempted other means of correction and those alternative interventions have failed to address the student's misconduct, except in cases involving certain serious offenses. While the Charter School is committed to implementing tiered intervention strategies and exploring alternative means of correction as the preferred first response to student misconduct, the Charter School's suspension and expulsion policy preserves broader administrative discretion to impose suspension, even when dealing with a first offense or when alternative interventions have not yet been exhausted. This flexibility allows administrators to respond appropriately when the severity, nature, or safety implications of a particular incident warrant a more serious initial response, rather than being bound to a rigid sequence of interventions that may not adequately address the immediate circumstances.
- Education Code section 48903 establishes a statutory cap limiting the total number of days for which a student may be suspended during a single school year to twenty school days. The Charter School does not incorporate this maximum suspension limit into its policies. This deviation provides the Charter School's administrators with the ability to impose longer cumulative periods of suspension when necessary to address ongoing behavioral concerns, protect campus safety, or allow sufficient time for thorough investigation and determination of appropriate next steps, particularly in complex cases where the statutory twenty-day limit might prove insufficient to adequately address serious or repeated misconduct while maintaining a safe educational environment.
- Education Code section 48910 grants individual classroom teachers the authority to suspend students from their classes under certain circumstances, creating a decentralized disciplinary structure in which multiple individuals may exercise suspension authority. The Charter School has opted instead for a centralized administrative process in which only specifically designated administrators, currently the Principal and Assistant Principal, possess the authority to impose suspension. This deviation is intended to promote consistency, uniformity, and fairness, particularly for students, in the application of suspension as a disciplinary consequence by concentrating decision-making authority in the hands of trained administrators who can ensure similar cases are treated similarly, suspensions are appropriately calibrated to the seriousness of the offense, and the student's disciplinary history, and the exercise of this significant disciplinary authority, is subject to appropriate oversight and regulation, rather than varying based on individual teacher judgment or classroom management approaches.

- Education Code section 48915(a)(1)(E) classifies the unlawful possession of not more than one avoirdupois ounce of marijuana (other than concentrated cannabis), as a mandatory recommendation for expulsion offense. The Charter School treats all offenses involving the possession of controlled substances, including those that would trigger mandatory expulsion recommendations under the Education Code, as discretionary rather than mandatory expulsion offenses. This policy choice provides administrators and the Board with the flexibility to consider the full context of each case, including the student's age, intent, prior disciplinary record, and surrounding circumstances, and to pursue alternative interventions such as counseling, substance abuse education, restorative practices, or other supportive measures that may better serve the student's educational interests and long-term wellbeing before resorting to the severe consequence of removing the student from the CHIME community entirely.
- Education Code section 48919 establishes an administrative appeals process that allows families to appeal a school district governing board's decision to expel a student to the county board of education within thirty days following the expulsion decision, providing an additional layer of review beyond the district level. The Charter School does not maintain an expulsion appeal procedure equivalent to this statutory framework. Under the Charter School's policy, the decision of the Board to expel a student, which would be an appeal of the Administrative Panel's decision, is final. This deviation reflects the governance structure of charter schools, which operate as independent local educational agencies with their own governing boards that serve as the final decision-making authority for the specific charter school, and acknowledges the practical reality that charter schools do not have access to the same county-level oversight infrastructure that exists for traditional school districts, making the implementation of a parallel appeals process operationally challenging and potentially inconsistent with charter schools' autonomous governance model.

