

2019-2024 Charter of
Accelerated
A California Public Charter School



THE
ACCELERATED
SCHOOLS

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Assurances, Affirmations, and Declarations

Accelerated also referred to herein as “TAS” and “Charter School”) shall:

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

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)

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

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

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

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

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

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

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

NOTE: This Charter contains specific “District Required Language” (DRL), including the *Assurances, Affirmations,*

and Declarations section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

Element 1: The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

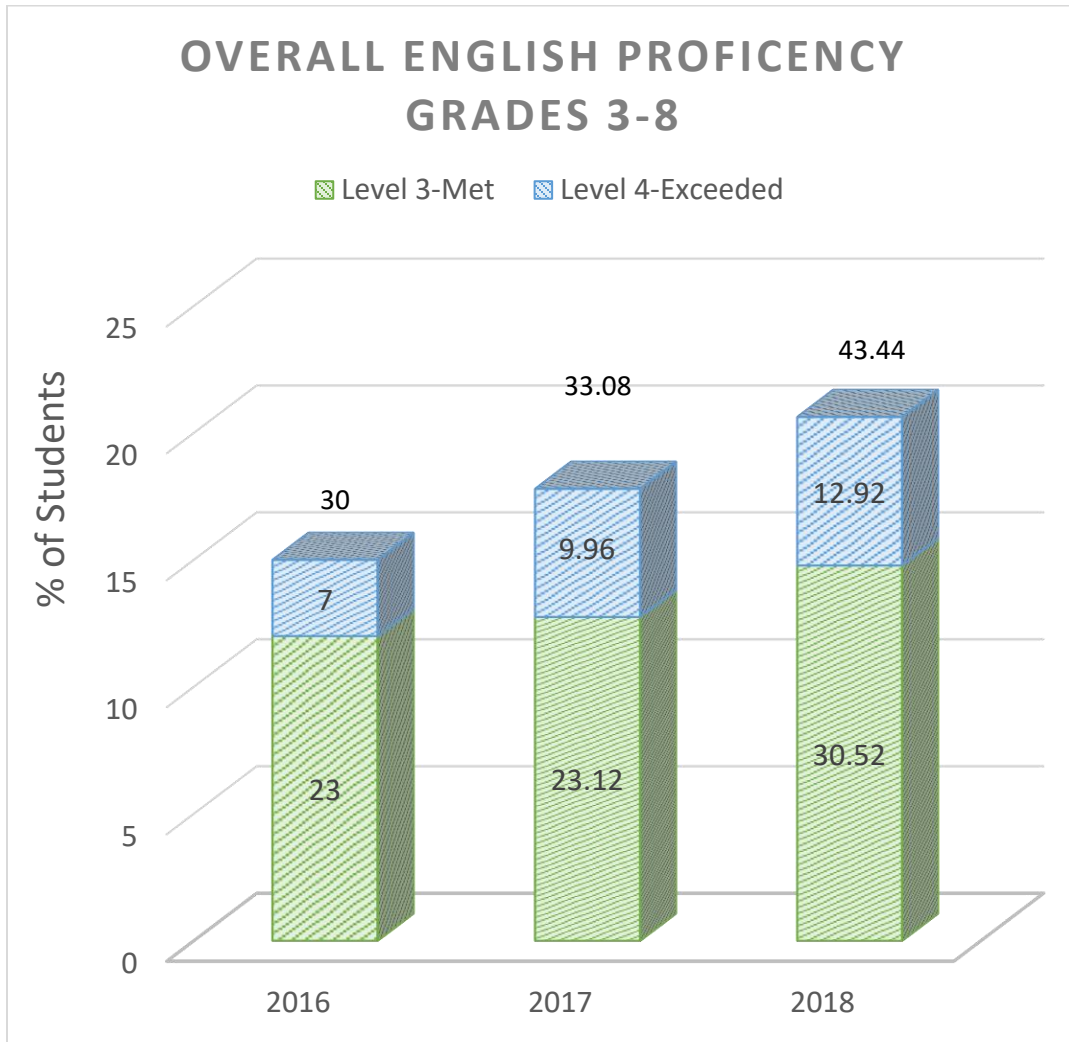
- Graduation roster from all charter schools with 12th grade students with disabilities

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

General Information

<u>GENERAL INFORMATION</u>	
• The contact person for Charter School is:	<i>Johnathan Williams, Co-Founder and CEO</i>
• The contact address for Charter School is:	<i>4000 S. Main Street Los Angeles, CA 90037 & Site 2 (TAS 2): 119 East 37th, Los Angeles, CA 90011</i>
• The contact phone number for Charter School is:	<i>(323) 235-6343</i>
• The proposed address or ZIP Code of the target community to be served by Charter School is:	<i>90037</i>
• This location is in LAUSD Board District:	<i>7</i>
• This location is in LAUSD Local District:	<i>Central</i>
• The grade configuration of Charter School is:	<i>TK-8</i>
• The number of students in the first year will be:	<i>737</i>
• The grade level(s) of the students in the first year will be:	<i>TK/Kindergarten – 8th</i>
• Charter School’s scheduled first day of instruction in 2019-2020 is:	<i>August 20th, 2019</i>
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	<i>737</i>
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>
• The bell schedule for Charter School will be:	<i>Grades TK/K-5th Monday: 8:00am-1:30pm Tuesday-Friday: 8:00am-3:00pm Grades 6th-8th Monday: 8:00am-1:50pm Tuesday-Friday: 8:00-3:05pm</i>
• The term of this Charter shall be from:	<i>July 1, 2019 to June 30, 2024</i>

Community Need for Charter School
2. Academic Performance Data
Schoolwide ELA Data

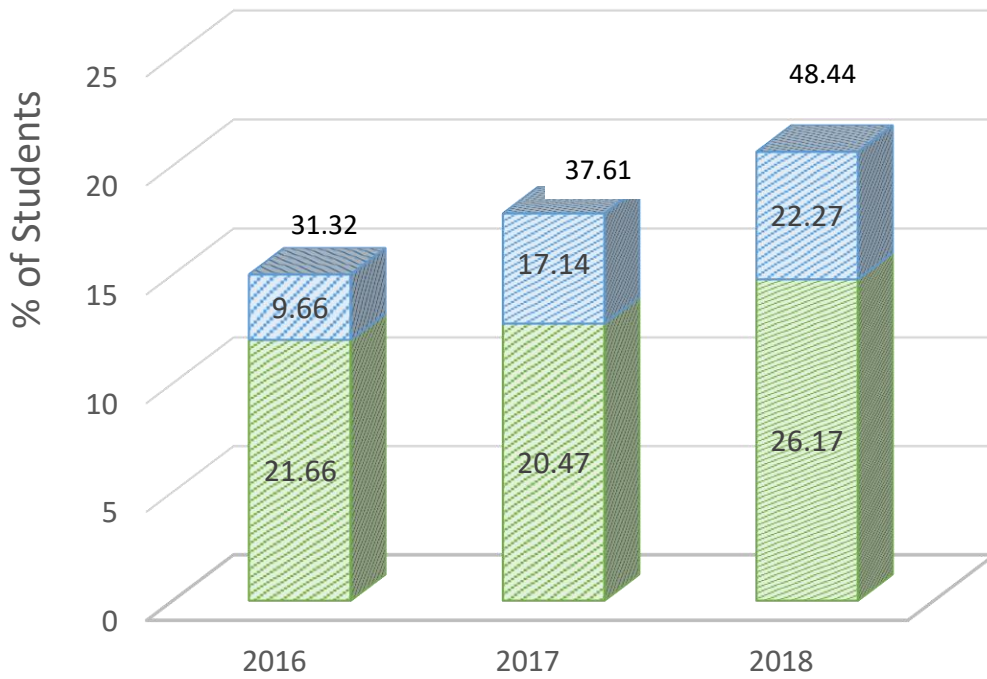


Data from <https://caaspp.cde.gov>

Overall, there has been a steady increase in the number of students who performed at the “Met” or “Exceeded” level on the English Language Arts (ELA) California Assessment of Student Performance and Progress (CAASPP) test from 2016-2018. There was a 5.92% increase in the number of students who “Exceeded” standards and 7.52% increase in the number of students who “Met” standards over a 3-year period. Continuous growth is projected with the strategic use of the iReady, new intervention programs that TAS has adopted for grades TK-8.

OVERALL ENGLISH PROFICIENCY GRADES 3-5

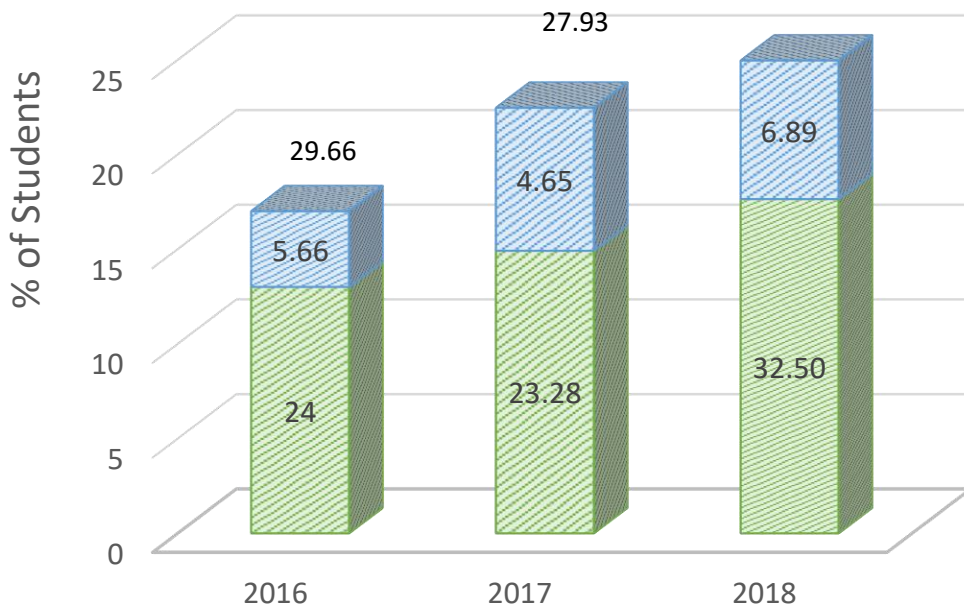
Level 3-Met Level 4-Exceeded



Data from <https://caaspp.cde.gov>

OVERALL ENGLISH PROFICIENCY GRADES 6-8

Level 3-Met Level 4-Exceeded



Data from <https://caaspp.cde.gov>

Accelerated saw significant schoolwide gains in ELA met and exceeded proficiency levels with 43.44% of students from grades 3 through 8 meeting or exceeding standards on the 2018 SBAC Assessment (<https://caaspp.cde.gov>). In 2017, only 33% of students met or exceeded standards on the ELA SBAC, which means there was approximately 10% growth schoolwide from 2017 to 2018. When examining growth over two years, from 2016, where only 30% of students were proficient, TAS saw 13% more students meet or exceed standards on the ELA Smarter Balanced Assessment Consortium (SBAC). This is especially significant considering large efforts to restructure administrative levels at the charter school, and suggests that the consistent curricular implementation, effective teacher instruction, and technology, among other factors, provided enough rigor and stability to continue to help our students grow.

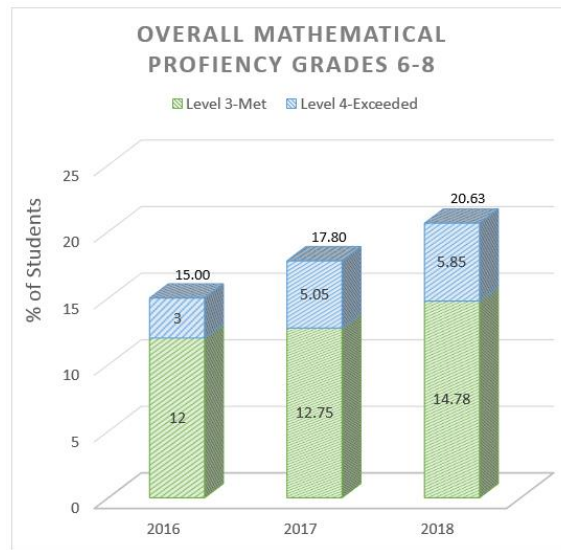
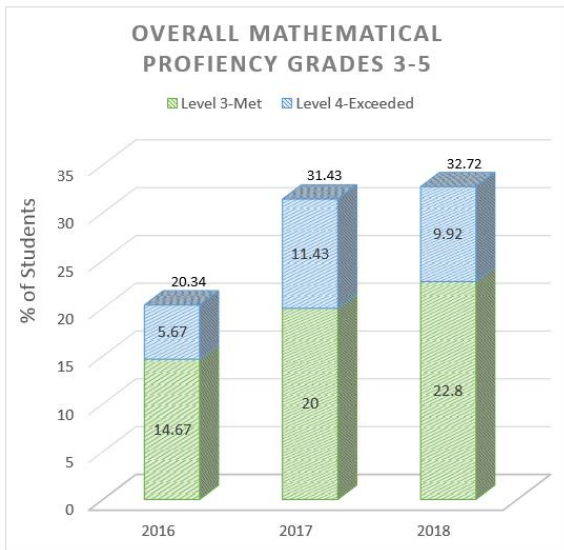
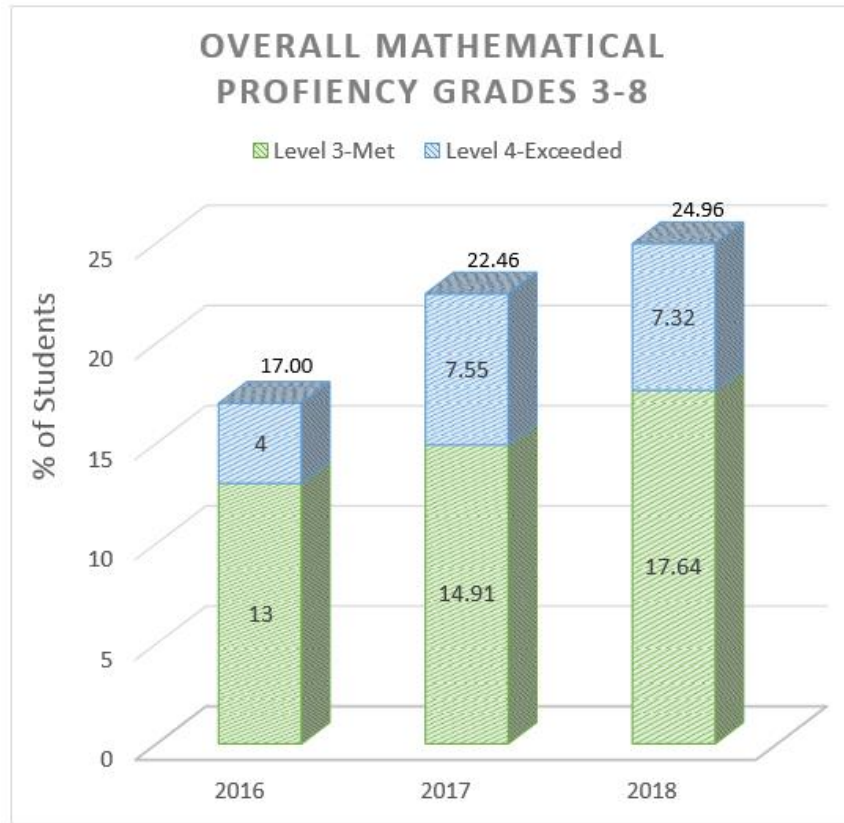
In 2018, grades three through five, at the elementary charter school, 48% of students met or exceeded standards in ELA, while in 2017, only 38% of students met or exceeded standards. From 2017 to 2018, the elementary school showed 10% growth for all students. In 2016, 31% showed proficiency on the ELA portion of the SBAC which means that over two years, 16% more students met or exceeded standards for proficiency in English Language Arts.

In 2018, grades 6-8, there was 43% proficiency for all students in grade 6 through 8. Overall, the middle school grades 6-8 showed 15% growth in ELA performance, with 28% of students meeting or exceeding the expectations for the 2017 CAASPP. Overall growth in number of students that met or exceeded standards between 2015-2016 to 2017-2018 is approximately 14%. This means that from 2016 to 2018, grades 6 through 8 had a 10% growth in students who met or exceeded standards on the ELA portion of the SBAC.

From 2016-2017 to 2017-2018, almost every student performance band of “Met” or “Exceeded” standards at grades 3-8, showed double-digit improvement in the area of ELA performance, with the exception of scores in the 5th grade which remained consistent at 44.28% two years in a row and 7th grade where growth was just over 4%. What is worthy of analyzing and replicating, is the two-digit growth identified in the following grades from 2017 to 2018: 3rd grade= 20% growth; 4th grade =13% growth; 6th grade =21% growth, 8th grade = 11% growth.

In ELA, the significantly higher levels of proficiency in the elementary school from 3rd through 5th grade (44.12%, and in 8th grade (43.65%) should be noted as well. In each of these grades, the percentage of students who scored proficient, as well as the growth over time are significant in comparison to other grade levels. This most likely speaks to Common Core State Standards (CCSS) aligned curricular adoptions across the school site, one-to-one technology in third through 5th grade, and exemplar instruction. Overall, the most proficient grade levels at the school in ELA in 2017 were 3rd grade with 57% 4th grade with 44%, and 5th grade with 44%, and 8th grade with 44% meeting or exceeding standards on the CAASPP. This shows strong instructional efficacy towards improving student performance. The experience level of the teacher and school site experience (as previously mentioned) are likely also significant causal factors for student proficiency. Out of seven teachers that comprise the 3rd, 4th, and 5th grade team, five of the teachers have more than 10 years of experience, with four of them having 10 or more years at the school site. They have also worked at varying grade levels with one another and were able to vertically align the curricular components of their classrooms. In 2017-2018, the TAS middle school moved to full implementation of digital curriculums across the subject areas, as well as offering 1-1 technology in 3rd through 8th grade. Teachers became highly effective in utilizing the technology platforms offered by the curriculum, as well as other online educational and intervention platforms. Based on the comparative data at the school site, it could be suggested that teacher instruction, CCSS-aligned curriculum implementation, as well as integrated technology use could account for schoolwide student success on the ELA Assessment.

Schoolwide Math Data



Data from <https://caaspp.cde.gov>

At Accelerated, in grades 3-8, an average 24.96% of students have met or exceeded proficiency on the Mathematics portion of the SBAC in 2018. This shows a continuous growth over time from 24.46% in 2017 and 17.00% in 2016, representing an overall change of 7.96% over three year period.

In Grades 3-5 in 2018, approximately 32.72% of students met or exceeded proficiency on the Mathematics portion of the SBAC. This 2018 data shows a continuous growth over time from 31.43% in 2017 and 20.34% in 2016, representing an incremental increase of 12.38% between 2016-2018.

In Grades 6-8 in 2018, approximately 20.63% of students met or exceeded proficiency on the Mathematics portion of the SBAC. This also shows a continuous growth over time from 17.80% in 2017 and 15.00% in 2016,

representing an incremental increase of 5.63% between 2016-2018 at the middle school level. We acknowledge while this data shows positive growth, it is goal to support our students in making larger percentages of growth each year.

Collectively at every grade level student is making progress towards meeting and exceeding the standards assessed on the Mathematics portion of the SBAC with the exception of 5th and 8th grade. While 3rd grade had a slight drop in proficiency, in 2018, 48% of students meet or exceed expectations on the Math section of the SBAC, which is almost 20% higher than LAUSD’s overall average, at 30% proficiency for the 2017 assessment. The 5% drop in proficiency may not reflect an error in instruction but could be circumstantially attributed to the instructional group or changes to the grade level team. This is the 2nd year that the 3rd grade team has had the highest mathematics scores at the school site and a 20% higher proficiency rate than almost every other grade level.

3rd grade proficiency rates continue to be significantly higher when compared to other TAS grade levels. Two other grades that showed positive growth were 4th grade, which had a growth rate of approximately 17% and 7th grade, with a growth rate of 9%. The administration believes that the performance levels of these 3 grade levels speaks to the effectiveness of the teaching resource at these 3 grade levels, and the effective implementation of the CCSS-aligned curriculum and use of technology. The small, but consistent growth over the last couple of years at the school site is especially notable considering that our 7th grade math teacher went on maternity leave for the first half of the year, our 8th grade math teacher left midyear because she was committing from Apple Valley and our 6th grade math teacher left midyear due to medical condition. Both the 6th and 8th grade students didn’t get a second a full-time math teacher until later in the 2017-2018 school year due to these leaves. Because of this, we can draw the conclusion that stability to the grade level instruction from year to year, the support of the new curriculum, and the continuity of specific pedagogical programs, such as Guided Language Acquisition Design (GLAD), are the main causal factors for growth in student proficiency in both ELA and Mathematics. The multiplatform curricular adoption, with additional English Learner (EL) curricular resources, most likely played a significant role in supporting student learning and proficiency on the CAASPP. Despite significant organizational and instructional changes, the success shown by the overall percentage increase of teacher performance at the school suggests that consistency in curriculum, as well as implementation with fidelity, as well as access to and use of technology is the most consistent school site instructional feature that contributes to success. Even when controlling for the general proficiency of the group, we can deduce that strong and consistent teacher instruction, coupled with an appropriately rigorous curriculum, impacted scores. .

The continuity in certain instructional pedagogies over time, such as GLAD strategies, thinking maps, and Nancy Fetzer Writing, also show that whole school instructional strategies have helped support student learning even with environmental changes at the school site. In 2017-2018 the addition of a math coach and piloting of I-Ready, a new computer-adaptive, intervention program, as well as the creation of vertically aligned curriculum maps and pacing guides, have all helped to provide the stability necessary for continued student success. In order to see greater increases in mathematics scores over the coming years, our improvement plan will focus on onboarding new administrative and coaching supports, using data to guide and implement professional development, setting goals in grade-level and departments, and implementing adaptive intervention programs.

Subgroup Population Data

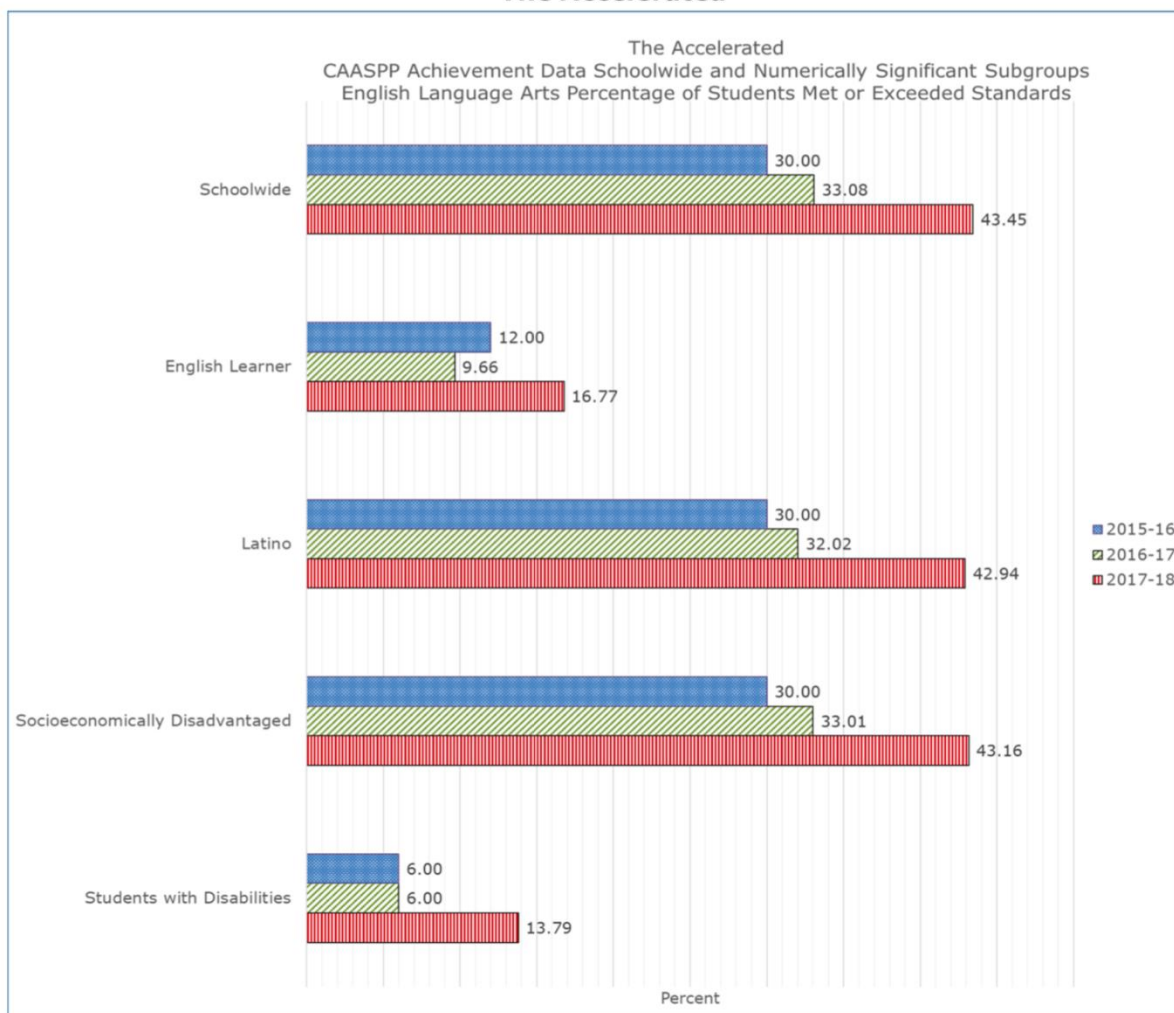
Schoolwide ELA Proficiency (Met or Exceeded Standards) by Subgroups

Subgroup	2017 Proficiency	2018 Proficiency	2017-2018 +/-
	Met/Exceeded	Met/Exceeded	Met/Exceeded
SPED	6.00%	13.79%	+7.79%
Economically Disadvantaged	33.01%	43.16%	+10.15%

English Learners	9.66%	16.77%	+7.11%
Reclassified Fluent English Proficient	48.93%	57.77%	+8.84%
English Only and Fluent English	44.67%	54.96%	+10.29%
African- American	55.56%	56.25%	+0.69%
Hispanic Latino	32.02%	42.94%	+10.92%
Female	41.40%	50.73%	+9.33%
Male	24.33%	35.76%	+11.43%

Data from <https://caaspp.cde.gov>

Multi-Year School Performance Summary Charts The Accelerated



LAUSD Data Set

A comparison of Spring 2017 and 2018 CAASPP/SBAC for ELA, indicates that all subgroups showed varying levels of positive growth having “Met or Exceeded” Standards, with 3 groups, **English only and Fluent English** (+10%), **Hispanic Latino** (+11%) and **Males** (+11%) showing double digit growth. **Reclassified Fluent English**

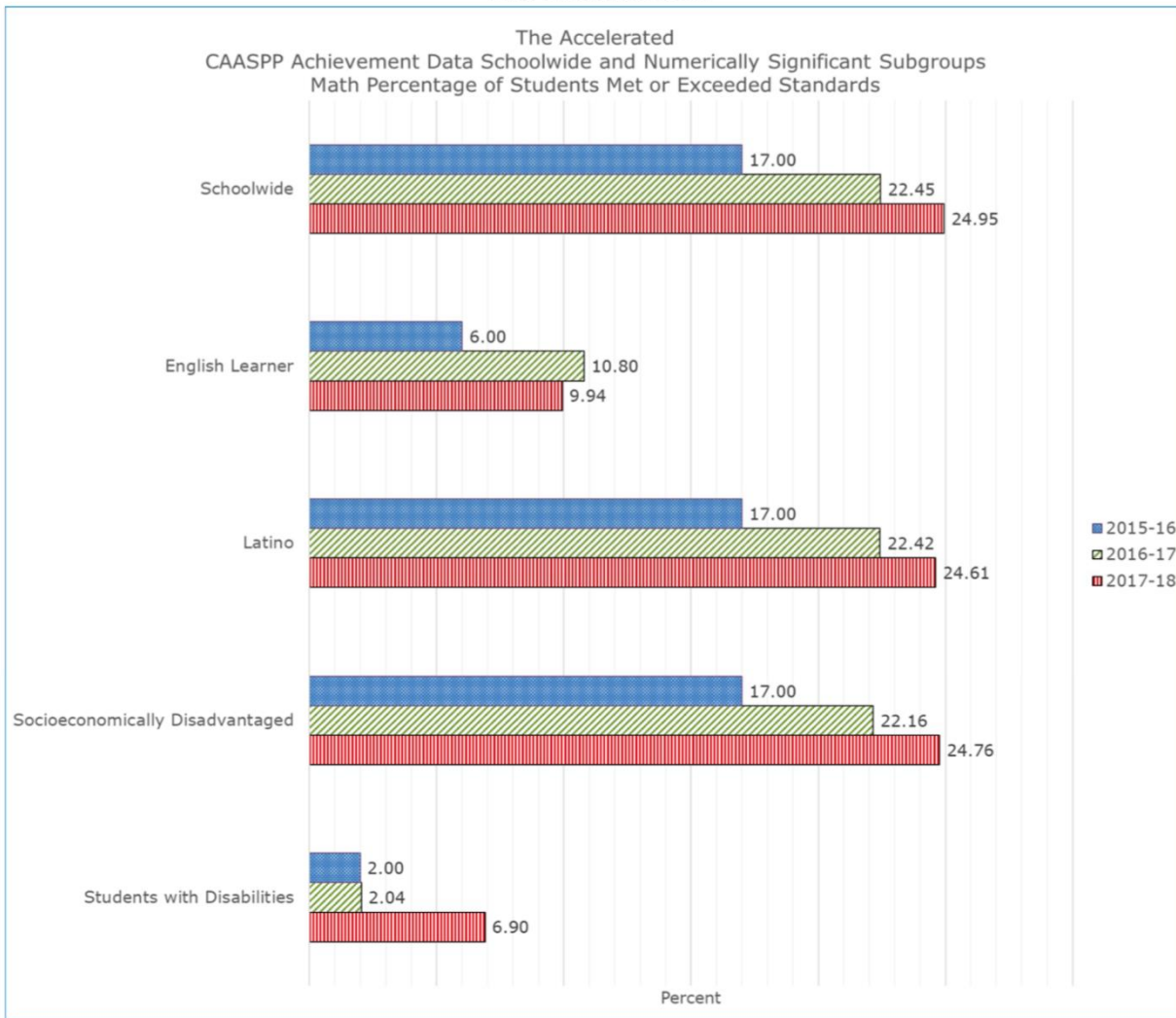
Proficient students outperformed their **English Only and Fluent English** counterparts by approximately 3 percentage points and grew over an average of 9% from 2017 to 2018. Male students made the largest percentage of growth at 11.43% and while African Americans students made approximately 1% growth, they have consistently outperformed all other subgroups, scoring 55.56% proficient in 2017 and 56.25% in 2018. Our SPED students made approximately 8% growth from 2017-2018 in ELA. We believe that the positive growth shown by our SPED students is a direct result of the implementation of Tier 2 interventions that support ELA differentiated instruction i.e. FLEX, Saturday Academy and before and after school tutoring.

Whole School Math Proficiency (Met or Exceeded Standards) by Subgroups

Subgroup	2017 Proficiency	2018 Proficiency	2017-2018 +/-
	Met/Exceeded	Met/Exceeded	Met/Exceeded
SPED	2.00%	7.00%	+5.00%
Economically Disadvantaged	22.16%	24.76%	+2.60%
English Learners	10.80%	9.66%	-1.14%
Reclassified Fluent English Proficient	30.34%	32.67%	+2.33%
English Only and Fluent English	28.25%	31.46%	+3.21%
African- American	16.67%	31.25%	+14.58%
Hispanic Latino	22.42%	24.61%	+2.19%
Female	25.00%	26.23%	+1.23%
Male	23.55%	19.88%	-3.67%

Data from <https://caaspp.cde.gov>

Multi-Year School Performance Summary Charts The Accelerated



LAUSD Data Set

A comparison of Spring 2017 and 2018 CAASPP/SBAC for Math proficiency scores, indicates that all subgroups with the exception English Learners and Males made growth in math. Our At +5% growth, our SPED students increased by a larger percentage than that of our English Only and Fluent English, Reclassified Fluent English Proficient (RFEP) students. This growth can be attributable to the implementation of ALEKS, our math online differentiated Tier 2 intervention program that was the designated support program for Students with Disabilities, English Learners and some struggling students.

2018-2019 TAS EL Improvement Plan

Accelerated's main institutional goal is to prepare students for high school so that they can be prepared to graduate and succeed at the University of their choice; who will enter the workforce as informed and productive employees, entrepreneurs, and community leaders; and who will act as socially aware and responsible citizens.

Students are exposed to intensive learning experiences that emphasize a hands-on approach, linking studies across disciplines to foster a well-rounded educational experience that promotes 21st century computer literacy. The average class size at Accelerated is 24:1 at the Transitional Kinder-3rd grade level and 35:1 in the 4th-5th; 30:1 in 6th-8th level and all middle school English Language Development (ELD) classes average between 18-23 students. TAS TK-8 student population of 788 has a demographic comprised of 96% Hispanic students, 1% African-American students, 3% other; we also have 72 identified SPED students and 731 socioeconomically disadvantaged students. As of November, 2018, we have a total of 283 EL students with 176 EL learners in grades TK-4 and 107 LTELS in grades 5-8. All EL students in ES spend 30-45 min. daily receiving English Language Development.

Our EL Middle school students receive 250 minutes of ELD instruction weekly, averaging 50 min. daily.

Research Evidence for ELD:

The success of English Learners (ELs), Standard English Learners (SELs) and former ELs, students who have been reclassified to fluent-English-proficient (RFEP) status, is one of the highest priorities for Accelerated. Accelerated is committed to providing the highest quality educational programs and services that are soundly based in current research evidence. At TAS, instructional plans for English Learners are based on sound educational theory, are adequately supported with trained teachers and appropriate materials; and are periodically evaluated to make sure the program is successful and modified when the program is not successful. At Accelerated, we believe that the success of our English Learners depends on multiple opportunities to engage in interdisciplinary practices that support both conceptual understanding and building language. English Language Development (ELD) at the elementary level is taught across subject areas and students are asked to make sense of and use language appropriately and purposefully even outside of the 30-minute daily ELD block. At the middle school level, to further support concept building and language development, ELD and English-Language Arts (ELA) teachers collaborate weekly, aligning their instruction so that students are receiving multiple opportunities to engage in grade-level content. Our constructivist and socio-cultural approach to teaching and learning recognizes that honoring the unique experiences of our English Learners is essential, if not, required, for their learning. As such, we equip our teachers with knowledge of grade-level standards as well as language standards so that they are well-equipped to provide standards-based instruction where rigor is embedded, and scaffolds are deliberate, language-specific and appropriate to the needs of each individual language learner. Diagnostic tools, such as i-Ready, used to measure students' content knowledge, and formative assessment practices used to measure understanding of academic language, and participation in disciplinary practices, are used to support our language learners. Diagnostic and formative assessment practice enable teachers to monitor student learning, provide timely and valuable feedback, adjust instruction accordingly, and promote student reflection on their own thinking and learning.

The 2018-2019 *English Learner Master Plan* outlines the systems that are in place serving ELs AND SELs to ensure compliance with state and federal law and, more importantly, to guarantee that all ELs at TAS have access to rigorous curriculum, in order to become, fluent in English and master all the content standards required in the state of California.

Annually, the goals set forth in our EL Master Plan are used to evaluate and provide future guidance of our program and increased effectiveness. In response to our 3- year analysis of TAS' CAASPP scores and our EL/RFEP students' performance, our TAS 2018-2019 Improvement Plan continues to focus on Tier 1 & Tier 2 instruction as we move into supporting our ELs to have full access to the District adopted curriculum. During year 1 & 2 of our District's curriculum adoption in ELA/ELD and math, the focus was on implementation with fidelity. As we move into the 3rd year of our adoption, our focus is on using the curriculum to strategically improve student performance through differentiation and small group instruction; provide instructional support so students meet requisite ELPAC proficiency level growth & TAS' District-wide criteria for reclassification while making adjustments to match the State's ELPAC reclassification criteria (Jan. 2019). Teachers will be supported to provide effective Tier 1 instruction making content accessible through CLOSE Reading and Guided Language by Design (GLAD) strategies, monitor students' performance against both Common Core and ELD standards while continuing to increase the number of our EL & RFEP students who perform on the CAASPP at a Level 3 (met) or 4 (exceed) in ELA and math. TAS' school wide initiatives to 1) increase students' math performance and 2) increase academic discourse paired with English language development and improved student performance are the foci for our EL & RFEP students.

In Jan. 2018 **ALEKS & FLEX**, two online intervention programs, with computer adaptive assessments were used with selected EL, SPED and struggling EO students to identify their skill deficits in ELA and math that needed remediation. These two programs addressed the needs of a limited number of students in grades 3-8. They were used during the instructional day, during tutoring before and after school and it also became part of many students' Saturday Academy individualized instruction.

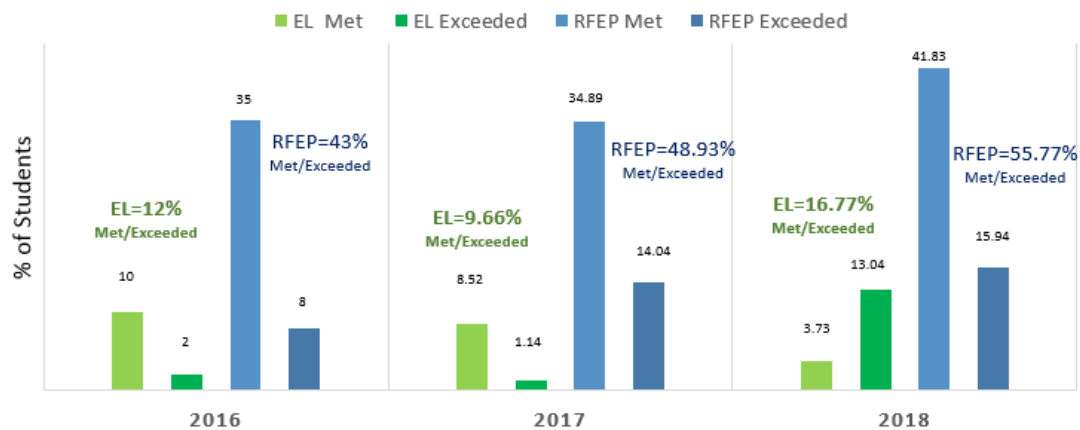
SRA FLEX Literacy is a Comprehensive Reading and Language Arts Intensive Intervention System for struggling readers in Grades 3 and above, built for the California CCSS and Framework. The digital platform for students. An online diagnostic placement test is provided which levels a student based on his/her assessed needs. Target tests are provided intermittently, and students are allowed several attempts to demonstrate mastery of a skill. **ALEKS** is an adaptive, online math program designed for grades 3-12 is backed by rigorous research. **ALEKS** precisely identifies a student's knowledge and delivers personalized online math support. Students who are not responding to a variety of teacher math support or interventions are placed into ALEKS which they can access in school during their intervention class or at home.

In 2018-2019, our goal became more expansive and these two programs were replaced with **iReady**, an online reading and math program designed for **ALL** student, to provide diagnostic benchmark assessments 3 times a year, backfill student deficit areas and challenge grade level students in **Reading**: Phonological Awareness; Phonics; High-Frequency Words; Vocabulary; Comprehension: Literature; Comprehension: Informational Text and in **Math**: Number and Operations; Algebra and Algebraic Thinking; Measurement and Data; Geometry with lesson that adjust based on their performance. With the challenge of meeting the academic needs of our LTELs, iReady's online individualized lessons and teacher tools for instruction, provide additional support for skills students may have worked on during the online lessons but have not yet fully mastered. This opportunity for small group, focused and directed instruction, will allow for the prescriptive teaching that many of our ELs and LTELs need. All ELA/ELD and math intervention teachers will integrate the use on this online intervention program 2 times per week for 20 min.

