

LASHON ACADEMY



A Charter School Renewal Petition for A Five Year Term (2018-2023)

Respectfully Submitted to: The Los Angeles County Office of Education (LACOE)

Revised January 31, 2018

Material Revisions Submitted July 30, 2018

Lashon Academy

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Assurances, Affirmations, and Declarations

Lashon Academy (also referred to herein as “Lashon” 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 the Los Angeles County Office of Education ("LACOE" or "County") and Los Angeles Unified School District ("LAUSD" or "District") 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.

Introduction

Lashon Academy respectfully petitions the Los Angeles County Board of Education to approve the enclosed material revision to expand the Charter School to serve grades TK-8. Previously, the County granted Lashon Academy a charter renewal for a five-year term from July 1, 2018 through June 30, 2023.

Lashon Academy was founded in 2013 and currently serves a culturally diverse population of students in grades TK-6 in the Van Nuys neighborhood of Los Angeles. The vision of Lashon Academy is a school where children of all backgrounds and abilities will learn, achieve and become productive members of the global community. In an educational environment integrated with the workshop model, service learning, and Modern Hebrew, students are prepared to be self-directed learners and responsible citizens. In order for students to successfully pursue high school, college, and career readiness in a globally competitive society, Lashon seeks to extend its program to grades 7 and 8.

The expansion to grades 7 and 8 is driven by community demand for Lashon's Modern Hebrew instruction and a continuous TK-8 program that would prepare students for high school. Lashon Academy draws students from all over Los Angeles and families have specifically enrolled their children at Lashon for its strong academics and unique Hebrew language offering. Given that there are currently no other Hebrew language middle schools within Los Angeles Unified School District, expanding Lashon to serve grades 7 and 8 is necessary for enabling students to complete the middle school Modern Hebrew curriculum.

Families also choose Lashon Academy for its strong academic results; Lashon outperforms resident schools that students would otherwise attend in both English Language Arts and Math (see Element 1 of this petition). A TK-8 program would offer a continuous and cohesive path to high school and would best prepare students for the rigor of high school academics. Furthermore, serving students from TK/K through 8th grade would enable Lashon Academy teachers and staff to develop deep relationships with families, personalize instruction to each student, and build a strong community that celebrates diverse cultures and languages.

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).)

GENERAL INFORMATION

<ul style="list-style-type: none"> The contact person for Charter School is: 	Josh Feigelstock, Lead Petitioner
<ul style="list-style-type: none"> The contact address for Charter School is: 	644 N. Fuller Ave., Suite 220, Los Angeles, CA 90036
<ul style="list-style-type: none"> The contact phone number for Charter School is: 	818-514-4566
<ul style="list-style-type: none"> The proposed address or ZIP Code of the target community to be served by Charter School is: 	7477 Kester Ave, Van Nuys, CA 91405
<ul style="list-style-type: none"> This location is in LAUSD Board District: 	6
<ul style="list-style-type: none"> This location is in LAUSD Local District: 	Northeast
<ul style="list-style-type: none"> The grade configuration of Charter School is: 	TK-8
<ul style="list-style-type: none"> The number of students in the first year will be: 	445
<ul style="list-style-type: none"> The grade level(s) of the students 	TK-6

in the first year will be:	
<ul style="list-style-type: none"> Charter School's scheduled first day of instruction in 2018-2019 is: 	August 13, 2018
<ul style="list-style-type: none"> 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.)	675
<ul style="list-style-type: none"> The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be: 	traditional, 180 days
<ul style="list-style-type: none"> The bell schedule for Charter School will be: 	8:10am-3:10pm
<ul style="list-style-type: none"> The term of this Charter shall be from: 	July 1, 2018 to June 30, 2023

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 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.

COMMUNITY NEED FOR CHARTER SCHOOL

The Lashon Academy development team and Board of Directors believe that all students can learn and achieve high and rigorous academic standards. Furthermore, we believe that all students are entitled to a comprehensive education. Our school has developed a community of lifelong learners, creative thinkers, and responsible individuals by providing innovative and quality educational programs in a safe and supportive environment.