GROUNDS FOR SUSPENSION AND EXPULSION

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

Enumerated Offenses

1. *Discretionary Suspension and Expulsion Offenses. Students may be suspended and/or recommended for expulsion when it is determined the student:*

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force of violence upon the person of another, except self-defense.
c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant.
e) Committed or attempted to commit robbery or extortion.
f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or

volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 8, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        3. Causing a reasonable student to experience substantial interference with their academic performance.
        4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
    2. "Electronic Act" means the creation or transmission originated on or off the school site and/or resource center, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
        1. A message, text, sound, video, or image.
        2. A post on a social network Internet website including, but not limited to:
            1. Posting to or creating a burn page. A "burn page" means an Internet website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
            2. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation"

means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

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

3. An act of cyber sexual bullying.

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

2. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

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

v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess

the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. *Non-Discretionary Suspension and Expulsion Offenses: Students must be suspended and recommended for expulsion when it is determined the student:*

    a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated CHIME employee, with the Executive Director or designee's concurrence.
    b) Brandished a knife at another person.
    c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq*.
    d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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

- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more

than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

4. AND 5. SUSPENSION PROCEDURES

Suspensions shall be initiated by the Principal or the Assistant Principal, according to the following procedures:

CONFERENCE

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor, or Charter School employee who referred the student to the Principal or designee.

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

At the conference, the student shall be informed of the reason for the disciplinary action, the evidence against the student, and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(I)(i). This conference shall be held within two (2) school days of the suspension, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

NOTICE TO PARENTS/GUARDIANS

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date and time the student may return to CHIME following the suspension. If Charter School

officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian respond to such request without delay.

Parents will be notified of their right to appeal a suspension at the time of the suspension notification. A parent/guardian must appeal the suspension in writing to the Executive Director within five business days of issuance of the written notice of suspension. Suspension appeals must state the reason why the parent/guardian feels the suspension was not appropriately determined or administered. The Executive Director will conduct a fair and thorough investigation of the suspension and the appeal, and make a final determination to 1) uphold the suspension, 2) expunge the suspension, or 3) uphold the suspension for the semester and then expunge the suspension if no further student infractions occur. The determination of the Executive Director is final.

SUSPENSION TIME LIMITES/RECOMMENDATION FOR EXPULSION

Suspensions, when not including a recommendation for expulsion, shall not exceed five consecutive school days per suspension. Prior to a recommendation of expulsion by the Principal, Executive Director, or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. If a student's suspension has been extended pending an expulsion hearing, the Charter School's process for interim placement shall be consistent with the District's Interim Placement Memorandum of Understanding ("MOU"). Should interim placement with the District not be available for a student, the 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, for students who are not residents of the District, the Charter School will work with both the county office of education of the student's county of residence and the student's district of residence to facilitate an appropriate interim placement.

This determination will be made by the Principal, Executive Director, or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

HOMEWORK ASSIGNMENTS DURING SUSPENSION

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian, or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 8, inclusive, who has been suspended from CHIME for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to CHIME from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

6. IN-SCHOOL SUSPENSION

A student may be assigned to in-school suspension, at the discretion of the respective Principal (elementary or middle school grade levels), or designee for actions that violated the Charter School's enumerated offenses for suspension and expulsion set forth below, provided the student poses no danger or threat to the Charter School campus, students and/or staff. In-school suspensions are given as an alternative to out of school suspensions and are held on site at the Charter School. The length of in-school suspension for students may not exceed a period of five consecutive days. The parent/guardian of a student assigned to in-school suspension are notified by a CHIME staff member by phone and written notice, outlining the reason for and duration of the in-school suspension, utilizing the same procedures outlined below for an out of school suspension. During in-school suspensions, teachers provide students with assignments to complete. If the student has questions about the assignments, certificated personnel provide support. During the day(s) of the suspension, the students' teacher(s) 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 why the behavior occurred and what can be done in the future to ensure that the offense is not repeated. If students with special needs are serving an in-school suspension, they will be provided with all service and supports they would normally receive throughout the school day by qualified, credentialed personnel.

7. EXPULSION PROCEDURES

As required by Education Code Section 47605(c)(5)(I)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer ("hearing entity") to determine whether

the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel, to be assigned by the Executive Director as needed. The Administrative Panel shall consist of at least three members who are neither a teacher of the student nor a member of the Board. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may expel any student found to have committed an expellable offense.

The Administrative Panel shall make the determination regarding the expulsion of any student in accordance with the procedures set forth herein, subject only to review by the Board upon appeal.