While our goal is to improve our EL students' performance in ELA and math using the curriculum and online intervention platform, teacher professional development will serve to support with a strong foundation of reading at the Kinder & 1st grade level implementing A2i (A2i is a professional support system that leverages and seamlessly integrates TAS charter school's existing assessments and curriculum to help teachers take the guesswork out of differentiating reading instruction for each child) system that provides a diagnostic test of foundational reading concept deficits, groups students with common needs and helps to identify remedial lessons that teachers can access within their Wonders (ELA CCSS approved Curriculum) as well as other supplemental resources such as Wonder Works an intervention program designed to provide foundational skills development to students who are 2-3 grade levels behind and have academic holes preventing them from meeting their grade level expectations in ELA. Continued training to foster student academic discourse, use of sentence frames, sentence stems, conversation prompts as well as a deeper dive into Close Reading strategies are ongoing schoolwide instructional strategies. Instructional coaches will be available to help with lesson planning, assessment development, and model effective instructional delivery, lesson and the data analysis & reflection process.

Historical EL & RFEP Student CAASPP ELA Data

The Accelerated School (Grades 3-8) CAASPP English Language Arts

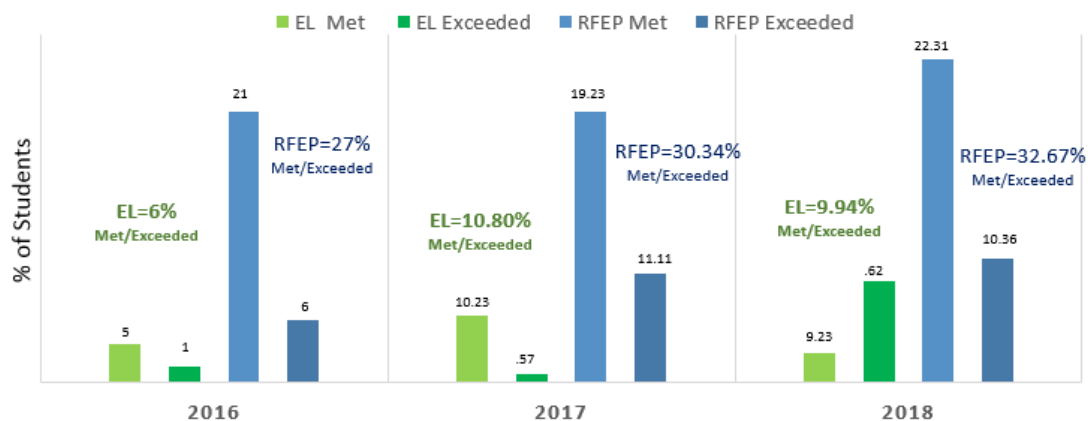


Data from <https://caaspp.cde.gov>

- Between 2017-2018, **EL students** in 3rd-8th grade made almost 7% growth on the ELA CAASPP with an average of **17% having met or exceeded standards in Spring of 2018**.
- During the 3-year span of 2016-2018, **RFEP students** in the same grades made almost of 15% growth, with an average of **56% having met or exceeded standard in Spring 2018**.

Historical EL & RFEP Student CAASPP Math data

The Accelerated School (Grades 3-8) CAASPP Math



Data from <https://caaspp.cde.gov>

- Between 2016-2018, **EL students** in 3rd-8th grade, overall, made almost 4% growth on the Math CAASPP with an average of **10% having met or exceeded standards in Spring of 2018**.
- During this same 3-year span, **RFEP students** in the same grades made almost 6% growth, with an average of **33% having met or exceeded standard in Spring 2018**.

The number of our RFEP students scoring “Met or Exceeded” has grown at a faster rate in ELA than in math. Because the number of EL students scoring “Met or Exceeded” is low, specific and actionable steps will be taken to begin to close the performance gap of our ELs on the CAASPP test.

Goal #1: Implementation

TAS’s EL plan will be implemented during the 2018-2019 academic year. Teachers, staff and families will receive an orientation to the plan, training on plan implementation, and serve on committees to guide and evaluate the effectiveness of the plan. TAS English Learner plan will be implemented and show evidence of academic achievement and the acquisition of English for English Learner students as measured by English Language Proficiency Assessment for California (ELPAC), CAASPP, English Language Development (ELD) portfolios, as well as based on curricular and local assessments such as the A2i periodic assessment for primary grades (K-1st) and the iReady Diagnostic/Benchmark Assessments in ELA & Math (TK-8th).

Changes for 2018-2019

- Parent ELPAC & Reclassification Training will support parents to understand how to interpret the new ELPAC reports, the new District criteria for reclassifying based on new ELPAC descriptors, the proposed online administration of the future 2019-2020 ELPAC test.
- Teachers will learn to interpret the new ELPAC reports, data points reported by domains & language proficiency alignment with the new ELD descriptors (Emerging, Expanding, Bridging)
- Pre/Post Teacher Survey Data will be used to identify individual teacher’s professional development needs with supporting Els, ELD instruction and the EL student monitoring process.

Goal #2: English Proficiency

TAS EL’s and SELs will make gradual progress in their development of academic English, attaining English Language proficiency and progress at the minimum rate of one ELD level per year.

Changes for 2018-2019

- Teacher/Student EL Data Reflection & Goal Setting Conferences using the new ELPAC & CAASPP (3rd-8th) aligned Student Goal Setting Document:
 - Students will receive historical data regarding their progress after 2018 ELPAC test administration.
 - Students will document how they performed in the 4 domains: Listening; Speaking; Reading; Writing using the specific descriptors of Beginning; Somewhat/Moderate; Well Developed.
 - Students will identify the domains in which they need to grow and develop specific, achievable and measurable goals.
 - Students will identify how much they need to grow on both the ELPAC to score a “3” or “4” and the growth points needed to score “Met” or “Exceeded” on the CAASPP.

Goal #3: Academic Progress

Ensure that students, including Special Education, receive appropriate instruction and assist staff in the implementation of EL teaching strategies through staff development plan based on identified student needs with differentiated instructional strategies. As a result of increased English Language acquisition and academic support, English learners will demonstrate increased competency on district benchmarks and state-wide tests and demonstrate overall academic achievement.

Changes for 2018-2019

- All new ES and MS teachers will be trained to implement the District adopted curriculum for ELA -ES- Wonders Core & ELD component & MS – Study Sync for Core & ELD component and for math- ES – My Math & MS – Glencoe Math
- ES & MS Teachers will differentiate using the access resources for Els and SWD.

- MS Teachers of LTELS will be trained and supported to plan for differentiation for students at Emerging, Expanding, Bridging language proficiency levels by using the following resources in Study Sync:
 - The Blasts are written at 3 different Lexile levels.
 - The Designated ELD Shared Texts are written at 3 ELD proficiency levels.
 - The Designated ELD Created Texts are written at 5 ELD levels (Newcomer 1, Newcomer 2, Emerging, Expanding, Bridging)
 - The text library has a sliding scale that allows you to filter for text Lexile’s anywhere between 400 to 1800.
- All new ES & MS teachers will receive PD training in Project GLAD strategies & returning teachers will receive an advanced training in additional GLAD strategies to add to the existing repertoire.
- PD and teacher support will focus on use of Sentence Frame, Sentence Stems, Conversation Prompts and CLOSE Reading strategies, Number Talks and WODB activities to encourage critical thinking skills.
- All ES Teachers and the ELD MS Teacher will be trained in the use of the modified EL Student Monitoring document and the modified ELD Portfolio Tracking Sheet.
- 2018-2019 will be the 1st year that the ELPAC will allow for universal (all students have access) and specific testing accommodations and modifications (only for students with IEPs and 504 plans where these are documented)
- TAS 2 (Site 2) grade level Kinder teachers have chosen to group students by their language proficiency levels to provide focused language instruction.
- Student Academic Performance will be measured using:
 - One-to- One Technology in grades 2-8- Computer Literacy, Online Curriculum, Online Intervention Resources
 - ELPAC Scores- Initial & Summative Test
 - ELD Portfolios with Modified Teacher Documentation Sheet that reflects domains specific needs and other progress monitoring systems
 - Internal Assessments/Common Benchmark Assessments i.e. A2i Reading (Kinder & 1st) and iReady assessments (TK-8th) These will be administered 3 times a year.
 - In 2019-2020, the A2i program will be expanded to 2nd grade and the 2nd grade team will be trained to use the diagnostic assessments and foundational reading skills targeted, small group instruction.
 - Our final year of A2i development, in 2020-2021, will include our 3rd grade team who will also be trained.
 - Curriculum Embedded Assessments- Unit & Chapter tests & EL Performance will be communicated through monthly Data Narrative Reports created by grade level and department teachers.
 - CAASPP ELA & Math Performance Data – Teachers will analyze the CAASPP TARGETS and CLAIMS to identify students’ strengths and weaknesses on the 2018 CAASPP and adjust their pacing plan and lesson delivery to focus on specific concept development.

Goal #4 Reclassification of English learners

Reclassify English Learners who meet established criteria; establish follow-up procedures to monitor and support reclassified fluent English proficient students (R-FEPs) as well as assure all English Learners show yearly progress towards meeting the criteria to become English proficient.

Changes for 2018-2019

- Accelerated modified the criteria for reclassification based on the new ELPAC overall score of a “3” or “4” which replaced CELDT -Early Advanced /Advanced criteria.
- TAS is replacing the use of Accelerated Reader to generate Lexile Level Scores and will now use iReady ELA Lexile Levels which uses more comprehensive data to determine a student’s Lexile /numeric comprehension score.

Goal #5: Monitoring Plan & Staff development

Develop a monitoring evaluation plan for determining program effectiveness for English Learners; monitor growth and use data to improve academic programs.

Changes for 2018-2019

- All Kinder & 1st Grade Teachers will receive a year-long PD in the A2i Reading Programs – online program that focuses on the foundational skills or reading- students take diagnostic assessment, skill deficits are identified by reading concepts based on the reading process & students are grouped based on their assessed reading needs.
- All ES & MS ELA/ELD/Math teachers have been given a series of iReady PD Trainings where they have been trained to use the iReady online program for students – admin. diagnostic test, monitor student performance on lessons/quizzes, identify and deliver skills-based lessons.
- The 2 Instructional Coaches and AP will support ES & MS ELA & Math teachers to implement the iReady program in grades TK-8th grade with fidelity as well as deliver the prescriptive and differentiated lessons to students with similar needs in small groups. This online curriculum serves as a Tier 2 intervention as well enrichment for students who have met grade level standards.
- TAS ES & MS Teachers, TAS' Instructional Coach & Intervention Clerk and Academic/Behavior Counselor will monitor students' progress using iReady assessment data, PowerSchool grades, 5-week progress reports and Academic Student Contract monitoring.
- The A2i and iReady Benchmark Assessments results will be used along with teacher surveys and Summative data results from the ELPAC and CAASPP as part of the annual evaluation of the effectiveness of TAS' EL program.

Goal #6: Parent Involvement

Parents will gain increased knowledge of language and policies related to the support of ELs and SELs and learn strategies to assist in their own language development and those of their children.

Changes for 2018-2019

- The ELD Committee will create and provide suggestions for what parents can do to support their children at home with their continued language development.
- ELAC will identify opportunities for parents to increase their own English Language development skills.
- Parents will be notified of changes the CDE may be making regarding the ELPAC performance level criteria for reclassification that is due to be posted after Jan. 2019.

Goal #7: Cultural competence

The school environment will show evidence of home language and culture affirmation and all TAS students and families will develop greater sense of multicultural awareness and competence.

Changes for 2018-2019

- The TAS Administration, TAS Project and Events Committee and the TK-8th Grade ELD Committee will continue to plan events and activities for students and our TAS families that reflect the cultural diversity of our learning community.

Students with Disabilities

The RSP model is primarily push in and co-teaching, with a few strategic groups of pull out, based on IEP minutes, needs and goals. The push in model looks differently depending on the teacher, class and subject. For example, in one classroom, push in is done with small group of students where the RST rotates based on teacher assessments and collaborative conversation. In another class, push in looks like team teaching, with both teachers equally sharing the direct instruction. In other classes, push in is comprised of one general education teacher and one SPED instructional aid or RST, with the general education teacher providing direct instruction as the RST or assistant provides supports and monitors students. Other times, students are pulled out to a smaller environment to catch up on a lesson that may need to be retaught or to receive extended time on an assignment or assessment. As we are a collaborative model, the small groups that RSTs and aides work with may include general education students mixed with RSP students and may not include all RSP students in the class, since we specifically target these small groups based on assessments, grades and collaborative teacher conversations.

Bi-weekly RST meetings with the principal and site coordinator occur throughout the year. Time is built into monthly professional development for special education teachers to plan and collaborate with general education teachers. During the collaborative planning meetings, various interventions are discussed, such as Academic Interventions which include clustering and Saturday School; and Behavior interventions such as contracts, parent meetings, RST facilitated teacher student meetings at MS level.

Student services coordinator and Special Education Administrator oversee the Special Education (Sped) program. The Sped Administrator and school site administrator review the 300-report weekly and guidance is provided as needed. Case carriers provide all general education teachers with a “snapshot” of the students’ IEP, which includes the type of learning disability, student goals, (created by IEP team) list of accommodations and required services. Case carriers consult with the general education teachers to review student data and performance before writing goals, which are included in the snap shots. Site administrators provide further support and guidance as needed. After each IEP, snapshots are updated as needed to reflect new services/accommodations, and case carriers review them with the general education teachers.

Case Carriers document progress on the goal pages in Welligent. Goal pages are printed and sent home to parents at progress report time for elementary school students (TK-5) and after midterm and final grades for middle school students. Case carriers also follow up with any parent questions or concerns. Additionally, case carriers contact parents prior to reports being distributed if a student is experiencing difficulties. RSTs generate 300-reports and provide to site administrators along with explanations of any students not at 100%. The master IEP calendar, which lists when all IEP meetings will be held, is developed annually by the student services coordinator. RSTs monitor timelines as well. All complaints/concerns are directed to Principal and the Principal then assigns the complaint/concern to the appropriate person (case carrier, assistant principal, related service provider, etc.) Brochures are displayed in the front office as well as in the student services office. Booklets are sent home to parents with assessment plans and IEP notifications and these are also provided to parents at the IEP meeting. Booklets are reviewed at the start of each IEP meeting.

Brochures Provided to Parents:

Given to ALL students:

- Uniform Complaint Procedures (UCP)
- “Are You Puzzled by Your Child’s Special Needs?” Special Education Services Information for Parents
- SECTION 504 and Students with Disabilities

Given to Students with IEPs:

- Division of Special Education School and Family Support Services (SFSS) Call Center
- Parent Resources for Engagement and Student Success
- Least Restrictive Environment
- The IEP and You: A Guide for Parents with Information About the Individualized Education Program (IEP) Meeting
- The ITP and You: An Informational Guide for students with Disabilities Age 14 and older and Their Families about the Individual Transition Plan (ITP)
- A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards)

Comparison Data
CAASPP (SBAC) – ELA

	Standard Met or Exceeded		
	2015-16	2016-17	2017-18
Accelerated	30%	30.08%	43.45%
Similar Schools Median	27%	25.46%	28.64%
LAUSD Resident Schools Median	22.5%	22.87%	23.46%

CAASPP (SBAC) – Mathematics

	Standard Met or Exceeded		
	2015-16	2016-17	2017-18
Accelerated	17%	22.46%	24.95%
Similar Schools Median	22%	21.03%	21.51%
LAUSD Resident Schools Median	15.5%	15.03%	18.79%

LAUSD Data Set

From 2015-2016, Accelerated consistently has had an upward trajectory of improvement. TAS has outperformed the similar and resident schools both in ELA and math for the 2015-2016 and 2016-2017 school years (with the exception of 15-16 similar schools for math). Accelerated outperforms LAUSD District in ELA by 1.13% but falls short in math by 6.7%. With TAS schoolwide focus on math and the upward trend of improved performance in the last 3 years TAS expects math performance to improve dramatically.





The Accelerated - Los Angeles County

Enrollment: 782 Socioeconomically Disadvantaged: 98.2% English Learners: 44.9% Foster Youth: 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 Charter School: Yes

- Equity Report
- Status and Change Report
- Detailed Report
- Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 0.9%	Declined -0.7%
English Learner Progress (1-12)		Medium 71.3%	Declined -3.9%
English Language Arts (3-8)		Low 40.5 points below level 3	Increased +3.7 points
Mathematics (3-8)		Low 70.1 points below level 3	Increased +3.4 points

Performance Levels:
 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

Our Fall 2017 Dashboard indicates our suspension rates as green, that year our suspension rates were at 0.40%, an improvement of 0.50% from 2016, which was 0.90% (both data points demonstrate a suspension rate below 1%) shows that while our Suspension Rate for TK-8 was low, there was still a decline in suspensions. Our English Learners Progress improved from a “low” status to “medium” status and EL growth points increased by 3.7 points. In the area of Math, while we are still at a “low” status our students made 3.4 points growth. Both our EL population and Math continue to be the focus of our school wide initiatives and improvement plan. (See the EL Master Plan and EL Improvement Plan for specifics.)

Success of Innovative Features (previous years- as related to the data and growth)

- ELD Instruction- Nancy Fetzer, GLAD Strategies, Integrated ELD component in Wonders/McGraw Hill curricular adoptions
- One-to- One Technology in grades 3-8- Computer Literacy, Online Curriculum, Online Intervention Resources
- CCSS Curriculum 2nd Year of Full Implementation
- Intervention Specialist, Saturday School, Tutoring
- Restorative Justice Components and Discipline
- Single Subject Classes in the Middle School- Grade 6 through 8
- Retention of Teachers and Consistency in Grade Level Team Instruction
- ES Grade Level & MS Dept. Data Analysis, creation of monthly Data Narratives with SMART Goals and Data- Driven Instruction

Improvement Plan

There have been a multitude of structural changes implemented to respond to the growing needs of the teachers and the student body, especially in grades six through eight. Through examining the results of the CAASPP data analysis, the focus in the coming years will emphasize strong common core curriculum a reinforcement of effective English Learner programs schoolwide, and support services for academic and behavioral intervention. In addition to the hiring of our Academic Advisor/Dean and Assistant Principal, TAS will bring on instructional coaches to support teachers in the implementation of the CCSS, with a more directed focus on mathematics. Teachers in grades K-5 will continue to receive training and feedback within the CCSS-aligned curriculums across the grade levels. Teachers in grade six through eight will receive additional professional development and coaching in alignment with Wallis Annenberg High School, to support the delivery of the newly adopted ELA, Math, and academic intervention curricula, i-Ready. The elementary school will receive additional annual trainings to support teaching phonics, English Language Acquisition (GLAD), CCSS, and NGSS content standards. Some of these structural changes have allowed for more rigorous and differentiated classrooms, which included redesigning the bell schedule to move to block scheduling. As in years past, the teachers in 2018- 2019 will need to collaborate through our Professional Learning Community as well as departmental meetings to set goals, track growth, and plan meaningful and rigorous lessons. Additionally, teachers in grades 3-8 will be provided with differentiated professional developments, to meet their unique instructional needs, as well as one-to-one technology and digital curricula to reinforce our commitment to technology. To support greater curricular fidelity and intervention at the K-2 level, TAS will increase access to technology in the 2018-2019 school year for the primary grade span. Second grade classrooms will move to 1-to-1 technology, while Transitional Kindergarten and Kindergarten will have the use of a laptop cart. The commitment to increased technology will help support teachers and administrators in delivering curricular, I-Ready, and CAASPP-style assessments in order to track growth of student success, as well as set goals and analyze formative data to inform classroom planning and instruction.

Administrative Supports across TK-8

The changes in the structure, curriculum, and administrative supports across the school were implemented to more readily support teachers and students towards their commitments to self and rigorous instruction, with the ultimate end goal of success on the state-wide CASSPP assessments.

To further support teachers in the delivery of this curriculum, TAS will hire an instructional coach to help teachers dive deeper and target areas of improvement as they implement the curriculum in their classrooms. Additionally, teachers K-8, have worked with a science consultant to refine their understanding of the NGSS standards to further support their implementation of CCSS in ELA and Math, as well as math coaches at the middle school.

Data- Driven Instruction and Professional Development

Accelerated is committed to improve and deepen content, technical, and pedagogical knowledge of teacher, coaches and administrators to better serves the needs of our diverse population of learners. Accelerated (TAS)

provides all CAASPP data and results to the governing board and various stakeholders, which is shared and discussed school-wide during Professional Development with teachers and with parents during parent meetings and the SSC-ELAC committee. The information includes CAASPP performance data of all grades who are meeting standards and not meeting standards, as well as comparisons to area district schools and area charter schools and change over time at the grade level and within specific performance groups. Following the dissemination, analysis, and discussion of the data with various stakeholders, TAS identifies specific areas of progress and need. Through the PLC model, the TAS teaching staff is committed to reflecting on student results as a part of the continuous cycle of instruction that will guide teachers.

The TAS community has a commitment to instruction that is closely tied the utilization of SBAC and curricular data, that lead to plans to improve instruction. This year, in addition to the continued analysis of SBAC scores, TAS teachers across the school site will utilize i-Ready, a multi-grade, adaptive technology platform that supports students in ELA and Math through the use of computer-based, self-directed learning. This program administers three diagnostic assessments a year and provides differentiated lessons for students and monitors their progress toward achieving growth goals. The K-8 community will systematically analyze SBAC and I-Ready data during professional development. It will use this data to develop grade-specific SMART goals, as well as individual goals with students.

Curricular Assessments are administered in ELA and Mathematics through grade-level specific curriculum, including McGraw-Hill's Wonders and My Math in the elementary school. All grades will meet for data articulation during collaborative planning time at least one time a month with an administrator. Upon completion of the first assessment, each grade level or department will strive for at least a 10% increase in student achievement on curricular benchmark exams. There will also be extracurricular support for K-5 students that attend the afterschool (KTAP) program. They will get additional practice based on sub-skill data with number sense, phonics, and reading fluency.

Implementation and 3rd Year of Adoption of CCSS-Aligned Curriculum with EL Integration

The second school initiative is the continued development of our common core curriculum, adopted in 2017-2018 as a direct response to CAASPP performance. The adopted curriculum continues to be highly rigorous and based on the Common Core State Standards. The curriculum assists with providing teachers with assessments where the results are used to drive instruction. As we move into year 2 adoption for the middle school curriculum, teachers will be further supported in the deeper integration of technology coupled with the CCSS, as students will continue to have access to 1-to-1 technology with Chrome Books.

Restructuring of the Middle School Schedules

There are a few major school initiatives that are a direct response to the concerns of performance of our CAASPP performance during the 2016-2017 school year, including the restructuring of the middle school bell schedule. To support student learning, the core middle school classes in 6 through 8 will all become single subject with differentiated rigor to appropriately meet the needs of the student body. In 2017-2018, the 7th and 8th grades organized into single subject core classes, while instruction within these grade spans were refined and differentiated to meet the diverse needs of the student body, including the development of honors and intervention classes and access to pre-algebra and algebra classes in mathematics. In years past, TAS maintained the 6th grade cohort structure to enlist socioemotional support as students transitioned from elementary school. However, in 2018-2019, the sixth grade moved to single subject classes to offer more rigorous subject courses while also increasing the monitoring of students by hiring an academic advisor who monitors student behaviors and grades. Furthermore, the 2017-2018 data from the CAASPP assessment and the initial i-Ready Diagnostic Assessment was used to create subject-based intervention classes across grade levels 4-8 to provide some of our EL and SPED students with targeted and remediated instruction. Overall, the school has realigned the schedule to provide students with more rigorous and differentiated instruction across the entire middle school.

Multi-Tiered System of Support (MTSS) - Direct Mathematics Support

CAASPP Mathematics scores in 2018 fell below the LCAP math goal. This creates the need for further support

with the mathematics program at TAS. With Math becoming the organizational focus in 2018-2019, students will demonstrate a shift in mathematical thinking that focuses less on procedural knowledge and more on conceptual understanding of math. The hiring of the 6-12 Math Coach will better support the needs of the teachers and students at TAS. As a result, the following items have been put into place; a full team of Math Teachers, Curriculum Maps and Pacing Guides, Benchmark Assessments, i-Ready Diagnostic, i-Ready Computer Based Lessons, Data Narratives, and Math PD Series. Now that we have a full team of Math teachers at the Middle School, including a Math Intervention teacher, MS teachers will now be receiving Curriculum Maps and Pacing Guides created from the new common core aligned curriculum to assist with pacing and planning to ensure that all classes are covering the required material during the school year. SBAC-like benchmark exams, aligned to the standards covered in each unit, have been created for Middle School students to ensure that ~~students~~ they are learning appropriate grade level standards throughout the year. These rigorous exams will be provided to teachers prior to the beginning of the school year for them to backwards plan each unit. They will be administered 5 times a year to match the five units of the curriculum at each grade level 6 through 8. Based on the results of each exam, the standards that students struggled with the most, will be spiraled into the following exam. Teachers will also be analyzing their data through a “Data Narrative” in which teachers dive into their data at various levels and then create an action plan to meet the needs of the students in their classes. Another pressing need was how to support our students that are currently performing below grade level. The integration of i-Ready K-8 will be used to measure growth over time. All students will take the computer-adaptive diagnostic assessment three times a year. Based on those results teachers will receive a data report and an individualized math plan is customized specifically to what each child knows and is ready to learn based on their Zone of Proximal Development, not their grade level. Then, interactive computer-based lessons will populate based on those results to fill in the specific gaps of learning for each child. Students will work on their computer-based lessons 30 minutes two times a week, alongside their regular curriculum.

Professional Development will be provided through instructional coaches and assistant principals for all teachers on minimum day Mondays on how to analyze the i-Ready results to meet the needs of all children in all classes. The Middle School Math Department will have three “Data Days” throughout the school year to analyze the i-Ready results and create an action plan to create small groups and differentiate their lessons based on the needs of the students in their classes. Data analysis will also occur after each Diagnostic exam. Because i-Ready can predict SBAC scores within 1%, targeted test preparation will be an ongoing topic throughout the school year. A series of Math Professional Developments have been rolled out organization wide this year in order to increase the level of Mathematical Discourse in the classrooms. Principals, Assistant Principals, and teachers are not only diving deeper into the 8 Standards for Mathematical Practice, but are also learning and implementing several strategies, including “Which One Doesn’t Belong” and “Number Talks”. Professional Development will also include backwards unit planning, lesson planning, how to create daily Proving Behaviors and modify instruction based on those results, and how to increase rigor in the classroom the addition of a Math coach to help support grades 6-8, will deliver professional development and assist teachers in continued implementation of the CCSS.

Increased Parent Involvement in Decision-Making at the School Site

TAS organizes parent committees and meetings to become more inclusive and organized. SSC and ELAC will create timelines for completion items and review school plans, data and LCAPs to ensure that an ongoing process is followed throughout the year. Two additional parent surveys will be provided to get more feedback from parents so that all parents can participate (if not present) by having input on how the school runs and operates. Parents need to be present and participate in the interview process to include more perspectives on how teachers are hired and maintained as high turnover is a primary concern at the school site.

Socioemotional Learning and Adoption of Restorative Justice Practices

In addition to this, extracurricular and behavior management programs have been reorganized to provide more support to the varied needs of our middle school student body, including the hiring of a Dean of Students, the adoption of the Restorative Justice program school-wide, and the systemic integration of intervention programs before, during, and after school with i-Ready. In 2018-2019 this will be further extended as administrative duties will be segregated to provide specific supports to academic intervention with a new Academic Advisor/Dean, as

well as a new Assistant Principal. However, improving the learning environment, discipline policies, and school culture is just one piece of overall school site improvement; classroom instruction will also become more rigorous and effective. In order to build a more positive school culture and address discipline issues that affect academic instruction schoolwide, Accelerated has adopted the LAUSD model of Restorative Justice, which is in its second year of implementation at the school site. In building on the management practices of the Dean from the last school year, the Restorative Justice practices have shifted the responsibility of learning and respect to the students and are helping to hold students more accountable to their actions in the classroom. In our first year of implementation, Community Circles became a mainstay in many of the middle school classrooms. In our second year of Restorative Justice implementation, TAS will support teachers developing restorative practices, with the support of our Dean, who will perform purposeful classroom walkthroughs, provide teachers with formalized feedback, and work with teachers to set goals based on restorative practices. As in years past, the Dean will also continue to support teachers directly, providing feedback on community circles and working with teachers to integrate restorative practices in their classrooms alongside structured disciplinary support. This will help build more community within the school site, provide a more positive and respectful platform for students to deal with conflict, and ultimately help reduce the number of referrals, suspensions, and the time that students are spending outside of the class. The goal of the behavior and management programs in the middle school is to help build community and reduce incidents so that the students increase their time learning in the classroom.

Supports for English Learners

A multitude of structures will be put in place to address the instructional needs to our EL students; during dedicated ELD instruction. For Grades TK-5th grade the ELD curriculum is fully integrated into the adopted McGraw Hill, ELA program, Wonders and will be implemented with fidelity. In the middle school, Study Sync will be purchased and stand-alone ELD classes will be provided to all students grades 6-8. When assessments are given, EL students will be tracked and monitored to ensure that they are receiving the necessary interventions to maximize their ability to test Early Advanced or Advanced on the ELPAC and are demonstrating the requisite performance levels in the areas of listening, speaking, reading and writing as indicated on the performance rubric. EL students K-8th grade will be closely monitored and tracked for their achievement in alignment with the new ELD standards in the specific English Language Development Level Continuum: Part 1: A. Collaborative; B. Interpretive; C. Productive & Part 2- A. Structuring Cohesive Texts B. Expanding & Enriching Ideas; C. Connecting & Condensing Ideas. In addition, these areas will be monitored across all core content areas. TK-8th grade teachers will be trained in and will integrate Guided Language Acquisition by Design (GLAD) strategies across all content areas. Support and training will be provided to assist teachers in the use of specific strategies and curriculum aligned resources that support ELs and SWD to access the curriculum and demonstrate the understanding of the 8 mathematical practices and Common Core Standards in which periodic assessments indicate they may be struggling. EL SWD will attend an intensive 4 -week Summer session that focuses on and addresses the language areas in which our students who are LTELs are struggling the most to pass on the annual CELDT test.

Supports for Students with Disabilities

2018-2019 Improvements:

- Reorganization of the Organizational Chart for more teacher supports
 - Hired an Instructional Coach- for the Elementary School and another for MS Math and ELD
 - Hired a Math TOSA to provide direct support to upper elementary and middle school
 - Hired more SPED IAs for increased support of SWD
 - Title 1 Fund for early literacy intervention through United to Read
 - IA hired through Direct Ed, which raises expectations and provides more rigorous oversight and evaluations for Instructional Aides
- I-Ready Platform Adoption
- Increased PE time for Elementary School and hiring of a new PE teacher
- More collaborative planning time, data meetings, and departmental and grade level goal setting
- Smaller Class sizes in the middle school

- Increased control of the PLCs in the decision-making processes
- Shift from AR to a School-wide reading program centered on creating lifelong readers (research)
- Increased Classroom Budget for teacher resources, including STEM and online digital platforms
- One-to-one technology in the second grade and iPad K-1
- Year 2 of Restorative Justice Implementation, including a more responsive discipline matrix to streamline services and MTSS to increase classroom time for students who struggle with their behavior
- Hiring of an academic advisor for the Middle School

Student Population to be Served

3. There is a direct need for advancement opportunities and rigorous academic culture within Historic South Central. Accelerated is a Transitional Kindergarten through eighth grade school located in the heart of Historic South Central. It is located in one of the densest areas in Los Angeles with a population of 169,156 within 8.6 square miles, averaging 19,759 persons per a square mile (2018 censusreporter.org). This location south of Downtown Los Angeles has created a unique climate of economic and social distress in the school and the surrounding community. The neighborhood includes many single parent families, due to incarceration or death, frequent gang and drug activity, abandoned businesses, and large homeless encampments. The 2010 census data for people living in the zip code 90037 states that there are 10% African American, 89.4% Hispanic and .3% mixed race inhabitants. 76% of the community speaks a language other than English at home, and about 25% of the population is of schooling age, even though 74.2% of the total population has less than a high school education. The majority of families that surround the school are considered working poor, with about 42% of the community population earning less than \$20,000 annually. The economy relies heavily on low wage industry and service jobs and the unemployment rate is 9.1%. Nearly half of the residents receive some form of public assistance, such as CalWORKs (27%) and General Relief (8%). Academically, many of the neighboring schools in the community, such as Clinton Middle School have been low performing, with Clinton in the bottom 5% of California schools as measured by the API and SBAC scores from the last 5 years. By contrast, the mission and vision of TAS promotes rigorous academic engagement and college- and career-going culture that other neighborhood schools may struggle to provide.

Accelerated provides community support through its bilingual parent programs, nutrition and health services, and college and vocational opportunities.

Accelerated has become a necessary staple within the community, not only because of high academic expectations and opportunities for students, but also because of the relationships and supports built into the campus since the school's beginning over twenty years ago. TAS maintains an expectation of high levels of student achievement and consistently implements curriculum that meaningfully engages parents and students in students' holistic learning and success after school. TAS has been integral to addressing the challenges in the community by preparing its graduates to transcend the obstacles within their environment and by providing enrichment activities through our afterschool program to support the attainment of the academic, interpersonal, health, and vocational skills necessary for success in high school, college, and beyond. By working within a model of community-based schooling, TAS has and will continue to provide the neighborhood with resources that extend academic, extracurricular, health, and socioemotional opportunities to not only students, but also their families. These practices include health services, parental classes, language and translation supports, free meals, extracurricular clubs and sports, college-going opportunities, and restorative justice practices to support holistic, well-rounded growth and transform the cycles of poverty in south Los Angeles by engaging and supporting whole families and whole students.

TAS provides a nurturing environment of belonging since many parents, current teachers, and support staff are part of the community or once attended the school themselves. Families, teachers, and staff feel invested in the school and have created a sense of belonging through their relationships at the school site in a neighborhood that lacks resources. In addition to this, multiple siblings have had time to matriculate through the school, providing layers of support and investment from families on our campus. Accelerated has become an integral part of the community landscape in South Central and necessary home for families. In addition to this, teachers are

trained in and expected to utilize restorative justice practices to build community within their classroom and build responsive structures of emotional supports. Our teachers integrate these elements in a culturally relevant manner, sensitive to the complex trauma experienced by many members in the community, in order to develop the sense of belonging within every student and parent across the school site.

4. 5 Year Enrollment Roll-Out Plan

Grade	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K (incl. TK)	71	71	71	71	71
1	72	72	72	72	72
2	72	72	72	72	72
3	72	72	72	72	72
4	70	70	70	70	70
5	70	70	70	70	70
6	70	70	70	70	70
7	114	120	120	120	120
8	126	120	120	120	120
Total	737	737	737	737	737

Goals and Philosophy

5. Vision and Mission

Accelerated will be a national model for public/private partnerships that comprehensively serves the needs of its students in preparation for them to take their rightful place as confident and courageous citizens eager to achieve and contribute to a global society. TAS will promote students who are prepared to succeed in rigorous college preparatory middle and high schools so that upon high school graduation each student will be prepared to succeed in the university of his/her choice; will enter the workplace as an informed and productive employee, entrepreneur, and community leader; and will act as a responsible citizen.

Guiding Principles and Values

Accelerated’s Model, developed by the National Center of the Accelerated Schools Project at Stanford University under the direction of Dr. Henry Levin, describes certain principles and values that guide effective accelerated schools. The guiding principles and values, described below, are applied at TAS to create and sustain a highly supportive educational environment that provides students, parents and community with high expectations of personal achievement and active learning experiences.

Three Central Principles

1. Unity of Purpose refers to a striving among parents, teachers, support staff, students, administrators, the district, and the local community toward a common set of goals for the school that become the focal point of everyone's efforts.
2. Empowerment Coupled with Responsibility refers to the ability of all participants in a school community to (1) make important educational decisions, (2) share responsibility for implementing those decisions, and (3) share responsibility for the outcomes of those decisions.
3. Building on Strengths refers to sharing and utilizing all the human resources that students, parents, school staff, districts, and local communities bring to the educational experience.

Values of Accelerated Schools

1. Equity: All students can learn and have an equal right to a high-quality education.
2. Participation: Everyone participates in the decision-making process and the creation of powerful learning experiences.
3. Communication and collaboration: All members of the school community work together and share ideas. The entire school community collaboratively works toward a shared purpose by learning from each

other's experiences.

4. Community Spirit: School staff, parents, students, district office representatives, and the local community are all part of the school community. When they succeed, they do so together, because they've built strong connections with each other--all in the service of the children.
5. Reflection: The entire school community continuously scrutinizes the world of the school and addresses challenges to school improvement.
6. Trust: The entire school community establishes a foundation of trust based on the faith, support, and development of everyone's strengths.
7. Risk Taking: All parties are encouraged to be entrepreneurial in their efforts.
8. School as center of expertise: The members of the school community recognize that they possess the vision and the talent they need to make their dreams a reality. The school is a professional community with the expertise to create the best programs for its children, staff, and parents.

Our Vision is extended further in our teacher mission statement that says: "We are a group of committed teachers dedicated to changing the lives of students by first changing our lives. We are positive, seeking to problem solve and improve our identity as we seek to refine who and what we do. We are educators, who deliver daily rigorous instruction and our students demonstrate consistent results. This effort, we believe, will ultimately change the lives of the community, students and ourselves. Our collective work fulfills the vision and mission of the school, to transform our lives."

6. Our foundation for understanding what a 21st century education looks like begins with the "Preparing 21st Century Students for a Global Society" from the National Education Association centered on the 5 Cs.

An educated citizen participates constructively in society. S/he demonstrates knowledge and appreciation for the arts, diverse cultures, literature, history, social sciences, mathematics, science, technology and career ethics. Skills in reading, writing, speaking, and listening have been acquired. Quantitative reasoning, logic, problem solving, research, and independent study have been integral parts of this person's educational background. An educated person understands and values the connection between strong academics in the foundational years of their academic career and the importance it will play in the transition into college and success in higher education and career thereafter. S/he values friendship, responsibility, cultural diversity, and respect for self and others. This person has a broad knowledge base and has acquired skills that prepare him or her to enter the economic mainstream. S/he works cooperatively to achieve constructive answers to tough questions for the benefit of society. S/he has acquired an acute awareness of global diversity and his responsibility to the global community and how technology plays a vital role in access on all these levels. S/he sees himself/herself as an integral member of this diverse community is prepared to take his/her rightful place within it.

Accelerated understands the importance of technology, in developing critical media literacy, accessing a broad range of information, and developing skills with digital tools that translates to becoming an active and contributive member of society. Because of this, Accelerated is one-to-one in technology for grades three through eight as of the 2017-2018 school year. The goal moving forward is for all grades TK-8 to have access to the digital resources they need to be successful as they move through each grade level.

7. How learning best occurs:

PLC Model of Teacher Collaboration and School Site Decision Making, GLAD Strategies and Targeted EL instruction, SDAIE, Early Intervention and MTSS, Restorative Justice Practices and Health and Wellness Plan, Interdisciplinary Approach:

PLC Model of Teacher Collaboration and School Site Decision Making

Communities of Practice, or, Professional Learning Communities (PLCs) are built on the foundation that curriculum, and student learning, is not just what happens in the classroom. Rather, it is the fact that every relationship and interaction within the community (school) represents how students are learning. This means that building relationships and creating spaces that validate and affirm student voice require a community of learners

that includes classified and support staff, parents, and other stakeholders. Professional Learning Communities build on the strengths and needs of a community toward a shared endeavor in pursuit of a shared goal by engaging in a shared practice, where knowledge and expertise shifts over time. At the heart of the PLC is student learning. As Dufour (2013) emphasizes, in all of our practice, and for every member of the community we must always ask ourselves: What is it we expect members to learn? How will we know they have learned it? How will we respond when they don't learn? How will we extend, enrich, and deepen learning? Accelerated uses PLCs as a method by which we assess our needs, collect data, reflect on data, and make decisions – all with learning in mind. PLCs are decision making bodies at Accelerated, with teacher leaders and committees meeting weekly after school to evaluate our best practices and school culture. To further support the PLC, teachers are provided weekly planning time and professional development to analyze data, develop and evaluate curriculum, reflect on instruction, and track student progress.

Interdisciplinary Approach and Student-Centered Learning

At Accelerated, we recognize we have a diverse group of learners and believe that an interdisciplinary approach meets the needs of our English Learners (ELs), Students with Disabilities (SWD), Gifted and Talented (GATE) students, and our SES students. Accelerated believes that student-centered learning is supported through the use of flexible grouping, small group instruction, and teaching that is culturally responsive and student led. Students learn best where relationships across subject matter content areas are made explicit and teachers use performance-based tasks to assess student learning. At Accelerated, our belief is that as we prepare students to be global citizens and tackle the challenges of the 21st century, opportunities for real-world problem solving and authentic learning are essential. Writing across subject areas is central to our instructional program and teachers integrate technology as part of their daily instruction in English-Language Arts, Science, Mathematics and Social Studies.