Lashon Academy serves as an independent charter school and, with the approval of this material revision, offers instruction in grades TK-8. In its first year of operation, Lashon Academy served 96 students in Transitional Kindergarten/ Kindergarten, 1st, and 2nd grade. Lashon Academy models its educational program after that of the Hebrew Language Academy (HLA) located in New York and is a member of the Hebrew Public network of schools. As a member of the Hebrew Public network of Hebrew language charter schools, Lashon Academy has access to shared resources, including, but not limited to: technical assistance, curriculum resources, and professional development. Lashon Academy has successfully served all students, including English Learners, students with disabilities, socioeconomically disadvantaged students, gifted students and students achieving below grade level. Lashon Academy is committed to ongoing and embedded professional development to ensure the quality delivery of instruction to its students. Lashon Academy will deliver the highest caliber educational program within a fiscally sustainable school.

STUDENTS TO BE SERVED/EDUCATED

Lashon Academy is a high-performing public school option for families and their children in Van Nuys and the greater Los Angeles community. The fundamental objective of Lashon Academy is to prepare its students academically and personally to achieve their full potential in life and we are committed to this objective. Lashon Academy offers a quality education program appealing to families throughout LAUSD to create an integrated learning community with a racially, socioeconomically and culturally diverse student population.

Extensive research links poverty to low academic achievement. In a 2007 medical journal study entitled *“The Impact of Poverty on Educational Outcomes for Children,”* published by the Canadian Pediatric Society, the authors state, “Children from low-income families often start school already behind their peers who come from more affluent families, as shown in measures of school readiness. The incidence, depth, duration and timing of poverty all influence a child’s educational attainment, along with

community characteristics and social networks.”¹ The article further states, “Six poverty-related factors are known to impact child development in general and school readiness in particular. They are the incidence of poverty, the depth of poverty, the duration of poverty, the timing of poverty (e.g., age of child), community characteristics (e.g., concentration of poverty and crime in neighborhood, and school characteristics) and the impact poverty has on the child’s social network (parents, relatives and neighbors).”² Thus, poverty as related to school readiness is not “just about money; it is about how an individual does without resources and with all of the baggage that goes along with being poor (Slocumb and Payne, 2000).”³ A 2010 study funded by the Century Foundation⁴ found:

“With few exceptions, schools in the United States with high concentrations of students from low-income families perform less well than schools with low concentrations of poverty.”

While the Lashon Academy mission is not to solve the poverty problem in Van Nuys and its surrounding communities, we are an anchoring institution in the community and appeal to families as an option in public school choice. The geographic location for Lashon Academy has a predominance of low-income/poverty level and non-English speaking families. In addition, Hispanic or Latino students comprise the largest ethnic group attending LAUSD schools (74%). According to the California Department of Education (CDE), Hispanic or Latino students comprise approximately 74% of the student population in the intended geographic location. The City of Los Angeles has a Modern Hebrew speaking population of an estimated 20,100 persons and many of these families live just East and West of the targeted community.⁵ According to the CDE, ELs comprise 26% of the LAUSD student population while comprising approximately 40.9% of the population in the intended geographic area. Also according to the CDE, approximately 41% of the student population in the intended geographic location consists of English Learners.

The culturally sensitive design of Lashon Academy, where staff is trained to have cultural sensitivity and cross-cultural perspectives, appeals to families in these diverse communities as a high quality public school option.⁶ While Lashon Academy is currently located in the Van Nuys neighborhood of Los Angeles (91405), the school offers a unique model that draws students from a broad geographic range, as seen below in “Map of Resident Schools.” The school’s focus on multilingualism and global studies attracts a diverse population of families, including many first- and second-generation immigrants from around the world. Many Lashon Academy families specifically sought a place where their children could gain not only academic skills, but also a global perspective that honors diverse languages and cultures. Today’s students will live and work in a fast-paced world in which they must be prepared to communicate with diverse people in Los Angeles and beyond.

While other schools in Los Angeles offer foreign language as part of their curriculum, Lashon Academy is unique in offering the Hebrew language. Many Lashon Academy families have a connection to the Hebrew

¹ HB Ferguson, PhD, S Bovaird, MPH, and MP Mueller, PhD, “The Impact of Poverty on Educational Outcomes for Children,” *Pediatrics and Child Health*, August, 2007.