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

The Administrative Panel will hold a hearing in a confidential session, complying with all student confidentiality rules under FERPA, unless the student makes a written request for a public hearing in open session at least three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing, which shall be provided in the native language of the student's parent/guardian, shall be forwarded to the student and the student's parent/guardian, and foster youth representative, if applicable, at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;
- A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;

- An explanation of the opportunity to confront and question all witnesses who testify at the hearing; and
- An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

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

3. At the discretion of the Administrative Panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

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

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

6. Prior to a complaining witness testifying, the support persons must be admonished that

the hearing is confidential. Nothing in the law precludes the Administrative Panel from removing a support person whom the Administrative Panel finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the complaining witness and will be helpful to the Administrative Panel. The Administrative Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the neutral presiding official shall admonish the support person or persons not to prompt, sway or influence the witness in any way. Nothing shall preclude the neutral presiding official from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the hearing room during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being recommended for expulsion, the complaining witness shall have the right to have their testimony heard in a confidential session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard, absent a determination by Administrative Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

RECORD OF HEARING

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

EXPULSION DECISION

The decision of the Administrative Panel shall be in the form of written findings of fact and a final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, or the Board decides on appeal not to expel, the student shall immediately be returned to their previous educational program.

The Administrative Panel may determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The

Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

WRITTEN NOTICE TO EXPEL

Within ten (10) school days of the expulsion hearing, the Executive Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; and (c) notice of any rehabilitation plan; and (d) appeal rights and procedures.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

DISCIPLINARY RECORDS

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

RIGHT TO APPEAL

The student shall have the right to appeal an expulsion decision from the Administrative Panel to the Board. A parent/guardian may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of notification of the expulsion decision. The student will be considered suspended until a Board meeting is convened (within fifteen (15) days of receiving the appeal, at which time the parent/guardian may attend to present their appeal. Reasonable accommodations will be made and language support offered for students and parents/guardians who wish to appeal. Following

the appeal hearing the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) and information from the original expulsion hearing. The Board may decide to uphold or overturn the expulsion decision. The Executive Director will send written notice to the student or parent/guardian of the Board's decision within ten (10) school days of the appeal hearing.

The Board's decision shall be final.

EXPELLED STUDENTS/ALTERNATIVE EDUCATION

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

NOTICE TO TEACHERS

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

POLICIES AND PROCEDURES REGARDING REHABILITATION, REINSTATEMENT, AND READMISSION

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel, 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 (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Reinstatement and Readmission

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district, private school, or charter school (relevant information is obtained during the enrollment process), shall be in the sole discretion

of the Board following a meeting with the Executive Director or designee and the student and the student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a safety threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

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(c)(5)(K).)

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

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

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

1., 2., and 3. CERTIFICATED STAFF MEMBERS, CLASSIFIED STAFF MEMBERS, AND OTHER STAFF MEMBERS

The Board shall determine which retirement plans are available to various types of staff (e.g., certificated staff, part-time staff, etc.). The Executive Director is responsible for ensuring all reporting and benefits are processed.

All full-time employees (including certificated, noncertificated, and administrative staff) contribute the required employee percentage to the current defined contribution plan. CHIME currently provides a defined benefit plan and makes required Medicare contributions and all other required contributions for all full-time employees.

Currently, a full time employee is either:

a. Certificated teachers who work the full instructional day on the annual academic calendar, which includes instructional days, parent/child conference days, professional development days, and instructional preparation days; or

b. Administrative and noncertificated staff who work eight hours a day, five days a week, on a year-round calendar.

The Charter School's defined contribution plan is provided in lieu of STRS or federal social security.

The Board retains the option to consider additional public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

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(c)(5)(L).)

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

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

CHIME SCS is a school of choice and no student is required to attend. The parent/guardian of each student enrolled in the Charter School is informed via the Parent/Student Handbook that enrollment in the Charter School provides no right to enrollment in any other school in the District, except to the extent that such right is extended by existing District policy.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(c)(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(c)(5)(N).)