Targeted EL Instruction and meaningful learning experiences through the use of Specially Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition by Design (GLAD)

Accelerated recognizes that our English learner population represent a significant number of students in our classrooms and, as such, we believe that structuring learning experiences with the needs of these students in mind is critical to their success and the success of our school community. To support the learning experiences of our English Learners, Accelerated utilizes several research-based strategies and programs that ensure learning is comprehensible and meaningful including Specially Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition by Design (GLAD).

Specially Designed Academic Instruction in English (SDAIE) is a methodology centered around four elements—content, connections, comprehensibility, and interaction—and designed to make instruction comprehensible and grade-level academic content accessible for English learners. Teachers of English Learners, which represent all teachers at our school site, utilize SDAIE to provide access to core content areas differentiated by English Learner level (Emerging/Expanding/Bridging) on top of additional research-based strategies to support comprehensibility across content areas. We believe that honoring a students' native language in the learning process is essential, and as such, provide primary language support as appropriate. The primary purpose of SDAIE instruction is teaching skills and knowledge in the content areas, more specifically content identified in standards for English-language arts, math, science, social studies, physical education, and the arts. With academic discourse at the heart of common core instruction, SDAIE instruction also supports the development of academic language.

Guided Language Acquisition by Design (GLAD) is another set of strategies and skills that teachers at Accelerated use to support learning for English learners. GLAD supports providing the best learning opportunities for our students by offering another form of Sheltered English Instruction. GLAD provides repeated exposure to content and vocabulary as well as guided practice with said vocabulary, allowing for comprehensibility and participation in learning. GLAD provides opportunities that appeals to all learning modalities and allows multiple entry points to access content, creating a space for learners that is inclusive of all.

Supporting Teachers to Deliver Quality Instruction

Beyond instructional strategies that support our best learning, Accelerated believes that supporting teachers to be their best enables students to learn their best and as such, we have several instructional coaches to support English Language Arts, Math, and English Language Development (ELD). Accelerated also believes in the power of instructional rounds and peer observations, honing on the skills within our own teaching staff to build capacity and deliver quality instruction. Accelerated has an ELD instructional coach, who has been trained as a Trainer of Trainers to provide professional development training and support to teachers in the planning, delivery and evaluation of the 60+ research-based strategies that promote language development, cognition, comprehension and writing for our EL and SEL students. Professional development opportunities are provided based on teacher self-reflection surveys regarding their understanding and expertise in using the New ELD standards, monitoring and documenting student progress against the standards, their ability to provide differentiated instruction, questioning & strategies focus when planning for and delivering instruction across all content areas. Our middle school math coach and our K-8 instructional coach support teachers in the delivery of professional development in math best practices and supporting teachers in the classroom through delivering demo lessons and coaching sessions. Coaches serve to support teachers in non-evaluative manner, providing a space where teachers can self-reflect and improve their practice for the sake of supporting our students.

Early Intervention and MTSS

Accelerated recognizes that our students face unique challenges and as such, we provide a Multi-Tiered Systems of Support (MTSS) and early intervention to support our struggling learners and ensure that they are also able to experience the benefits of our instructional program to its full capacity. Our Student Support and Progress Team (SSPT) process ensures that struggling students are identified early and that individualized interventions are put in place to support our students. Additionally, Accelerated provides socio-emotional support to our students, with counselors available on-site.

Restorative Practices

The unique needs of our community require Accelerated to address the trauma many of our students face and recognize that doing so is essential for our students learning. Our approach to discipline ensures that students are reflective and make connections to their life experiences and experiences in the instructional setting. We take a progressive approach to consequences and ensure that they are restorative in nature, allowing students to connect their actions and choices to their learning. Our restorative practices have shifted the responsibility of learning and respect to the students and are helping to hold students more accountable to their actions in the classroom.

Guided by the understanding of the student population we serve and building upon the success of Accelerated staff utilizes educational approaches that:

Instructional and Curricular Approaches

- Create an environment of connectedness where all students feel they belong;
- Create an environment that is student-centered and focused on meeting the needs of the students;
- Establish learning groups where teachers work with a group of students to allow for individualized instruction;
- Use an interdisciplinary approach to teaching and learning where the relationships across subject matter content areas are made explicit;
- Allow time for teachers to collaborate on curriculum, instruction, and assessment, as well as the progress of their students;
- Provide regular and frequent opportunities for advisement and counseling that further connect the student with a caring adult;
- Provide opportunities for exposure to and exploration of courses and areas of interest beyond the academic core;
- Create flexible heterogeneous instructional grouping that ensures equal access to rigorous and interesting curriculum;
- Articulate a core of knowledge that is to be mastered by every student;
- Use instructional strategies that focus on active learning, hands-on approaches, and culturally responsive

teaching;

- Provide activities that take place beyond the school day that continue to engage the student's mind in ways that promote pro-social behavior and a healthy lifestyle;
- Integrate technology into the curriculum in meaningful ways.

Curricular Approaches

- Integrate Cognitive Guided Instruction in alignment with the teaching of Common Core Standards that promote processes, systems and strategies that deal with whole brain learning and meets students where they are at with their learning;
- Support a Blended Learning Approach where students that combines online educational curricular materials and opportunities for interaction online with traditional text-based classroom methods.
- Use an interdisciplinary approach to teaching and learning where the relationships across subject matter content areas are made explicit;
- Incorporate Problem Based Learning, where students are active participants and guide their learning where teachers serve as facilitators.
- Support Experiential Learning where students develop knowledge, skills, and values from direct experiences outside a traditional academic setting; learning is constructed through experiences
- Inquiry Based Learning is a student-centered approach where the teacher guides the students to pose questions using an inquiry process, make conjectures & hypotheses, design methods of investigation, interpret data provided by the students.

LCAP Data and Goals

LCFF STATE PRIORITIES	
GOAL #1	
<p><i>Each teacher will be highly qualified, have appropriate teaching credentials provided by State Commission on Teacher Credentialing for his/her teaching assignment, promote a college going culture – college and career readiness and provide rigorous and relevant instruction that prepares students for success at the next grade level with academic interventions in place to eliminate obstacles of student achievement.</i></p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/>: <input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<p><i>1.1 Provide instructional staff with professional development to support classroom instruction including the implementation of the CCSS, the Next Generation Science Standards (NGSS), technology, and data analysis</i></p> <p><i>1.2 Continue to ensure that all teachers are highly qualified, appropriately credentialed and properly placed</i></p> <p><i>1.3 Provide planning time for teachers to review and revise lessons and to ensure the alignment with the CCSS for both ELA and Math</i></p> <p><i>1.5 Extend the school day by providing targeted ELA and Math intervention before school and after school through small group tutoring services using research-based practices</i></p> <p><i>1.6 Provide teachers with high quality intervention materials needed to support students struggling in ELA and math and the elementary at middle school levels</i></p> <p><i>1.7 Provide ELD instruction to students at each level of EL proficiency: • 30 - 45 minutes at the elementary level • 50 minutes at the middle school level</i></p> <p><i>1.8 Promote retention of content learned through summer ELA and Math programs for students entering grades K-8</i></p> <p><i>1.9 Implement Gear Up program to support and promote a college-going culture in middle school</i></p> <p><i>1.10 Provide additional instruction on Saturdays to support students struggling in ELA and Math</i></p> <p><i>1.11 Provide training in GATE, i-Ready for Math and Reading or similar program and Implement Khan Academy</i></p>	

Math and Science software programs or similar program, Learning Upgrade or similar program, phonemic awareness programs and writing programs.

1.12 Implement Learning Community Committee's – Leadership, Projects & Events, and ELD Committee's - to support the mission and vision of the school

1.13 Implement after school GATE program at the ES level and implement GATE program during the school day at the MS level

1.14 Provide enrichment opportunities for students during the school day as well as during afterschool programs – sports and an elective class

1.15 Provide supplemental materials and resources to support students in an AVID-Like setting

1.16 Targeted special education supports ensuring the success of students with disabilities and enhanced outside resources to provide for their individual needs. Maintain supplemental support specialists

1.17 Director of Curriculum and Instruction will support the alignment of CCSS standards and the goals of the school

1.18 Implement the CCSS and offer a rigorous course of study with aligned instructional materials and supplies

1.19 Provide an after-school program to serve all students including low income, at-risk and unduplicated students

1.20 Identify, recruit, place and orient staff to carry out the work of the school and provide them with the financial administration to assist in carrying out their goals of educating our students

1.21 Administrators will develop and enforce attendance standards and rules. Administrators will target and meet with 100% of truant students' parents/guardians monthly to advise them of their students' needs and responsibilities and consult with appropriate outside officials when required

1.22 Provide funding for library clerk to help fulfill the primary expectations of serving all students including the students of low income and unduplicated count

1.23 Ensure and monitor that physical education is occurring at the school site

1.24 Provide high quality substitutes to support classroom instruction when teachers are out

1.25 Frequently monitor, assess, and review progress of EL students with IEPs toward gaining English Language proficiency and modify instructional practices and strategies as necessary to ensure compliance with IEP goals and objectives

1.26 Frequently monitor, assess and review students' grades and progress toward concept mastery for all students and subgroups including ELs, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students

1.27 Provide curricular accommodations and modifications as necessary and in compliance with student IEPs for all students with disabilities

1.28 Implement an effective Transitional Kindergarten program to develop social and academic skills needed to be successful in kindergarten

Goal #1 EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22	2022-23	2023-24
Basic Services - Highly Qualified/Credentialed teachers	100% of staff fully credentialed in content area	100% of staff fully credentialed in content area	100% of staff fully credentialed in content area	100% of staff fully credentialed in content area	100% of staff fully credentialed in content area	100% of staff fully credentialed in content area
	% Standard Met or Exceeded	% Standard Met or Exceeded	% Standard Met or Exceeded	% Standard Met or Exceeded	% Standard Met or Exceeded	% Standard Met or Exceeded

Implementation of State Standards/Pupil Achievement: Latino/Socioeconomically Disadvantaged Progress in ELA / Math on SBAC	30% /17%	35% / 25%	40% /30%	45% / 35%	50% / 40%	55% /45%
Implementation of State Standards/Pupil Achievement: English Learner Progress in ELA on SBAC	12%	20%	25%	30%	35%	40%
Implementation of State Standards/Pupil Achievement: English Learner in Math on SBAC	19%	25%	30%	35%	40%	45%
Implementation of State Standards/Pupil Achievement: SWD in ELA/Math on SBAC	6% / 2%	10% / 10%	20% / 20%	25% / 25%	30% / 30%	35% / 35%
Pupil Engagement – school attendance rates	At or above 98%	At or above 98%	At or above 98%	At or above 98%	At or above 98%	At or above 98%
Course Access	100% of students will be provided with the adopted course of study for grades TK-8. Effectiveness surveys will be used to measure appropriateness and student growth. Each course of study shall be inclusive and shall offer	100% of students will be provided with the adopted course of study for grades TK-8. Effectiveness surveys will be used to measure appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of	100% of students will be provided with the adopted course of study for grades TK-8. Effectiveness surveys will be used to measure appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of	100% of students will be provided with the adopted course of study for grades TK-8. Effectiveness surveys will be used to measure appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of	100% of students will be provided with the adopted course of study for grades TK-8. Effectiveness surveys will be used to measure appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of	100% of students will be provided with the adopted course of study for grades TK-8. Effectiveness surveys will be used to measure appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of

	courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)	study based on EC 51210 & EC 51220 (a)-(i)	study based on EC 51210 & EC 51220 (a)-(i)	study based on EC 51210 & EC 51220 (a)-(i)	study based on EC 51210 & EC 51220 (a)-(i)	study based on EC 51210 & EC 51220 (a)-(i)
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LCFF STATE PRIORITIES

GOAL #2

<i>TAS students will learn in a clean, safe and well-equipped school and will be provided with relevant, innovative and ample instructional resources</i>	Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :	

Specific Annual Actions to Achieve Goal

- 2.1 Custodial and grounds services will ensure school is clean. They will create a well-kept environment that supports that maximization of student learning. Maintenance and repairs of school facilities are done in a timely manner to help ensure a quality learning environment for our students.
- 2.2 Provide professional development in Project GLAD to all teachers to improve instructional practices in the classroom for all students. In particular, English learners, SWD and struggling students.
- 2.3 Implement ELD Learning Community to maintain proper alignment of curriculum, ensure instructional practices that result in reclassification and ongoing literacy/language support for English learners.
- 2.4 Purchase materials and resources to support ELD programs at the school site and EL students who have been reclassified – software, textbooks, visual aids, etc.
- 2.5 Technology department maintains oversight of software programs, providing technology support for those programs, to deliver PD for all software programs and to oversee the expansion of technology at the school site to meet testing requirements – expanding infrastructure and programs; acquiring hardware, software and equipment. Provide support to enhance and utilize technology available and provide PD to teachers on using the tools available to enhance instruction
- 2.6 School supports will include utilities, rentals, insurance, trash, telephone, fleet maintenance and other related expenditures supporting the operation of the school
- 2.7 Food services will provide nutritious meals to students giving them the critical nutrients to enhance their learning and reinforcing good nutrition practices through services and nutritional information regarding child nutrition
- 2.8 Implement systems and opportunities to support nutritional, mental, and physical health of students – use PFT as one of the evaluation metrics
- 2.9 Train and maintain safety and supervision staff and implement an emergency preparedness program

Goal #2 EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22	2022-23	2023-24
Basic Services – Facilities	100% of school facilities are maintained in good repair	100% of school facilities are maintained in good repair	100% of school facilities are maintained in good repair	100% of school facilities are maintained in good repair	100% of school facilities are maintained in good repair	100% of school facilities are maintained in good repair
	% Standard Met or Exceeded	% Standard Met or Exceeded	% Standard Met or Exceeded	% Standard Met or Exceeded	% Standard Met or Exceeded	% Standard Met or Exceeded
Implementation of State Standards: Latino/	30% /17%	35% / 25%	40% /30%	45% / 35%	50% / 40%	55% /45%

Socioeconomically Disadvantaged Progress to Meet/Exceed Standard in ELA & Math on SBAC						
Implementation of State Standards: English Learner Progress to Meet/Exceed Standard in ELA on SBAC	12%	20%	25%	30%	35%	40%
Implementation of State Standards: English Learner Progress to Meet/Exceed Standard in Math on SBAC	19%	25%	30%	35%	40%	45%
Implementation of State Standards: SWD Progress in ELA/Math on SBAC	6% / 2%	10% / 10%	20% / 20%	25% / 25%	30% / 30%	35% / 35%

LCFF STATE PRIORITIES	
GOAL #3	
<p><i>TAS students will learn in a positive, welcoming, safe and supportive environment; parents, students, and community voices will be valued in enhancing student’s success and stakeholders will demonstrate a commitment to uplift the community.</i></p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8</p> <p><input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<p>3.1(3) <i>Implement Learning Community committees to support discipline and positive behavior support plan</i></p> <p>3.2(3) <i>Implement a Multi-Tiered System of student supports – positive behavioral intervention and supports</i></p> <p>3.3(3) <i>Administrative staff will focus on the implementation of positive behavior supports in a Multi-Tiered system working through SST process to identify interventions and corrective measures</i></p> <p>3.4(3) <i>Through field trips and classroom guest speakers’ students participate in learning experiences about community service; conduct research and needs analysis, complete outreach and at minimum one group project; complete at least one group project and one individual project.</i></p> <p>3.5(3) <i>Teachers and staff will use positive behavior incentives to encourage and reward appropriate and positive behavior and to foster a safe, welcoming and supportive school environment</i></p> <p>3.6(3) <i>Provide elective program to support middle school students to reduce at risk students dropping out</i></p> <p>3.7(3) <i>Provide parents/guardians with oral and written translation and communication to increase access and involvement of parents/guardians of English language learners and low-income students; Main office will act as a liaison with the community</i></p> <p>3.8(3) <i>Maintain anti-bullying efforts at the school site and fully follow/implement the site discipline matrix/policy</i></p> <p>3.9(3) <i>Create community service program for 6th grade students</i></p> <p>3.10(3) <i>Implement sports program for students</i></p> <p>3.11(3) <i>The school will create a program to honor and recognize student for various achievements</i></p> <p>3.12(1) <i>TAS will provide an intervention center which will support the leadership committee</i></p>	



Goal # 3 EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22	2022-23	2023-24
Parental Involvement	Develop surveys to gain parent input that will support school staff decision making efforts at the school site. At least 50% of parents will take the survey.	Administer and analyze semi-annual effectiveness surveys to gain parent input and to assist the school in identifying additional ways to promote parental involvement in various programs at the school site. At least 55% of parents will take the survey.	Administer, analyze and revise semi-annual effectiveness surveys to gain parent input and to assist the school in identifying additional ways to promote parental involvement in various programs at the school site. At least 60% of parents will take the survey.	Administer, analyze and revise semi-annual effectiveness surveys to gain parent input and to assist the school in identifying additional ways to promote parental involvement in various programs at the school site. At least 65% of parents will take the survey.	Administer, analyze and revise semi-annual effectiveness surveys to gain parent input and to assist the school in identifying additional ways to promote parental involvement in various programs at the school site. At least 70% of parents will take the survey.	Administer, analyze and revise semi-annual effectiveness surveys to gain parent input and to assist the school in identifying additional ways to promote parental involvement in various programs at the school site. At least 75% of parents will take the survey.
School Climate - Suspension/Expulsion Rates	1.3% / 0%	Less than 1% / 0%	Less than 1% / 0%	Less than 1% / 0%	Less than 1% / 0%	Less than 1% / 0%
Pupil Outcomes	100% of students shall be provided the adopted course of study for grades TK-8 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC	100% of students shall be provided the adopted course of study for grades TK-8 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)	100% of students shall be provided the adopted course of study for grades TK-8 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)	100% of students shall be provided the adopted course of study for grades TK-8 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)	100% of students shall be provided the adopted course of study for grades TK-8 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)	100% of students shall be provided the adopted course of study for grades TK-8 is inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)

Instructional Design

10. Accelerated's TK through 8 Program is based around utilizing a data driven approach to collectively decide the areas of focus for the school site, with complete fidelity to the Common Core State Standard in English Language Arts and Mathematics. Because our school serves a TK-8 model, the instructional approach from TK- 5 and 6-8 are distinct and are designed to complement and build upon strategies in elementary school to help the students succeed in the middle school.

There is specific initiative based on best practices that TAS teachers incorporate to promote rigorous instruction while supporting English Learners (EL) and students with disabilities (SWD) to have equal access to the curriculum, to promote academic discourse and to support students to think critically about their learning. Teachers use sentence frames, sentence stems, discussion starters, promote and reinforce the use of academic vocabulary, teach students to annotate literary and informational text starting at the primary grades and build and expanded upon this practice through middle school. Project GLAD strategies and constructs are integrated into lesson planning and instruction to provide scaffolding, visual and auditory reinforcement of academic concepts, as well as vocabulary and structured language (reference charts). Note taking begins at the elementary level and segues into the formal use of Cornell notes in the upper elementary and middle school. CLOSE reading practices are introduced in the primary grades and continue to be used in MS classrooms across all content areas. Students are encouraged to provide cite based evidence to support their thinking and reasoning when responding orally and in written form. Teachers have been trained in the use of strategies such as Number Talks and Which One Doesn't Belong (WODB) to promote the conceptual understanding of mathematical concepts, creative and innovative thinking, collaborative and effective communication, critical and flexible thinking paired with students' use of mathematical practices. The instructional coaches are available to support teachers with lesson design, instructional delivery, peer observations, assessment creation and the data reflection process.

Professional Learning Communities, such Projects and Events, Safe and Civil, ELD & Leadership have been ongoing since 2015-2016 and will continue to meet throughout the 2017-2018 school year and into 2019-2020. The Leadership Committee is paid out of Title 1 and includes a classified staff, agendas and minutes are required for program monitoring purposes.

Part of Accelerated's mission is centered around the belief that every child should be treated as gifted. For students to succeed, they need to be provided with meaningful learning opportunities and various instructional initiatives and strategies to support learning. As part of our instructional design and program, Accelerated implements the following:

Academic Language

Accelerated teachers provide multiple opportunities for student engagement through the supporting the use of academic language across all disciplines. Teachers provide explicit instruction in the use of content vocabulary and work to support the oral, written, auditory, and visual language students need to learn effectively and prepare for the 21st century. A routine part of instruction that is present across Accelerated classrooms is the use of sentence frames.

Instructional Grouping to Support Collaborative Practice and Student Led Learning

Flexible and cooperative grouping, Accelerated believes, leads to opportunities for authentic learning to occur. Work done in purposeful groups is challenging and meaningful and puts students at the center of their

learning while simultaneously providing them with the skill-sets necessary to support their transition to high-school and college, where cooperative learning is a mainstay. Further, within instructional groups, teachers serve as facilitators to student learning and learning goals are articulated by students. Instructional grouping enables teachers to utilize multiple means of authentic assessment, including rubrics, portfolios, performance-based tasks, and presentations. Accelerated believes that student-centered learning is supported through the use of flexible grouping, small group instruction, and teaching that is culturally responsive and student led.

Interdisciplinary Approach:

At Accelerated, we recognize we have a diverse group of learners and believe that an interdisciplinary approach meets the needs of our English Learners (ELs), Students with Disabilities (SWD), Gifted and Talented (GATE) students, and our SES students. Students learn best where relationships across subject matter content areas are made explicit and teachers use performance-based tasks to assess student learning. At Accelerated, our belief is that as we prepare students to be global citizens and tackle the challenges of the 21st century, opportunities for real-world problem solving and authentic learning are essential. Writing across subject areas is central to our instructional program and teachers integrate technology as part of their daily instruction in English-Language Arts, Science, Mathematics and Social Studies.

Learning Objectives and Reflection

Accelerated views explicit learning objectives as essential to student success and reflection. In our classrooms, we utilize learning objectives to guide student learning, provide meaning and purpose to learning, focus learning efforts and guide assessment of the learning. Further, we ask students to constantly reflect on their learning and practice, enabling them to make connections to learning and further develop their understanding.

Thinking Maps

Accelerated believes in fostering success for students across learning styles and modalities, including kinesthetic, auditory, visual, and verbal, to support higher order thinking skills. Accelerated uses Thinking Maps to support these various learning styles and in particular, those of our English Learners, who need additional support to meet the demands that Common Core asks when students are asked to write across the subject areas, organize their thinking, and respond critically to problem solve.

Guided Language Acquisition by Design (GLAD)

Guided Language Acquisition by Design (GLAD) is another set of strategies and skills that teachers at Accelerated use to support learning for English learners. GLAD supports providing the best learning opportunities for our students by offering another form of Sheltered English Instruction. GLAD provides repeated exposure to content and vocabulary as well as guided practice with said vocabulary, allowing for comprehensibility and participation in learning. GLAD provides opportunities that appeals to all learning modalities and allows multiple entry points to access content, creating a space for learners that is inclusive of all.

Other components of our program include a part time library clerk was provided to the school for the 2017-2018 school years. In 2018-2019 TAS will also support purchasing more books for all students in the library. 2 physical education teachers provide services to students at TAS. An additional part time PE teacher will be added in 2018-2019. Physical education teachers are monitored through evaluation and observation cycles. A Physical Fitness Coordinator was designated during the 2018 school year, the PE teachers completed the PFT assessments once every school year. Health instruction is integrated into PE instruction. All substitutes hired at TAS have a 30-day substitute permit. We also contract out through sub agencies for substitutes if none of our in-house substitutes are available. We currently have 3 substitutes hired for TAS, the goal would be to expand that to 10+ for the 2018-2019 school year, TAS has created a substitute and protocol process.

Curriculum

11.
ES ELA/ELD Wonders/ Mcgraw Hill
ES Math- My Math/McGraw Hill

ES TK-4th Science- NGSS FOSS Kits
ES TK-4th Social Studies- NGSS FOSS Kits

MS ELA/ELD Study Sync/ McGraw Hill
MS Math- Glencoe Math/ McGraw Hill
5th-8th Grade – Science- Discovery Education
5th-8th Grade- Social Studies Discovery Education
MS Spanish (elective)- Rosetta Stone- Spanish
4th-8th grade Intervention (MS elective) ELA & Math I-Ready
ES & MS Health/PE – Spark Curriculum

ES- English Language Arts Instruction:

TK-5th grade now uses WONDERS, a comprehensive Common Core Aligned ELA Program with an online digital platform. It provides core instruction, intervention supports, embedded resources for students with disabilities and English Learners as well as a Stand Alone ELD program designed to support the teaching of ELD standards. The ELD program is aligned with the weekly instruction provided in the Core ELA program. Wonders ELD assessments provide proficiency level performance data which teachers can use to inform their instruction as well as track student performance against the ELD standards which are documented in ELD student portfolios.

The resources within this program allow for differentiated homework; leveled readers in alignment with Fontas & Pinnell Guided Reading; home-school connections; instructional videos; interactive games and activities; music and online books.

We also use WONDER Works, the intervention program designed to provide foundational skills development to students who are 2-3 grade levels behind and have academic holes preventing them from meeting their grade level expectations in ELA.

ES- Math

MyMath is our Common Core aligned math curricular programs with an online technology/digital format that is critical to its implementation. The digital format provides teachers access to a plethora of online resources i.e. teacher editions & differentiated student resources that are in alignment with student performance needs in ELA/Math (Beyond/On Level/Approaching); ELD (Emerging/Expanding/Bridging); For differentiated pacing, teachers have the ability to manipulate the instructional path based on allotted time and students' needs. Homework assignments can be differentiated and assigned online. Teachers can monitor students' class and homework for completion using google docs (4th-8th grade) and the online platform. Conceptual understanding of math concepts is emphasized, and it focuses on vocabulary building, and differentiation based on student performance level. Real life applications, performance tasks, SBAC prep & online assessments that are in alignment with the SBAC. MyMath curriculum provides 3 level of differentiated: emerging, expanding, bridging, for English Language Learners who may need primary language support while building math conceptual knowledge. Many TAS ES teachers feel that because MyMath does not provide a sufficient number of practice and review opportunities, therefore many teachers choose to supplement their math instruction with Engage New York lessons for concepts taught.

ES TK-5th Science- WONDERS aligned interdisciplinary units of instruction that cover Science standards are used to support the learning of science concepts. All lower and upper elementary grades will adopt Discovery Education Science. (See description below.)

ES TK-5th Social Studies-WONDERS aligned interdisciplinary units of instruction that cover Soc. Studies standards & the use of All lower and upper elementary grades will adopt Discovery Education Science. (See description below.)

MS ELA/ELD Study Sync/ McGraw Hill- Study Sync is an ELA/ELD program that is presented as a blended text based and online curriculum. Differentiated student materials: literature and informational passages are

available at varying Lexile levels. Follow-up student activity sheets can be differentiated based on student performance level as well as language proficiency levels. It provides various text accommodations i.e. reads text to students, track phrases as the text is read aloud to students, annotation tools can be used to teach students how to deconstruct text. i-Ready ELA student diagnostic results provide teachers with data to drive their instruction and be more deliberate in reinforcing grade level concepts in which students may be still be struggling while challenging students who are performing above grade level. As teachers become more adept at using i-Ready, during the 2nd semester of school in 2018-2019 they will be supported as they start to pull small groups of students for focused mini-lesson instruction.

MS Math- Glencoe Math/ McGraw Hill

Glencoe Math allows teachers to use a blended approach when teaching math, using both textbook and online curriculum access. The Math Instructional coach and the math department collaboratively created the math pacing plan and pathway based on previous year's SBAC data and the concepts listed under "CLAIMS" and "TARGETS" generated during SBAC data analysis that show students conceptual strengths and weaknesses based on their performance. Teachers have opted to create and build their own assessments and rubrics using a Backwards Planning approach and develop more rigorous assessment questions that are more SBAC aligned in structure. i-Ready math student diagnostic results provide teachers with data to drive their instruction and be more deliberate in reinforcing grade level concepts in which students may be still be struggling while challenging students who are performing above grade level.

Discovery Science (TK-5th implementation) & (MS implementation)

Discovery Science fully supports the instructional shifts required by the NGSS standards and embraces the philosophy of three-dimensional learning. In addition to content chosen to directly support the NGSS, Model Lessons reflect the interplay of the Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCI) and Cross-Cutting Concepts (CCC) and outline what these mean in practice for educators. Students are immersed in the work of scientists and engineers, developing their own scientific explanations by:

- exploring the overarching themes of science,
- asking questions,
- making claims,
- supporting claims with evidence,
- designing solutions to real-world problems,
- developing the practices that scientists and engineers use daily, and
- identifying the cross-cutting connections between science.

This NGSS aligned digital techbook promotes student engagement and STEM connections with real life applications. The Core Interactive Text feature blends text and media for students of different abilities and learning styles. Students can highlight, add sticky notes, and have the text read aloud. Reading levels can be modified and text can also be viewed in Spanish.

Our Science teachers recognize the limitations of the curricular assessments provided and although there is the option to build their own assessment internally, they don't allow for open constructed responses. Teachers have decided to reinforce the expectation that when students provide a response, they must also cite evidence to support their answer and explain their thinking when appropriate.

Discovery Social Studies

Discovery Social Studies is a comprehensive, standards-aligned, core curricular resource that uses an inquiry-based approach to enhance literacy and critical thinking skills. Courses in this digital social studies textbook include U.S. History, World History, Civics and Government, and World Geography and Cultures. Discovery Social Studies covers historical events, concepts, and phenomena to life for today's students with engaging multimedia resources including interactive text, maps, and timelines, plus videos, photos, audio, and hundreds of primary sources.

This Social Studies Techbook provides teachers the opportunity to select leveled reading materials that are closely

aligned with students lexiles and can be modified per student need. The multimedia content and the weekly news summary of the most pressing global news (current events) is presented in an engaging manner for students. The Social Studies dept. has chosen to revise the curricular assessments to include a constructed response question(s) requiring students to provide a comprehensive response citing text- based evidence to support their claim or opinion.

MS Spanish (elective)- Rosetta Stone- Spanish – A full immersion approach to teaching Spanish is used with computer assisted language learning software that provides images, text and sound to teach words and grammar by spaced repetition for reinforcement without translation. Academic discourse and student engagement are an integral part of this class.

4th-8th grade Intervention (Multiple Subject Elective) ELA & Math I-Ready – This elective course is designed for students who struggled performed below standard in the area of Math & ELA on the CAASPP and are missing critical skill sets that are preventing them from being successful in their Math or ELA classes. The i-Ready diagnostic test and mini lessons are used to reteach concepts

ES & MS Health/PE & MS Organized Sports (elective)– Spark Curriculum. All students receive PE instruction that is in alignment with the Physical Education state standards. Sparks is our base curriculum used to promote activity levels, fitness, and skill development. Grade span specific Health programs are provided to upper elementary and middle school students in grades 5th, 7th, & 8th by trained teachers and consultants.

Instructional minutes were surpassed for the year. Teachers were expected to provide rigorous instruction for core classes through the CCSS aligned materials provide to them. Laptop carts were also provided to students in grades TK-8, teachers were expected to provide supplemental support through intervention programs and digital instruction through technology as dictated by the curriculum. A math coach was added to the instructional team during the 2018 school year to support our math program. The following additional resources were provided to support teachers during the 2018-2019 school years: 4th-8th grade ELA/Math Intervention Teacher, TK-8th grade ELA/Math Instructional Coach, academic advisor/dean, instructional coach, K-1 literacy coach. Additional math supplemental materials (manipulatives, calculators, protractors, etc.) have been provided to all teachers to support the math program. The MS Science dept. have been provided with additional supplemental materials to enhance their lab experiences for their students. An LCAP staff survey will be provided once per year to allow for feedback in the areas of instructional supplies.

Innovative Features

- 1) Transitional Kindergarten
- “Transitional Kindergarten,” is a program that is open to children turning 5 years old between November 1 and December 2. Accelerated’s program serves as a bridge between preschool and kindergarten that will give children whose birthdays fall late in the year an opportunity to learn important academic and social skills that are hands-on and developmentally appropriate, Our program is a valuable and necessary addition to best support our learners because California’s kindergarten standards and curriculum have changed over the years, and many of the skills children were once taught in first grade are now expected in kindergarten. Transitional Kindergarten is a new and voluntary option that will allow families to give their children the gift of time to develop at their own pace and continue building the social, emotional and academic skills that will help them succeed in elementary school. Kindergarten teachers help children in Transitional Kindergarten develop social skills through activities that build confidence and communication. They expose children to reading and math in an exciting, interactive way by using educational games to teach children about words and sentences and help them understand mathematical concepts like counting and patterns. The social, emotional and academic skills children learn in Transitional Kindergarten help them to succeed in kindergarten, become leaders in the classroom and confidently navigate the school day routine. Because Accelerated believes Transitional Kindergarten is the bridge to kindergarten, we evolved our program in recent years from a half day to offer a

full-day Transitional Kindergarten program. Our TK students follow the kindergarten schedule and are integrated into all kindergarten activities.

- Accelerated's Transitional Kindergarten program has evolved over the years. The curriculum used over the last few years has mirrored the Kindergarten curriculum, using McGraw Hill's MyMath and Wonders for math and English-Language Arts. To best meet the needs of all learners, develop core competencies and skills, and support gaps in preparation, Accelerated is moving to adopt World of Wonders: Developing Early Learners as well as Building Blocks, both PreK curriculums, to supplement and support students who are struggling. Transitional Kindergarten classes utilize curricular assessments to measure student growth and progress.

2) i-Ready Diagnostic and Intervention Online Program

i-Ready consists of two different components:

- Part 1-The i-Ready Diagnostic Assessment

- Computer Adaptive Test
 - All students will get 50% of the questions correct / incorrect
- Assesses Multiple Domains in both Reading and Mathematics
- Pinpoints what students can do and what they are ready to learn down to the skill level
- Used to measure growth over time
- Comprehensive Data Reports

Part 2- Computer Based Lessons

- Interactive lessons used to fill gaps in student's understanding of specific skills
- Lessons are at their level of understanding, regardless of actual grade level
- Upon completion of the Diagnostic, lessons will populate based on their results

Rationale- Why we use i-Ready-

- There is a need for us to know what level our students are performing at, what they are able to do, and what they are ready to learn.
- We know that some of our students have some gaps in their learning, i-Ready is used to fill those gaps.
- Even the best teacher can't differentiate for 150 students and create an individualized instructional pathway to success. i-Ready does this for us!

3) Differentiation

- Teachers are providing differentiation at an increased level using their District adopted online curriculum using the equal access and differentiated resources offered within the curriculum, varying levels of lexiled texts and language proficiency leveled support.

4) Blended Approach to Curriculum Implementation

3rd -8th grade teachers provide a blended approach to their curricular implementation. While all of our District adopted curriculum has an online platform, teachers have come to the realization, through their own observation and feedback from our implementation specialists/consultants, that providing student with hard copies of student text, access to the curricular websites and access to student resources on Google Docs is the most equitable way to support equal access for all students. While students often express their preference for one approach over another, teachers must prepare all students by providing opportunities for

students to manipulate, annotate and deconstruct text given a hard copy and take complex passages through multiple reads using CLOSE strategies and then apply those same annotation routines to online text in preparation for the rigor of CAASP testing. Consultants confirmed that schools that provided a blended approach had student performance results that surpassed those of schools that used only online curriculum.

Enrichment

The after-school program for K-6 students is called Kindergarten Through 6th Afterschool Program (KTAP). KTAP is an enrichment program that was created during the 15-16 school years and will continue into the following years if funding is available. The Middle School (MS) Youth Policy Institute (YPI) enrichment program will continue into the following year as well. The school provided psychology as an elective, but it is expected to provide Spanish as an elective class for the 2018-2019 school years. Leadership and organized sports will also continue to be offered as electives for the 2018-2019 school years. The school will provide instruction on Sex Ed. Education and HIV prevention in 7th grade through a consultant or other qualified individual.

The KTAP coordinator will be full time for 2018-2019 school years and the school will work to expand the role to better coordinate communications and operations for all after school programs. iReady and HW assistance will be provided to all after school students as well as a variety of enrichment activities that are

Advancement Via Individual Determination (AVID) like. An additional KTAP supervisory position/teacher will be added during the 2018-2019 school years to allow for the Coordinator to freely travel between the two campuses and to spend more time working with teachers and administrators to align our program.

All grade levels are given a \$1000 or more budget to organize field trips that support common core grade level standards and extended learning experiences. Additional field trips are offered throughout the year through KTAP, our elementary after school program and Youth Policy Institute (YPI), our middle school before and after school program. Each program provides field trips and enrichment opportunities throughout the school week, weekends during Spring intercession and over the summer. Field trips are designed to provide academic, social and cultural experiences to our students that are in alignment with our vision of preparing our youth to be goal oriented, college/career ready, and competitive in the 21st century workforce. Universities and vocational school tours, STEM and STEAM events and competitions, as well as athletic and cultural events round out the experiences that are offered and funded by TAS, our ES & MS afterschool programs and through grade level, teacher-initiated grants.

Teachers in TK-8th grade provide during the day, before or afterschool intervention and tutoring support. During the instructional week, all ES teachers and MS English, ELD and Math Teachers provide students intervention support. In 2018-2019, Kinder and 1st grade teachers will be receiving coaching support in the administration of the A2i Reading Diagnostic Test and in grouping students with common skill deficits in the foundational skills of reading to provide small group, skill based lesson instruction in the areas of Phonemic Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension of Literature & Informational Text during the instructional day. In 2019-2020 our 2nd teachers will be trained in the use of this program and in the 2020-2021 the 3rd grade teachers will be onboarded as well.

In 2018-2019, all TK-5th grade teachers and MS English /ELD and math teachers have been trained to administer the i-Ready diagnostic test and to provide a minimum of at least 40 min. of protected time weekly during the instructional day for students to work on their i-Ready online individualized lessons and take lesson quizzes to demonstrate mastery. Intervention support during the instructional day in ES classrooms is usually provided during ELA and Math workshop time while in MS classes, teachers will pull students with common skill deficits to deliver mini lessons based on their learning needs while other students are engaged in i-Ready online individualized lessons.

At the elementary level, teachers provide intervention support based on student need and cycle students through a 6-8-week intervention program before or after school, where they provide tutoring, reteaching and remediation opportunities. The teacher/pupil ratio is purposely kept low to allow for small group directed instruction, preteaching and frontloading of concepts, and the retaking of assessments. Teachers in Kinder and 1st grade is presently receiving coaching support to provide intervention and remedial support in the foundational stages of reading through the A2i Reading Program. At the middle school level teachers across all content areas hold weekly tutoring hours to support students with classwork and homework completion, reteaching, retaking of assessments and individually doing i-Ready ELA & math lessons. Selected upper elementary and middle at-risk students are invited to Saturday Academy which is another opportunity for them to get

instructional and remedial support working with a teacher and/or use i-Ready (the online curricular intervention program designed for students to work individually on lessons to backfill the ELA and math skill sets in which students are not on grade level and/or for students who are on grade level, to challenge them to master skills beyond grade level expectations.). Based on i-Ready benchmark diagnostic information gathered each quarter, teachers are able to follow a prescriptive plan that identifies specific concepts in which students needs remediation and/or opportunities for extension and enrichment, to reach the highest level within one’s projected zone of proximal development. Within the core areas of ELA and math, i-Ready allows teachers to monitor and adjust instruction, preview and adjust online lessons and deliver suggested mini lessons that are available within the program to remediate and expand students’ mastery of concept development. Our elementary and middle school after school programs also have protected time for students to get support with homework completion and intervention assistance using i-Ready, on a daily basis.

Illuminate was purchased but not used during the 2018 school year. One district benchmark was provided to all students K-8. Leadership enrichment opportunities were provided to students to provide them social awareness and community involvement as a precursor to college readiness. In 2018-2019 TAS will ensure that all MS students have visited and researched universities and the requirements to enter the university. All students will have the opportunity to visit at least one college (at a minimum) before the 8th grade.