² *Ibid.*

³ Pellino, Karen M., “*The Effects of Poverty on Teaching and Learning.*”

⁴ Schwartz, Heather., “*Housing Policy Is School Policy: Economically Integrative Housing., Promotes Academic Success in Montgomery County, Maryland,*” A Century Foundation Report, 2010.

⁵ <http://statisticalatlas.com/county/California/Los-Angeles-County/Languages>

⁶ CDE DataQuest (DQ 2011-12)

language, whether they speak it at home or have it as a part of their family's heritage. The Hebrew language component of Lashon Academy's model is compelling for those families who hope to see their children develop proficiency in Modern Hebrew. Even for families who have no connection to the Hebrew language, they see value in their students developing proficiency in Modern Hebrew, which for many students is their third language. For most of the Los Angeles schools that offer a foreign language component or dual immersion, that language is Spanish. Since quite a few Lashon Academy families speak Spanish at home, Modern Hebrew becomes their children's third language, which is impressive in a country in which 75% of citizens are monolingual.⁷

Lashon Academy's diverse population faces many of the same challenges that other immigrants to the United States face. Navigating the American public education system can be challenging even for native-born families, and immigrant families in particular need support in understanding the Common Core curriculum, grading, expectations for communications between the home and school, etc. Children of immigrants are more likely to require intensive language support, and, like any child, benefit from an emotionally safe, supportive learning environment in which their individual needs can be met. Lashon Academy is committed to supporting students of all backgrounds by meeting them where they are academically and in terms of language proficiency and reducing barriers to academic success.

Lashon Academy's diverse, heavily immigrant population also brings a variety of assets. Students bring with them a multitude of backgrounds and experiences that benefit their peers. Children get exposure to many languages, cultures, and perspectives, and they learn to befriend and work with people who are different from them. Lashon Academy is culturally rich, and many families choose the school for that very reason.

As of Spring 2018, Lashon Academy serves eleven students classified as homeless. The school staff takes great care to remove barriers to enrollment for students who are experiencing homelessness, permitting them to enroll regardless of lack of documentation and/or immunizations. Students experiencing homelessness automatically qualify for free meals, and transportation is arranged if needed. These students have equal access to every program and extracurricular activity for which any other student would qualify. Given that students experiencing homelessness have a higher likelihood of needing to repeat a grade, being suspended, experiencing developmental delays, facing health and wellness problems, and experiencing mental health and emotional challenges, these students are provided with additional counseling from the School Counselor.

Lashon Academy's current student population does not include a statistically significant percentage of foster youth, though the school is certainly a welcoming and supportive environment for students who do fit those descriptions. School staff will make every effort to provide a safe and stable learning environment for foster youth, who likely have previously experienced a lack of continuity in their education. Foster youth may enroll regardless of lack of documentation and/or immunizations, automatically qualify for free meals, and will have equal access to every program and extracurricular activity available to other students. Lashon will provide and maintain grades, credits, and partial credits for foster youth in accordance with applicable laws. Additional counseling and academic support will be

⁷ <https://today.yougov.com/news/2013/07/31/75-americans-have-no-second-language/>

provided to foster youth who experience developmental delays, social emotional challenges, and other issues that may make it difficult for them to fully participate at school.

The school is currently located in Prop 39 district space and hopes to eventually secure a permanent facility. With the approval of this material revision, Lashon will request additional Prop 39 space to accommodate the new grade levels. In a difficult real estate market, Lashon Academy will make every effort to remain located within a geographic range that is convenient for current students and families to ensure steady enrollment.

SCHOOL PERFORMANCE DURING THE 2013-2018 CHARTER TERM

Over the first four years of operation, Lashon has demonstrated high academic achievement with student demographics that reflect a diverse community of learners.

Academic Performance Data and Other Absolute and Comparative Performance Indicators

According to California law, a charter school that has been in operation for four years “shall” meet at least one of four minimum criteria set forth in Education Code section 47607(b) prior to receiving a charter renewal. Since Lashon has only been in operation for four years, and California’s Academic Performance Index (API) school performance measure was suspended after 2013, the first three criteria do not apply. We focus on the fourth criteria:

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

As noted in the Ed Code, “The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school.” (Cal. Ed. Code § 47607(b)(4)(B).)