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

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

CHIME SCS
Dr. Erin Studer, Executive Director
19722 Collier Street
Woodland Hills, CA 91364

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

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

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

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

NON-PROPOSITION 39 DISPUTES

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

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

   Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

   CHIME SCS
   Dr. Erin Studer, Executive Director
   19722 Collier Street
   Woodland Hills, CA 91364

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

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

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

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed,

or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

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

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

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

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

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

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

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

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

1. The effective date of the closure of Charter School

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

3. The students' school districts of residence

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

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

1. A description of the circumstances of the closure

2. The location of student and personnel records

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

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

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

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If

the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

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

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

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

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

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

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.
Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

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

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

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District

Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

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

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

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

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

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

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

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

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

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

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

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the Charter School closes, the Executive Director will serve as the Charter School's closure agent.

ADDITIONAL PROVISIONS

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner

as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

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

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

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

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

of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

  (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

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

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

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

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

Non-District-Owned Facilities

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

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

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

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

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers

Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and 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. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

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

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

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

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

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and 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."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

CHIME Institute's Schwarzenegger Community School (also referred to herein as "CHIME SCS" "CHIME" and the "Charter School")

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

- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(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(e)(1).)

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

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district

with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

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

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

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, 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(c)(5)(A)(ii).)**

"If the proposed charter school will serve high school pupils, 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(c)(5)(A)(iii).)**

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective

English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(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(c)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." **(Ed. Code § 47605(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or

physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 14. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237
(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3." **(Ed. Code § 47605(c)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall

ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall ensure compliance with all requirements of Education Code sections 44830.1, 45125.1, and 45125.2. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq*.

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

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

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Chater School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

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

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.) Charter school shall provide LGBTQ+ competency training annually, from 2025-26 through 2029-30, as specified in Education Code section 218.3.

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of

the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of Education Code sections 48850, et seq., 48915.5, 49069.5, and 51225.1, et seq., as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions.

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, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless

of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Element 9 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

***(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information."* (Ed. Code § 47605(c)(5)(I).)**

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. 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.

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

HOMEWORK TO SUSPENDED STUDENTS

A petition to establish a charter school shall contain, in addition to the reasonably comprehensive description of the procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason and the explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are required by Section 47605, a statement that the suspension procedures will include both of the following requirements:

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian.

If a homework assignment is requested and turned into the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class.

(Ed. Code § 47606.2.)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special

education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion.

Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, 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 10 – 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(c)(5)(J).)

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

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 14 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

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

Element 11 – 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(c)(5)(K).)

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

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

Element 12 – Rights of District Employees

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(c)(5)(L).)

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 13 – Mandatory Dispute Resolution

"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter." (Ed. Code § 47605(c)(5)(M).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 13.

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

PROPOSITION 39 DISPUTES

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

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

or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

CHIME SCS
Dr. Erin Studer, Executive Director
19722 Collier Street
Woodland Hills, CA 91364

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

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

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

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

NON-PROPOSITION 39 DISPUTES

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

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

   Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

   CHIME SCS
   Dr. Erin Studer, Executive Director
   19722 Collier Street
   Woodland Hills, CA 91364

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

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

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

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 14 – Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(c)(5)(N).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.

- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.

- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the

health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action." A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

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

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

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

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

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

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

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

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

1. The effective date of the closure of Charter School

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

3. The students' school districts of residence

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

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

1. A description of the circumstances of the closure

2. The location of student and personnel records

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

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

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

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and

inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

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

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

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

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

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

Financial Close-Out

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

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

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

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

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 10 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

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

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

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

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

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

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

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

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

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

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

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 14 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 14. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 14 or any provision of this Element 14 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the

charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

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

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

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

(i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

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

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

(i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

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

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay

LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 13.

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

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

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that

any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and 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. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

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

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

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

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

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and 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."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Annual and Independent Financial and Compliance Audit

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

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

a. Provisional Budget – Spring prior to operating fiscal year

b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Audit and Inspection of Records

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

- Charter School is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days'

notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)