Schedules for TK-8

2019-2020 THE ACCELERATED SCHOOL GRADES 1-5 BELL SCHEDULE
MONDAY: 8:00AM-1:30PM / TUESDAY-FRIDAY: 8:00AM-3:00PM

Grades <i>Grados</i>	Recess/Nutrition <i>Recreo</i>	Lunch <i>Almuerzo</i>	Lunch Recess <i>Recreo durante almuerzo</i>	Afternoon Recess (Tues. – Fri.)	P.E.
1st Grade <i>1er Grado</i>	9:15 am -9:30 am	11:20am-11:45am	11:05am-11:20 am	1:45pm–2:00pm (Except Monday)	TUES/THUR 10:30-11:05; 11:45-12:05
2nd Grade <i>2º Grado</i>	9:15 am – 9:30 am	11:10 am-11:30am	11:30am-11:50am	1:30pm–1:45pm (Except Tuesday)	Tuesday 1:20 pm – 3:00 pm
3rd Grade <i>3er Grado</i>	9:15 am-9:30 am	11:10am-11:30am	11:30am-11:50am	1:30pm–1:45pm (Except Wednesday)	Wednesday 1:20 pm – 3:00 pm
4th Grade <i>4º Grado</i>	9:30 am–9:45 am	11:30am-11:50am	11:50 am-12:10 pm	1:45pm–2:00pm (Except Thursday)	Thursday 1:20 pm – 3:00 pm
5th Grade <i>5º Grado</i>	9:30 am –9:45 am	11:30am-11:50am	11:50am-12:10pm	1:45pm–2:00pm (Except Friday)	Friday 1:20 pm – 3:00 pm

First Grade Daily Schedule

Science and Social Studies will be integrated in ELA and ELD.

Library Times: 1st Grade-Thursday 2:20-2:50, Thursday 12:30-1:05, and Thursday 9:45-10:15

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:15	Math	Math	Math	Math	Math
9:15-9:30	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>
9:30-10:00	Math	Math	Math	Math	Math
10:00-11:05	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
11:05-11:45	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
11:45-12:00	Physical Education	Mindfulness (SEL)	Mindfulness (SEL)	Mindfulness (SEL)	Mindfulness (SEL)
12:00-12:30		English Language Development	English Language Development	English Language Development	English Language Development
12:30-1:30		Workshop	Workshop	Workshop	Workshop
1:30-1:45	Professional Development	D.E.A.R.	D.E.A.R.	D.E.A.R.	D.E.A.R.
1:45-2:00		<i>Recess</i>	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>
2:00-2:50		Writing	Writing	Writing	Writing

2nd Grade Class Schedules

Monday

Time	Subject
8:00-8:15am	D.E.A.R
8:15-9:15am	ELA (ELD integration because of Monday/Tuesday schedule)
9:15-9:30am	1 st Recess
*9:30-11:10am	Guided Reading/Word Study
11:10-11:50am	Lunch/2 nd Recess
11:50am-12:35pm	2 nd Grade Class-Math 2 nd Grade Class-Writing
*12:35-1:20pm	2 nd Grade Class- Math 2 nd Grade Class-Writing
1:20-1:30pm	End of Day Routines

Tuesday

Time	Subject
8:00-8:15am	D.E.A.R.
8:15-9:15am	ELA (ELD integration because of Monday/Tuesday schedule)
9:15-9:30am	1 st Recess
*9:30-11:10am	Guided Reading/Word Study
11:10-11:50am	Lunch/2 nd Recess
11:50am-12:30pm	2 nd Grade Class-Math 2 nd Grade Class-Writing
*12:30-1:00pm	2 nd Grade Class-Writing. 2 nd Grade Class- Math
1:00-1:20pm	End of Day Routines
1:20-3:00pm	PE
Time	Subject
8:00-8:15am	D.E.A.R.
8:15-9:15am	ELA
9:15-9:30am	1 st Recess
*9:30-11:10am	Guided Reading/Word Study
11:10-11:50am	Lunch/2 nd Recess
11:50am-12:40pm	2 nd Grade Class-Math 2 nd Grade Class-Writing
*12:40-1:30pm	2 nd Grade Class- Math 2 nd Grade Class-Writing
1:30-1:45pm	3 rd Recess
1:45-2:30pm	ELD
2:30-3:00pm	Daily Review / End of The Day Routines

**Wednesday-
Friday**

3rd Grade Schedule

2018-19; Room: (Tuesday, Thursday, Friday)

Time	Activity	Description
8:00-8:20	Morning Meeting	Reflect on writing prompt; preview/frontload new skills.
8:20-9:15	Workshop	Homogeneous collaborative working/reading groups
9:15-9:30	Recess	
9:30-10:00	ELD/Language	Language development: grammar & vocabulary
10:00-10:45	Reading/Literature	Reading comprehension of RI and RL texts; Socratic seminars
10:45-11:10	Writing	Short and long form writing projects
11:10-11:50	Lunch	
11:50-12:20	D.E.A.R.	30 minutes of independent reading time
12:20-12:50	Math Meeting	30 minutes of interactive math practice using CGI strategies
12:50-1:30	Math Lesson	Hands-on & collaborative lessons
1:30-1:45	Afternoon Recess	
1:45-2:45	Social Studies/Science	Thematically integrated units; student research and projects
2:45-3:00	Homework/Dismissal	

Wednesday

Time	Activity	Description
8:00-8:20	Morning Meeting	Reflect on writing prompt; preview/frontload new skills.
8:20-9:15	Workshop	Homogeneous collaborative working/reading groups

9:15-9:30	Recess	
9:30-10:00	ELD/Language	Language development: grammar & vocabulary
10:00-10:45	Reading/Literature	Reading comprehension of RI and RL texts; Socratic seminars
10:45-11:10	Writing	Short and long form writing projects
11:10-11:50	Lunch	
11:50-12:20	D.E.A.R.	30 minutes of independent reading time
12:20-12:50	Math Meeting	30 minutes of interactive math practice using CGI strategies
12:50-1:20	Math Lesson	Hands-on & collaborative lessons
1:20-3:300	P.E.	P.E. Teachers Dismiss

4th -5th Grade 2018-2019 Class Schedules

8:00-8:15- Morning Warm-up

8:15-8:45-ELD/ iReady ELA

8:45-9:30-ELA

9:30-9:45-Recess

9:45-10:30-ELA Continue

10:30-11:00- Writing

11:00-11:30 Math Review/Warm-up

11:30-12:10-Lunch

12:10-12:40-DEAR

12:40-1:45-Math

1:45-2:00- Afternoon Recess

2:00-2:20-iReady Math

2:20-2:55-Science/Social Studies

2:55-3:00-Closing and Dismissal

PE: Thursday's 1:20-3:00

Library: Fridays 2:10-3:00

Mondays Early Dismissal: 1:30

2019-2020

TAS 6th - 8th Bell Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:10 Advisory	8:00-8:20 Advisory	8:00-8:20 Advisory	8:00-8:20 Advisory	8:00-8:20 Advisory
8:10-8:15 <i>Passing</i>	8:20-8:25 <i>Passing</i>	8:20-8:25 <i>Passing</i>	8:20-8:25 <i>Passing</i>	8:20-8:25 <i>Passing</i>
8:15-8:55 Period 1	8:25-10:10 Period 1	8:25-10:10 Period 2	8:25-10:10 Period 1	8:25-10:10 Period 2
8:55-9:10 <i>Nutrition</i>	10:10-10:25 <i>Nutrition</i>	10:10-10:25 <i>Nutrition</i>	10:10-10:25 <i>Nutrition</i>	10:10-10:25 <i>Nutrition</i>
9:10-9:15 <i>Passing</i>	10:25-10:30 <i>Passing</i>	10:25-10:30 <i>Passing</i>	10:25-10:30 <i>Passing</i>	10:25-10:30 <i>Passing</i>
9:15-9:55 Period 2	10:30-12:15 Period 3	10:30-12:15 Period 4	10:30-12:15 Period 3	10:30-12:15 Period 4
9:55-10:00 <i>Passing</i>	12:15-12:45 <i>LUNCH</i>	12:15-12:45 <i>LUNCH</i>	12:15-12:45 <i>LUNCH</i>	12:15-12:45 <i>LUNCH</i>
10:00-10:40 Period 3	12:45-12:50 <i>Passing</i>	12:45-12:50 <i>Passing</i>	12:45-12:50 <i>Passing</i>	12:45-12:50 <i>Passing</i>
10:40-10:45 <i>Passing</i>	12:50-2:40 Period 5	12:50-2:40 Period 6	12:50-2:40 Period 5	12:50-2:40 Period 6
10:45-11:25 Period 4	2:40-2:45 <i>Passing</i>	2:40-2:45 <i>Passing</i>	2:40-2:45 <i>Passing</i>	2:40-2:45 <i>Passing</i>
11:25-11:30 <i>Passing</i>	2:45-3:05 Advisory	2:45-3:05 Advisory	2:45-3:05 Advisory	2:45-3:05 Advisory
11:30-12:10 Period 5				
12:10-12:50 <i>LUNCH</i>				
12:50-12:55 <i>Passing</i>				
12:55-1:35 Period 6				
1:35-1:40 <i>Passing</i>				
1:40-1:50 Advisory				
1:50-4:30 Staff PD/PLC				
1:50-4:30 Dept. Mtgs.				

TAS 6th - 8th Master Schedule 2019-2020										
Tuesday-Friday				0 Advisory	1 (T & Th)	2 (W & F)	3 (T & Th)	4 (W & F)	5 (T & Th)	6 (W & F)
Grade	Subject	Room	Teacher	8:00-8:20	8:25 - 10:10	8:25 - 10:10	10:30 - 12:15	10:30 - 12:15	12:50 - 3:05	12:50 - 3:05
6th	ELA 1	A314	TBD	6th Advisory	ELA 6	PREP	ELA 6 Honors	ELA 6	ELA 8	ELA 8
7th	ELA 2	A219	TBD	7th Advisory	ELA 7 Honors	PREP	ELA 7	ELA 7 Honors	ELA 7	ELA 8
8th	ELA 3	B326	TBD	8th Advisory	ELA 7	PREP	ELA 8	ELA 8	ELA 7	ELA 8 Honors
6-8th	ELD	B224	TBD	8th Advisory	ELD	ELD	PREP	ELD	ELD	ELD
6-8th	Spanish	TBD	TBD	8th Advisory	Spanish	Spanish	Spanish	PREP	Spanish	Spanish
6-8th	MS Support	A316	TBD	6-8 Advisory	MS Support - 8th	MS Support - 7th	MS ES 4th-5th	MS ES 4th-5th	MS Support - 6th	MS Support - 7th
6th	History 1	A320	TBD	7th Advisory	History 6 Honors	History 6	History 6	History 7	History 7	PREP
7th	History 2	A222	TBD	7th Advisory	History 8	History 8	History 7	History 7 Honors	History 7 Honors	PREP
8th	History 3	B325	TBD	7th Advisory	History 8	History 8	History 8	History 7	History 8 Honors	PREP
6th	Math 1	A315	TBD	6th Advisory	Math 6	Math 6	Math 7	Math 6 Honors	PREP	Math 7
7th	Math 2	B228	TBD	8th Advisory	Math 7	Math 7	Math 8	Math 8	PREP	Math 7 Honors
8th	Math 3	A319	TBD	8th Advisory	Math 8 Honors	Math 7 Honors	Math 8	Math 8	PREP	Math 8
6-8th	Leadership	N/A	TBD	N/A	Leadership	Leadership	Leadership	Leadership	Leadership	Leadership
6-8th	PE 1	Gym	TBD	7th Advisory	PE 7	PE 8	PREP	PE 7	PE 8	PE 6
6-8th	PE 2	Gym	TBD	6-8 Advisory	PE 7	PE 8	PE 7	PREP	PE 8	PE 6
K-8th	PE 3	Gym	TBD	N/A	ACES ES	ACES ES	10:30-11:05/11:45-12:05 Grade 1	Organized Sport 6-8	1:20-3:00 TAS ES	1:20-3:00 TAS ES
6th	Science 1	B229	TBD	6th Advisory	PREP	Science 6 Honors	Science 6	Science 6	Science 7	Science 7
8th	Science 2	B324	TBD	8th Advisory	PREP	Science 7	Science 8	Science 8 Honors	Science 8	Science 8
7th	Science 3	B323	TBD	7th Advisory	PREP	Science 8	Science 7 Honors	Science 7	Science 7 Honors	Science 8

Honors Courses

Students who are in the honors courses are expected to work more independently than students in standard level courses. More challenging coursework and reading outside of class should be expected.

TAS 6th Grade ELA Course Description

The sixth grade ELA course utilizes innovative technology resources and engaging activities for students. The course allows students to interact with exciting literature, practice grammar skills, embrace the components of great writing and spell grade level appropriate words, while offering the students the opportunity to explore verbal and written expressions of the English language. Students and teachers will utilize the new McGraw Hill StudySync curriculum. This is a comprehensive, twenty first century ELA solution. The program leverages cutting edge technology to create an engaging, relevant program with multimedia content available 24/7 from any desktop, tablet, or mobile device. The core program fully aligns with the California Common Core State Standards for ELA and the California ELD standards, thus providing students with standards-based instruction that our teachers are able to customize or differentiate to ensure all students are ready for college, career and civic life.

TAS 6th Grade Math Course Description

Our sixth-grade math course serves as a bridge between the concepts learned in Elementary school mathematics and the expectations of Middle and High school level mathematics. Computation skills with whole numbers, decimals, and fractions will be further developed and reinforced. Students will develop understanding of ratio, proportion and percent while applying these skills to real world scenarios. They will integrate their study of graphs and data assessment with topics they study in 6th grade science class. Students will also apply measurement skills, conversion of units and the principles of area and volume in the study of basic geometry. These concepts will be taught using the new Glencoe Math common core aligned curriculum from McGraw Hill

TAS 6th Grade History Course Description

Using the Discovery Education digital curriculum, our sixth grade Social Studies class is a comprehensive, standards-aligned, core curricular classes that use an inquiry-based approach to enhance literacy and critical thinking skills. Events, concepts, and phenomena are taught with engaging multimedia resources including interactive text, maps, and timelines, plus videos, photos, audio, and hundreds of primary sources. The courses are designed to build on students' prior knowledge and skill sets in the application of geographic information and tools to understand complex relations between the physical environment and human existence. While focusing on each part of the world, students are able to recognize characteristics distinguishing regions in the Americas, Europe, Asia and Africa. Each regional study encompasses an in-depth study of physical geography, culture, economy, government and social dynamics defining the land and people. A historical element is intertwined into the regional studies, as an investigation of the earliest civilizations demonstrates how and why people migrated to different locations and how the people in these places survived and advanced with available resources.

TAS 6th Grade Science Course Description

Using the Discovery Education digital curriculum, the sixth-grade science course assists students in becoming life-long learners who grow in their understanding of the world. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. The nature of science includes the concept that science can provide explanations about nature, can predict potential consequences of actions, but cannot be used to answer all questions.

The concept of change is explored through the study of transformations of energy and matter. The standards present an integrated focus on the role of the sun's energy on the Earth's systems, water in the environment, air and atmosphere, and basic chemistry concepts. A more detailed understanding of the solar system and space exploration becomes a focus of instruction. Natural resource management and its relation to public policy and cost/benefit tradeoffs are introduced.

TAS 7th Grade ELA Course Description

The seventh grade ELA course provides a balance of reading, writing, speaking, listening and language skills. Students will progress through the writing process as they plan, draft, revise, edit and publish their own specific types of writing. These writing types include, arguments, informative/explanatory texts and narratives. Students are required to draw upon and write about evidence from literary and informational texts. Students and teachers will utilize the new McGraw Hill StudySync curriculum. This is a comprehensive, twenty first century ELA solution. The program leverages cutting edge technology to create an engaging, relevant program with multimedia content available 24/7 from any desktop, tablet, or mobile device. The core program fully aligns with the California Common Core State Standards for ELA and the California ELD standards, thus providing students with standards-based instruction that our teachers are able to customize or differentiate to ensure all students are ready for college, career and civic life.

TAS 7th Grade Math Course Description

Our seventh-grade math course is designed to prepare students for high school level mathematics. It increases proficiency in essential math skills, exposes students to a wide variety of middle school math topics and introduces students to geometric concepts. Problem solving strategies and critical thinking skills will also be stressed in a cooperative learning environment. These concepts will be taught using the new Glencoe Math common core aligned curriculum from McGraw Hill.

TAS 7th Grade History Course Description

Using the Discovery Education digital curriculum, our seventh grade Social Studies classes are comprehensive, standards-aligned, core curricular classes that use an inquiry-based approach to enhance literacy and critical thinking skills. Events, concepts, and phenomena are taught with engaging multimedia resources including interactive text, maps, and timelines, plus videos, photos, audio, and hundreds of primary sources. The course is designed to provide students with knowledge, skills and values essential to understand world history. Divided into three major themes- civilization, global connections and religion- this course targets global systems and processes, sources of conflict and cooperation and major movements influencing the modern world. While civilizations vary significantly throughout history, it is important to apply parallel studies by comparing the geographic forces, economies, political systems, cultural achievements, technological advancements and social relations evident in civilizations representing diverse geographical locations and a range of eras. The evolution of early civilizations to Middle Ages leads to more concentrated focus on the events and phenomena occurring in Europe, which cause global expansion into other parts of the world. Europe's connections with Asia, Africa, the Americas and Middle east and the resulting political economic, ideological and scientific transformations are demonstrated at this stage of the course. A final element of the course introduces students to a comparative study of world religions by highlighting core beliefs and key practice of the six major religions.

TAS 7th Grade Science Course Description

Using the Discovery Education digital curriculum, the 7th grade science course is designed to give students the necessary skills for a smooth transition from elementary life science standards to high school biology standards. The purpose is to give all students an overview of common strands in life science including, but not limited to, diversity of living organisms, structure and function of cells, heredity, ecosystems, and biological evolution

Students will develop the skill necessary to keep records of their observations and use those records to analyze the data they collect. They observe and use observations to explain diversity of living organisms and how the organisms are classified.

They use different models to represent systems such as cells, tissues, and organs. They use what they know about ecosystems to explain the cycling of matter and energy. They use the concepts of natural selection and fossil evidence in explanations. Seventh graders write instructions, describe observations and show information in graphical form. When analyzing the data, they collect, seventh graders can recognize relationships in simple charts and graphs and find more than one way to interpret their findings. The students replicate investigations and compare results to find similarities and differences

TAS 8th Grade ELA Course Description

The eight grade ELA course provides students with opportunities and resources to develop the skills of listening, speaking, reading and writing to enable students to participate as informed, literate members of society. Instruction provides the students with the necessary skills to write various types of genres and develop an appreciation for the writer's techniques applied within sound pieces of literature, while techniques for analyzing literature and multiple opportunities for practice are encouraged. Students and teachers will utilize the new McGraw Hill StudySync curriculum. This is a comprehensive, twenty first century ELA solution. The program leverages cutting edge technology to create an engaging, relevant program with multimedia content available 24/7 from any desktop, tablet, or mobile device. The core program fully aligns with the California Common Core State Standards for ELA and the California ELD standards, thus providing students with standards-based instruction that our teachers are able to customize or differentiate to ensure all students are ready for college, career and civic life.

TAS 8th Grade Math Course Description

Our eighth-grade math class introduces our students to the more abstract language of Algebra. Using the new Glencoe Math common core aligned curriculum from McGraw Hill, this course will reinforce Middle school math skills. Students are expected to be proficient in general computational mathematics. Besides learning equation solving and simplification of algebraic expressions, students will also work with geometric concepts. This course strives to foster improvement in problem solving skills, problem analysis and independent thinking in preparation for High school mathematics and beyond.

TAS 8th Algebra Class Course Description

Algebra is a first-year course in the study of algebraic expressions, equations, inequalities, and functions. Some of the topics covered include simplifying expressions, real numbers, solving equations/inequalities, absolute value equations/inequalities, systems of equations/inequalities, direct and inverse variation, exponents and exponential functions, polynomials, factoring, quadratic equations, rational expression/equations, radicals and connections to geometry. Students in the honors class investigate Algebra 1 course content and standards in depth and students must be proficient at computing, applying processes, problem solving, and analyzing complex mathematical concepts. Assignments and assessments include more rigor. The expectation is that the courses will ensure that the students are prepared for the rigors of High school level curriculum and beyond.

TAS 8th Grade History Course Description

Using the Discovery Education digital curriculum, our eighth grade Social Studies class is a comprehensive, standards-aligned, core curricular classes that use an inquiry-based approach to enhance literacy and critical thinking skills. Events, concepts, and phenomena are taught with engaging multimedia resources including interactive text, maps, and timelines, plus videos, photos, audio, and hundreds of primary sources. The course includes a study of the United States from the Colonial period through the Civil War Era. In addition to the study of historical events within this timeframe, the course encompasses an in-depth study of the United States Constitution and its past and present implementation at the federal, state and local levels. While history and civics are the core disciplines, the program also incorporates economics, sociology, geography and humanities to give students an understanding of and appreciation for the major movements and concepts that have characterizes the United States. Related to these other disciplines, students explore specialized, integrated units on the subjects of: civil rights, genocide, the electoral process and workings of our financial institutions. In reflecting on the nation's foundational visions, the course emphasizes student constructed knowledge, informed decision-making in connection to the development of one's roles and responsibilities as a citizen in a fluid, participatory republic and active self-awareness of one's place in a multicultural and increasingly interdependent global society.

Science class 8th Grade Course Description

Using the Discovery Education digital curriculum, our eighth grade Science class change the way students experience real-world science phenomena and ignite interest in the exploration of cross-cutting science concepts. The course provides the perfect mixture of resources that teachers need to bring science to life. From STEM project starters, interactive tools, and

hands-on labs, to model lessons and real-time student data, this class transforms classrooms into rich ecosystems that open students' minds and inspire them to learn. Students enrolled in honors courses will learn the material at greater depth than in the general version of the course. The NGSS standards will be the same for both courses, but the honors class will include appropriate extensions by objective. Honors courses will provide increased opportunities for the following:

- Problem-seeking and problem-solving
- Participation in scholarly and creative processes
- Use of imagination
- Critical analysis and application
- Learning to express/defend ideas
- Learning to accept constructive criticism
- Becoming a reflective thinker
- Becoming an initiator of learning

14. The school has a collective commitment to utilize the curriculum provided to them, this includes effective, systematic and organized instruction during the school day. With the introduction of the block schedule for grades 6-8 and the addition of added core teachers class sizes will be reduced in middle school in order for teachers to provide more individualized and smaller group instruction during the day.

We added a K-1 literacy support who provides periodic PD to our primary teachers with the foundational United to Read-Assessment to Intervention (A2i) reading program. The integration of this program and teaching consultant was in direct response to the large number of EL students in our primary grades who were not reading fluently by 3rd grade and were experiencing significant holes in their foundational reading skills. Our 3 year roll out and implementation of A2i will expand to grade our 2nd grade level team in 2019-2020 and our 3rd grade team in 2020-2021, training them to recognize reading holes and provide prescriptive instruction from a variety of resources to address these reading deficits during small group directed instruction while students rotate to skills based station rotations where they learn to work independently to practice skills already taught. This level of support and differentiation is in alignment with the Common Core Stated Standards.

In 2016-2018, teachers received training in deconstructing the Next Generation Science Standards (NGSS) in order to collaboratively create grade level units of study that were in alignment with the standards. Grade level teachers at TAS and ACES created inquiry-based assessment and lessons based on NGSS, and did a lesson study where they delivered a common lesson and came back to reflect on the successes and challenges they experienced which helped to inform and adjust the delivery of future lessons within their common unit of instruction.

A middle school math coach that will be shared with WAHS, our high school and an ES/MS ELA & math coach that we share with ACES, the Spanish dual immersion school in our district, will focus on providing support with assessment creation, lesson planning and the modeling of effective instructional practices and strategies.

A Peer Observation checklist was generated by the MS Leadership Team and MS teachers in each department visit other MS departments or similar content level classes at the high school to see the presence of the elements that make up a similarly aligned classroom environment and effective instructional elements such as white board configuration expectations, anchor charts, academic discourse posters, evidence of student work, and implementation of Professional Development.

iReady (math & ELA) was purchased in June 2018 to pilot during the summer with a select group of teachers and a school wide implementation of i-Ready was done in at the beginning of 2018-2019 school year starting with the administration of the diagnostic test in ELA and math which will serve as the common benchmark assessment in these two core classes 3 times a year (beginning- Sept., Mid.- Nov./Dec.; End of Feb.to provide data to teachers so that they can adjust their instruction and provide the level of differentiation needed by our Els, SWD, struggling learners and on/above grade level learners.

Our instructional coaches are responsible for supporting teachers as they implement our school-wide initiative to improve overall student performance in math. Growth within our significant sub groups (EL & SWD) will also show positive growth and improvement in their math performance based on curricular unit/chapter assessments, which will be documented within ES grade level and MS department level data narratives every 6-8 weeks and state-wide Testing with the SBAC assessments.

Close Reading strategies are also a strategy that teachers have been trained in to support student access to the curriculum and text across all grade and content areas to be used with complex grade level text. This is part of our initiative to teach struggling students to deconstruct text to construct meaning so they can more effectively read and talk about their learning.

Technology Skills and Computer Based Test Prep

TAS has chrome books for classes in grades 2-8 students. In 2018-2019 1 laptop cart was provided to 1st grade and 1 tablet cart was provided to kindergarten teachers. The following year all TK-1st grade students will be provided either a chrome book or tablet. All teachers are provided a projector, document camera, flat screen TVs (for MS) and supporting materials provided through the curriculum. Illuminate was used primarily as a tool for exit tickets and we utilized the database to provide a preliminary baseline assessment. A variety of intervention materials were purchased to support struggling students such as Accelerated Reader: A reading incentive program. Go Guardian is a program that supports our students so that they can focus on instruction at the end of the year, the teachers moved to I-Ready for ELA and Math for the 2018-2019 school year. Focus will be on school wide intervention support during and after the school day. The school moved to this platform due to the difficulty of the management of the FLEX and ALEKS programs. i-Ready will provide targeted individual and class data in order to support families and teachers so that they can provide quality interventions support.

The technology manager oversees the tech portal: Staff email a ticket query for items to be corrected, responses for the ticket and completion items are mailed to the staff who wrote the ticket. To improve oversight and maintenance of the software and hardware needs of the school an additional part time tech support person was hired. The SIS manager provides PD support in power school and maintains and communicates with staff on grading issues. The technology manager also orders and utilizes his department to support hardware to directly support instruction concerning the digital curriculum. In 2018-2019 the technology manager will work the TAS technology team to develop and articulate the vision for how technology will be used moving in the year. The committee will discuss moving toward a true 1-1 technology model.

18.

Translation is provided during all bimonthly parent meetings, Coffee with Principal meetings, conferences and other parent meetings throughout the year. Major documents such as LCAP, SPSA, EL Master Plan and safety plan are translated. Main office continues to act as the community liaison.

Transitional Kindergarten

“Transitional Kindergarten,” is a program that is open to children turning 5 years old between November 1 and December 2. Accelerated’s program serves as a bridge between preschool and kindergarten that will give children whose birthdays fall late in the year an opportunity to learn important academic and social skills that are hands-on and developmentally appropriate. Our program is a valuable and necessary addition to best support our learners because California’s kindergarten standards and curriculum have changed over the years, and many of the skills children were once taught in first grade are now expected in kindergarten. Transitional Kindergarten is a new and voluntary option that will allow families to give their children the gift of time to develop at their own pace and continue building the social, emotional and academic skills that will help them succeed in elementary school. Kindergarten teachers help children in Transitional Kindergarten develop social skills through activities that build confidence and communication. They expose children to reading and math in an exciting, interactive way by using educational games to teach children about words and sentences and help them understand mathematical concepts like counting and patterns. The social, emotional and academic skills children learn in Transitional Kindergarten help them to succeed in kindergarten, become leaders in the classroom and confidently navigate the school day routine. Because Accelerated believes Transitional Kindergarten is the bridge to kindergarten, we evolved our program in recent years from a half day to offer a full-day Transitional Kindergarten program. Our TK students follow the kindergarten schedule and are integrated into all kindergarten activities.

Accelerated’s Transitional Kindergarten program has evolved over the years. The curriculum used over the last few years has mirrored the Kindergarten curriculum, using McGraw Hill’s MyMath and Wonders for math and English-Language Arts. To best meet the needs of all learners, develop core competencies and skills, and support gaps in preparation, Accelerated is moving to adopt World of Wonders: Developing Early Learners as well as Building Blocks, both PreK curriculums, to supplement and support students who are struggling. Transitional Kindergarten classes utilize curricular assessments to measure student growth and progress

Academic Calendar

The Accelerated Schools
2019-2020 Academic Calendar - DRAFT

Jul-19							Aug-19							Sep-19							Oct-19						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6	4	5	6	7	8	9	10	1	2	3	4	5	6	7	6	7	8	9	10	11	12
7	8	9	10	11	12	13	11	12	13	14	15	16	17	8	9	10	11	12	13	14	13	14	15	16	17	18	19
14	15	16	17	18	19	20	18	19	20	21	22	23	24	15	16	17	18	19	20	21	20	21	22	23	24	25	26
21	22	23	24	25	26	27	25	26	27	28	29	30	31	22	23	24	25	26	27	28	27	28	29	30	31		
28	29	30	31											29	30												

Nov-19							Dec-19							Jan-20							Feb-20						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7				1	2	3	4							1
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	23	24	25	26	27	28	29	

Mar-20							Apr-20							May-20							Jun-20								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
1	2	3	4	5	6	7				1	2	3	4						1	2				1	2	3	4	5	6
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13		
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20		
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27		
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30						

FIRST SEMESTER		SECOND SEMESTER		COLORED CATEGORIES	
Aug. 5 - 9	New Teacher Orientation			Minimum Days	
Aug 12 - 16	Curriculum Institute			New Teacher Orientation Week	
Aug 19	First Day of School	Jan. 20	Martin L. King Day - No School	Holidays - School not in Session	
Sept 2	Labor Day - No School	Feb. 17	President's Day - No School	Curriculum Institute/Pupil Free Day	
Nov. 11	Veteran's Day - No School	Apr. 6 - 17	Spring Break - No School	First and Last Days of School	
Nov. 27 - Nov. 29	Thanksgiving Break - No School	May 25	Memorial Day - No School	Enrichment Week	
Dec. 23-Jan. 3	Winter Holiday Break - No School	June 10	Last Day of School	Teacher PD/Early Release Day	

Instructional Minutes

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 Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	138	365	15	215	27	275			180	36000	61020	25020
1	Yes	138	365	15	215	27	275			180	50400	61020	10620
2	Yes	138	365	15	215	27	275			180	50400	61020	10620
3	Yes	138	365	15	215	27	275			180	50400	61020	10620
4	Yes	138	365	15	215	27	275			180	54000	61020	7020
5	Yes	138	365	15	215	27	275			180	54000	61020	7020
6	Yes	138	365	15	215	27	275			180	54000	61020	7020
7	Yes	138	365	15	215	27	275			180	54000	61020	7020
8	Yes	138	365	15	215	27	275			180	54000	61020	7020
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

Professional Development

TAS Professional Development Plan **August 2019 – December 2020**

Ongoing professional development is at the heart of a strong educational program. TAS strives to ensure student academic and social-emotional success as well as to strengthen teachers' capacity to plan lessons, deliver effective and differentiated instruction to meet students' needs. TAS PLC Leadership Team meets one to two times a month to determine and plan PD based on student and teacher needs. Topics covered throughout the year include:

- Curriculum (Wonders, My Math, Study Sync, Glencoe Math)
- Thinking Maps
- NGSS lesson planning
- Differentiated instruction (SWD, ELs, Gifted, low SES)
- Intervention/conceptual refinement for core subject areas (language arts, math, science, social studies)
- Restorative Practices
- Classroom management/procedures
- PBIS, Anti-Bullying
- Data analysis to inform instruction
- iReady online assessments/student performance data
- ELD portfolios for monitoring student progress
- Supplemental online instructional resources
- Use of technology across curricular areas
- Safety & Emergency Procedures
- Suicide Prevention

Teacher Recruitment

Interviews are ongoing through the year and posting are created to enable principals to have a pool of candidates for the following year. Accelerated will post positions each year in the month of February to create a pool of candidates to start interviewing the month of March. Sites like Edjoin and Indeed will be utilized to search for qualified candidates. Accelerated will also post open positions on their website as well. It is the policy of the school to hire credentialed teachers or interns with appropriate intern credentials if a fully credentialed candidate cannot be found. TAS struggled to fill positions that are vacated during the year due to unforeseen leaves (maternity and personal leaves). TAS will work to create a candidate pool by not only positing jobs but by attending teacher job fairs throughout the year. We have included that coaches and certificated staff can fill positions short term and that over the summer staff teams will work to interview and create a pool of quality in house substitutes. The school works to retain experienced leadership at the school site (principal, assistant principals) to ensure stability of the charter school's overall program which leads to less turnover of teacher staff. TAS works to provide a competitive salary table and is also moving towards a collaborative stakeholder engagement process for hiring, including classified and parent participants to be included in the interview process when available.

Ongoing Professional Development Plan

TAS' primary focus is to continue to provide training to any new and returning teachers on the District adopted common core curriculum. While the first two years of our ELA & math adoption at the elementary and middle school level focused on implementation of the new curriculum with fidelity, our PDs in our 3rd year of implementation focus on the level of differentiation that is available within each of the curricular programs being used and the effective use of student data to group students and provide targeted instruction to backfill skill deficits and to make grade level content accessible to all students.

Staff also received training on next generation science standards through a science consultant and MS Math teachers received professional development through math consultants. The PDs scheduled are in alignment with our school-wide initiatives to improve students' math performance, continue to make the common core aligned curriculum accessible for all students and increase student engagement and academic discourse.

The majority of our District adopted curriculum is available online and allows MS teachers to access differentiated lexile leveled passages as well as use a blended instructional approach incorporating both hard copies of text and online access to the curriculum during in class instruction as well as when providing assignments for homework through Google Docs. Another professional development focus has been in the promotion of academic discourse with less teacher talk and a greater

emphasis on teacher facilitated learning. Teachers have received PD training on how to incorporate academic conversations through the use of differentiated sentence frames, stems/starters, integration and reinforcement of academic conversations and CLOSE reading strategies across all content areas. In the area of Math, there is a concentrated focus on teachers' pedagogical awareness and skill development to integrate the conceptual understanding of mathematical concepts taught and students' ability to demonstrate their use of the various mathematical practices that center around specific constructs that promote a broader and deeper level of thinking about math. Teachers have been trained in strategic math constructs such as **Number Talks** and "**Which One Doesn't Belong**" (WODB) and are supported in the integration of these strategies into their teaching repertoire.

All new teachers had the option to enroll in our induction program through LACOE, as the district provided some annual relief of cost associated with the program. MS teachers were trained on Google classroom, but the school will expand this for upcoming year. All MS teachers utilized the digital components of the math, ELA, Science and Social Student program.

Current Curriculum:

TK-5 ELA: McGraw Hill Wonders

6-8 ELA: McGraw Hill Study Sync

TK-5 Math: McGraw Hill My Math

6-8 Math: McGraw Hill Glencoe Math

TK-5 Science: Discovery Science

TK-5 Social Studies: Discovery Social Studies

6-8 Science: Discovery Science

6-8 Science: Discovery Social Studies

New staff has a week-long new teacher professional development that focuses on culture, curriculum and classroom management induction. All staff are provided 10 days of additional PD days. Throughout the year all teachers are given additional support in their subject area or classroom curriculum. In addition, every Monday is a minimum day and teachers are provided extra planning time or professional development. Peer observations and coaching observations will support instruction moving in the 18-19 school years. The staff will be provided i-Ready PD through the coaches. Staff will be provided a PD survey at least 3 times a year to determine staff needs and effectiveness.

TAS provided GLAD training to all staff members during the 2017-2018 school to improve instructional practices in the classroom for all students, in particular English learners, SWD and struggling students. This guided language acquisition process is similar to SIOP. ELPAC PD and sheltered instructional strategies such as thinking maps, etc. also support improved instructional practices for EL students.

Meeting the Needs of All Students

English Learners

Accelerated has adopted our own English Learner Master Plan. Students are identified as English Learners based on the Home Language Surveys that parents fill out when they enroll their children. Students identified as English Language Learners (ELs) in elementary school receive 30-45 min. of designated ELD instruction using WONDERS, a dedicated ELD curriculum daily. Our TK and Kindergarten primary teachers platoon their students in order to provide more deliberate and focused ELD standards and language performance-based instruction. Elementary Teachers have identified one of the strengths of using WONDERS stand-alone ELD curriculum is that it provides the flexibility for teachers to adjust their ELA & ELD pacing plan and weekly instructional plan based on their students' assessed needs. using multiple data points: ELPAC subtest performance, United to Read- A2i (grades Kinder-1st) and i-Ready ELA diagnostic results (TK-8th grade) delineating areas of need in Reading and Accelerated's District adopted ELD portfolio for monitoring and documenting student's English Language Development.

Within the WONDERS and MyMath curriculum, differentiated resources based on language proficiency levels are available as well as online assessment results from the WONDERS ELD curriculum which identify how students performed against overall using the descriptors: emerging, expanding and bridging

Middle school ELs are scheduled into grade level specific ELD classes that are aligned with grade level ELD standards.

In middle school, all EL students receive approximately 250 min. of ELD instruction each week which is an average of 50 min. per day using the stand-a-lone ELD component of Study Sync. The middle school ELA/ELD teachers collaboratively select common text present in both the ELA & ELD planner that is part of the minimum course of study in the curricular pacing plan. While ELA teachers have the ability to provide leveled text to specific students either in hard copy form or on the internet through Google Docs there are also EL leveled student worksheets and activities to accommodate student's language needs.

The Study Sync stand-a-lone ELD curriculum used but the MS ELD teacher aligns with one to two targeted passages previously taught students' grade level ELA classes but in the ELD curriculum the story is written at a much lower lexile level passage and support resources are leveled by language proficiency descriptors. The rereading of the text in the ELD class provides additional exposure to academic vocabulary, opportunities to revisit unit themes, essential questions, and a deeper dive into comprehension strategies and skills as well additional activities to support oral and written language using sentence frames, reading aloud to improve fluency and grammar lesson support to improve students writing skills.

While all TK-8th grade EL students are given time to work independently on individualized ELA concept/skill development each week in their ELA classes. Long Term English Learners (LTELs) are provided with additional i-Ready time to

ES & MS Teachers have been trained to incorporate Project Guided Language Acquisition by Design (GLAD) strategies across all grade levels and content area instruction to promote the use oral and written language development using various learning modalities and constructs i.e. graphic organizers, pictorial input charts, cognitive concept dictionaries to promote academic vocabulary, chants, group process grids.

Both ES & MS Teachers use multiple data points to identify what: SBAC EL performance data in ELA & math, ELPAC subtest performance levels to identify areas of need, United to Read- A2i (grades Kinder-1st) and i-Ready ELA diagnostic results (TK-8th grade) which produce updated reading lexile levels and the identification of reading skills/concepts that need to be remediated. Students are provided a student goals sheet along with the CAASPP, ELPAC data so they can conference with their teachers/administrators and collaboratively document the growth points needed to move into the next performance band levels. Accelerated's District adopted ELD portfolio for monitoring and documenting student's English Language Development is used across TK-5th grade and at the MS level with the ELD teachers serving as the case manager for all MS English learners.

The English Language Acquisition Committee (ELAC) meets quarterly to discuss the EL Master Plan, any EL Summative Assessment changes i.e. transition from CELDT to ELPAC at the state level, changes in our District's Reclassification criteria based on the new ELPAC assessment and curriculum & resources acquired to support the continued academic achievement of our ELs and parent trainings to explain the changes in EL state level training and reclassification criteria.

The ELD Professional Learning Committee meets to create teacher surveys to identify individual teacher PD needs related to ELD instruction, strategies and the documentation / monitoring of students meeting the ELD standards via student work samples, curricular assessments, and initial /summative ELPAC data and to review and support teachers in their use of ELD portfolios and how to monitor students who have reclassified. The ELD coordinator/Administrator provides ELPAC data and performance levels to teachers and reclassification data and prepares EL performance data reports to the committees and the Board using CAASPP, ELPAC and i-Ready data results using the California Dashboard, the cde.gov website.

At Accelerated, we frequently monitor, assess, and review the progress of all EL students including those with IEPs to ensure that are receiving the academic support to towards meeting the English Language proficiency expectations on the ELPAC as well as meeting/or exceeding standards on the SBAC in the areas of ELA and math. ELPAC data is reviewed with students to chart their progress toward meeting the academic data indicators that are outlined in the reclassification process. Professional development in GLAD strategies is ongoing throughout the year, to continually expand teachers' EL strategy repertoire and peer review walkthroughs, peer

teacher modeling is also available to promote the implementation of GLAD in classrooms across our campus. With our newly acquired interventions, modified ELD portfolios and United to Read – A2i diagnostics and i-Ready benchmark data, Accelerated is on track to reclassify and make or targets for the 18-19 school year.