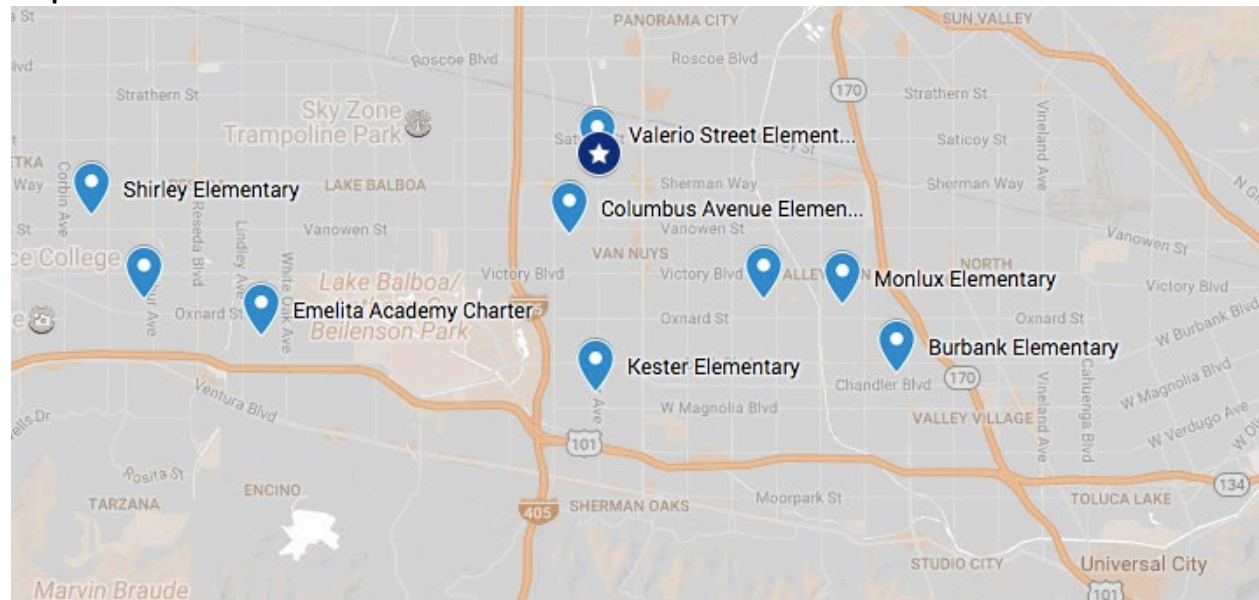
The following detailed data analysis includes comparisons to the top 9 “resident schools” our students would otherwise attend. Many Lashon families travel more than two miles to attend the school, with current students coming from more than 60 different elementary attendance zones. The following list of elementary schools represents the top 9 resident schools based on current students’ addresses.

Table 1. List of Schools Lashon Academy Students Would Otherwise Attend

Name of	Address	Grade Span	CAASPP	CAASPP
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School				Meets/ Exceeds % ELA	Meets/ Exceeds % Math
1	Valerio Street Elementary	15035 Valerio St, Van Nuys, CA 91405	K-5	32%	38%
2	Monlux Elementary	6051 Bellaire Ave, North Hollywood, CA 91606	K-5	46%	52%
3	Emelita Academy Charter	17931 Hatteras St, Encino, CA 91316	K-5	37%	50%
4	Burbank Elementary	12215 Albers St, Valley Village, CA 91607	K-5	34%	34%
5	Kester Elementary	5353 Kester Ave, Sherman Oaks, CA 91411	K-5	71%	81%
6	Shirley Elementary	19452 Hart St, Reseda, CA 91335	K-5	52%	60%
7	Vanalden Elementary	19019 Delano St, Reseda, CA 91335	K-5	39%	46%
8	Erwin Elementary	13400 Erwin St, Van Nuys, CA 91401	K-5	37%	33%
9	Columbus Avenue Elementary	6700 Columbus Ave, Van Nuys, CA 91405	K-5	28%	29%