Our charter school reclassification (R-FEP) criteria was adjusted to accommodate changes reflected in the transition from the CELDT to the ELPAC State testing. Two or the four criteria were required adjusting.

1st: Assessment of English-Language Proficiency Examination (Summative ELPAC):

- Overall level of Moderately or Well Developed (3 out of 4)
- Oral Language level of Moderately or Well Developed (3 out of 4)
- Written Language level of Moderately or Well Developed (3 out of 4)
 - Accelerated modified the criteria for reclassification based on the new ELPAC overall score of a “3” or “4” which replaced CELDT -Early Advanced /Advanced criteria. This criterion may need to be updated once the CDE provides their recommendation for acceptable 1) Overall score(s) and 2) Recommendation for subtest performance after January 2019.

2nd: Standardized English Language Arts Assessment:

- Insert Lexile Range on a Standardized English Language Arts Assessment (Gr. 3-8)
Insert i-Ready Lexile Score
 - Accelerated replaced the use of Accelerated Reader to generate Lexile level scores with iReady generated ELA Lexile levels which provides more comprehensive data to determine a student’s Lexile /numeric comprehension score/range.

3rd: Teacher/Administrator Evaluation of a Student’s Academic Performance:

- Students must have an overall passing grade or “B/3” or better in ELA (Gr. K-5) and “C” or better (Gr. 6th-8th) in English Language Arts (ELA) and English Language Development (ELD) on their last report card.
- Teacher/Administrator recommends reclassification based on the student’s English Language Arts (ELA) academic performance.
 - No adjustments to this criterion was made.

4th: Parent Notification, Consultation, and Agreement

- As the parent/guardian, you have legal right to participate in the reclassification process.
- You have agreed that your son/daughter is ready to be Reclassified as Fluent English Proficient (RFEP) by signing this agreement form.
 - No adjustments to this criterion was made.

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

Accelerated teachers and parents are welcome to recommend students for GATE testing through the Student Success and Progress Team (SSPT) process. Following the SSPT meeting, students recommended for GATE testing are referred for assessment through the Los Angeles Unified School District (LAUSD)

Once students are identified as GATE, they are monitored through tracking of their grades and progress reports by our intervention aide. In the classroom, they are offered enrichment opportunities through differentiated lesson components that are part of the curriculum and teacher created. i-Ready also provides differentiated content at the students’ instructional level. Because Accelerated’s mission is to treat all students as gifted, GATE students along with non-identified students who are high-achieving, are provided opportunities to participate in enrichment activities through our YPI and KTAP after school programs, as well as specialized programs for STEM enrichment. Further, programs outside of the normal school day that GATE students wish to attend are funded through the school.

Students Achieving Below Grade Level

Schoolwide Diagnostic/Summative/Benchmark Assessment Information

Primary teachers in grades Kinder/1st administer the United to Read- A2i assessments which identify students' skill level and deficits in the foundational skills of reading, groups students with similar needs and provides suggestions for skill focused lessons that are in alignment with the ELA WONDERS program and other supplemental resources. For grades TK-8, all students take the i-Ready ELA and Math diagnostic test and benchmarks to track and monitor growth quarterly. Not only is student data in ELA and math, for at-risk students available through the i-Ready assessments, which teachers are free to administer more frequently than the 3 mandated benchmark dates each year, but in addition, it prescribes skill focused mini lessons that teachers can deliver to support mastery of the ELA and math concepts in which students are deficient in a one-to-one or in a small group setting. i-Ready has multiple student data reports available that teachers use to track student progress and performance as students complete their individual lessons and skill-based quizzes of which they must score 75% or above. i-Ready includes controls to alert teachers if students are moving through content too quickly and flags students' online behavior so teachers can intervene and refocus students.

All teachers have been trained to utilize the differentiated tools within the District adopted Common Core curriculum and supplementary resources. They use the data points and benchmark results to provide students with the differentiated support they may need, to have equal access to the curriculum and to provide strong 1st instruction. The data reports from i-Ready also provide teachers with grade level specific concept performance information that teachers can use to assign leveled Lexile reading material that is as close to a student's zone of proximal development when available within the unit of instruction. A blended approach to using the curricular tools (text-based and online platform) is reinforced to address the preferred learning styles of individual students, while still working to increase students' comfort level of using the online platform that is aligned with the CAASPP State testing format.

Tier 2 & 3 Intervention Support

In years past, the school purchased over 300 licenses for both ALEKS (math intervention program) and FLEX (ELA interventions) primarily targeting SPED & EL students, which represented the bottom 10% as measured through the CAASPP assessments. The additional licenses were assigned to specific students that were underperforming, however, as the school transitioned into block schedule and updated student schedules to best support their needs, the management of the licenses associated with these intervention programs proved challenging. In the subsequent school year Accelerated elected to transition into the use of i-Ready as part of our multitiered intervention plan for both ELA & math to support our students during the school day, during before/after school tutoring and for Saturday School (which provides them opportunities to improve academic achievement through reteaching, retaking of assessments, small group directed instruction and the completion of missing classwork or homework assignments). Saturday school is offered throughout the school year and is one component our the multitiered approach to addressing the needs of students achieving below grade level.

Monitoring Students

The systematic monitoring of students achieving below grade level, at the administrative level, is supported by our team who identifies and tracks failing & struggling students through a monitoring report, regular SSPT meetings, and ongoing parent contact. There are systems in place to organize, and maintain an intervention document which reports attendance, student grades, interventions provided, the monitoring of academic and behavior contracts, identified improvement and all parent communication and meetings.

Progress Reports go out to parents every 9 weeks for students in grades TK-5th and every 5 weeks for students in grades 6th-8th. Parents have access to their child's progress through Powerschool and can see cumulative grades as well as identify any assessments, classwork and homework assignments not completed.

When teacher interventions have not resulted in student improvement, SSPTs are scheduled to focus on other factors/interventions that can be put in place to improve student performance. Our SSPTs focus on the academic,

behavioral and social emotional needs of struggling students and the creation of a support plan is created by the team. The frequency of SSPT follow-ups needed is determined by the team.

Data based intervention results for United to Read (A2i) and i-Ready will is provided to the School Board, School Site Council (SSC), English Language Advisory Committee (ELAC) on an ongoing basis, as we monitor school data and progress. Additionally, Accelerated hosts an annual schoolwide data meeting to inform stakeholders of our intervention and progress toward meeting the needs of our students achieving below grade level.

Socioeconomically Disadvantaged/Low Income Students

Understanding and meeting the needs of students from low socioeconomic status backgrounds is a priority at Accelerated. 97% of our students are low income students, which means that the vast majority of our students come from low income families. To this end, Accelerated works to meet the needs of low-income students through a closely monitored process. Accelerated's homeless liaison meets with homeless families throughout the school year to direct them to agencies and provide them with school supplies to fully participate in the educational program. Throughout the year, Accelerated monitors all struggling students monthly, focusing on SWDs, 504, and EL students. Saturday Academy and after school tutoring also serve as core support pieces for our students. Additionally, performance is monitored for socioeconomically disadvantaged/low income students through the use of i-Ready, which facilitates the formation of small groups for individualized instruction, mini-lessons, and specific information regarding students who are below grade level in the core subjects of ELA and math.

Recognizing that our socioeconomically disadvantaged students/low income students may not have the resources to engage in enriching activities outside of school, Accelerated aims to provide enriching field trips for our students to be able to experience the world around them, including visits to universities, the California Science Center, the Natural History Museum, The Museum of Tolerance, and other important landmarks and locations throughout Los Angeles.

Our MTSS/Early Intervention model provide families and students interventions through the SSPT process so that students can be monitored and provided instructional supports and resources needed.

Students with Disabilities

Accelerated provides summer enrichment for struggling students for selected students through the afterschool KTAP and YPI programs (depending on available staff). Summer enrichment program run by KTAP & YPI are funded through their respective grants. A summer enrichment program targeted for struggling SPED and students (based off dashboard data) will be provided, serving a minimum of 50 students. Accelerated utilizes the assistance of our intervention aide to monitor attendance and progress, communicate with families, and prepare reports for the SSC.

Our model utilizes RSP pull-out and push-in and depends on a co-teaching model at the middle school level to support SWDs which began in the 2017-2018 school year and continues. Additional support and intervention are provided during Saturday School. In years past, our specific interventions depended on ALEKS and FLEX, our computer-adaptive ELA and Math programs, to provide supplemental support throughout the year but we have since shifted into the use of i-Ready. Our intervention aide continues to provide supplemental assistance and support to all students through the RTI model. In the 2018-2019 school year, at least 80% SPED IA support was given to all SPED teachers, however in subsequent years, Accelerated plans to have 4 RST teachers and 4 RST aides. Accelerated employs a special education administrator and continues to work with Direct Education to support the overall operations of the SPED program. Believe that our employees and staff should be well-versed in the school's mission and vision, Accelerated is moving toward hiring its own Behavior Interventionists (BIIs) and work with Direct Education and other agencies to ensure that services identified through the IEPs are provided to students on an ongoing basis. On a weekly basis, administrators at Accelerated monitor the 200 and 300 reports to ensure minutes and IEPs are convened on a timely basis. Believing that our teachers can best support students' individual needs, Accelerated works to ensure that caseloads for each teacher do not exceed 28 students.

Curriculum IEP accommodations are monitored through our coach/administrators and primarily provided through the regular education teachers and RSP teachers. All IEP modifications are stated through student IEP plans. A SPED administrator will be hired in 2018-2019 to support this process.

Foster Youth

Accelerated (TAS) will comply with applicable California law which provides that California schools need to include foster youth in the school accountability and funding systems to focus on the educational outcomes of foster youth. Foster youth will have access to the educational and other services they need to ensure that they are able to meet the same high expectations for all students.

Enrollment of Foster Youth

Foster youth may be identified at the time of enrollment by student self-report or by the student's Educational Right's Holder ERH in order to provide equal access to foster youth, the designee at Accelerated will ask the student or ERH to complete a Foster Youth Screening Questionnaire and the Foster Youth Initial Education Intake Form. The designee will then notify the Foster Youth Education Liaison.

The TAS Foster Youth Education Liaison will meet with the Foster Youth's ERH to discuss school of origin rights, complete the necessary enrollment paperwork and collect important documents, which may include proof of education rights, immunization records, transcript or report card, and Individualized Education Program, if applicable.

Upon acceptance into Accelerated, the Foster Youth Liaison will ensure that the foster youth will be allowed to enroll immediately in the same or equivalent classes as those he/she took at their old school, even if he/she is transferring mid-semester or if their ERH decides it is in their best interest, even if they do not have any of the required enrollment. Foster youth will be offered equal participation in extra-curricular activities regardless of try-outs or sign-up deadlines. The Foster Youth Liaison will keep a list of all foster youth, track their performance monthly and meet with families when students are struggling both academically or behaviorally.

FOSTER YOUTH LIAISON

Current Foster Youth Liaison:

Assistant Principal Tk-8

(323) 235-6343

4000 South Main Street

Los Angeles, CA 90037

“A Typical Day”

A TYPICAL DAY AT TAS

Twilight at Accelerated sheds light on a pristine campus, and bordering sidewalks swept clean by the school's lead custodian and made ready for a new day. A school day at TAS begins with students of all ages emerging from the busy streets of Martin Luther King Jr. Boulevard, Main Street, and Woodlawn Avenue. Arriving in pairs, individually or as intergenerational clusters, TAS gates are opened by 7am to embrace the possibilities that each day holds. As they walk through the main gate they are greeted by school administrators and school safety staff who vigilantly roam the campus. Students come early to play a match of soccer, to eat a warm nutritious breakfast made on site, to study, or to meet with friends and catch up on the events of the prior evening.

Teachers arrive early to prepare for the day, meet with fellow colleagues, parents, or to meet and tutor their students. Parents eagerly gather in the main office anticipating the start of the various parent workshops/classes that promotes and encourages deeper parental involvement and support for their child at home. As the 8:00am bell rings, excited students enter their classrooms prepared and ready to learn.

Transitional Kindergarten and Kindergarten students eat breakfast in the common dining tables at TAS 2 (site 2). Grades 1-5 students gather with teachers together on rugs or at their desks to quickly review the day's schedule. Middle school students pull out their notebooks to solve the problem of the day or write a response to literature projected from a teacher's power point. All over the campus, classrooms take on different structures and forms. Elementary teachers separate students into

small groups for dedicated English Language Development time and in other rooms, students sit poised for direct instruction. Students in the upper elementary and middle school interact with technology as they engage in collaborative problem solving. Relationships are forged as Special Education teachers and Instructional Assistants who escort students from the classroom or join general classroom teachers to provide and support with additional services. TK-8 administrators debrief together for a quick assessment of the day before moving into classrooms observations.

Enter a first-grade classroom, where students recite the spelling patterns of the Imagine It! Sound Spelling Cards as part of their daily morning routine. The teacher reminds the students to reference the sound spelling cards as they read and write throughout the day. From classroom to classroom, student use Thinking Maps in different ways giving an opportunity for English Learners to have access to the core literacy curriculum. Student work is displayed throughout the classroom and found in student portfolios.

In a sixth-grade classroom, students continue to use their knowledge of Thinking Maps to organize information as they are engaged in expert groups, researching ancient civilizations and creating travel brochures expounding on the virtues of traveling to one ancient civilization versus another. Middle school students travel among core classes in order to prepare for the rigor and pace of high school. From the quad, the faint sound of middle school Physical Education instruction can be heard from the field along with whistles cueing the daily warm-up. The sounds of the sirens on Main Street or the frequent jarring police propellers above do not interrupt or prevent lessons from taking place, nor impede student engagement. The bell at 3:00pm signals the end of the regular instructional day and the beginning of Accelerated's After School Program K-6 (KTAP) and 21st Century Kids/Youth Policy Institute academic and enrichment classes for elementary and middle school students respectively. Students receive tutoring, homework help, a healthy snack and a variety of enrichment activities such as dance, art, music and sports. Partnerships between TAS and the afterschool programs ensure consistency with the alignment of the school mission and instructional goals.

Every other month, thematic parent nights are scheduled. Parents assemble in the gym where they are presented with appropriate information suited to that time of the year. All stakeholders then disperse to attend grade level presentations where teachers provide parents with strategies, skills and resources to support academic success.

**Element 2: Measurable Pupil Outcomes and
Element 3: Method by which Pupil Progress Toward Outcomes will be Measured**

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

Measurable Goals of the Educational Program

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

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

Standardized Testing

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

Measurable Goals of the Educational Program

For all performance targets, please refer to the completed “LCFF State Priorities” table provided in Element 1.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Academic progress at TAS is monitored through various weekly, modular, and unit assessments agreed upon by teachers and administration as an effective means of measuring academic growth as well as informing instruction. When students do not demonstrate adequate growth, interventions are planned for both the classroom and/or before or after school and at Saturday Academy.

To ensure academic progress occurs we:

- Allow time for teachers to collaborate on curriculum, instruction, and assessment, as well as the progress of their students;
- Create flexible heterogeneous instructional grouping that ensures equal access to rigorous and interesting curriculum
- Use instructional strategies that focus on active learning, hands-on approaches, and culturally responsive teaching

- Support a multidisciplinary approach to technology integration, our teachers will link digital content to educational objectives, select student outcomes and performance standards, and evaluate student outcomes against these standards to refine and improve our instructional and institutional practices. We believe the use of technology is an essential element in an institutional process of data collection, analysis, and improvement.
- Ensure monthly teacher collaboration by grade level or successive grade levels facilitated by the principal or teacher leaders using student achievement data
- Meet biweekly as a PLC Leadership team to discuss challenges/successes in the classroom, plan for professional development to meet the needs of individual and groups of teachers, gather input from all teachers, share best practices with all staff, help to develop a positive school culture where students can be academically and socially successful

Students who are performing below grade level in each of the content areas as measured by informal and formal classroom assessments receive individual and flexible small group instruction to target their individual needs. During whole class instruction, the teacher may differentiate instruction based upon students' needs, interests, readiness, and learning profile including students who are identified as ELs, SELs, Gifted, and SWD. SWD are monitored not only in the General Education class through formal and informal observations but also by the RST through collaboration and input between Gen Ed and SPED programs. Reading Horizons is another intervention used not only with General Education students at the intensive level but also with SWD to develop vocabulary, phonics skills, grammar skills, reading comprehension and to encourage reading at higher Lexile levels.

In addition, other types of instructional support utilized to support students achieving below grade level include:

- SSPT (Student Success and Progress Team)
- MTSS (Multi-Tiered System of Supports)
- Individual and small group intervention targeting specific standards
- More time to increase the learning opportunities through peer and teacher support in the classroom
- Scaffolding in classroom instruction with language and content support
- Technology instructional supports such as iPads, laptops, document readers. Promethean interactive boards
- Valuing strengths and building self-confidence
- Monitoring students' progress and providing feedback to parents
- Recognizing growth and achievement (TAS awards and High Fives)
- After-school enrichment and homework support (TAS)
- Using SPED instructional aides to support students with identified objectives
- Building on a student's strengths and understandings and students utilizing academic language in order to foster transfer and application of academic skills in English.
- Differentiating instruction based upon the individual needs (ELs, GATE, SELs, SWD) of the students, which pushes all students to achieve at high levels.
- Differentiate for gifted students in the forms of acceleration, depth, complexity, and creativity. They will make a distinction between the process, content, or product to meet the needs of all students.
- SWD are encouraged to read books at their Lexile level or higher using iReady Reading Lexile to monitor their reading ability and progress with comprehension.

Schedule of TAS Assessments

Grade Levels	Content Area	District Level Assessment Tools	Curriculum Level Assessment Tools	Standards	Frequency	Achievement Indicators
TK-1	ELA	i-Ready ELA	Wonders (ELA) World of Wonders United 2 Read	CCSS ELA	District Level Assessments are Administered 3 times per year: Beginning-of-year Mid-Year End-OF-Year Curricular Unit Assessments are bi-monthly for ELA and math Weekly Quizzes	Performance for i-Ready assessments is measured by grade level equivalencies Weekly review of assessment data and grade level planning sessions Semi-Monthly: Review all students by subgroup) - during grade level planning sessions Quarterly review of data-during teacher/Admin Data Articulation meetings
	ELD	ELPAC		CA ELD Standards		Monthly Data Narratives
	Social Science	None	Discovery Ed (History)	History/Social Science Content Standards for California	Discovery Ed Unit assessments are administered bi-monthly	
	Math	i-Ready Math	My Math Building Blocks (Math)	CCSS Math	District Level Assessments are Administered 3 times per year: Beginning-of-year Mid-Year End-OF-Year Curricular Unit Assessments are bi-monthly for ELA and math	
	Science	None	Discovery Ed (Science)	NGSS	Discovery Ed Unit assessments are administered bi-monthly	

2-5	ELA	i-Ready ELA	Wonders (ELA)	CCSS ELA	<p>District Level Assessments are Administered 3 times per year:</p> <p>Beginning-of-year Mid-Year End-OF-Year</p> <p>Curricular Unit Assessments are bi-monthly for ELA and math</p> <p>Weekly Quizzes</p>	<p>Performance for i-Ready assessments is measured by grade level equivalencies</p> <p>Weekly review of assessment data and grade level planning sessions</p> <p>Semi-Monthly: Review all students by subgroup) - during grade level planning sessions</p> <p>Quarterly review of data-during teacher/Admin Data Articulation meetings</p> <p>Monthly Data Narratives</p>
	ELD	ELPAC		CA ELD Standards		
	Social Science		Discovery Ed (History)	History/Social Science Content Standards for California	Discovery Ed Unit assessments are administered bi-monthly	
	Math	i-Ready Math	My Math	CCSS Math	Curricular Unit Assessments are bi-monthly for ELA and math	
	Science		Discovery Ed (Science)	NGSS	Discovery Ed Unit assessments are administered bi-monthly	

6-8	ELA	i-Ready ELA	Study Sync (ELA)	CCSS ELA	Extended Writing Projects are administered every 8-10 weeks Unit Assessments for Study Sync (ELA) are administered every 8-10 weeks	Performance for i-Ready assessments is measured by grade level equivalencies Monthly review of assessment data and department planning sessions Semi-Monthly: Review all students by subgroup) - during department level planning sessions
	ELD	ELPAC	Study Sync	CA ELD Standards	6-8 Week Unit Assessments aligned with the Study Sync ELD Curriculum	Quarterly review of data-during teacher/Admin Data Articulation meetings
	Social Science		Discovery Ed (Social Studies)	History/Social Science Content Standards for California	Discover Ed Assessments are administered bi-monthly	Monthly Data Narratives
	Math	i-Ready Math	Glencoe Math	CCSS Mathematics	Glencoe Math assessments are administered every 6-8 weeks	
	Science		Discovery Ed (Science)	NGSS	Discovery Ed Assessments are administered bi-monthly	

Data Analysis and Reporting

Teachers will analyze data collected weekly and monthly utilizing using a data reflection protocol. It is expected that at each meeting teachers will analyze their weekly formative assessments and inform the teacher of the progress of students towards meeting grade level standards. Teachers will adjust lessons and reteach as necessary. The principal will also analyze data and meet with staff monthly to analyze and provide feedback and support with facilitation at the grade level meetings. Through analysis and dialogue of data results, teams will better understand the diverse needs and challenges our students face. With consultation with the principal, professional development will be customized to meet the diverse needs of the staff such as curriculum training or effective interventions. Professional development activities will also center around how to utilize universal access time more effectively to meet the needs of selected focus groups based on areas of need indicated through assessment results. Listed below are some additional examples of how data/assessments are used to guide instruction at TAS:

- Mini-lessons (review/re-teach) specific skills/strategies
- SSPT (Student Success and Progress Team)/IEP/ELD (English Language Development) data
- Providing additional support/intervention in class, conceptual refinement
- Conferences and informal meetings with parent(s)

- Results show if students need extended review lessons
- Homework assigned for practice and review or modified

Each teacher maintains a comprehensive gradebook/portfolio for each student. Portfolios include teacher-selected and student-selected work. With both informal and formal assessments, teachers at TAS work to make instructional decisions based on student needs.

Twice a year, Student- Led Conferences are held to highlight student work and set goals in a collaborative setting with the student, teachers, and family members. This is an opportunity to review student work, ask questions, highlight areas of strength, and areas for improvement.

Parent conferences are held in September to build a relationship with parents/guardians and to learn more about the student and how they best learn. Parents also attend workshops during the school year, so they can understand grade level curriculum and how to best support their children as well as communicate their needs to the teachers.

Grading, Progress Reporting, and Promotion/Retention

Grades are used for communicating student achievement, performance, and progress. Criteria to be considered in assigning grades shall include but not be limited to the following: achievement, homework, attendance, effort, ability, test scores, and participation. Student's graded work is recorded in grade books and the school's data management system PowerSchool. TAS uses Standards Based Report Cards in all grade levels TK-8th. Report cards for TK are based not only on CA State standards for beginning Kindergarten but also on students' social-emotional development. For Gr. K-8 the report card is based on the Content Standards published by the California Department of Education and provides specific feedback on students' progress in each of the key content standards. Report cards are issued every semester, providing grades for instructional periods of approximately 80-90 days. Report cards are distributed twice a year in January and June. Progress reports are distributed twice per year to parents in the spring and fall during student-led conferences. The following data/assessments/observations are used at TAS to determine report card and progress report scores:

- Language Arts: ELA portfolios, curricular unit assessments, reading comprehension, vocabulary, and fluency tests
- Math: quizzes, end of module assessments
- Writing: Published writing with rubrics/checklists
- Participation, social cooperation
- ELD Portfolios (Grade Level ELD Standards) using checklists, observations of oral language
- Effort (separate grade from academics)
- Homework
- Curricular Projects

Promotion Policy: Retention is considered only as a last resort and only after a series of measures have been taken including early identification, intervention plan, progress monitoring, SSPT meetings and school/parent team agreement. Documented exceptions to this process may be made in special situations with the approval of the Principal or Assistant Principal and the Coordinator of Special Education. Process is as follows:

1. If the student is failing to make normal progress, the parents must be notified of concerns early, so that the school and home may work collaboratively in helping him/her achieve greater success.
2. Most retentions should be at the primary level. However, older students may be considered if it is strongly felt retention will help the student.
3. No student shall be retained more than one year.
4. The teacher shall utilize the Student Success & Progress Team (SSPT) in attempting to help a student who is not progressing at a normal pace and in making decisions to retain.
5. The teacher is to discuss possible retention with the school principal or assistant principal prior to discussion with the parent.
6. Light's Retention Scale must be completed prior to teacher notification to parents that retention is a

possibility.

7. An SSPT process must have been implemented and a signed parent letter must be on file at the school for each student retained.

8. Parent notification of the recommendation to retain or promote is to be given as early as possible in the school year, but no later than the second week in May of the second semester and is done formally through the SSPT process (#8).

9. A parent may appeal the retention by contacting the CAO in writing (email or letter). The CAO may reverse the determination after a meeting with the parent and review of the documentation.

Element 4: Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.¹

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and 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.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

Governance Structure

The governance structure is organized to serve the educational vision of the Charter School by ensuring that decision-making is responsive to school needs and that staff are held accountable for student outcomes.

Additionally, the governance structure is designed to:

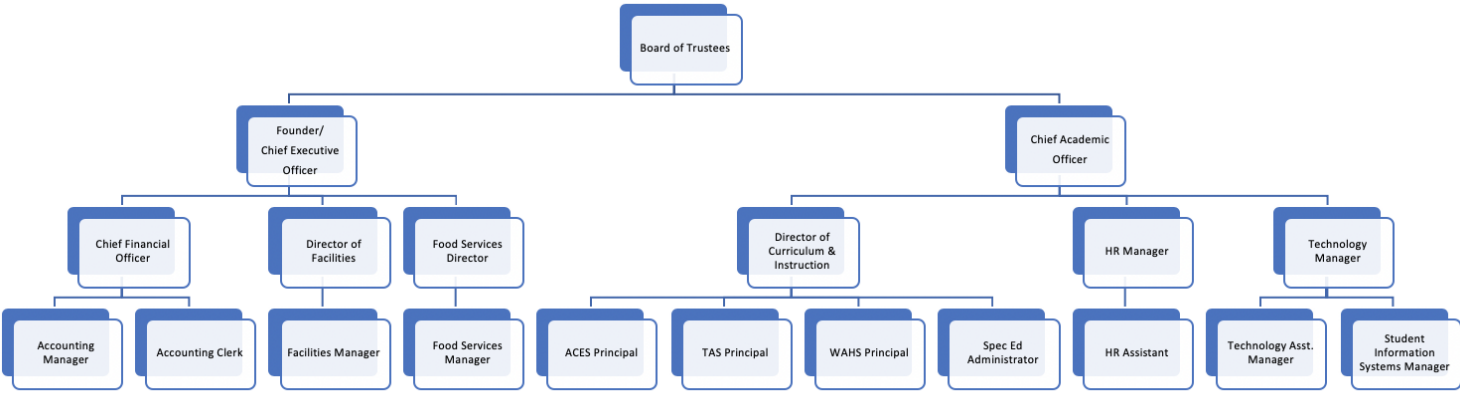
- Assure that every member of the staff shares decision-making responsibility;
- Include parents in the process of decision-making;
- Avoid domination by any select individual or group;
- Develop increased organizational capacity and assure the viability of local school control and accountability.

To accomplish this, Accelerated, the nonprofit corporation operating Accelerated (TAS), implements a governance structure that has been successfully implemented at TAS since 1994. TAS decision-making body is the Board of Trustees (also known as and will hereafter be referred to as the "Board of Trustees" or "the Board"). TAS recognizes that reporting structures are critical, but that it is more important that the organizational culture demonstrates that student success is the primary focus.

The Board of Trustees provides accountability, oversight and guidance to ensure TAS’ ongoing success by ensuring fiscal and legal oversight of the schools. The Board meets a minimum of six times a year (every other month) to review TAS achievements and provide support in achieving short-term and long-term goals set by the Board.

One of the key roles of the Board of Trustees is to oversee and evaluate the Chief Executive Officer who is responsible for managing the day-to-day affairs of the organization. To effectively support and guide the CEO, the President of the Board meets monthly with the CEO & CAO for review of the work plan and priorities in carrying out the objectives of the organization. Additionally, the evaluation process of the CEO will include survey results from school staff and parents to help ensure that the needs of the School are being met. This process of evaluation of the CEO has been in place at TAS and has helped to create a safe environment in which difficult issues can be discussed openly to the benefit of the organization’s continuous growth and improvement. The Chief Executive Officer and Principal shall be responsible for day-to-day management of TAS.

The Accelerated Schools Organizational Chart 2018-19



Description of Major Roles

Chief Executive Officer & Chief Academic Officer - The CEO/CAO are responsible for the school environment and student performance at TAS (TK-8), ACES, and WAHS. The CEO is also responsible for the implementation of policies, procedures, and practices that will ensure the ongoing financial and legal viability of the schools. The Chief Executive Officer approves purchases and contractual agreements. The duties include: principal support and supervision, support and supervision of Central Services staff, fundraising, facilities development, serving as a spokesperson for the Accelerated Charter Schools weekly school visitations and observations; monthly presentations to the staff, parents, and students of TAS; and managing the hiring process of the school principals.

Chief Financial Officer – The CFO will report to the CEO and provide financial reports to the board assuming a strategic role in the overall management of TAS. The CFO will have primary day-to-day responsibility for planning, implementing, managing and controlling all financial-related activities of the organization.

Principal - The principal is responsible for day to day management of the schools, establishing a positive school culture and high levels of student achievement. The principal's duties will include facilitating curriculum development; teacher selection, supervision and evaluation; facilitating parent involvement in school governance, volunteering at school, and supporting student learning at home; monitoring and supporting professional development for all staff; the implementation of student support programs; weekly visits of each class; managing school discipline; and supervising other support staff as assigned. Additionally, the principal manages the teacher selection and curriculum development process.

Governance Board Composition and Member Selection

Accelerated Board of Trustees

Accelerated Board of Trustees makes all policy and business decisions regarding TAS legal and fiscal viability. Accelerated's Board of Trustees serve as the Board of TAS. Accelerated Board of Trustees is fully committed to the establishment and sustenance of TAS as well as the necessary business, educational, facilities, philanthropic and managerial expertise to do so. The Board is comprised of a minimum of 5 members and no more than 15.

The Board of Trustees meets six times a year, usually on every other month basis, and as needed. Dates and times are published in the Charter School's weekly parent reminders, which are published and distributed weekly by the main office personnel and are also posted and available to the public. Agendas will be posted in areas that are convenient to staff, students, and parents for viewing, including, but not limited to: the school website, on doors to the school, and main office. The charter school posts its agendas in physical locations that are freely accessible to the public, which includes the street side wall of the school building, as well as on the school's website. The Board will allocate the first portion of each meeting for public speakers (staff, parents, students, community members, etc.) to address the Board. Every speaker will have two minutes to address the board on every matter, regardless of whether their item is on the agenda.

Board Duties

The Board of Trustees is fully responsible for the fiscal and legal affairs of the Charter School and is the employer of record. It will maintain active and effective control of the charter school, through the exercise of the following duties, including but not limited to:

- Hire and evaluate the Chief Executive Officer
- Approve all contractual agreements and purchases
- Approve and monitor the implementation of general policies of TAS
- Develop and monitor an operational business plan that focuses on student achievement
- Approve and monitor TAS' annual budget.

Process for Selecting Board Members

The Board of Trustees will be composed of highly qualified individuals who have demonstrated a passion for advancing educational opportunities for children, particularly children that have historically been underserved.

One (1) trustee and one (1) alternate shall be nominated by TAS parents, voting at a meeting of such parents that has been duly held and noticed (generally, in September of each year), and each shall be a parent of one or more children who are actively enrolled at TAS during such parent's entire term as a trustee (or alternate).

The remaining trustees shall be selected by nomination through the board nominations committee. Prospective board members are vetted and submitted for consideration to the board.

Governance Procedures and Operations

The Board of Trustees will meet a minimum of six times a year. Meetings generally begin in August, right after school starts, with the last in June, right after school ends. Subcommittees (which include Finance, Nominations, and Operations committees) will meet regularly and report to the entire Board at each Board meeting. All Board meetings and meetings of advisory and standing committees will be conducted in accordance with the Brown Act.

Annually the Board shall meet for the purpose of organization, election of trustees, appointment of officers and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held in December and postings/notices will be consistent with the Brown Act.

Public Notification of Meetings

At least 72 hours before a regular meeting, the Board of Trustees, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. Agendas will be posted in areas that are convenient to staff, students, and parents for viewing, including, but not limited to: the school website, on doors to the school and main office. Agendas are also posted and available to the public. The charter school posts its agendas in physical locations that are freely accessible to the public, which includes the street side wall of the school building as well as on the charter school's website.

Special meetings of the Board of Trustees may be held only after twenty-four (24) hours' notice is given to each Director and to the public through the posting of an agenda.

The Secretary is responsible for taking minutes at every meeting. Minutes for regular and special meetings will record all actions taken by the Board of Trustees. Minutes of the previous meeting will be included in the agenda for the next meeting and all recorded minutes will be archived and available to the public upon request.

Quorum and Board Action Requirements

A majority of the trustees in office shall constitute a quorum for the transaction of business. Every act taken, or decision made by a majority vote of the trustees present at a meeting duly held at which a quorum is present is an act of the Board, unless a greater number is expressly required by California Nonprofit Corporation Law, the Articles of Incorporation or Bylaws. Trustees may not vote by proxy.

Teleconference Participation

Members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment, to the extent permitted by law. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if (i) each member participating can communicate with all other members concurrently, (ii) each member is provided the means of participating in all matters before the Board including, without limitation, the capacity to propose, or to interpose an objection to, specific action to be taken, and (iii) the Corporation has adopted and implemented some means of verifying both that the person participating in the meeting is a trustee or other person entitled to participate in the meeting and that all actions of, or votes by, the Board are taken or cast only by the trustees and not by persons who are not trustees. Meeting agendas shall identify all location(s) from which members of the Board are participating in the meeting. The agenda shall provide an

opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

According to Brown Act (Gov't Code § 54953(b)(3)) requirements for teleconference participation:

- At least a quorum of the Board must participate from teleconferencing locations [within LAUSD's] jurisdiction.
- Each teleconference location must be identified in the notice and agenda of the meeting.
- Agendas must be posted at each teleconference location.
- Each location must be accessible to the public.
- The agenda must provide the opportunity for the public to address the Board directly at each teleconference location.
- All votes must be by rollcall.

Stakeholder Involvement

TAS is committed to engaging parents in their child's education. Over 30 years of research confirms the important role of parent involvement in student achievement. Parents are their child's first and life-long teachers and can influence their child's educational outcomes in powerful and long-lasting ways. The core belief that parents are our partners is the foundation for TAS' overarching policy on parent engagement and is reinforced through its Title I Parent Involvement Policy.

The California Department of Education requires that every Local Education Agency establish parent involvement policies for all schools, both non-Title I and Title I (EC Section 11504 and EC Section 11502). The Parents as Equal Partners in the Education of their Children (PAEP) policy created a taskforce to further explore and define a framework for parent engagement tools and programs. The PAEP Taskforce, with the participation of over 100 stakeholders, including parents from Title I schools, developed a common definition of parent engagement:

“Meaningful parental engagement is when schools see parents/guardians as equal partners in promoting student achievement and recognize parents' talents and skills as resources to promote children's educational development.” --Parents as Equal Partners Taskforce

This definition of parent engagement fully embraces and supports all Title I mandate regarding parent involvement and reaffirms that effective parent engagement occurs at the school-level. The PAEP policy is in alignment with the California Framework for Parent Engagement (2012) as well as with the Title I Parent Involvement Policy herein.

A. Parent Involvement in the Policy Development Process

Pursuant to Title I, Part A, Section 1118(a) of the No Child Left Behind Act of 2001, Accelerated's Title I Parent Involvement Policy was developed in collaboration with and approved by parents of Title I students.

Parents participate in the policy development and approval process through meetings that take place at the school site. The meetings yield important feedback on ways schools can improve parent involvement practices and identified how the schools can strengthen both school and parent capacity to foster trusting relationships that result in positive outcomes for students.

The following overarching recommendations were expressed by parents:

- Parents want help in strengthening their knowledge, understanding and navigation of the educational system and how they can better support their children's achievement and performance at school and at home.

- Parents recognize the key role that administrators and teachers play in ensuring effective parent engagement and recommend staff training to ensure successful implementation and accountability for parent engagement plans.
- Parents want school staff to be respectful, create a welcoming environment and value and acknowledge their contributions to their child’s learning by inviting them into schools as visitors, volunteers, and equal partners in supporting their child’s academic achievement.
- Parents want to receive information from schools on a timely, ongoing basis. They particularly want information impacting their child’s learning, including the school’s Title I program, expectations for English Learners (ELs) and students with special needs, volunteer opportunities, workshops/trainings and community resources available to their families.
- Parents want accessible parent centers that operate on a regular schedule; that have well-equipped facilities and quality staff that is welcoming of all parents, including working parents, disabled parents and newly-arrived immigrant parents; and that provide them with learning opportunities to assist them in supporting classroom and home learning (math, reading, homework, etc.).
- Parents want improved communication with schools. They seek timely information from schools that is clear and comprehensible, in the language that they understand and delivered in a variety of ways using both technology (phone, text, email, websites) and traditional modes of communication (letter, phone calls, etc.).

These recommendations above are integrated throughout this Title I Parent Involvement Policy and reinforce TAS’ core belief that parents are our equal partners in ensuring the success of all students.

B. Title I Parent Involvement Policy Requirements

Title I, Part A, Section 1118(a), requires that Accelerated’s Title I Parent Involvement Policy address six key mandates that describe the programs, trainings and practices TAS will provide to ensure meaningful parent involvement at all Title I schools.

Mandate 1: Involve parents in the joint development of its plan [Accelerated’s Program Improvement Plan] and the process of school review and improvement.

TAS will involve parents in the joint development of Accelerated’s Program Improvement Plan by:

- Utilizing the School Site Council (SSC) and English Language Advisory Council (ELAC) as vehicles for parent participation in the annual development and review of TAS’ Program Improvement Plan.
- TAS will issue the following directives, tools and trainings to ensure the school has the necessary information it need to effectively involve parents in the process of school review and improvement:
 - Provide school with operating guidelines and federal requirements for TAS and other school advisory committees. (e.g. SSC, ELAC, Safety Committee)
 - Provide school with direction and guidance on school-level parent involvement mandates, including the involvement of parents in the decision-making process for the allocation of parent engagement funds, as required by Title I.
 - Assist school and parents in identifying allowable school expenditures to support/bolster parent involvement in the school review and improvement process.
 - Assist parent in understanding the academic performance of their child’s school and increases their ability to participate fully in the school improvement process.
 - Provide school staff with tools and training to support meaningful and balanced parent participation on the School Site Council.

Mandate 2: Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

To meet this mandate, TAS will provide technical assistance/training to school staff in the following areas:

- School Goals for Parent Engagement: Describe TAS' vision and establishes TAS' expectations for parent engagement.
- School-based teams (SSC and ELAC), comprised of parents, teachers, principals/administrators, other staff, and students that lead the school's effort in creating school-wide parent engagement plans, including the development of School-Parent Compacts, the school's Title I Parent Involvement Policy, Single Plan for Student Achievement, and other parent involvement activities linked to learning.
- Targeted support provided to schools undergoing periodic state and/or federal review of their parent engagement planning process.
- Training and tools provided to school staff to increase their capacity to engage, support and provide necessary information to parents of students with documented achievement gaps, ELs and students with special needs.

Mandate 3: Build the schools' and parents' capacity for strong parental involvement.

TAS will make available the following training, tools and programs:

- Parent Workshops: A collection of workshops/trainings that comprise the essential knowledge and skills all parents must have to support their child's learning in high school. Possible training areas include:
 - Preparing for school
 - Master Plan for ELs
 - Literacy/math home-based support
 - Common Core State Standards
 - A-G college preparatory requirements
 - Student Academic Performance Data
 - Transition to middle and high school
 - Parents as advocates and leaders
 - Special Education programs
 - Creating learning environments at home
 - Supporting good attendance habits (includes promoting literacy, regulating TV time, supporting homework completion)
- Trainings that provides school staff, including but not limited to principals, teachers, front office staff, parent center staff and others, with knowledge and understanding that fosters meaningful and sustainable parent involvement. Key areas include:
 - Parent involvement research and best practices
 - Creating welcoming environments
 - Engaging and expanding meaningful school volunteer programs
 - Informing parents of their rights and responsibilities and categorical/special programs such as Title I, EL and Special Education
 - Establishing effective advisory committees and councils at schools
 - Addressing parent concerns
 - Engaging parents to support homework completion, good attendance habits, and creating learning environments at home that reinforce classroom learning
 - Engaging and effectively communicating with parents, including working parents, disabled parents, newly arrived parents and non-English speaking parents

Mandate 4: Coordinate and integrate the parental involvement strategies described in this policy with parental involvement strategies under other programs, including the various 0-5 federal programs that prepare children for school and parents for their role in supporting their children's learning.

To address this mandate, TAS will coordinate and integrate its parent engagement programs and trainings with those of other programs, including:

- Multilingual Academic Support centered on informing parents of EL students of the TAS Master Plan for English Learners. Parents provide input on this plan.
- Special Education Department Support: This integration ensures the coordination of parent engagement strategies, programs, and goals among parents of Title I, EL and students with special needs.
- Technology Department: Coordination is centered on the technology department to develop, promote and train schools on web-based tools for parents that help support student achievement. Examples include PowerSchool, access to the TAS website, Free and Reduced Lunch applications, and school volunteer programs.
- Student Information Systems Department: Coordination is centered on ensuring the inclusion of parents in the development of and participation in key school performance indicators.
- Federal and State Education Programs: Coordination is centered on ensuring that federal and state parental involvement requirements, including the School-Parent Compact, School Parent Involvement Policy, and the Single Plan for Student Achievement, are met.

Mandate 5: Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of TAS.

Title I schools, including identifying barriers to greater parent participation in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies described in this section.

To address this mandate, TAS will:

- Utilize parent involvement groups and the SSC and ELAC Committee's to examine the effectiveness of the parent engagement strategies and programs described in this policy on student achievement at Title I schools.
- Provide training and coaching to the SSC and ELAC committees to identify specific policy issues to be studied, design effective evaluation processes and utilize various data collection tools including surveys, site observations, interviews, etc.
- Use the findings and recommendations from surveys and committees to determine any necessary revisions of the policy annually.
- Consult with Title I parent involvement policy participants in determining how parent engagement funds are allotted to support the parent engagement programs, practices, and strategies contained in the policy.
- Promote the completion and results of the annual Parent Involvement Survey to capture parent feedback on school-level parent engagement experiences, programs and practices.

Mandate 6: Involve parents in the activities of Title I schools.

To address this mandate, Accelerated will:

- Ensure effective parent involvement at schools by growing schools' capacity to do the following:
 - Communicate effectively with parents
 - Create welcoming, respectful environments for all parents
 - Provide learning opportunities for parents that grow their ability to support classroom learning, particularly in math and reading, homework completion and attendance
- Ensure parents are knowledgeable about the following:
 - Parents' Bill of Rights and Responsibilities
 - Student and school performance data
 - School policies including the visitation policy, attendance policy and homework policy

Accelerated has demonstrated its commitment to parent involvement at the school and central levels through its policy for parent involvement, the School Goals for Parent Engagement in the LCAP and SPSA, the Parent Compact, and various surveys. The programs and practices described in this policy provide further affirmation of

this commitment, and adherence to it will build school and parent capacity in fostering meaningful school-home partnerships to bolster student achievement.

Role of parents and staff in the governance of the school

One parent from TAS has a seat on Accelerated's Board of Trustees, five TAS parents have voting positions on the TAS School Site Council (SSC), at least four parents have voting positions on the TAS English Language Advisory Council (ELAC), and at least one TAS parent is a member of the School Safety Committee.

Note that the TAS SSC serves as the School Site Council for TAS.

Parents and staff have an open invitation to the board meetings, SSC meetings, and ELAC meetings. To inform parents and staff, board meeting agendas and SSC agendas are posted inside and outside of the school as well as on the school's website at least 72 hours in advance of the meeting. The board meeting, SSC meeting, ELAC meeting, and Safety Committee meeting dates and times are also provided to parents in the School's Parent Reminder.

Consultation of Stakeholders in developing LCAP and Annual Update

Parents and teachers are given an LCAP stakeholder survey at least twice per year. Students are given an LCAP survey at least once a year. The parents, students, and teachers on the SSC and ELAC committees provide input throughout the school year and provide feedback to help direct the goals, actions and services included on the LCAP. The annual update is reviewed and discussed throughout the year with the SSC and ELAC committees as well as during bi-monthly parent meetings. Parents will also have the opportunity to review and discuss the LCAP during Coffee with the Principal every other month.

Consultation of parents and teachers regarding the school's educational program

The Single Plan for Student Achievement (SPSA) and LCAP documents are reviewed and discussed through the SSC committee with parents, students, teachers, and administration. Surveys are provided to parents, students, teachers, and other staff to gain input regarding the educational programs at the school site.

School Website

Key documents and information are shared on the school's website for all stakeholders to access including: the schools' parent involvement policy, SSC and ELAC meeting agendas and meeting minutes, board meeting agendas and meeting minutes, and the Parent/Student handbook.

Composition of Committees

School Site Council: Principal, 1 Classified Staff member, 4 teachers, 3 parents, 3 students

English Language Advisory Council: Parents of English Learners (must compose at least the same percentage on the committee as percentage of Els at the school), other staff members (teachers, administrators, other parents, students, etc.) as long as the minimum percentage of English Learner parents is met

Safety Committee: at least one parent, one instructional staff member, one classified staff member, and an administrator

Element 5: Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY:

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS:

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

Employee Positions and Job Descriptions:

Executive Positions: Chief Executive Officer (CEO), Chief Academic Officer (CAO), Chief Financial Officer (CFO), Director of Curriculum and Instruction

Administration/Managerial Positions: Principal, Assistant Principal, Office Manager, HR Manager, Director of Facilities, Director of Food Services, Facilities Manager, Food Services Manager, Academic Advisor, Technology Manager, Technology Assistant Manager, Student Information Manager, Executive Assistant

Certificated Staff: Teacher, Substitute Teacher,

Instructional Support Staff: Instructional Assistant, SPED Instructional Aide, Behavioral Interventionist

Classified Staff: Office Clerk, School Supervision Aides, Custodian, Accounting Clerk, HR Assistant, Executive Assistant, School Operations Manager, IT Clerk, Copy Clerk, Food Services I, I-Maintenance, II, III, Food Services Driver, Food Services Cook, Attendance Clerk (SIS)

Job Descriptions for Key Positions:

Chief Executive Officer (CEO):

Accelerated’s (TAS) Chief Executive Officer (CEO) is responsible for the effective operation of TAS Community of Schools, general administration of all instructional, business or other operations of the Schools, and for advising and making recommendations to Accelerated’s Board (hereafter ‘the Board’) with respect to such activities. He/she shall perform all the duties and accept all of the responsibilities as prescribed below, by the Board. Required: The CEO should possess a minimum BA degree
Preferred: Master’s or PhD in Education and have at least 5 years working experience as an administrator.

The CEO shall possess the following powers and be charged with the following duties:

- A. To be the principal representative of TAS, with the right to speak on all matters before the Board, but not to vote

- B. To enforce all provisions of law and all rules and regulations relating to the management of the schools and other educational, social and recreational activities under the direction of the Board.

2. Responsibilities:

- A. Keep the Board informed of the condition of TAS's educational program(s), assure effective communication between the Board and the staff of the school system. Relay all communications by the Board regarding personnel to TAS employees and receive from all school personnel any communications directed to the Board.
- B. Prepare the agenda for Board meetings, in consultation with the Board President. Prepare and submit recommendations to the Board relative to all matters requiring board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions.
- C. Submit to the Board a clear and detailed explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.
- D. Develop and recommend to the Board objectives of the TAS educational program(s) and see to the development of internal objectives which support those of the Board.
- E. Develop and recommend to the Board long-range plans consistent with population trends, cultural needs, and the appropriate use of TAS facilities, and see to the development of long-range plans which are consistent with Board objectives.
- F. See to the development of specific administrative procedures and programs to implement the intent established by Board policies, directives and formal actions.
- G. Oversee the execution of all decisions of the Board.
- H. Ensure that sound plans of organization, educational programs and services are developed and maintained for the Board.
- I. Maintain adequate records for the schools, including a system of financial accounts, business and property records, personnel records, school population and scholastic records. Act as custodian of such records and all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board.
- J. Be directly responsible for news releases and/or other items of public interest emanating from all TAS employees that pertain to educational matters, policies, procedures, school related incidents or events. Approve media interviews of this nature with TAS employees.
- K. Provide for the optimum use of TAS staff. See that TAS is staffed with competent staff who are delegated authority commensurate with their responsibilities. Define the duties of all personnel.
- L. Ensure that staff training is conducted. Summon employees of TAS to attend such regular and occasional meetings as are necessary to carry out the educational programs of TAS.
- M. Prior to action by the Board, recommend the appointment, discipline or termination of employment of TAS administrators.
- N. Prior to action by the Board, recommend the appointment, discipline or termination of employment of teaching and non-teaching TAS personnel.
- O. Oversee the development of high standards of performance in educational achievement, use and development of personnel, public responsibility, and operating efficiency.
- P. Maintain effective relationships with employee organizations and assume ultimate responsibility for collective negotiations with TAS employees.
- Q. Oversee the development, authorization, and the maintenance of an appropriate budgetary procedure is properly administered. Prepare the annual proposed budget and submit it to the Board by March 1 or at such earlier date as is necessary to provide an adequate opportunity for the Board's discussion and deliberation.
- R. See that all funds, physical assets, and other property of the District are appropriately safeguarded and administered.
- S. File, or cause to be filed, all reports, requests and appropriations as required by various governing bodies and/or Board policies.

- T. Establish and maintain liaison with community groups which are interested or involved in TAS educational program(s).
- U. Establish and maintain liaison with other schools, Los Angeles Unified School District, colleges and universities, the California Department of Education, and the U.S. Department of Education.
- V. Act on own discretion in cases where action is necessary on any matter not covered by the Board policy or directive. Report such action to the Board as soon as practicable and recommend policy in order to provide guidance in the future.

Primary Relationships

The CEO observes and conducts the following relationships:

A. Accelerated’s Board

- 1. As chief executive officer be accountable to the Board for the administration of the educational system and for the interpretation and fulfillment of the aforesaid functions, primary activities and responsibilities.
- 2. Attend, or have a representative attend, all meetings of the Board.
- 3. Represent TAS as the chief executive officer in dealings with other school systems, professional organizations, business firms, agencies of government and the general public.

B. Administrators

- 1. Hold regular meetings with TAS Principals and all other administrators to discuss progress and educational problems facing TAS.
- 2. Direct the operations and activities of administrators; see that they effectively guide and coordinate TAS operations and activities; secure their assistance in formulating internal objectives, plans and programs; evaluate their job performance; and stand ready at all times to render them advice and support.
- 3. Approve the vacation schedules for administrators; and be personally responsible for all evaluations of administrators.

C. Others

- 1. Work with other TAS employees and advisors, including auditors, architects, attorneys, consultants and contractors.
- 2. Hold such meetings with teachers and other employees as is necessary for the discussion of matters concerning the improvements and welfare of the schools. Represent TAS in collective negotiations with recognized or certified employee organizations.
- 3. Attend, or delegate a representative to attend, all meetings of municipal agencies or governmental bodies at which matters pertaining to TAS and/or charter schools appear on the agenda.
- 4. Represent TAS before the public, and maintain, through cooperative leadership, both within and without TAS, such a program of public relations as may keep the public informed as to the activities, needs and successes of TAS.
- 5. Receive all complaints, comments, concerns and criticisms regarding the operation of TAS from the public, employees of TAS, students and Board members.

Chief Financial Officer (CFO)

BASIC FUNCTION:

Under the direction of the Chief Executive Officer, schedule, plan, organize, assign, review, and manage TAS Community of Schools (TAS) accounting and financial services activities; perform related work as required; establish and revise accounting procedures; conduct accounting analysis, audits of TAS funds, programs and

accounts, and prepare financial statements; responsible for all aspects of budget preparation, planning, analysis, and monitoring. Other functions of responsibility include human resources, information technology, facilities, administration, risk management, legal affairs, and at times, responsibility for a key program area.

REPRESENTATIVE DUTIES:

- Advise senior management, including the Board of Trustees, Finance Committee, Founder and CEO concerning TAS accounting and financial services, budget, fiscal stability of district programs, and internal control.
- Supervise all Fiscal Services department operations.
- Recommend and assist in the formulation and implementation of policies and procedures related to fiscal activities; perform analytical studies in the formulation and implementation of new policies and procedures. Identify and recommend methods to improve operational procedures and internal control.
- Plan, organize, supervise, train, instruct, evaluate the work of the accounting staff within the Fiscal Services Department, including budget control records, and the proper receipt and disbursement of funds, cafeteria accounting, pupil attendance, special projects, internal auditing and other fiscal activities.
- Prepare and monitor budgets; prepare complex reports and financial projections concerning grants, special projects, categorical programs, and various TAS programs.
- Conduct internal audits of TAS funds, programs or accounts; coordinate external audits and formulate corrective action to any findings.
- Advise, consult and monitor the school site principals, assistant principals, site supervisors, secretaries and department managers concerning budgetary control, accounting strings and expenditure coding.
- Perform analysis, projection, and make recommendations regarding the fiscal stability of TAS programs.
- Consult with and advise administrators regarding legal and procedural requirements of TAS's financial management.
- Maintain the integrity of the accounting systems/records. Assure that financial income and expenditure transactions and records are in compliance with federal, state, and county rules, regulations and requirement and that TAS policies and procedures are met; assure compliance with audit requirements.
- Prepare a variety of TAS financial statements and conduct special audits, or analytical studies to assist in the compliance with policies and regulations of new or revised programs. Review financial reports, receipts, disbursement records and computer print-outs to assure accuracy and completeness; make corrections and adjustments as necessary.
- Supervise and coordinate the receipt recording, deposit, encumbrance, and disbursement of TAS funds and the issuance and distribution of warrants.
- Analyze and prepare statistical data for the TAS's collective bargaining negotiations with certificated and classified unions and unrepresented classifications.
- Advise, consult and monitor the school site principals, assistant principals, site supervisors, secretaries, project managers and department managers concerning budgetary control, expenditure posting and accounting strings.
- Coordinate communication with various TAS and county departments and personnel to answer questions, obtain information and resolve issues; provide information concerning related accounting functions.
- Establish and maintain internal control procedures.
- Confer with administrators, business executives, and school staff on matters involving problem resolution within areas of responsibility.
- Communicate with vendors and employees to arrange payment or resolve discrepancies as necessary; assist assigned personnel with difficult, complex and unusual issues,
- Participate in regular meetings of Los Angeles County Office of Education, CASBO and other organizations in areas of budgeting and accounting.
- Recommend changes to the department and procedures to ensure cost effective accomplishment of goals and objectives.
- Maintain records of expenditures and income, fund balances, reserves and appropriations, and prepare regular reports concerning TAS financial conditions.

- Prepare journal vouchers and make adjusting and closing entries; prepare, plan and supervise activities related to year-end closing.
- Interpret and implement the rules, state and federal regulations, and policies of the Board of Education, as they relate to assigned areas of responsibility.
- Advise CEO and senior management, concerning sensitive payroll issues regarding compensation for certificated and classified personnel.
- Manage the planning, organization and coordination of the timely preparing of TAS payrolls for classified and certificated personnel; establish priorities and direct staff toward timely and efficient payroll completion.
- Process prepare and balance daily tax deposits; balance payroll taxes for each quarter; prepare and process payroll tax returns for federal and state agencies; work with federal and state agencies to resolve any tax discrepancies and tax audits.
- Communicate and work with TAS departments and personnel, and collective bargaining representatives to obtain and provide information, resolve discrepancies, and correct errors.
- Assure maintenance and accuracy of TAS payroll records; monitor maintenance of mailing lists, files, and records; assure accuracy and proper distribution of W-2 forms.
- Assure compliance with a variety of laws, regulations, established procedures, and District policies concerning payroll processing.
- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES

Knowledge Of:

- Generally accepted accounting principles.
- Governmental accounting standards (GASB)
- School District audit theory and procedure
- Accounting and Fiscal control procedures and methods.
- Theory and practice of modern school management applicable to such functions as accounting, payroll, budget, internal auditing, purchasing, contract administration, management information systems, records retention.
- Organization, personnel supervision, staff training, and management development techniques.
- Fiscal and budgeting principles of practices.
- Financial analysis and record keeping techniques.
- Laws applicable to financial procedures and funding in public schools, and the California Education Code provisions pertaining to school accounting, and procedures for handling state and federal funds.
- Legal contracts and other binding agreements.
- Oral and written communication skills
- Modern office practices, procedures and equipment
- Principles and practices of supervision and training
- Technical aspects of field of specialty
- School related programs such as CNIPS, conapp, PeopleSoft, HRS System (JH)

Ability To:

- Plan, organize, manage, and coordinate a variety of technical business, accounting, and financial functions.
- Prepare and present clear and concise financial analysis and reports.
- Organize, motivate, direct and/or supervise the activities of others engaged in various school business activities.
- Assimilate and evaluate data and prepare sound recommendations based upon such information.
- Speak and write clearly and concisely.

- Establish and maintain effective relationships with those contacted in the course of work.
- Insure compliance of fiscal policies and procedures with applicable statutes and regulations.
- Analyze and interpret legislation affecting school fiscal and budgetary operations.
- Develop and administer a large, complex budget and Chart of Accounts.
- Establish priorities and delegate effectively.
- Make public presentations to large groups, explaining complex issues in an understandable way.
- Operate a variety of office equipment including a computer terminal/personal computer.

EDUCATION AND EXPERIENCE

A bachelor’s degree in business administration, finance, accounting or related field, with a specialization in public or school administration and minimum of three years of experience in administrative positions with financial management/accounting responsibilities for a school district with multiple business functions or an organization or firm with at least 200 employees. Specific financial management experience in at least three or more of the following areas would be desirable; accounting, budgeting, auditing, finance, insurance, or information systems. It is preferred that the candidate posses an MBA/CPA.

Any other combination of training and/or experience which demonstrates an applicant is likely to possess the required skills, knowledge and abilities may be considered; a master’s degree in one of the above fields is highly desirable.

Chief Academic Officer:

The Chief Academic Officer leads a team of four direct reports – the three school principals and the Director of Curriculum and Instruction – and manages a budget of \$20 million. With the CEO focused predominantly on external engagement, the CAO will assume day-to-day responsibilities for nearly all academic functions of the school system. This person will be a hands-on executive who is both comfortable and effective working closely with teachers and staff to further develop, standardize, and improve curricular offerings, ensuring a consistently high-quality learning experience for every student within TAS. All work will be conducted in collaboration with and under the close advisement of the Accelerated Board of Trustees.

Specifically, the primary opportunities and challenges for the Chief Academic Officer will include the following:

Ensure academic rigor across an entire system of schools

The size and close proximity of the schools allows the new CAO to lead transformational change from kindergarten through high school in an intimate setting – one that fosters collaboration across campuses and allows teachers and students to interact in small communities. The new leader will leverage this connectivity to bring a high standard of teaching and learning to every classroom.

Articulate a vision of teaching and learning that allows all students to thrive

Like many early charter networks, TAS initially relied heavily on an individual teacher’s energy and creativity. With the introduction of new standards, the expanding role of technology, and countless programs for individualized learning, the new CAO will have an opportunity to develop and share a vision of teaching and learning for the next decade that moves beyond college access to life and career success.

Develop systems and structures to accommodate rapid growth

TAS has grown rapidly over the past few years. The CAO will have the opportunity to build systems that allow the schools to run smoothly. Most notably, the network wants to build a world-class system of recruitment and professional development for the faculty. Moving beyond a “one size fits all” mentality, TAS seeks to ensure that robust professional development is tailored appropriately to individual teacher strengths and needs.

Work with faculty, staff, students, and families to develop outcome and assessment measures

Critically important to the future of TAS is its ability to continue to demonstrate that students are meeting established goals. The new leader will bring a deep understanding of the policies and practices that successful schools have deployed to measure academic progress. The CAO will work with key internal and external stakeholders to implement a plan that will include both traditional academic assessments as well as other qualitative indicators.

Provide exceptional cultural leadership to the TAS community

Beyond its size, setting, and outcomes, one of the most unique aspects of Accelerated has been its culture which encompasses a pursuit of excellence; a support of the whole child (and family); and a belief that great teachers produce great results. The CAO will be the primary steward of culture for the organization, ensuring that the schools continue to be places where students and faculty thrive.

THE SUCCESSFUL CANDIDATE

- The next Chief Academic Officer should possess many of the following experiences, skills, and credentials:
- An unflagging commitment to educational excellence;
- A minimum of 10 years of progressive and senior administrative experience in a school system or institution dedicated to innovative teaching and learning;
- Knowledge of issues and concerns related to public education and the administration of an urban school system;
- Highly articulate in matters related to education policy and practice;
- Demonstrated organizational, management, leadership, and supervisory skills;
- Demonstrated successful administrative and teaching experience;
- Superior human-relations skills and experience working with community organizations and other advocacy groups;
- Superior verbal and written communications skills;
- Technology literacy and knowledge of technology infusion in instructional design and delivery;
- Ability to work collaboratively with a Board of Trustees; and
- Doctorate/advanced degree in education strongly preferred.

Director of Curriculum and Instruction/Student Accountability Coordinator:

Support the instructional coaches and administrators in the coordination of developing school-wide instructional goals, objectives, and assessment instruments, and systems of monitoring the implementation of District and site staff development. A BA degree in an educationally related field is required, it is preferred that the candidate possess an MA/PhD in Education and has at least 5 years' experience as a school administrator.

Responsibilities:

- Support the planning, implementation, and evaluation of instructional programs with teachers and principals, including learning objectives, instructional strategies, and assessment techniques
- Assist in providing protocols for observing and providing feedback to teachers
- Assist in creating a process for debriefing with teachers regarding their lesson delivery
- Identify professional development opportunities
- Provide additional oversight and support to instructional coaches at the K-8 and 9-12 levels
- Meet with instructional coaches and Principals on an ongoing basis
- Identify new curriculum needs
- Work with principals to identify "collective commitments" or deliverables related to classroom instruction
- Support Leadership committee's in areas related to curriculum and instruction

- Assist in the budget as it relates to curriculum, instructional resources/materials & interventions
- Assist in the development of curriculum & instructional goals
- Collaborate with site administrators (Principals, AP's, Instructional Coaches) to plan and coordinate academic support programs provided during school, after school, and in summer school
- Support with the formal evaluations of the instructional coaches
- Manage the planning process to select instructional materials and equipment
- Keep current with state academic content standards, benchmarks, and indicators
- Observe in classrooms and provide feedback
- Obtain and use evaluative findings, including student achievement data to examine curriculum/instructional program effectiveness
- Monitor the efficacy of instructional interventions that support continuous and measurable improvements in student achievement
- Serve as an active member of the administrative team
- Articulates a clear philosophy and shared vision of learning
- Uphold board policies and implements administrative guidelines/procedures
- Promote the district's mission, philosophy, and vision
- Develop the Local Educational Agency Plan (LEA Plan) and the Local Control Accountability Plan (LCAP) in collaboration with administrators, teachers, parents, school leadership teams, and community stakeholders
- Support and coordinate strategic planning efforts for the school sites to ensure program equity, continuous improvement, and student achievement for all students
- Support schools in program implementation and improvement. Oversee and assist in planning, developing, and implementing all Single School Plans for Students Achievement (SPSA). Review all plans ensuring alignment with the LEA plan, LCAP and SPSA.
- Effectively utilize all forms of valid data to track student progress in the aggregate and by subgroup. Evaluate the effectiveness of categorical programs.
- Develop Goal 2 Title III Plan and EL Master Plan to provide highly qualified service and best instructional practices to English learners
- Prepare and present written reports to the governing school board and deliver recommendations as necessary
- Direct, conduct and coordinate professional development
- Supervise the requisition of equipment, materials and supplies for categorical programs
- In collaboration with site principals, observe classroom instruction to assess curriculum implementation, student performance and program effectiveness
- OARS Coordinator
- Provide OARS trainings to staff and admin.
- Gather and analyze TK-12 classroom performance data – OARS & CAASPP
- Prepare student data reports
- Present student data to CEO and principals
- Attend data articulation meetings and provide support
- Provide support during Charter Oversight Visits
- Oversee student blueprint testing process - OARS
- Create targets/goals for academic performance
- Support Leadership committee's in areas related to student data and interventions

Accounting Manager

Responsibilities

- Assists CFO in the preparation and development of accounting information necessary to complete fiscal year budgets and performs analysis and prepares reports evaluating causes and correction action necessary to control budget variances.
 - Develops knowledge of all public revenue sources, how funding is determined and spent, and keeps up to date with all Federal & State regulations.
 - Helps prepares monthly financial reports and statements to reflect the school's financial position regarding income, expenses, and cash flow. Assists with the implementation of ASU 2016-14.
 - Assist CFO with Federal, State and local submission of all required fiscal reports.
 - Supports CFO with financial reporting to the Board of Trustees, School Administration and committees.
 - Oversees day-to day accounting practices and ensures that month-end closing is efficient, timely and accurate.
 - Supervises, trains and assists Accounting Staff on performing their general accounting responsibilities and duties.
 - Uses Abila, HRS and PeopleSoft software to perform accounting functions and ensure accuracy in financial record keeping.
 - Works with independent auditors on their annual review and LAUSD on site visits.
 - Prepares Quarterly Federal & State payroll and use tax returns.
 - Monitors that our accounting operations are consistent and in compliance with our Fiscal Policy and Procedures and all regulatory rules and regulations.
 - Performs other budgetary, accounting, audit and related duties, and ad-hoc projects as assigned.
-
- **Required Knowledge, Skills, and Abilities:**
 - Bachelors or higher degree in accounting.
 - Minimum of three years professional experience in financial management.
 - Experience in a School setting with knowledge of fund accounting and Standardized Account Code Structure desired.
 - Experience in all facets of the accounting cycle.
 - Ability to understand and apply laws, regulations and policies.
 - Proficient in Microsoft Office.
 - Experience with Abila and PeopleSoft helpful.
 - Self-motivated; work with minimal supervision.

Facilities Director

Responsibilities and Duties:

- The Facility Director will have overall responsibility to direct, manage and administer all daily functions of the schools, which include, but are not limited to, inside, outside maintenance, janitorial, and preventative maintenance.
- Perform daily site inspections of the facilities.
- Hires, manages and directs the development of the Facility Manager and Maintenance personnel and ensures that they have the appropriate technical skills and tools in order to competently perform their roles.
- Preventative Maintenance Functions - Knowledge of machinery, electronics, and plumbing in order to perform preventative maintenance functions. This includes, but is not limited to compressors, machines, A/C units, vehicles, filters and fixtures.

- Performs electrical repairs, such as replacing lamps, ballasts, switches, receptacles, cord caps, wiring of single and three phase motors, and installation of circuits.
- Schedules, oversees and may assist assigned contractors ensuring the safety, quality and cleanliness of work performed.
- Serve as School liaison between Project Manager and General Contractor on new school construction project.
- Co-ordinate implementation of Proposition 39-California Clean Energy Jobs Act.
- Ability to write RFP for procurement of furniture and equipment necessary for new school operations.
- Assure compliance with health and safety laws and regulations.
- Performs administrative duties which includes but is not limited to ordering supplies and other required materials necessary for team to perform job.
- Uses school vehicles for necessary functions. Manages fleet vehicles.
- Must be able to follow written and oral instructions while being able to communicate clearly in same manner.
- Be able to prioritize and complete assignments in a timely manner and be able to perform tasks with minimal supervision.
- Must have good communication skills, be organized and self-motivated.
- Basic knowledge of computers, and MS Office.
- Budget development, preparation and control in assigned areas of responsibility.
- Primary responsibility for cost management within department.
- Must be a team player and have a positive attitude.
- Strong ability to analyze problems and follow the most effective protocol through to completion.
- Good interpersonal and communication skills, patience and organization skills. Able to work with personnel across all departments.
- Demonstrates strong and effective leadership skills, leading by example when necessary.
- Perform related duties as assigned.

Knowledge, Skills and Abilities:

- 5+ years general maintenance, grounds keeping, building trades and supervisory experience
- Experience in school environment is desirable and preferred.

Facilities Manager

Responsibilities and Duties:

- Supervises the daily functions of the schools, which include, but are not limited to, inside, outside maintenance, janitorial, and machine preventative maintenance.
- Performs daily site inspections of the facilities.
- Hires, manages and directs the development of the Maintenance personnel and ensures that they have the appropriate technical skills and tools in order to competently perform their roles.
- Knowledge of machinery, electronics, and plumbing in order to perform preventative maintenance functions. This includes, but is not limited to compressors, machines, A/C units, filters and fixtures.
- Performs electrical repairs, such as replacing lamps, ballasts, switches, receptacles, cord caps, wiring of single and three phase motors, and installation of circuits.
- Schedules, oversees and may assist assigned contractors ensuring the safety, quality and cleanliness of work performed.
- Performs administrative duties which includes but is not limited to ordering supplies and other required materials necessary for team to perform job.
- Must be able to follow written and oral instructions while being able to communicate clearly in same manner.
- Be able to prioritize and complete assignments in a timely manner and be able to perform tasks with minimal supervision.
- Must have good communication skills, be organized and self-motivated.
- Basic knowledge of computers, MS Office and Email.
- Budget development, preparation and control in assigned areas of responsibility.

- Primary responsibility for cost management within department.
- Must be a team player and have a positive attitude.
- Strong ability to analyze problems and follow the most effective protocol through to completion.
- Good interpersonal and communication skills, patience and organization skills. Able to work with personnel across all departments.
- Demonstrates strong and effective leadership skills, leading by example when necessary.
- Performs other related duties, and ad-hoc projects as assigned.

Required Knowledge, Skills, and Abilities:

- Vocational Training
- 5+ years' general maintenance, grounds keeping, building trades and supervisory experience

Food Services Director

Responsibilities and Duties:

- Plan, organize and direct Food Services program and cafeteria operations; assure compliance with Federal and State laws, regulations and policies; establish operating procedures cafeteria and kitchen.
- Plan, develop and evaluate menus for school food program; determine need for types and quantities of food, supplies and equipment; plan and direct the expansion and revision of breakfast, lunch and the supper programs.
- Develop annual departmental budget and assure sound fiscal management practices; evaluate financial forecast and analyze food and labor costs to assure efficient and cost-effective operations.
- Coordinate and act as lead between department and outside auditors.
- Determine standards for efficient and sanitary practices in food preparation and service; direct the inspection of food served for quality standards; plan for proper storage and economical use of food and supplies.
- Direct the preparation and maintenance of a variety of records, reports, reimbursement claims and other documents related to food services operations, personnel, finances, sales and inventory.
- Assure purchasing activities comply with applicable Federal and State statutes, regulations and policies; determine specifications for purchase of food and equipment.
- Compute, estimate and order proper quantities of food and supplies for an efficient and compliant food service operation.
- Research available products and interview vendors to establish and maintain sources of supply and guarantee best quality for lowest price.
- Train, supervise and evaluate assigned personnel; coordinate training programs.
- Confer with outside agencies on such issues as licensing, inspection and other health matters; prepare data for a variety of Federal and State reports.
- Visit school sites to observe food services personnel and procedures including POS, proper sanitation, operational efficiency and compliance with Federal and State rules and regulations; develop and recommend improved methods of food preparation and service.
- Participate in meal service and preparation as needed. Assure compliance with meal pattern requirements.
- Assure that food preparation adheres to the methods provided in the menu and production records; maintain daily production sheets and records.
- Prepare work schedules and assign duties to food service personnel. Provide training, professional development and work directions to food service personnel and volunteers.
- Ensure proper sanitation and maintenance of food service equipment and supplies used in food service operations.
- Operate a variety of food service equipment and machines used in food preparation and cafeteria including computer terminal to access data and input information from point of sale, inventory, menu planning and production records.
- Assure accuracy of daily cash receipts.
- Attend mandatory and optional professional development and trainings related to food service operations and activities.
- Coordinate dissemination of information and nutritional resource materials to the public and staff; maintain all free and reduced lunch applications, ensure accuracy of forms, and notify families of their rights.

- Facilitate committees to develop, implement and maintain the school's Wellness Plan and other programs related to the Food Service Program impacting the community.
- Perform other duties as assigned.

Required Knowledge, Skills, and Abilities:

- Must have experience with the National School Lunch program.
- Must understand offer versus serve rules for breakfast and lunch in the School nutrition program.
- Supervisory experience.
- Ability to analyze menus for nutritional requirements.
- Accounting and business skills
- Understanding of child nutrition, growth and development; core cafeteria and food service business and office operations; customer service principles and procedures; routine record keeping and best practices techniques.
- Spanish language fluency desirable.
- Familiarity with computer operations and common software applications; demonstrated knowledge of Microsoft Office.
- Knowledge of required food safety laws and procedures.
- Possession of a Food Handlers Certificate and Food Safety Certificate.

Food Services Manager

Responsibilities and Duties:

- Plans, organizes and directs Food Services program and cafeteria operations; assures compliance with Federal and State laws, regulations and policies; establishes operating procedures cafeteria and kitchen.
- Plans, develops and evaluates menus for school food program; determines need for types and quantities of food, supplies and equipment; plans and directs the expansion and revision of breakfast, lunch and snack programs.
- Develops annual departmental budget and assures sound fiscal management practices; evaluates financial forecasts and analyzes food and labor costs to assure efficient and cost-effective operations.
- Determines standards for efficient and sanitary practices in food preparation and service; directs the inspection of food served for quality standards; plans for proper storage and economical use of food and supplies.
- Directs the preparation and maintenance of a variety of records, reports, reimbursement claims and other documents related to food services operations, personnel, finances, sales and inventory.
- Assures purchasing activities comply with applicable Federal and State statutes, regulations and policies; determines specifications for purchase of food and equipment.
- Researches available products and interviews vendors to establish and maintain sources of supply and guarantee best quality for lowest price through competitive bids.
- Trains, supervises and evaluates assigned personnel; coordinates training programs.
- Confers with outside agencies on such issues as licensing, inspection and other health matters; prepares data for a variety of federal and State reports.
- Visits school sites to observe food services personnel and procedures; develops and recommends improved methods of food preparation and service.
- Participates in meal service and preparation as needed. Assures compliance with meal pattern requirements.
- Assures that food preparation adheres to the methods provided in the menu and production records; maintains daily production sheets and records.
- Prepares work schedules and assigns duties to food service personnel. Provides training, professional development and work directions to food service personnel and volunteers.
- Ensures proper sanitation and maintenance of food service equipment and supplies used in food service operations.
- Operates a variety of food service equipment and machines used in food preparation and cafeteria including computer terminal to access data and input information from point of sale, inventory, menu planning and production records.

- Assures accuracy of daily cash receipts, counts and wraps money, prepares bank deposits, prepare daily report of meals served.
- Attends mandatory and optional professional development and trainings related to food service operations and activities.
- Coordinates dissemination of information and nutritional resource materials to the public and staff; maintains all free and reduced lunch applications, ensures accuracy of forms, and notifies families of their rights.
- Perform other related duties as assigned.

Required Knowledge, Skills, and Abilities:

- Understanding of child nutrition, growth and development; core cafeteria and food service business and office operations; customer service principles and procedures; routine record keeping and best practices techniques.
- Demonstrate a patient and receptive attitude toward staff and students of varied age, gender and ethnic groups; develop food service policies and procedures to enhance a positive educational environment; perform routine administrative tasks and operate a variety of office related machines and equipment; communicate effectively in oral and written form; appreciate human diversity; establish and maintain cooperative working relationships with coworkers and subordinates; comply with the school’s Personnel Policy Handbook.
- Any combination of college level work in Food and Nutrition, food service management work experience, food related business office training; demonstrated supervisory experience in school nutrition or in the private food service setting; experience with the National School Lunch program; Intermediate Spanish language fluency desirable; familiarity with computer operations and common software applications; demonstrated knowledge of Microsoft Office; knowledge of required food safety laws and procedures; issued Food Handlers Certificate.

Human Resources Manager

Essential duties and responsibilities:

- Creates and administers a wide variety of personnel policies, processes, and employment agreements for conforming to school policies, relevant laws, contracts, and agreements; maintains up-to-date Employee Handbooks.
- Ensure that the school is in compliance with Federal, State, and local laws.
- Investigates grievances and/or complaints from employees or other staff for the purpose of reaching resolutions that provide a healthy work environment.
- Creates, monitors, and reviews a variety of personnel processes ensuring efficient processing of applicants and employees in addressing position requirements and complying with licensing, legal, compliance and/or administrative requirements.
- Performs initial screening of applicants. Provides online verification of basic requirements for employment. Tracks and monitors employee selection processes updating management as to current status.
- Ensures that all teachers are properly credentialed. Verify years of experience and other factors that flow into our salary pay table to correctly place teachers on appropriate pay level.
- Supervises the maintenance of manual and electronic Human Resources documents, files, and records.
- Oversees onboarding of new employees including entering into HRS/Payroll system, completing new hire process, approving background checks, and updating corresponding spreadsheets.
- Maintains familiarity with current Human Resource legislation, and related matters issues through a process of ongoing professional development.
- Supports Management and Administration with the employee evaluation process.
- Manages annual employment contract renewals and non-renewals for teachers.
- Manages issuance of reasonable assurance letters to staff.
- Manages benefits administration including all health, vision, dental, life, and retirement plans, including all leaves and Workers’ Compensation cases.
- Prepares HR reports and necessary back-up documentation for Board meetings.

- Oversees all vacation, sick, personal and FMLA time off requests and ensures all payroll reports illustrate accurate balances.
- Performs separation process; Conducts in person exit interviews and creates a follow-up report to provide insight as to reasons for separation.
- Participates in Union negotiations as needed.
- Coordinate with the hiring manager(s) to determine the best recruiting process for their position(s) and departments.
- Oversees posting of positions on Ed Join and other employment referral channels and ensures Job Descriptions are up-to-date, accurate, and Board approved. Leverage recruitment methodologies such as career fairs, online job fairs, community networking to help identify and attract qualified candidates.
- Develop and maintain excellent relationships with internal and external sources to ensure achievement of staffing goals. Conduct needs analysis with administrators and observe the various campuses to determine best fit and culture match.
- Provide customer service to all employees and outside community members.
- Other duties as needed.

Education And / Or Experience:

- Bachelor's Degree or higher in Business Administration or related field.

Experience:

- Must have a strong working knowledge of all HR Generalist functions such as recruitment, employment law, leaves of absence, (FMLA, CFRA, ADA), wage & hour laws, workers comp, safety and other laws and regulator's pertaining specifically to the state of California.
- Have at minimum of 7 years of HR experience with at least 3 years of experience as a Human Resource Manager
- PHR or SPHR designation is preferred
- Knowledge of LACOE's HRS payroll system is desired.
- Bilingual in Spanish desired.

Human Resources Assistant

Responsibilities and Duties:

- Perform general clerical work including typing, filing; proofreading, and recording information, answering telephones and assisting employees as well as the public.
- Answer questions from and provide data and information to employees, administrators, employee associations and the general public regarding policies, procedures, and regulations; respond to requests from other agencies for employment information.
- As a confidential employee, prepare and maintain a variety of confidential certificated and classified personnel files and records related to evaluations, TB clearances, years of service, and other aspects of the human resources function.
- Post ads for job vacancies on Edjoin (Education Job Opportunities Information Network); collect applications; schedule candidate interviews and interview panels; prepare and organize materials for both panel members and candidates; notify all candidates of interview results.
- Assist in processing new employee files; provide new employees with information regarding fingerprinting, TB test, policies and procedures, and other requirements; create photo identification badges for employees.
- Enter data into various databases such as new employee information, leave of absences, salary changes, position changes, terminations, address changes; including update of Human Resource System (HRS), the employee database and distribute notices to employees.
- Coordinates trainings for employees.

- Assist Board of Trustees, CEO, Director of Human Resource, and CFO with preparation of confidential negotiated information for classified and certificated collective bargaining unit contracts.
- Assist with the annual health benefits program open enrollment procedures including distribution of materials, answering employee questions and facilitating the employees' enrollment in different insurance programs.
- Perform related duties as assigned.