Map of Resident Schools

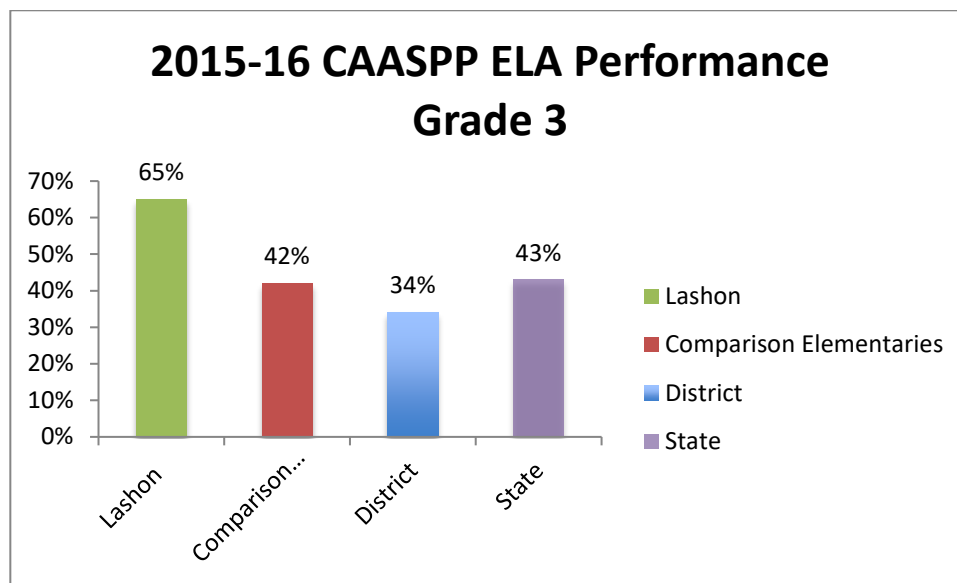


Lashon Academy has demonstrated strong student achievement over the past four years on a variety of measures.

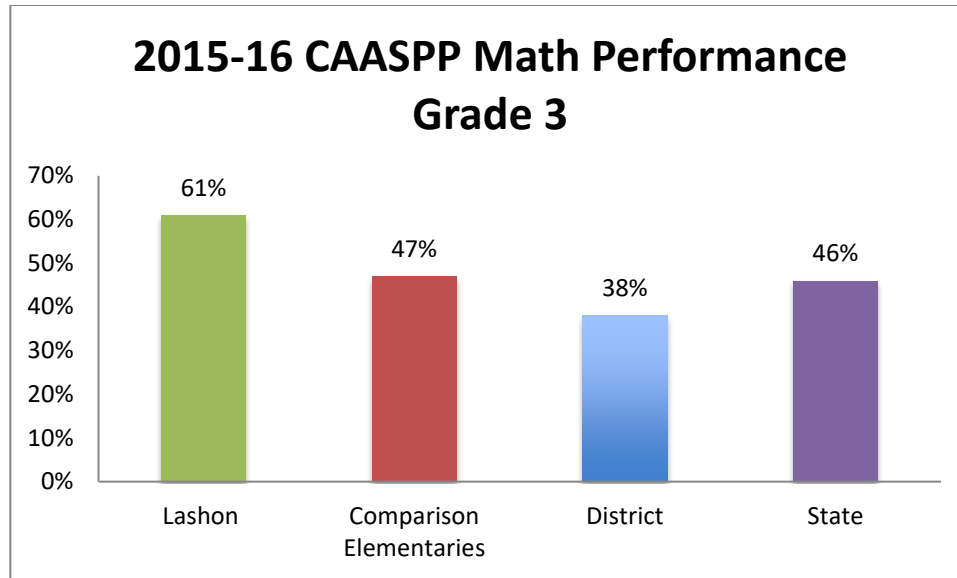
(a) CAASPP (SBAC) Proficiency Rates

On one of those measures, the CAASPP (SBAC), Lashon Academy has consistently demonstrated academic outcomes that outperform resident schools and district averages. Lashon students participated in California's CAASPP assessment and demonstrated very strong performance on these new, more complex tests. In the 2015-16 school year, Lashon served its first 3rd grade class - the only grade that was administered the CAASPP assessment. Lashon's 3rd grade students performed better than resident schools, district, and state averages in 2015-16:

- Lashon 3rd graders performed at 65% 'met or exceeded' standards in ELA compared to 42% at comparison elementary schools, 34% 'met or exceeded' standards at the district, and 43% at the state.
- Lashon 3rd graders performed at 61% 'met or exceeded' standards in Math compared to 47% at comparison elementary schools, 38% 'met or exceeded' standards at the district, and 46% at the state.⁸



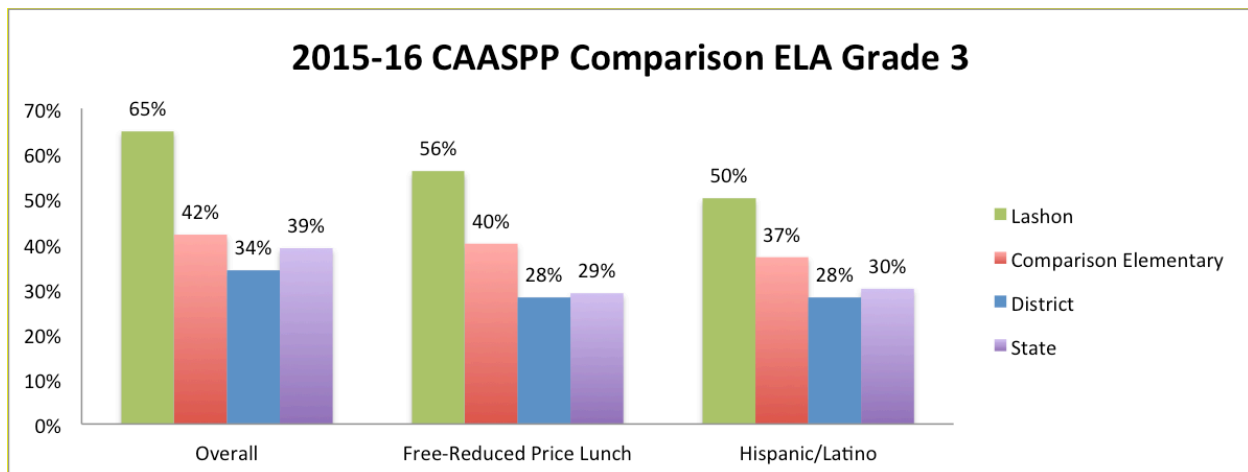
⁸ Source: <http://caaspp.cde.ca.gov/SB2015>



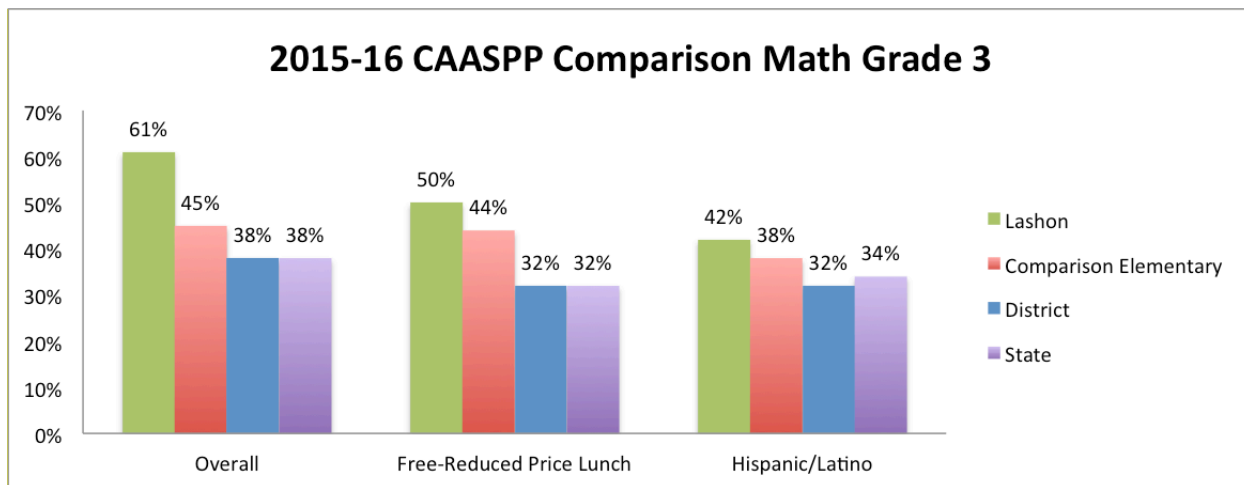
CAASPP Subgroup Scores

Lashon’s subgroups also showed strong performance on the CAASPP. Lashon’s Hispanic/Latino students and students qualifying for Free and Reduced Price Lunch (FRPL) outperformed the resident schools, district, and the state in ELA and Math in 2015-16. Specifically:

- Hispanic/Latino students in 3rd grade achieved 50% ‘met or exceeded’ standards in ELA compared to 37% in 3rd grade at comparison elementary schools, 28% at the district, and 30% at the state. Hispanic/Latino students in 3rd grade achieved 42% ‘met or exceeded’ standards in Math compared to 38% in 3rd grade at comparison elementary schools, 32% at the district and 34% at the state.
- Similarly, students qualifying for Free and Reduced Price Lunch in 3rd grade achieved 56% ‘met or exceeded’ standards in ELA compared to 40% in 3rd grade at comparison elementary schools, 28% at the district and 29% at the state. Students qualifying for Free and Reduced Price Lunch in 3rd grade achieved 50% ‘met or exceeded’ standards in Math compared with 44% at the Comparison Elementary schools, 32% at the District and 32% at the state.⁹



⁹ Source: <http://caaspp.cde.ca.gov/SB2015>



Overall, proficiency rates across the state as assessed on the CAASPP assessment have been lower than was seen on the previous California Standards Tests (CSTs), particularly for ELs and students with disabilities. Lashon did not have a statistically significant number of third grade English Learners or students with disabilities and thus could not show official scores.¹⁰ Though not a significant number of students, these subgroups performed on par with or above the performance of students in these subgroups at comparison elementary schools, the district and the state.¹¹

(b) English Learners and Reclassification

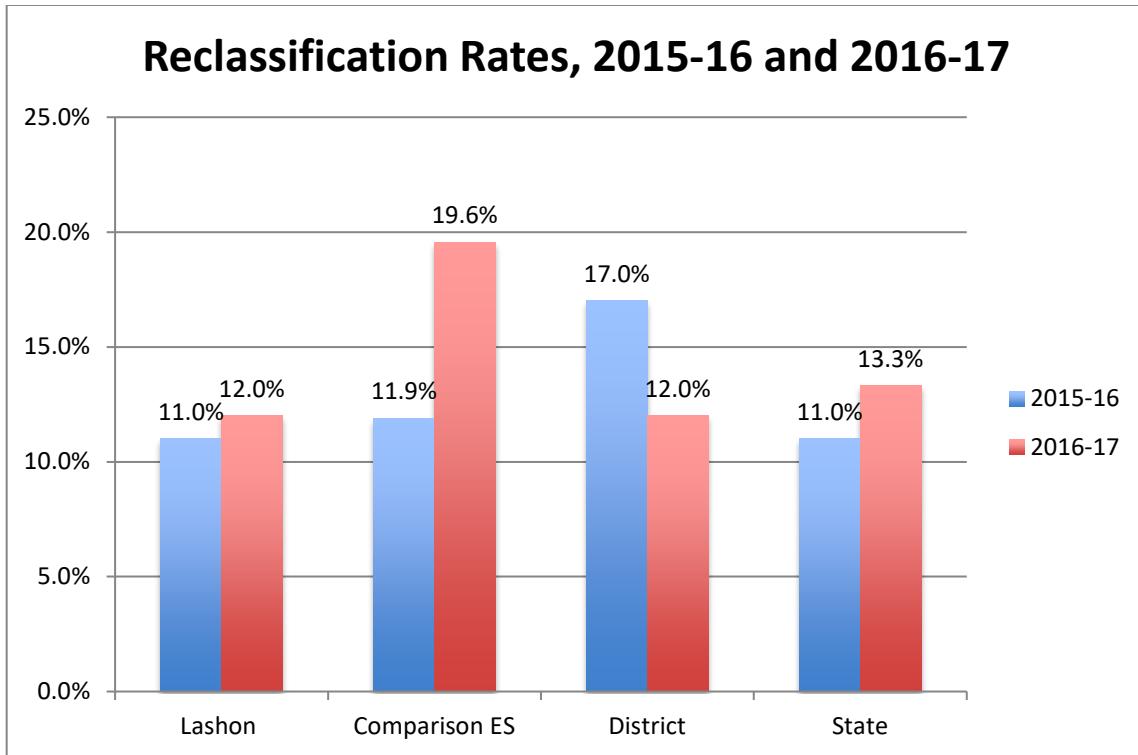
In 2016-17, 62% of Lashon students were English Learners. Due to the high number of English Learners at Lashon, implementing strategies for supporting students' English language acquisition has been a priority. Reclassification rates have only slightly improved over time. Below is a comparison chart that shows Lashon's reclassification rate with that of comparison schools, the district and the state. In 2015-16, we reclassified 11% of our students compared to 12% reclassified in comparison schools, 17% at the district, and 11% reclassified in the state.¹² In 2016-17, Lashon reclassified 12% of students, compared to 20% at comparison schools, 12% at the district and 11% at the state.¹³ We have sustained the current reclassification rate over the past two years; however it is critical that we continue to increase the number of students we are reclassifying as English Proficient. We have identified this as a priority in the next term of the charter, and we have described our strategy in more detail in the section below describing areas of challenge.