Required Knowledge, Skills, and Abilities:

- Operates a computer and standard office software including spreadsheet and word processing applications other software experience, HRS System experience a plus.
- Ability to understand and apply laws, regulations and policies related to labor law, personnel policies and collective bargaining agreements.
- Follow oral and written instructions; work with minimum supervision.
- Great multitasking and organizational skills.
- Maintain cooperative and effective working relationships.
- Experience working in a school environment preferred but not required.

Special Education Administrator

Responsibilities and Duties:

In conjunction with the administration, the Special Education Administrator will:

- Demonstrate knowledge of Special Education policy, procedure, and protocol.
- Coordinate the efforts of the Student Success and Progress Team (SSPT) in identifying students requiring Special Education services.
- Oversee school compliance with IDEA, Section 504, and all other laws, regulations, and mandates applicable to students with disabilities.
- Work with teachers and related service providers on writing collaborative goals for the IEP
- Ensure effective implementation of the Child Find process.
- Direct and monitor IEP process.
- Monitor academic progress, attendance, behavior and other factors affecting students' academic success throughout the year.
- Facilitate IEP team meetings, including manifestation determination review meetings, eligibility meetings, and evaluation meetings.
- Ensure that case managers prepare appropriate documents for review meetings and coordinate and collaborate with other faculty and staff regarding students' accommodations, program modifications, instructional supports, Behavior Intervention Plans, etc.
- Review all evaluation components, IEP goals, and progress reports to make sure that they are of high quality, appropriate, and procedurally correct
- Prepare and submit reports as needed to comply with local, state and federal requirements.
- Work collaboratively with outside agencies regarding implementation of services to students with disabilities.
- Coordinate services for students served outside home school.
- Coordinate Assistive Technology for students
- Provide research-based, effective professional development for all staff.
- Coordinate provisions of accessible instructional materials/alternate format for students
- Plan, develop and implement extended school year services and programs for students with disabilities
- Support special education teachers and paraprofessionals.
- Promote schoolwide responsibility for the success of all students, including those with disabilities.
- Perform other duties as assigned by supervisor or the Executive Director.
- Familiarity with or the ability to become familiar with Special Education policies and regulations of the California Department of Education & of the United States Department of Education (including Individuals with Disabilities Education Act and ESSA),
- Data entry skills – Ability to update information on the internal and external databases.
- Time management – Ability to adhere to deadlines and work independently.

-Computer skills – Must be able to adapt quickly to new programs and software.

Responsibilities and Duties (cont.):

- Teamwork – Ability to work with a team to complete unified goals.
- Communication — Possesses excellent written and oral communication, as well as interpersonal, skills needed to effectively communicate with staff, parents and team members.
- Responsibility – Ensures that all screenings are completed within the expected time frame.
- Commitment - Strong commitment to urban education and the mission of Accelerated

Required Knowledge, Skills, and Abilities:

- Bachelor’s degree
- California Teaching with Education Specialist Instructional Credential
- Special education teaching experience preferred
- Previous leadership experience and leadership endorsement preferred
- Experience working with at-risk youth preferred

Technology Manager

Responsibilities and Duties:

- Establishes priorities and acts as a liaison with school staff regarding the operation of the Student Information System
- Plans, schedules, and coordinates computer operations and preparation of reports including those related to student identification/academics, enrollment and attendance; class rosters; grade data and credits; and statistical reports
- Trains personnel and implements new procedures relating to all computer applications/programs and peripheral equipment operations associated with: PowerSchool, PowerTeacher, DataDirector, LAUSD Student Information Systems, CALPADS and ISIS
- Determines most effective and efficient use of computer time and operating personnel
- Assigns, coordinates and reviews the work of computer operating personnel
- Confers with and trains site personnel in SIS requirements and procedures and acts as a liaison between sites for preparation and timely receipt of computer source data
- Schedules and assures timely distribution of reports, such as class schedules, registration and attendance documents
- Confers with Information Technology Division personnel regarding implementation of new procedures, system modifications and staff training
- Coordinates the servicing and repair of equipment and maintains related records
- Orders and maintains materials, supplies and equipment
- Supervise and evaluate the Student Records department and is responsible for CUMs, Transcripts and Academic files
- Assists with front office related duties as necessary
- Performs related and other duties as assigned by the Administration

Required Knowledge, Skills, and Abilities:

- Functions, uses, characteristics and operation of Student Information System and peripheral computer equipment
- Schedule Student Information System timeline of reports due to LAUSD, CDE and internally for effective and efficient completion
- Communicate effectively with key management personnel regarding all SIS reports
- Interpret technical materials and follow operating instructions including Pre ID-Labels for Standardized Testing
- Meet deadlines
- Establish rapport and work effectively with others
- Ability to present technical concepts and procedures clearly and concisely
- Office practices and procedures

Preferred Knowledge, Skills and Abilities

- Bachelor's Degree
- Management Experience
- Bilingual (English and Spanish)

Technology Assistant Manager

Accelerated seeks a **Technology Assistant Manager** to join an expanding team of professionals that are making a positive difference in the lives of TAS students and the community. Accelerated include, Accelerated Charter Elementary School, The Accelerated School and Wallis Annenberg High School.

Responsibilities and Duties:

- Setup and deploy software, computer, and electronics to students and all staff.
- Provide one-on-one technical support to students, teachers, and staff.
- Provide technical training to group of student or staff.
- Install/maintain/repair classroom technology assets, such as projectors, telephones, printers, etc.
- Work under the direction of the campus Technology Manager to build a reliable technology infrastructure.
- Maintain/update data integrity across different systems.
- Assisting in installation, deployment, and maintenance of virtualized systems.
- Maintain/update documentation of service tickets.
- Assist in keeping servers updated.
- Assist in keeping technology uptime.
- Manage and archive historical personnel and student records.
- Maintain records of technology equipment checked out to student and staff.
- Assist in monitoring and maintaining on-going system backups.
- Contacting third party vendor for supplies and support.
- Assist in cabling structure management.
- Traveling to other school sites to provide technical support.
- Direct, supervise and evaluate technology assistant.
- Setup electronics needed for meetings and conference.
- Other duties and projects as assigned.

Preferred Knowledge, Skills, and Abilities:

- Experience working in a school environment desired, but not required.
- Three years of experience building/repairing desktop PCs.
- Two years experiences installing / optimizing / and secure XP Pro, Windows 7 Pro, MAC OSX 10.5+.
- Working knowledge of MS Windows troubleshooting methodologies.
- Working knowledge of a Windows Domain Environment.
- Working knowledge of import/export data.
- Intermediate skills with MS Office application.
- Familiar with backup process.
- Knowledge of virtual machines.
- Knowledge of scripting.
- Demonstrate a working knowledge of the following hardware/software concepts:
 - Desktop/Server: PCs/Macs/Windows.
 - Web Services: SMTP, POP3/IMAP, WWW, FTP.
 - Peripherals Network cards, routers, switches, network cabling.
 - Cabling structure: Cate5e, Cate6.
 - Networking: TCP/IP, subnets, firewall, spam filter, and basic switching.
- Ability to work independently and as part of a team.
- Reliable transportation.

Student Information Systems Manager

Responsibilities and Duties:

- Establishes priorities and acts as a liaison with school staff regarding the operation of the Student Information Systems.
- Responsible for accuracy of data with timely submissions to LAUSD and CDE
 - Monthly Attendance
 - Principal Apportionment
 - Monthly Suspension
- CALPADS
- CRDC
- CBED
- PFT
- ASES Grant
- Other Government Reports
- Collect and synthesize data to help administrators develop the right strategy to get results.
- Build performance dashboards that make it easy for school leaders to track student outcomes making data more accessible to teachers and leaders.
- Plans, schedules, and coordinates preparation of reports including those related to student identification/academics, enrollment and attendance; class rosters; grade data and credits; and statistical reports.
- Responsible for audits of attendance source material.
- Trains teachers and staff to help ensure attendance reporting accuracy and PowerSchool.
- Supervises, trains, and coordinates and reviews the work of the Information Systems Coordinator and/or Information Systems Clerk.
- Reports to the IT Manager
- Performs other related duties as assigned.

Knowledge, Skills and Abilities:

- Bachelor's Degree or higher preferred
- 3 years of experience with Student Information Systems preferred
- Proficient with Excel
- Database knowledge
- Experience supervising other personnel
- Knowledge of CALPADS and PowerSchool desired
- Strategic, creative problem-solver
- Ability to take initiative and drive results
- Strong communication skills to effectively communicate with diverse colleagues and stakeholders
- Ability to present technical concepts and procedures clearly and concisely

Executive Assistant

Responsibilities and Duties:

- Oversee and administer day-to-day activities and functions of the executive management team utilizing a high degree of independent judgment and initiative in coordinating and performing highly complex, technical and responsible functions of the office.
- Assist the executive management team with administrative matters; interview callers, exercising considerable judgment and applying experience in making decisions; provide information in accordance with established procedures and policies; refer problems requiring technical answers to appropriate administrators.
- Coordinate preparation of the TAS Board and Finance Committee meeting agendas; assure proper content, format, order and supporting documentation; assure proper and timely dissemination of agendas.

- Attend TAS Board meetings and Finance Committee meetings to operate recording device, record meeting minutes; perform follow-up activities concerning TAS Board and Committee actions; participate in or supervise the preparation of minutes for official approval and maintain required records. -Provide assistance to the TAS Board and Finance Committee as needed.
- Dissemination of information both in hard copy and electronic form prior to meetings.
- Responsible for the recording of Board meeting notes, collating, sorting, storing and archiving of those notes. - Maintain executive management team calendar; arrange for meetings with various groups both within and outside the organization; make travel arrangements as required.
- Screen and route incoming correspondence; indicate coverage and action required; follow up to assure prompt response or action.
- Remain current concerning issues, situations and conditions of special interest to the organization.
- Exercise discretion in disseminating information, explaining policies and procedures and speaking as directed for executive management team in personal and telephone contacts and meetings.
- Compose effective correspondence independently; reference policies, rules and regulations in preparing correspondence; review and edit material prepared by others.
- Conduct research of problems and situations, consulting with involved staff members, investigating policies and procedures and gathering background materials.
- Consult with organization personnel and others concerning specific issues and situations.
- Perform a variety of secretarial duties including sorting and routing mail; coordinate conference and travel arrangements; operate copier, FAX and other equipment. -Use Microsoft office and other software.
- Coordinate communication and activities with various organization departments and personnel, foundations and donors.
- Schedule meetings at various locations for the executive management team and assure that facilities are properly prepared with adequate seating and any equipment needs, as appropriate.
- Maintain inventory and purchase office supplies and materials; prepare and process requisitions according to established guidelines.
- Serve as donor communications contact for TAS.
- Conduct monthly and special-request donor analyses and reports requested by the TAS development team and board.
- Process and track both annual and campaign gifts.
- Develop and update the grant calendar, monitor grant applications and assist in the gathering of data for grant applications and reports.
- Work with the finance department to reconcile donor management database and accounting records.
- Conduct, compile and present research on potential funders, partners and other topics.
- Generate weekly donor acknowledgements, thank you letters and general donor correspondence.
- Input, process and tracking of incoming donations.
- Maintain donor management protocols.
- Perform related duties as assigned.

Required Knowledge, Skills, and Abilities:

- 3+ years experience supporting at the executive level.
- Excellent calendar management skills.
- Strong knowledge of MS Office, including Word, Excel, PowerPoint and Outlook.
- Experience working in an educational and or fundraising environment strongly preferred.
- Experience successfully creating and/or modifying processes.
- Bachelor's degree required.

TK-Principal

The TK-8th Grade Principal is under the direction of the Director of Curriculum and Instruction and may directly supervise the administrators, teachers and clerical and/or other support staff. The CEO/Director directs the roll, duties and responsibilities and evaluates performance.

Responsibilities and Duties:

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

- Assumes responsibility of the school operation and instructional program to improve student learning outcomes.
- Assumes responsibility for the safety and supervision of students as well as campus security.
- Works with the Assistant Principal to support staff on issues related to student absences, health and wellness.
- Coordinates the supervision of student activities; supervises the coordination and administration of student incentive and recognition activities.
- Coordinates and supervises the school teaching assignments.
- Oversee intervention programs for special circumstance issues in coordination with the counselors.
- Visits classrooms, monitors instructional practices, and evaluates teachers and other staff members.
- Develops and plans strategies for the orientation, professional development and supervision of new and veteran teachers.
- Assumes responsibility for instruction and curriculum for special needs students.
- Provides leadership to teachers, counselors and office staff in the orientation of new students.
- Supervises the coordination and ongoing implementation of Academic and Behavioral Interventions for students by counselors.
- Develops and advises staff in the interpretation of the school policies and procedures for parents and the community.
- Initiates and supports communication with and among teachers, parents, students and the community.
- Develops and supports the implementation of the school-wide behavior plan and ensures proper handling of discipline referrals by teachers, counselors or staff.

Performs other related duties as assigned.

Preferred Knowledge, Skills, and Abilities:**Knowledge of:**

Basic concepts of child growth and development, and developmental behavior characteristics; student behavior management strategies and techniques; curriculum in core subjects including arithmetic/math, grammar, spelling, and reading; any subject area required for a specific position; routine record keeping techniques. School-wide procedures related to oversight of instruction, student discipline, attendance, categorical programs and other administrative tasks focused on management and operation of a school.

Ability to:

Demonstrate an understanding and have a patient and receptive attitude toward students of varied age, gender and ethnic groups; supervise teachers using a variety of instructional materials and procedures to enhance a positive educational environment; perform routine administrative tasks and operate a variety of educational and office related machines and equipment; communicate effectively in oral and written form; understand and carry out oral and written instructions; appreciate human diversity; establish and maintain cooperative working relationships with coworkers and subordinates; evaluate and supervise all school staff; comply with the school's Personnel Policy Handbook.

Education/Experience:

Possession of a Tier One or Two California Administrative Services credential preferred; demonstrated administrative experiences at the K-12 level; Intermediate Spanish language fluency desirable; Master's Degree in Educational administration, Curriculum and Instruction or related area preferred.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment:

Work is performed primarily in a non-classroom setting and out on the playground.

Physical:

Primary functions require sufficient physical ability and mobility to work in an office, classroom and playground setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Assistant Principal Qualifications:

- Minimum of one year educational, operational and instructional leadership experience and 2 years teaching experience.
- Administrative Services Credential and Master's in Education preferred
- Excellent communication and interpersonal skills, bi-literate in Spanish and English
- Strong computer/technology skills.
- Commitment to collaborate with teachers, students and parents to facilitate student's academic, social, and emotional success.
- A track record as a successful educator and interest/background in Charter School Education and School Reform.

Assistant Principal of Curriculum and Instruction Job Description

- Support and work in context of the professional learning community established by the staff and principal of the school.
- Assume responsibility for instruction and curriculum in conjunction with the Principal.
- Maintain responsibility of issues relating to curriculum, effective pedagogical strategies, and assessment.
- Maintain positive, effective and relevant communication with all stakeholders that support and facilitate professional growth and development.
- Provide quality control over curriculum and instruction, including but not limited to professional development, coaching activities, academic programs and instructional components.
- Promote data driven instruction through professional development, observation, action plans, and evaluation.
- Assume responsibility for the safety and supervision of students as well as campus security.
- Work with the support staff on issues related to student absences, health and wellness.
- Supervise student activities; coordinates and administers student incentive and recognition activities.
- Assist the Principal with testing, assessment coordination and tracking results.
- Visit classrooms and participates in the evaluation of teachers and other staff members.
- Assist in the orientation, instructional planning and delivery, and supervision of new teachers.

- Develop and assist in the development and enforcement of school policies and procedures.
- Initiate and support communication with and among teachers, parents, students and the community.
- Engage in regular teacher informal observations and feedback meetings.
- Proficient in Common Core Standards training, implementation, and leading professional development.
- Oversee and participate in all aspects of curriculum design and instruction that enables students to master the California State Standards and develop as confident, courageous citizens prepared to succeed at the university of their choice upon high school graduation.
- Promote hands-on, rigorous, cooperative & project-based learning throughout the school community and provide hands-on guidance to teachers as they create and implement the instructional program.
- Lead and develop Special Education and EL programs that comply with all federal, state and local regulations.
- Work with teachers to create and use multiple sources of data to develop a plan for the improvement of student achievement.
- Recruit, hire, train, evaluate, and work to retain high quality staff.
- Create a positive work environment where staff, students, and parents feel enthusiastic about the school.
- Engage parents and community members to participate and contribute to the school's vision.

Office Manager

Performs a variety of staff duties to relieve an administrator of details relative to clerical procedures and methods or other areas of the business operations of the organization. Plans, organizes, directs, and reviews a variety of clerical activities and exercises independent judgment in making decisions pertaining to the Main Office. Fosters a positive and welcoming atmosphere at the Main Office.

Qualifications

- Ability to read, write and speak in both English and Spanish in a professional setting
- Knowledge of grammar, spelling, punctuation and idioms used in both English and Spanish
- Computer literate
- Basic clerical skills such as answering phones and operating office machines
- Excellent customer service skills; must have a courteous and positive attitude
- Ability to work with others as a team
- Great multitasking and organizational skills

Responsibilities:

- Communicate and manage staff attendance (attendance cards, time sheets, leaving early form, daily attendance email).
- Coordinate school events and activities (need specifics from principals).
- Schedule school facilities usage.
- Maintain the master calendar.
- Clerical services (answering phones, copying, distributing communications, typing and computer use).
- Provide accurate and timely communication to all school stakeholders. Dispense pertinent information and direction to students, parents, staff, and visitors.
- Plan, organize, and review the work of clerical staff engaged in the preparation of a variety of communications.
- Manage and oversee lottery/enrollment waiting list.
- Oversee processing of supply requests.
- Translate various forms of communication.
- Arrange substitute coverage.
- Collaborate with administrators regarding forms that will be useful to streamline office procedures.
- Welcome and direct visitors to the appropriate department/person.
- Supervise and support the office staff who help support these functions.

- Serve as the school's administrative assistant.

Office Clerk

Performs a variety of staff duties to support the Office Manager relative to clerical procedures of the organization.

Qualifications

Must have the ability to read/write/speak in Spanish. Must maintain good verbal/written communication amongst staff and customers.

Job Description

- Greet and provide customer service.
- Operate phone systems and office equipment.
- Data entry into various databases including PowerSchool; print reports from various databases.
- Type and prepare documents; mass copying/ mailing.
- Create, maintain, review and organize files, forms, reports, etc. for various school functions including student records and attendance.
- Support and assist with the admission and enrollment process.
- Execute school supplies (order, inventory and distribution).
- Administer first aid and medication.
- Assist with substitute teacher coverage.
- Assist in preparing for meetings/events.
- Assist with translation/interpretation (English/Spanish).
- Participate in trainings/workshops and professional development.
- Follow school policies and procedures.

Instructional Assistant

Instructional Assistants provide in classroom support to teachers. All instructional assistants will meet any requirements as made necessary by state or federal legislation. All Instructional Assistants are reflected in the budget.

Qualifications

Instructional Assistants must have a high school diploma or GED and have the following requirements: Have 60 semester or 90 quarter units from a recognized college or university and pass a proficiency test OR Have an associate degree from a recognized college or university or pass the LAUSD Instructional Assistance Test and District Proficiency Test

Job Description

- Provide instructional support to students in a specialty area of expertise under the guidance and direction of the Assistant Principal.
- Use knowledge of reading, the reading process and mathematics to support individual and small groups of students in areas such as oral language development, phonemic awareness, phonics, fluency, vocabulary, comprehension, math, etc.
- Work with individual students one-on-one or in small groups and assist them with reading lessons and instructions using provided core-curriculum materials and explicit systematic phonemic awareness and phonics lesson plans as directed and according to teacher's lesson plans.
- Conduct guided reading sessions and guide students through comprehension and writing activities to reinforce strategies and skills.
- Participate in regularly scheduled collaborative planning sessions and continuously review assessment data.
- Correct student papers and/or advise students regarding improvement of work products.

- Incorporate behavior modification methods and school's Positive Behavior Support plan when needed.
- Provide an educationally motivating environment.
- Organize and maintain instructional materials and files.
- Provide detailed feedback about student progress to the Assistant Principal and teacher.
- Attend meetings and trainings as required.

Supervision Aide

Assists in the supervision of the campus. Establishes and maintains cooperative and positive working relations with students, teachers, administrators and parents.

Qualifications

- Experience in working in early childhood and racially diverse communities.
- Inspire, counsel and instruct students to facilitate academic, social and emotional success.
- Ability to supervise campus areas.
- Knowledge of health and safety aspects of playground supervision.
- Establish and maintain cooperative and positive working relations with students, teachers, administrators and parents.
- Understand and follow oral and written instructions.
- Be consistent in application of school policies.
- Must be First Aid and CPR certified.
- Employment contingent upon clearance of background check and TB.
- Bi-literate in Spanish and English preferred.

Job Description

- Provide a caring and constructivist learning environment for inner city students that enables students to master the California Common Core Standards and develop as confident, courageous citizens prepared to succeed at the university of their choice upon high school graduation.
- Supervise hallways, walkways, restrooms and all playground areas.
- Supervise students during recess, lunch and free play times.
- Supervise main entrance during student pick up and monitor sign in and out area.
- Distribute newsletter and weekly school information during student pick-up times.
- Assist in the supervision of students in the classroom as needed.
- Assist in the distribution of snacks and direct students during snack time.
- Responsible for all equipment, supplies, and cleanliness of program areas including special projects and lunch/snack areas.
- Check and re-stock bathroom supplies throughout the day as needed.
- Involve children in all program activities.
- Exhibit respectful, positive, and helpful behavior to children, staff, parents/guardians, and community members.
- Report to Assistant Principal or Administrative Coordinator any behavioral concerns and/or incidents involving children in the program.

Instructional Coach

The Instructional Coach provides support to teachers in the areas of Language Arts and, Social Studies, Science and Mathematics. The Coach works collaboratively with classroom teachers and uses a variety of current research-based teaching strategies designed to meet the needs of low achieving students. The Coach provides staff development, coaches teachers in the classroom (models lessons and provides feedback), provides classroom

instruction when necessary and works with student intervention groups.

Qualifications

- Valid California Teaching Credential and English Learning Authorization.
- Five years of classroom teaching experience
- Master's Degree is preferred.
- Extensive training in supports and services for students.
- Evidence of experience in assisting and enhancing the professional growth of colleagues.
- Experience as resource, mentor or team(lead) teacher.
- Willingness to continue to seek professional development and apply new learning by providing professional development to all employees.

Job Description

- Provide research-based instruction in core subject areas to students eligible for intervention services.
- Work as part of a team to coordinate the professional development activities and programs for district teachers.
- Work with principal in determining school site's professional development needs.
- Works closely with site and administrator to ensure high-fidelity implementation of the District's writing program.
- Work collaboratively and constructively with the administrative team to provide leadership in the planning, coordination, implementation, and evaluation of curriculum, instruction, and professional development.
- Plan collaboratively with classroom teachers to provide instruction that is aligned to the core curriculum.
- Plan, design, and deliver meaningful Professional Development for teachers.
- Provide and attend staff development sessions related to core subject areas.
- Maintain current knowledge of educational research, materials and strategies by attending meetings, trainings and conferences pertaining to the quality of instruction.
- Participate in grade level team meetings and staff development sessions, as appropriate.
- May assist in planning and implementing intervention strategies/programs for eligible students.
- Provide demonstration lessons, coaching and staff development to teachers and paraprofessionals to ensure successful implementation of local, state and federal mandates, as well as the district adopted curriculum.
- Provide modeling and promote the use of differentiated instruction to meet the needs of all students, including those with special learning and language needs. (Special Education, GATE, English Language Learners.)
- May be responsible for securing appropriate personnel, including outside consultants, to provide training for selected training sessions.
- Assume the role of training or presenter at selected workshop sessions.
- Maintain records pertaining to intervention and extended learning programs, including monthly calendar and school activity log.
- Participate in the analysis of District and State assessment data for the purpose of guiding instruction and intervention programs.
- Provide supplemental resources/materials to teachers to help students meet basic grade level standards in the areas of Language Arts or Mathematics.
- Report to Assistant Principal or Administrative Coordinator any behavioral concerns and/or incidents involving children in the program.

Special Education Instructional Aides:

Responsibilities and Duties

- Assist a certificated teacher in reinforcing instruction to individual or small groups of special education students
- in a classroom or other learning environment.
- Monitor and oversee student tests, practices and assignments in various subjects.
- Assist assigned teacher with the implementation of IEP's; confer with the teacher concerning IEPs, lesson plans and materials to meet student needs.
- Assist students in completing classroom assignments, homework and projects in various subject areas.
- Assure student understanding of classroom rules and procedures; assist students by answering questions, providing proper examples, emotional support, friendly attitude and general guidance.
- Perform routine clerical duties.
- Perform other related duties as assigned.

Required Knowledge, Skills, and Abilities:

- Two years of higher education such as an Associate's or bachelor's degree.
- Previous experience working with special needs students.
- Enjoys working with children.
- Interested in a career in education.
- Self-starter.
- Computer literate.
- Communicate effectively both orally and in writing.
- Ability to work effectively with a wide variety of personalities and situations requiring tact, judgment, stability, and poise.
- Bilingual (Spanish preferred).

TK-5th Grade Elementary Teachers

Responsibilities and Duties:

The following duties are typical for this classification.

- Being accountable for students' mastery of academic standards.
- Uses a variety of instructional strategies and resources to respond to the students' diverse needs and interests; including prescribed educational software and intervention curriculum. Facilitates learning experiences that promote autonomy, interaction and choices; engages students in problem solving, critical thinking and/or other activities that make subject matter meaningful.
- Establishes and maintains standards for student behavior in order to maintain a safe, secure, and effective learning environment by providing a high degree of structure, clear expectations, and consistency. Implements expectations and consequences as appropriate for each student as outlined in behavior management plan.
- Using assessment data to refine curricula and inform instructional practices.
- Ensures the rights of all students are observed and protected through the use of appropriate and respectful communication, proper de-escalation techniques, and the use of nonviolent crisis intervention strategies when required.
- Producing weekly lesson plans to share with administrators and parents.
- Participating in a collaborative curriculum development process.
- Implementing curricula and activities to meet academic standards.
- Collaboratively designing and implementing assessments that measure progress towards academic standards.
- Reinforcing school-wide rules and expectations in and outside of the classroom.

- Implements established school-wide and classroom Positive Behavior Support (PBS) program; reinforcement systems, behavioral expectations and consequence guidelines, prescribed level system program and assists with maintaining corresponding data collection/record keeping systems.
- Establishes a climate that promotes a firm, fair and respectful classroom environment with a focus on social development and group responsibility by modeling and reinforcing positive behaviors.
- Maintains safety of students through close observation and monitoring through “line of sight” supervision. Utilizes optimal strategies of physical proximity; remaining alert at all times and using analytical forethought to anticipate potentially volatile or unsafe situations to proactively intervene.
- Communicating frequently with parents, including 9-Week progress reports, parent/teacher conferences and student-led conferences.
- Participating actively in grade-level meetings, faculty meetings, PLC meetings, and other meetings.
- Participating in staff development, including one week of curriculum institute to take place one week prior to the start of the school year.
- Arriving at school by 7:40 a.m. and remaining on campus until at least 3:20 p.m.
- Leading a tutoring session 2-4 days a week for at least 1 hour each session.
- Meeting with co-teachers on a daily/weekly basis to reflect upon teaching, share best practices, analyze data and improve instructional practices.
- Completing other tasks as directed by school administrators.

Required Knowledge, Skills, and Abilities:

- Clear California Multiple Subject Teaching Credential.
- Preferred Bi-lingual (Spanish-English).
- Minimum of 3-4 years of full-time teaching experience.
- Familiarity with innovative instructional strategies Interest/background in Charter School Education and School Reform.
- Prepared to serve and support students in an urban setting.
- Commitment to continuous professional development.
- High behavioral expectations and strong classroom management skills.
- The desire to work as part of a team.
- Experience teaching in an urban setting with proven academic results (highly preferred).

Middle School Teachers (Various Subjects)

Responsibilities and Duties:

The following duties are typical for this classification.

- Being accountable for students’ mastery of academic standards.
- Uses a variety of instructional strategies and resources to respond to the students’ diverse needs and interests; including prescribed educational software and intervention curriculum. Facilitates learning experiences that promote autonomy, interaction and choices; engages students in problem solving, critical thinking and/or other activities that make subject matter meaningful.
- Establishes and maintains standards for student behavior in order to maintain a safe, secure, and effective learning environment by providing a high degree of structure, clear expectations, and consistency. Implements expectations and consequences as appropriate for each student as outlined in behavior management plan.
- Using assessment data to refine curricula and inform instructional practices.
- Ensures the rights of all students are observed and protected through the use of appropriate and respectful communication, proper de-escalation techniques, and the use of nonviolent crisis intervention strategies when required.
- Producing weekly lesson plans to share with administrators and parents.
- Participating in a collaborative curriculum development process.
- Implementing curricula and activities to meet academic standards.
- Collaboratively designing and implementing assessments that measure progress towards academic standards.
- Reinforcing school-wide rules and expectations in and outside of the classroom.

Implements established school-wide and classroom Positive Behavior Support (PBS) program; reinforcement systems, behavioral expectations and consequence guidelines, prescribed level system program and assists with maintaining corresponding data collection/record keeping systems.

- Establishes a climate that promotes a firm, fair and respectful classroom environment with a focus on social development and group responsibility by modeling and reinforcing positive behaviors.
- Maintains safety of students through close observation and monitoring through “line of sight” supervision. Utilizes optimal strategies of physical proximity; remaining alert at all times and using analytical forethought to anticipate potentially volatile or unsafe situations to proactively intervene.
- Communicating frequently with parents, including 9-Week progress reports, parent/teacher conferences and student-led conferences.
- Participating actively in grade-level meetings, faculty meetings, PLC meetings, and other meetings.
- Participating in staff development, including one week of curriculum institute to take place one week prior to the start of the school year.
- Arriving at school by 7:40 a.m. and remaining on campus until at least 3:30 p.m.
- Leading a tutoring session 2-4 days a week for at least 1 hour each session.
- Meeting with co-teachers on a daily/weekly basis to reflect upon teaching, share best practices, analyze data and improve instructional practices.
- Completing other tasks as directed by school administrators.

Required Knowledge, Skills, and Abilities:

- Single-subject teaching credential in area of posting.
- Preferred Bi-lingual (Spanish-English).
- Minimum of 3-4 years of full-time teaching experience.
- Familiarity with innovative instructional strategies Interest/background in Charter School Education and School Reform.
- Commitment to continuous professional development.
- Prepared to serve and support students in an urban setting.
- High behavioral expectations and strong classroom management skills.
- The desire to work as part of a team.
- Experience teaching in an urban setting with proven academic results (highly preferred).

TK-8th Grade Special Education Educational Specialists

Responsibilities and Duties:

- Develops an individualized academic program for each student by administering formal and informal academic/transition/social-emotional assessments, in accordance with the referring district and organizational guidelines. Uses the results of these multiple assessments to guide instruction and behavioral program for each learner and modifies the plans to adjust for the student’s needs. Establishes and communicates learning goals to all students.
- Uses a variety of instructional strategies and resources to respond to the students’ diverse needs and interests; including prescribed educational software and intervention curriculum. Facilitates learning experiences that promote autonomy, interaction and choices; engages students in problem solving, critical thinking and/or other activities that make subject matter meaningful.

- Demonstrates knowledge of IEP and treatment planning process by reviewing referral and assessment data to obtain each student's history, issues, and disabilities as evidenced by; preparing for the IEP and treatment planning meetings, providing current, specific data, and creating appropriate goals and objectives; by developing and employing strategies and interventions; by monitoring and evaluating student progress; and by sharing information.
- Establishes and maintains standards for student behavior in order to maintain a safe, secure, and effective learning environment by providing a high degree of structure, clear expectations, and consistency. Implements expectations and consequences as appropriate for each student as outlined in behavior management plan.
- Implements established school-wide and classroom Positive Behavior Support (PBS) program; reinforcement systems, behavioral expectations and consequence guidelines, prescribed level system program and assists with maintaining corresponding data collection/record keeping systems.
- Establishes a climate that promotes a firm, fair and respectful classroom environment with a focus on social development and group responsibility by modeling and reinforcing positive behaviors.
- Maintains safety of students through close observation and monitoring through "line of sight" supervision.
Utilizes optimal strategies of physical proximity; remaining alert at all times and using analytical forethought to anticipate potentially volatile or unsafe situations to proactively intervene.
- Ensures the rights of all students are observed and protected through the use of appropriate and respectful communication, proper de-escalation techniques, and the use of nonviolent crisis intervention strategies when required.
- Participates as active team member in SSPT meetings and consults with general education teachers, providing recommendations and accommodations for at risk students.
- Provides timely, accurate, and professional documentation by recording daily grades/points, progress notes, progress reports, report cards, IEP goals and objectives, incident reports, and behavior data in accordance with standard practices of the school. Documents all external and internal contacts and relays student information according to company and district guidelines.
- Projects being a positive role model to students and colleagues by participating as a team member, engaging in productive problem-solving skills and ensuring that positive and continuous communication with others is occurring. Attends staff meetings, utilizes chain-of-command in all aspects of the program and follows the organization's policies and procedures.
- Maintains appropriate relationships and boundaries with students as outlined in the employee handbook.
- Promotes and maintains positive community relations by coordinating efforts with outside agencies, groups, and individuals to extend instructional activities beyond the classroom. -- Communicates and cooperates with families, relevant external personnel, and staff members; ensuring that all communication of information (written and verbal) is clear, concise, legible, accurate, and courteous.
- Consistently meets school and regulatory training requirements by attending all mandatory staff meetings, and training sessions as required.
- Demonstrates consistent attendance, punctuality and dependability.
- Leading before or after school tutoring session 2-4 days a week for at least 1 hour each session
- Performs additional duties as assigned.

Required Knowledge, Skills, and Abilities:

- Clear California Teaching Credential in Mild/Moderate Disabilities.
- Preferred Bi-lingual (Spanish-English).
- Experience working with individuals with emotional disorders and/or challenging behaviors is preferred.
- Minimum of one-year full time teaching experience preferred.
- Familiarity with innovative instructional strategies Interest/background in Charter School Education and School Reform.
- Commitment to continuous professional development.
- Prepared to serve and support students in an urban setting.
- High behavioral expectations and strong classroom management skills.
- The desire to work as part of a team.
- Experience teaching in an urban setting with proven academic results (highly preferred).

Day-to-Day Substitute Teachers

TAS will establish and maintain a list of qualified substitutes who will be contacted as needed and pull from vendors as necessary. All substitute teachers of core and college-preparatory classes will, at a minimum, have passed all CBEST sections and a valid 30-Day Substitute Teaching Permit.

Element 6: Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

Accelerated will work together to provide a safe school environment for its students. TAS will adhere to all required health and safety regulations, including those relating to emergency procedures.

Custodian of Records

The Human Resources Manager and the Human Resources Assistant serve as TAS & Accelerated's Custodian of Records and is responsible for the criminal background check of all employees before employment and will serve as the primary contact for the California Department of Justice requirements.

Reporting Child Abuse and Alleged Improprieties

Procedures for reporting child abuse, acts of violence, and other improprieties will be adhered to as mandated by federal, state, and local agencies. During the hiring process, all employees are made aware of these requirements.

Sexual Harassment

Sexual Harassment is not tolerated on campus. During the professional development week prior to the start of every academic year all of the TAS staff is informed about the school's sexual harassment policy.

TAS will help ensure a workplace free of sexual harassment by providing regular trainings to all staff and students. Additionally, all staff and students will be notified of the Uniform Complaint Procedures. Uniform complaint procedures are posted in public areas convenient for staff, students and parents; such as, main office, staff lounge, cafeteria, principals' offices, as well as on the school's website (<http://www.accelerated.org>). Reports of harassment will be investigated appropriately following the established uniform complaint procedures. Complaints related to any staff will be channeled through the Director of Human Resources. If the complaint involves the CEO, the Board President will be notified and will oversee the response to the complaint.

Food Services

The State approved the National School Lunch Program, and so the Directly Funded Charter School directly receives reimbursements for meals served and makes the appropriate claims to the State. Currently, TAS has a full functioning cafeteria that provides all the meals for all the students on this site. All students are offered breakfast before school and during their nutrition break. All students are offered lunch during the afternoon break. In addition, TAS is currently participating in the supper program, offering teens and children 18 years and under the opportunity to have a meal after school.

Facilities

The permanent site for TAS is located at the corner of E. Martin Luther King, Jr. Blvd. and S. Main Street in South Los Angeles, the physical address being 4000 South Main Street, Los Angeles, CA 90037. Through a partnership arrangement with LAUSD and private funding secured by Accelerated's Board of Trustees, this project was approved by the Department of Toxic Substances Control, Division of the State Architect, and the Office of Public-School Construction. TAS shares its facilities with WAHS (9-12), and includes a health center, student services center, gymnasium, parent center and K-8th library. The two schools share common facilities as appropriate, included is TAS 2 which is Site 2 that houses the TK and kindergarten students.

Wellness Policy

Accelerated's Wellness Policy was created year to help prepare students for classroom learning

and to make lifelong healthy habits a part of their education. In order to ensure that the Wellness Policy reflected the needs of the TAS community, the Wellness Team surveyed students, parents, teachers and staff for their input. Status of the current Wellness Policy at Accelerated.

A process to review and revise the Wellness Policy was started in August 2017. A series of meetings open to parents, staff, and administrators were held to go over the policy and suggest changes to improve it. The revised policy will be approved by the TAS Board. Until that time the original Wellness Policy is still in effect. The Wellness Policy is available on the TAS website. Hard copies are available and/or may be requested in the Main Office.

NUTRITION AND PHYSICAL ACTIVITY

Substantial research demonstrates a clear connection between nutrition, physical activity and learning. At TAS (Accelerated) we acknowledge that healthy, well-nourished children are more prepared to learn, more likely to attend school, and able to take advantage of educational opportunities.

Of those TAS students, parents, teachers and staff surveyed:

- 74% agree that it is important to build a healthy school environment in order to introduce and reinforce for students' healthy habits that will last a lifetime;
- 53% of the surveyed community agree that it is important for staff and parents to set a positive example for students through the foods they choose;
- 49% define "healthy" foods as those served in moderate portion sizes, 75% as those low in sugar, 70% as low fat and no packaged "junk" foods;
- 31% believe that TAS should sell only "healthy" foods on campus.

TAS will comply with, starting on July 1, 2019, AB 1871 which will require California charter schools to provide needy students with one nutritionally adequate free or reduced-price meal each day, which we do as all students complete lunch applications and we follow USDA guidelines school nutrition lunches. TAS will also comply with, starting July 1, 2019, providing sexual health education and human immunodeficiency virus (HIV) prevention education to students in grades 7-12. TAS will provide training to both staff and instruction to students annually through the utilization of trained professionals in Health Education.

We also recognize that physical activity can also have a positive impact on student achievement. Schools that offer intense physical activity programs see positive effects on academic achievement, including increased concentration, improved mathematics, reading and writing test scores, and reduced disruptive behavior, even when physical education reduces the amount of time spent on academics.

TAS is committed to establishing policies and programs that encourage our students to develop and sustain healthy eating and physical activity habits. As such, we have adopted the following Wellness Policy to help students attain full academic potential and optimal health by providing the skills, social support and environmental reinforcement necessary to adopt lifelong, healthy eating and physical activity habits. This policy was developed by TAS teachers and staff, based on the feedback of student, parent, teacher and staff surveys and discussion groups.

This policy was originally implemented in the 2006-2007 school year and updated to reflect the USDA Final Rule in September 2016. During the school year, when the policy is not adhered to, the individual or group, not in compliance will be reminded of the policy and the precise guideline(s) they are not in compliance with by either the School Wellness Committee and School Administrators.

General Wellness

- Nutritious and appealing foods, such as fresh fruits, vegetables, low fat dairy foods and whole grain products shall be available wherever and whenever food is offered at school.
- Food items are not to be used as a reward or punishment and using or withholding physical activity is not to be used as a disciplinary tool.
- TAS will not sign exclusive contracts with soft drink, fast food, or snack food companies for distribution or marketing of their products on campus.
- TAS will maintain a full-service kitchen to allow preparation of foods from fresh ingredients as much as possible.
- TAS will make every effort to schedule free play before meal times when possible, so that students will not rush their eating or skip a meal altogether in order to have more time at free play.
- TAS will remain committed to staff and parent health by encouraging and promoting staff and parent wellness through educational workshops, opportunities for physical activity and other resources to support lifelong, healthy eating and physical activity habits.
- TAS will follow federal requirements for competitive foods and beverages sold on campus.

1) Wellness Committee

The Wellness Committee has been formed to ensure the creation and maintenance of a school environment which supports healthy lifestyle choices. It is comprised of parents, teachers, and staff, including the School Health Coordinator. The Wellness Committee will:

- Make the Wellness Policy and all amendments available to school community.
- Work to implement requests of the surveyed community around health resources.
- Compile materials, resources and training to teachers to assist them in incorporating health education into a variety of subjects across grade levels.
- Support Nutrition Services in carrying out their responsibilities as listed below.
- Encourage parents to provide healthy food options at home through newsletters, articles, workshops and other means of education.
- Maintain the Wellness Committee collaboration with the TAS community in order to continually improve the school environment and support of health lifestyle choices.
- Serve as a resource to the school community on wellness matters.

-Evaluate TAS policies and programs to gauge their effectiveness and ensure that they are responding to the needs of the community.

2) School Food and Nutrition Services

-All foods and beverages sold or served will meet, at minimum, the standards set by the State of California or the National School Lunch Program guidelines.

-Students will be limited to 1 serving of menu and a la carte items.

-Will offer at least 2 choices of fresh fruits and/or vegetables as a part of meals and/or snacks.

-Will provide serving information about the meals being provided to students, parents and teachers on monthly food menus.

-Will create a system to engage students, parents and teachers, through means such as taste-tests and surveys, in selecting foods sold through the school meal programs to identify food choices that are new, healthful and appealing to the school community.

3) Special Events and Festivals

TAS supports special classroom events such as birthday and other celebratory parties. Teachers and parents are urged, however, to keep portions moderate and teach students that treats are appropriate in reasonable amounts for special occasions, and not appropriate for every day.

-Parties where high fat/high sugar foods are served will be limited and must obtain teacher approval with prior approval of at least 48-72 hours. Parents may send a treat to be served during such a party.

-Additional parties may be held to celebrate a birthday or other occasion on the day of, however food served at these celebrations should have a healthy choice option. (e.g. fresh fruit, vegetables, etc.)

-Food is an important part of learning about and enjoying our cultural heritage. Therefore, we encourage parents and teachers to share healthy cultural foods during festivals. Again, portion sizes are encouraged to meet the guidelines for moderation (see **General Wellness**, Section F).

4) Fundraising

-Classrooms, clubs and special projects are encouraged to raise funds through means other than food sales, such as car washes, flea markets, gift wrapping, photographs, student designed cookbooks, and specialty school supplies.

-In order to ensure compliance with state standards, all fundraisers involving food and beverage sales must be pre-approved by school administrators through a proposal process.

5) Food and Beverages Brought from Home

-To ensure that all students maintain good health, TAS encourages parents to read the labels on the food that they buy. We highly encourage parents/guardians to send food to school that is:

-low in fat – less than 3 grams of fat per serving

-high in fiber – at least 2 grams of fiber per serving; made with whole grain or whole wheat flour as opposed to white, refined or bleached flour

-low in sugar – sugar is not listed as one of the first two ingredients (also listed as high fructose corn syrup, corn syrup, and sucrose)

-low in sodium – no more than 230 mg per serving.

-good source of vitamins or minerals – at least 10% RDA of calcium, iron, vitamin C or A

-100% fruit juice or water rather than soda, fruit flavored drinks, or “performance” beverages that are high in sugar.

Students may not bring the following items from home:

-Gum

-Seeds in shells

-Candy

-Chips

-Prohibited food and drinks listed above may be taken away from students by any faculty or staff, without being returned.

7) Physical Education

-All students in grades TK-12 will receive daily physical education per CDE guidelines for the entire school year by qualified staff.

-Students will spend at least 50% of physical education class time participating in moderate to vigorous physical activity.

8) Health Education

-Teaching staff will help students adopt healthy eating behaviors and give students the knowledge and skills they need to be "health literate":

-students will comprehend concepts related to health promotion and disease prevention

-students will be able to access valid health information and health-promoting products and services

a. students will be able to practice health-enhancing behaviors and reduce health risks

b. students will analyze the influence of culture, media, technology, and other factors on health

c. students will be able to use interpersonal communication skills to enhance health

d. students will be able to use goal-setting and decision-making skills to enhance health

e. students will be able to advocate for personal, family, and community health.

f. students will be able to learn about personal hygiene.

B. For young children, nutrition education will focus on concrete experiences (e.g., increasing exposure to many healthy foods, and skills in choosing healthy foods.)

C. Reproductive health education will be taught according to the California Healthy Youth Act (enacted January 1, 2016, link: <https://www.cde.ca.gov/ls/he/se/index.asp>) in 5th, 7th, and 9th grade.

- D. An educational workshop will be offered for parents to inform them of topics to be covered offer strategies for speaking with their children about the various topics.

Element 7: Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Student Recruitment / Outreach Efforts

TAS recruitment and outreach activities are ongoing throughout the entire school year. TAS will actively seek to achieve a racial and ethnic balance among its pupils that reflects the general population residing within the District/county jurisdiction. TAS will conduct orientation meetings prior to the opening of each school year to inform interested parents and students on what the school has to offer. Outreach meetings will be held in several locations of the target area in order to ensure all students in the area have an opportunity to attend the school. Open houses and Back to School nights will be conducted on a regular basis during the school year as well.

TAS will work with local organizations, such as neighborhood churches, youth programs, community groups, park and recreation departments, playgrounds, and small businesses, each of which will be approached to gain informal feedback and interest in the school’s mission. Recruitment includes publicizing our instructional program, providing tours of the school, and speaking to interested parents.

Promotional and informational materials (i.e. a school brochure, flyers, a website, and advertisements for local media) are available in English and Spanish that are easily transmittable to all of the various racial and ethnic groups represented in the District. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic and

interest groups represented in the district. Materials in Spanish and English will be distributed in order to reach the various populations that exist in the area. TAS will translate materials into other languages as needed. The Charter School will maintain a web site that allows parents and students to learn about the school. TAS will also maintain a presence on various lists of charter schools that prospective parents utilize, including those provided by the California Charter Schools Association and the Los Angeles Unified School District.

TAS will maintain an accurate accounting of ethnic and racial balance of students enrolled in TAS. It will also keep on file documentation on the efforts the school made to achieve racial and ethnic balance.

Geographic Target Area

TAS is located on the Main Street Corridor and is at the corner of Martin Luther King Blvd and Main Street in South Los Angeles. The majority of the students we recruit and who attend TAS live in this area.

Outreach Languages

TAS currently produces and distributes recruiting materials in English and Spanish. These are the two major representative languages of the school's target area.

Element 8: Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Admissions Requirements

TAS does not implement any special requirements for student admission and/or enrollment beyond compliance with age and California residency requirements.

Student Recruitment

TAS primarily recruits students from the neighborhood in which it is located. The student population is largely socio-economically disadvantaged (as defined by eligibility for free or reduced priced meals). There are also a significant number of English language learners in the local community. The traditional public schools in the surrounding area have low achievement profiles. TAS welcomes all students including those with disabilities. Recruitment includes

publicizing our instructional program, providing tours of the school and speaking with parents. Brochures, provided in both English and Spanish provide information about the school and openly welcome students of low academic performance, socioeconomically disadvantaged students and students with disabilities.

Admissions Priorities

In the event that there are more youth seeking enrollment at Accelerated than there is space available, students will be admitted according to the following priorities:

1. Students residing within LAUSD boundaries are given first preference in the lottery as required by Ed. Code §47605(d)(2)(B).
2. Second preference is given to siblings of students currently attending TAS and students from 6th grade matriculating into 7th grade at TAS. This is necessary as many parents have students in neighboring schools and at ACES, having two drop-offs and pickups create economic hardships as many of our families are working families and traveling from school to school creates economic hardship due to time constraints.
3. Third preference is given to children of TAS staff or of members of the TAS Board of Trustees (not to exceed 10% of enrollment). Since TAS is located in an urban environment and many of the staff we hire live outside the LA area, to better serve our teacher population and create an environment of inclusion and ownership our school.

Lottery Exemptions

Students currently enrolled at TAS are exempt from the lottery.

Admissions Process

1. In accordance with AB 699, enacted on October 4, 2017, Charter School's non-discrimination provision shall prohibit the charter school from requiring a parent, legal guardian, or student to provide information regarding immigration status, for enrollment and admissions process.
2. Parents who are seeking to enroll a new student in the school submit a lottery application. Lottery applications for the upcoming year are available throughout the year in the Main Office and on the school's website. Enrollment is open all year until the first Friday of February.
3. The lottery application asks for the student name, parent contact information, the grade level for which admission is sought, the birth date of the student and information that would indicate whether the student is eligible for preference in the lottery.
4. At least fifteen days before the lottery draw, parents of students who are currently enrolled are asked if they plan to have their children return in the following year. If they say "yes," or fail to return the form, those students are counted as returning for purposes of calculating the number of available seats.
5. The lottery draw is held in March of each school year. The specific date, time and location are noted on the annual public random lottery notice. The lottery is held at TAS in its

Multipurpose Room (MPR). Attendance at the lottery is not required for admission to the school.

6. The lottery draw is conducted by the principal or the principal's designee who is a non-interested party.
7. TAS shall ensure that the lottery process is transparent and accessible to the public: because the lottery itself is open to the public; by the use of technology (including projection of names as they are pulled and seats are filled/waitlist established); and by the availability of staff to verify applicant information prior to the start of the public drawing (ensuring name, grade and preferences are correct to ensure an accurate lottery), answer questions during and after the lottery and provide information.
8. Interpretation services (Spanish or English) will be available and the date/time of the lottery will be set to accommodate the greatest portion of lottery applicants as possible.
9. If the number of applicants exceeds the available seats on the lottery date, a lottery is conducted by the principal or principal's designee by randomly drawing names of applicants with preferences, in the order of priority listed above. The names drawn first are accepted for admission until all seats are filled. The remainder of the names are drawn to create the waiting list after the formal lottery has been completed.
10. Once the waiting list of students with lottery preferences is established, the principal or principal's designee uses spreadsheet software to randomly draw names from the remaining applicant pool and places them on the TAS waiting list in the order the names are drawn.
11. Once all seats are filled and a waiting list established, applications are still accepted, and assigned a waiting list number in the order in which they are received.

Admissions Timeline

- All Year: Open enrollment of students to add their name to the school's waitlist after the lottery has been held. (A new waitlist is generated each year in March.)
- End of Fall Semester through early February: identify possible openings for next school year
- March: Lottery Drawing
- Summer:
 - Contact new students for next school year based on results of lottery.
- Hold informational meetings on two separate nights to inform parents of enrolled students about the academic and extracurricular activities at TAS

Public Notice of Admission Process

1. All applicants to TAS are given a written description of the rules governing the admission process when they submit a lottery application, as well as the date, time, and place of the lottery (which is articulated on the annual public lottery notice).
2. The lottery application notes the lottery application deadline as the first Friday in March. This information is also posted in a prominent place near the entrance to the school most commonly

used by the public and on the TAS website.

3. The lottery draw occurs 2 weeks after the open enrollment period closes. Notification of the lottery date, time, and location is provided to all lottery applicants 2 weeks prior as a reminder.
4. Within twenty-four hours after the lottery, lottery results are available in the Main Office to the public.
5. As noted above under Admission Process, attendance at the lottery is not required for admission to TAS. Parents may contact TAS main office to learn the outcome of their child's lottery application, i.e., admission or place on a waiting list.

Enrollment

1. Before a student attends TAS for the first time, but only after the student has been admitted, the family is asked to complete an enrollment form by which the school obtains additional information about the student and family.
2. A member of the school's office staff notifies those selected for admission to notify them of admission and to begin the enrollment process. If the staff member is unable to reach a parent directly, he or she will leave a message asking the parent to contact the school in order to confirm their intent to enroll. If the parent fails to respond within three business days, that student loses his/her place and is moved to the end of the waiting list.
3. After a parent accepts the offered seat, an enrollment appointment is scheduled for the parent to meet with TAS staff to complete the enrollment form. Appropriate accommodations are made for parents/guardians who cannot attend an enrollment appointment during regular office hours, including extended office hours. TAS staff offer assistance to parents, in person or on the telephone, who need help filling out the form. If the parent fails to keep the appointment or does not appear for a rescheduled appointment date or fails to submit the enrollment form within five business days then that student loses their place and is moved to the end of the waiting list.

Waiting List

1. The waiting list governs the order in which openings are filled.
2. If a parent applies after the lottery and all seats have been filled, the parent is verbally notified at the time of application of the position that the applicant will be assigned on the waiting list.
3. If a seat becomes available at a later date the office staff will contact parents according to the order on the waiting list. Parents are directed to contact the school within three business days by telephone or in person to accept the available position.
4. Lottery forms are kept for the duration of the school year. These are kept as backup to the electronic waiting list. The electronic waiting list is kept and managed by School staff for the duration of the school year.

Lottery records

After the lottery draw has concluded, a document is created summarizing the lottery process as well as the results of the lottery, which includes: the students who are being offered a seat, the students who are on the wait list, the students who were given priority based on one or more of the criteria listed above, and the numbers and tallies of these and all other pertinent facts and figures related to the lottery. This document is sent to the school principal within 24 hours of the lottery.

Accelerated maintains in the cumulative files of admitted students and records of how they were selected for admission (e.g., a sibling of a current student or lottery) for as long as the student is enrolled at the school.

Accelerated maintains for three years a file with the lottery applications. Filed lottery applications indicate the date the application was received, the date of lottery and the waiting list number if one was assigned. A copy of any admission-related correspondence between a family and the school is appended to the filed application.

Parent induction program

For parents of newly enrolled students who did not enroll at the beginning of the year (and therefore have missed the initial parent orientation meetings), these parents are offered the opportunity to meet with Accelerated's principal or designee. In this conference the Charter School's expectations for both the student and parent are outlined. Parents are encouraged to identify their children's current strengths, interests, needs, and potential challenges. They are also asked to identify the challenges they may face in their role as partners in their child's success at Accelerated. The principal or designee guides the parent through possible solutions to these challenges and describes the parent supports provided by Accelerated. The conference includes an invitation to parents to make a commitment to support the core values and to cooperate with Accelerated in the formation of the student in these values. Students are invited to join their parents at the end of the conference and to commit to the core values.

Although parents and students are invited to participate in the induction conference and to commit to the core values, neither students nor parents are required to participate as a condition of any student's admission, continued enrollment, attendance, or participation in Accelerated's educational activities.

Element 9: Annual Financial Audits

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

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

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

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

In addition:

- P1, first week of January
- P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
- j. Other reports as requested by the District

Annual Audit Procedures

Accelerated (TAS) engages an independent public accountant, certified by the State of California, to audit the school's financial statements in accordance with generally accepted auditing standards and the audit guide issued by the Controller of the State of California. Our independent public accountants perform the audit of TAS financial statements working with the Chief Financial Officer, of Accelerated and his staff in the Fiscal Service Department. The audit committee's role is the oversight of the financial reporting and disclosure. They provide effective oversight of the performance, independence and objectivity of the CPA and the quality of the audit. Every three years the CFO working with the Audit Committee solicits and select bids from Certified Public Accounting firms to perform the annual audit. The CFO meets with prospective auditors and discusses their recommendations with the audit committee. The audit committee makes

recommendations to the Board of Trustees on the hiring and firing of the CPA firm. After Board of Trustee approval, the CFO contracts with the CPA firm for the annual audit. The audit committee confers with the CPA firm to satisfy the audit committee members that the financial affairs of our organization are in order and works with the CFO if corrective action is needed. The audit committee can approve non-audit services by CPA firm and ensure such services conform to standards in the Yellow Book issued by the United States Comptroller General. The audit committee can, if necessary, participate with the CFO in negotiating the fees for the services of the CPA's. Prior to awarding the contract and each subsequent year, the Fiscal Service Department accesses the State Controller's website to ensure that the auditors are on the State of California approved list as being in good standing and thus deemed qualified to conduct audits of K-12, reviews the CPA statistics, if there were any Quality Control Reviews, and checks the status of their firm with the California Board of Accountancy. The CFO discusses with the audit committee the results, and if there were any issues found. The audit committee has a close collaborative and productive working relationship with the CFO and provides valuable advice and support for the CFO. Each year The Fiscal Service Department under the direction of the CFO, coordinates and provides all information necessary to the auditors to perform their work. In addition, financial statements audited by a Certified Public Accountant are submitted to the District and State of California within four months following the close of the fiscal year. The Certified Public Accountant selected will have experience in education finance and are on the State Controller's list of approved auditors to conduct charter school audits. The audit report will be reviewed by the CFO and the audit committee for any audit deficiencies, findings, material weaknesses or exceptions. If there are any items noted there will be discussions between the auditors, CFO and audit committee as to their nature and an action plan will be developed with a proposed course of action by the CFO to resolve any items completely to the satisfaction of the District and our Board of Trustees, and to prevent them from recurring in the future. The CFO will be responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline.

Historic and current information derived from our accounting systems, Abila Fund Accounting, PeopleSoft and Excel based spreadsheets, and information from the CDE website are used to generate the financial information for the audit of TAS along with various other documents including confirmations from banks, attorneys and vendors. There is an initial request for information, which is gathered and compiled by the Fiscal Service Department headed by the Chief Financial Officer. A review of the material is completed, and any additional information is procured or developed to address any questions. As the audit progresses all financial questions by the auditors are directed to the Chief Financial Officer or the Fiscal Service Department staff of Accelerated. After the fieldwork is completed all outstanding issues or questions are submitted by the auditors and reviewed and answered by the Chief Financial Officer so they can prepare the audited financial statements and the Income Tax returns.

Financial Matters

The principal source of funds TAS receives is through the Local Control Funding Formula through the State of California. The charter school may select to receive its funds directly or locally, through its charter-granting agency. TAS will continue to be a direct funded charter school. They must apply directly for categorical funding and complete their own Consolidated Application.

TAS will engage an independent public accountant, certified by the State of California, to audit the school's financial statements in accordance with generally accepted auditing standards and the audit guide issued by the Controller of the State of California. The CFO with Board of Trustee approval contracts with the CPA firm to conduct the annual financial audit. The independent public accountant and the charter school will prepare the necessary financial reports to be submitted to the District. A preliminary budget, two interim reports and a year-end report, in a format to be provided by the District, which will include actual and revised budget figures and projected revenues, expenditures and fund balances, will be submitted to the sponsoring district unless a different system is agreed to by all parties. In addition, financial statements audited by a Certified Public Accountant will be submitted to the sponsoring District within four months following the close of the fiscal year.

TAS is responsible for its own financial services (accounting, budgeting, and payroll) and personnel services.

TAS conducts all of its financial operations in a timely manner and for all programs (base funding, categorical, school nutrition program and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. Charter schools that elect to receive funding directly are responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. The charter shall provide the District with all financial and related reports, including enrollment attendance to enable the District to meet its requirements by law. Notwithstanding the petitioners' expectation to receive Title I funding under Federal guidelines, said funding may not be forthcoming until the school meets established criteria for a determined school year.

Element 10: Suspension and Expulsion Procedures

” The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

School Climate and Student Discipline System

School-wide Plan for Proactive Behavior Support

At TAS we believe that discipline is not about punishment, but rather about behavior modification and the development of personal responsibility. Students experience various developmental stages during the growing years. The school community is an informed community which cultivates among its staff, an understanding of age appropriate behaviors. In order to support personal responsibility and positive social interactions school-wide, TAS has developed a school-wide plan for positive discipline and support. Together, students, staff, and families will build a foundation that students will need in order for them to function harmoniously throughout the school day with their peers and teachers. The effectiveness of the school-wide plan requires the participation and support of all staff members. In order for our philosophy to be truly effective, there must be continuity in the home environment.

Statement of Purpose

"We in Accelerated commit to create a safe school where behavioral expectations are understood and followed. We foster a community of trust and mutual respect for self and others so that powerful learning will take place."

Components of School-Wide Plan for Proactive Behavior Support

With the understanding that individual behavior has both personal and public outcomes, we have developed this policy to facilitate a common understanding among our school community of certain goals and responsibilities for success. The policy includes key elements that staff will implement to support positive behaviors:

- Guiding Principles and Clear Expectations for student behavior

- Administration communicates, monitors and holds students accountable for high and clear behaviors school-wide
- Teachers are trained on providing Tiered Behavioral Interventions in the classroom
- Effective Classroom Management and teaching of social skills
 - Teachers are trained in creating positive classroom environments which include communicating behavioral expectations, interventions
- Interventions with partnerships between of faculty, students, and families
- Reasonable and Appropriate consequences for negative behaviors
 - School Staff are committed to providing interventions for behaviors that are restorative in nature (i.e. they help teach students how to heal the harm their actions have caused to themselves and the school community)
- Consistent Acknowledgement of appropriate Behaviors

School-Wide Expectations for Behavior

Accelerated's staff have chosen, "Do the Right Thing!" as the theme for our school-wide positive behavior plan. Doing the right thing involves following the rules and procedures outlined in our positive behavior plan. Here are the main rules/procedures that will be enforced throughout the year.

Over-Arching Theme: "Do the right thing!"

1. **Safety:** Students must walk (not run) in all designated areas No Inappropriate Play/Horseplay; No Drugs/ or Weapons
2. **Ready to Learn/Be Prepared:** Come to school on time; Bring necessary materials; Use your time wisely
3. **Responsible:** Eat only in designated areas; No use of personal electronics of any kind during school hours; Students may use cell phones before and after school.
4. **Good Citizen:** Follow staff directives and activity rules; Throw all trash away in the trash can; Wait your turn; Show academic integrity
5. **Respect:** Use your indoor voice in designated areas; Keep your hands and feet to yourself; Respect the belongings of others; No harassing or intimidating behavior;

Tiered Behavioral Interventions

To create a productive and safe learning environment for all learners, it is also important to have clear interventions for behavior that are consistent with good citizenship and which do not interfere with the creation of a positive and safe learning environment. During Curriculum Institute week, which are professional development days that occur for 5 days prior to the first day of school, teachers and other staff members such as the supervision team, deans, and counselors, are provided training in the schoolwide discipline policy as well as in Multi-Tiered Systems of Support that includes but is not limited to various classroom intervention strategies, behavior intervention strategies, ways to communicate with parents, and how to promote student success inside an outside of the classroom. Students who do not adhere to the behavior policy

and/or who violate school rules will experience progressive behavioral interventions, in the following manner:

1. Classroom interventions: Teachers and classroom support staff meet with student and communicate with parent as necessary to determine underlying cause of disruptive behavior and take steps to teach and model appropriate behavior
2. Interventions by counselors/support staff: Counselors and support staff meet with student and communicate with parent and all affected teachers as necessary to determine underlying cause of disruptive behavior in multiple classrooms. Counselor/support staff take steps to teach and model appropriate behavior
3. Interventions by Administration: Administrative staff, which includes the principal, assistant principals, and the dean, along with school counselors and the intervention aide, meet with student and communicate with parent and all affected teachers as necessary to determine underlying cause of disruptive behavior in multiple classrooms. Administrative staff take steps to teach and model appropriate behavior, provide student with applicable wrap-around support services as necessary, and also impose appropriate high-level interventions (such as arranging an SSPT or behavioral contract)
4. Interventions by Parents: Parents will communicate with school staff to discuss student behaviors and how this affect academic success. Parents will reinforce positive changes at home and arrange for outside support if needed. Through the schools Intervention Aide, the school will maintain school/home communication to ensure that supports and interventions are being implemented at home and how these interventions and supports are working.

When addressing student behavior, it is very important that we not only seek to teach the student appropriate behavior moving forward, but that at the same time we enforce measures to keep students accountable for positive actions. Therefore, we balance restorative interventions with progressive consequences which include, but are not limited to the following:

Warnings

Loss of privileges such as time-outs, detentions, restrictions from field trips and student activities, being released from student government positions

Community Service (cleaning up campus)

Notices to parents/guardians by telephone or letter

Request for parent conference

Parent shadowing

Suspension

Expulsion

If a student's behavior does not improve, parents will be asked to participate in the Student Success and Progress Team process (SSPT). The Student Success and Progress Team, including a school administrator, parent(s), General Education Teacher, and the student (ONLY if the parent, teacher(s), and administrator mutually agree it is appropriate) will work together to develop an appropriate Behavior Intervention Contract that includes modifications and intervention strategies that support the student. The SSPT team will typically reconvene every 6-

8 weeks, depending on the needs of the student, to review student progress and to discuss any changes to the plan that may be necessary.

Student Discipline Incentive Program

A main goal will be to facilitate the development of disciplined individuals and communities of learners. To assist in this, the staff will implement various incentives and programs such as dances, panther pride assemblies, and book giveaways, to recognize and reward students that demonstrate good discipline and citizenship.

Grounds for Suspension and Expulsion

Consistent with our preference for intervention over consequences, TAS implements a discipline structure that, when student behavior requires removal from the classroom, favors the least severe sanction necessary to maintain school safety and maximize student learning.

Except where suspension and recommended expulsion are mandatory, as described below, the Principal or their designee (Assistant Principal) may authorize an in-school or out-of-school suspension following the process described. Regarding recommendations for expulsion, only the Principal is authorized to make recommendations to expel students in accordance with the provisions below. Because the goal of the discipline policy is to address infractions with as little disruption to the learning process as possible, TAS prefers in-school to out-of-school suspensions when safety permits. Students assigned to in-school suspension are removed from their regular class and placed in another learning environment. In addition to the regular classwork, they are provided an opportunity to reflect on the actions leading to their suspension and how those actions contravene the core values. They are given an opportunity and assistance to develop a plan to make amends and restore the good order of the community. Procedures for suspension as well as expulsion are described below.

The decision to recommend suspension or expulsion of a student will be at the discretion of the principal or their designee (Assistant Principal), as specified in this element, when he or she determines that a student has committed any of the offenses outlined in this section at any time, including but not limited to the following contexts:

- While on school grounds
- While going to or coming from school
- During, or while going to or coming from, a school-sponsored activity

1. Grounds for Expulsion (Mandated)

The following offenses are those which mandate immediate suspension and recommendation for expulsion if committed at school or at a school activity off school grounds:

- a) Possessing, selling, or furnishing a firearm.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery.
- e) Possession of an explosive.

Note: Pursuant to E.C. Section 48915 (g), “knife” means any dirk, dagger, or other weapon with a fixed sharpened blade fitted primarily for stabbing; a weapon with a blade fitted primarily for

stabbing; a weapon with a blade longer than 3½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.

2. Grounds for Expulsion (Limited Discretion)

The following offenses are subject to Limited Discretion; the Principal shall make a recommendation to expel a student if it is determined that the student committed one or more of the following acts at school or at a school activity off school grounds unless the Principal also determines that expulsion is inappropriate, in which case the principal or designee may initiate suspension procedures:

- a) Causing serious physical injury to another person, except in self-defense.
- b) Possession of a knife or other dangerous object of no reasonable use to the pupil.
- c) Unlawful possession of any controlled substance, except for either of the following:
 - i. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
 - ii. The possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.
- d) Robbery or extortion.
- e) Assault or battery upon any school employee.

Note: A serious physical injury includes but is not limited to: “loss of consciousness, concussion, bone fracture, protracted loss or impairment of function of any bodily member or organ, wound requiring extensive suturing, and serious disfigurement.” (California Penal Code Section 243) In determining whether an offense warrants expulsion or a lesser sanction, the Principal or Designee considers:

- a) Whether other means of correction are not feasible or have repeatedly failed to bring about proper conduct, and
- b) Whether due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

3. Grounds for Suspension or Expulsion (Broad discretion)

The Principal has maximum discretion whether or not to recommend expulsion when he or she determines that a student has committed any of the following offenses at any time, including but not limited to while on the premises of TAS; while going to or coming from school; during the lunch period whether on or off campus; and during, or while going to or coming from, a school-sponsored activity:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except in self-defense.
- c) Possessed not more than one ounce of marijuana (applicable to the first offense only) or possessed alcohol.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
- e) Caused or attempted to cause damage to school or private property.
- f) Stole or attempted to steal school property or private property.

- g) Possessed or used tobacco or any tobacco products.
- h) Committed an obscene act or engaged in habitual profanity or vulgarity.
- i) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- j) Knowingly received stolen school or private property.
- k) Possessed an imitation firearm. "Imitation firearm" means 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 it is a firearm.
- l) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- m) Committed sexual harassment (applicable to grades 4 through 12 only).
- n) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only).
- o) Intentionally engaged in harassment, threats, or intimidation against school district personnel or pupils (applicable to grades 4 through 12 only).
- p) Made terroristic threats against school officials or school property, or both.
- q) Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- r) Engaged in, or attempted to engage in, hazing.
- s) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

In determining whether an offense warrants expulsion or a lesser sanction, the Principal considers:

- a) Whether other means of correction are not feasible or have repeatedly failed to bring about proper conduct, and
- b) Whether due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Suspension Procedures

General

The Principal or Designee (Dean or Assistant Principal) has the authority to suspend and the Principal has the authority to recommend expulsion subject to the due process rights of students and parents/guardians. The maximum consecutive number of school days for a suspension for a single incident is five (5). The maximum number of days for suspension during the school year is twenty (20) unless it is necessary to extend a suspension pending resolution of an expulsion hearing or appeal and unless the student transfers in from another school and already has a suspension record for the year. In that case, the total number of school days may be increased by ten (10) days for a total of thirty (30) suspension days in that school year. The maximum number of suspension days for a student with disabilities in a school year is ten (10).

At all steps during the suspension and expulsion process, necessary translation or interpretation services are provided to ensure parents/guardians are able to understand and participate in the process. Reasonable accommodations are made to ensure parents/guardians who wish to attend a conference or hearing are able to do so. "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 him or her 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).

Suspension in Emergency Situations

An “emergency situation” involves a danger to the lives, safety or health of students or school personnel. When the Principal or the Designee determines that a student must be removed to ameliorate an emergency situation, the student may be suspended without a conference. In the case of an emergency suspension without a conference, both the parent/guardian and the student are notified of the student’s right to return to school, no later than the next school day, for purposes of a conference with the Principal or the Principal’s designee. The notice includes the anticipated length and conditions of the emergency suspension, the specific reasons for it, and an invitation to attend the conference with or without counsel or another advisor. In the notice, parents/guardians are assured that reasonable accommodations and language support will be available. The notice also states that a conference with the student is required for the student to return to school, but that they are not required to attend the conference and that no penalty will be imposed on the student if they do not attend. If information presented at the conference proves the suspension was in error, the suspension shall be removed from the student’s record.

Suspension in Non-Emergency Situations

In all non-emergency situations that appear to warrant suspension, the Principal/Dean/Assistant Principal/Office staff will attempt to contact, by telephone or in person, the student’s parent, guardian, or educational rights holder to explain the situation and to schedule a pre-suspension conference. A written notice is also sent that explains the behavior or events that appear to warrant the suspension, whether it will be an in-school or out-of-school suspension, and the length of the anticipated suspension. The notice either confirms the conference details scheduled orally or, if no contact has been made, details the right to a pre-suspension conference and the time and place it will be held. Whenever practical, the conference will include the teacher, supervisor or other school employee who referred the student for disciplinary action. Unless the student waives the right to a conference or is physically unable to attend, the student’s presence is required. Parents, guardians and educational rights holders are encouraged but not required to attend. No penalty, including non-reinstatement, may be imposed on the student for the failure of a parent or guardian to attend the conference.

In the event a suspension is imposed, whether a pre-suspension conference is held or waived, written notice is given to the student and to the parent/guardian to indicate the reason suspension was imposed and the date and time the student may return to school. The school no longer practices in-school suspensions.

Activities During Suspension

During a period of suspension, the student is given assignments and homework by the student's teacher(s) to minimize the loss of schooling. Upon return to school, the student is given an opportunity to make up any missed tests. The assignments are listed on PowerSchool, which the student and parent have access to at home or in school. This gives the student and parent(s) the knowledge of all classroom and homework assignments that are assigned during the days of suspensions. The Principal or Designee meet with the suspended student upon return to ensure that assignments have been completed.

Appeal of Suspension

Accelerated has a fair and impartial process for investigating and confirming the appropriateness of the suspension or expulsion of any student. This process will preserve due process rights of students and parents.

Parents may first appeal the suspension by meeting with the designated site assistant principal/principal within 24 hours of the suspension. The appeal will be made to an administrator (i.e. Principal or Designee) different from the administrator who suspended the student. The principal/assistant principal will hear the appeal and the parent may also recommend an alternative fair punishment for the infraction. The appeal can also be delivered in writing, in which case an assistant principal/principal will review the document and make a determination within two-hours upon receipt, between the times of 7:45 am to 4:30 pm. With the approval of the assistant principal/dean/principal, the suspension can be removed from the student's record and the student can return to the classroom.

If the assistant principal/dean/principal denies the appeal and enforces the suspension, the parent can appeal to the Chief Executive Officer (CEO) by meeting with him or her within 24 hours of the denial. The Chief Executive Officer will hear the appeal. The appeal can also be also delivered in writing, in which case the CEO will review the document and make a determination within 2 hours of receipt between the times of 7:45 am to 4:30 pm. In reviewing the appeal, the CEO may remove the suspension from the student's records.

Suspension Pending Expulsion Hearing

A student who is suspended for an offense likely to lead to expulsion may only return to school if the Principal determines that the suspension should not be continued pending the expulsion hearing. The student and/or parent will be given an opportunity to be heard as part of this determination. The suspension and, if necessary, interim placement, will be continued until the expulsion hearing if:

- The student's presence will likely be disruptive to the educational process, and/or
- The student poses a threat or danger to others.

The total number of days for which a pupil may be suspended from Charter School shall not exceed twenty (20) school days in any school year, unless a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall

not exceed thirty (30) days in any school year. TAS will offer a suitable interim placement, such as at a grade-appropriate opportunity school or class, continuation school, or off-site supervised suspension classroom where the student will have meaningful access to education during the term of the suspension pending the outcome of the expulsion process.

For suspension periods not requiring an interim placement, the suspended student's teachers will continue to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. The assignments are also listed on PowerSchool, to which the student and parents have access. Completed student work sent or delivered to the Charter School's main office are graded in a timely manner by the teacher of each subject, and returned to student on a regular basis, either at the Charter School's main office or by mail if parents so request. Completed assignments are given credit toward semester grades. When completion of regular assignments would otherwise depend on classroom attendance or participation (e.g., group projects), alternative, comparably challenging assignments are accepted.

Expulsion Procedures

Any student who commits or attempts to commit a sexual assault or who commits a sexual battery must be recommended for expulsion, regardless of grade level

The expulsion procedures shall include, but are not limited to, all of the following (see E.C. 48918.5):

- At the time that the expulsion hearing is recommended, the complaining witness shall be provided with a copy of the applicable disciplinary rules and advised of his or her right to: (1) receive five days' notice of the complaining witness's scheduled testimony at the hearing, (2) have up to two adult support persons of his or her choosing, present in the hearing at the time he or she testifies; and (3) to have the hearing closed during the time they testify pursuant to subdivision (c) of Section 48918.
- B. An expulsion hearing may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a pupil who is the complaining witness under 48900(n).
- C. The district shall provide a nonthreatening environment for a complaining witness in order to better enable them to speak freely and accurately of the experiences that are the subject of the expulsion hearing. A room separate from the hearing room should be provided for the use of the complaining witness prior to and during breaks in testimony. In the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination/cross-examination during which he or she may leave the hearing room, and may arrange the seating within the hearing room of those present in order to facilitate a less intimidating environment for the complaining witness. The person conducting the hearing may limit the time for taking the testimony of a complaining witness to the hours he or she is normally in school, if there is no good cause to take the testimony during other hours. The person conducting the

hearing may permit one of the complaining witness's support persons to accompany him or her to the witness stand.

- D. Complaining witnesses and accused pupils are to be advised immediately to refrain from personal or telephonic contact with each other during the pendency of any expulsion process.

Expulsion Hearing

Students recommended for expulsion by the Principal are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days of the initial suspension. The hearing will be presided over by a Disciplinary Action Committee (DAC), which will consist of an administrator (i.e. an Assistant principal or Dean), one teacher (that the student does not currently have), one counselor (that the student does not work directly with, if possible), and a Director (i.e. Director of Curriculum and Instruction). This team is designed to be as impartial as possible, with considerations taken to minimize the chances that each staff member on the DAC is familiar with the student. The DAC hearing will occur in a closed session, unless the parent requests an open hearing in writing up to three (3) days before the hearing. After hearing all evidence, the DAC will make a decision whether or not to expel the student..

Written notice of the DAC hearing will be forwarded to the student and the student's parent/guardian at least 7 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing.
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- A copy of TAS disciplinary rules, which relate to the alleged violation.
- The opportunity for the student or the student's parent/guardian to appear in person at the hearing.
- Notice that the student will be permitted to bring witnesses and present evidence on his or her behalf.
- Notice that the student will be permitted to be represented by legal counsel or by a non-attorney advisor, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf.

A reasonably accurate and complete record of the hearing shall be made and may be maintained by any means, including electronic recording or minutes taken of the proceeding. If electronic recording is used, it must permit a reasonably accurate and complete transcription of the proceedings. Minutes or transcripts are provided to parents/guardians.

Notice of Decision

Based on its investigation and considering all the evidence introduced by the student, parent/guardian, and counsel or advisor, the DAC decides whether there is enough evidence to support the assertion that the student committed an infraction warranting expulsion. The DAC

will prepare a written summary of its findings of fact and its conclusions concerning expulsion or non-expulsion.

After the DAC delivers its decision, as well as findings of fact and conclusions to the Principal, the Principal or Designee will attempt to notify the parents/guardians by telephone or in person of the decision. Whether or not such oral notice is accomplished, if a decision to expel is made, TAS sends the parents/guardians written notice of the decision, including the findings and conclusions within 48 hours of the decision. This notice also includes the following: notice of the specific offense committed by the student; 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; notice of any appeal options; and information about alternative placement options, such as Community Day Schools, Opportunity Schools or Independent Study School, other charter schools, and placements suggested by the District.

Appeal of Expulsion

Expulsion Appeals shall be brought to Accelerated's Board of Trustees.

In the event of a decision to expel a student from TAS the parent can appeal to Accelerated's Board of Trustees. A written request for an appeal should be sent to the CEO within 7 school days of the DAC's decision to expel. The written request must specify the grounds for the appeal. The Board of Trustees will hear the appeal within 10 school days and render a decision within 5 school days of hearing the appeal. The decision of the Board is final. The school will work cooperatively with schools of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious behavior shall be communicated to the school to which the student matriculates in accordance with applicable law.

Rehabilitation Plans

Pupils who are expelled from TAS shall be given a rehabilitation plan upon expulsion as developed by the charter school's Board of Trustees at the time of the expulsion order. While tailored to the individual situation, the rehabilitation plan typically will include evidence of improved behavior, attendance and academic performance in the alternative placement setting. The plan may also set out a schedule for periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the charter school for readmission.

Readmission

When the term of expulsion has expired, and the student is presented for reinstatement, the Principal or Designee reviews compliance with the conditions of the rehabilitation plan and recommends to the Board of Trustees that the student be reinstated, or explains why he or she does not find reinstatement is warranted. The Board decides whether to authorize reinstatement.

The decision to readmit a pupil or to admit a previously expelled pupil from another school shall

be in the sole discretion of the Board of Trustees to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment.

Element 11: Employee Retirement Systems

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Certificated Staff Members:

State Teachers Retirement Systems (STRS)

All certificated employees participate in CalSTRS. All certificated employees shall participate in CalSTRS throughout the duration of the charter school's existence under the same CDS code. The Human Resources Office is responsible for ensuring that appropriate arrangements for CalSTRS, and Social Security coverage have been made.

Classified Staff Members:

Social Security

All non-certificated employees contribute to Social Security according to Federal and State laws with TAS matching at the rates prescribed by law.

Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Parents and students will be informed of their public school attendance alternative through robocalls, flyers and the TAS Parent & Student Charter School Handbook.

Element 13: Employee Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division

Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Accelerated
c/o Director/Principal
4000 S. Main Street
Los Angeles, California 90037

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

The Accelerated School
c/o Director/Principal
4000 S. Main Street
Los Angeles, California 90037

2. A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
3. If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4. If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
5. If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCAION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System

(PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

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

also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

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

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

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

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The CEO will serve as the school's closure agent, assigning specific roles to ensure an orderly and timely closure.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent

Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

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

Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

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

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

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and

Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be*

deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

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

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

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee

allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

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

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)