¹⁰ Source: <http://caaspp.cde.ca.gov/SB2015>

¹¹ Source: <http://caaspp.cde.ca.gov/SB2015>

¹² Note that the data available in the CDE's DataQuest is inconsistent with what CELDT records show. According to DataQuest, Lashon Academy's reclassification rate was 19.1% in 2015-16 and 0% in 2016-17. Neither of these is correct due to reporting timelines, which require schools to report reclassification rates through CALPADS in October of each school year, months before when final CELDT scores are made available in December. The figures above reflect official CELDT records, which are more accurate than what is reflected in DataQuest.

¹³ Source: CDE DataQuest (Enrollment) 2015-16 and 2016-17. District-level data is not available by specific grade or grade span; these figures include ALL grades, K-12, or for API purposes, all tested grade levels (2-11).



(c) LAUSD Oversight Audit Results

LAUSD’s Charter Schools Division (CSD) has consistently provided strong ratings on its annual comprehensive and detailed site visits of Lashon. In both of the last two Oversight Visits, LAUSD staff concluded that Lashon was proficient in all areas. Lashon Academy earned a 4, the highest possible score, for student achievement on its most recent visit. In the areas of student achievement, organizational data, programs and operations, the CSD noted many strengths. The most recent report stated that, “The school has substantially implemented and monitors the components of the charter’s instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis. The newly appointed Head of Curriculum and Instruction helps to monitor the instructional program through regular classroom observations and student academic data analysis, and offers coaching, support and professional development to teachers to increase any areas of identified need. To support the school’s English Learner student population, English Language Development (ELD) leveled groups are organized for students to receive targeted instruction. Also, a small-group intervention program offers tutoring to students who are not performing at the Proficient or Advanced levels in the reading curriculum. The school also facilitates an after school 5-week SBAC preparation course once/week for 1.5 hours in both Math and ELA.”¹⁴ Additionally, the Charter Schools Division noted that, “The school is fully implemented the key features of the educational program described in the charter, and its mission to, ‘prepare culturally diverse K-6 grade students to be self-directed learners and responsible global citizens ... in a multi-lingual and service learning integrated environment’ is being supported through several efforts. The school offers a partial-immersion environment in which the Hebrew language is used in various aspects of the school program and

¹⁴ Lashon Annual Performance Based Oversight Report 2015-2016, 11/4/15.

curriculum in addition to a daily period of formal Hebrew instruction. Selected subjects, such as art, music, social studies and physical education are conducted in Hebrew and English through a co-teaching model with both an English-speaking instructor and a Hebrew-speaking instructor. The Readers and Writers workshop model is infused with Modern Hebrew to support proficiency in both languages. The school also integrates service learning in the curriculum to reinforce values of citizenship, community and social responsibility. Examples of recent service learning projects include classroom participation in making toiletry kits for the homeless, and students making blankets to donate to the local animal shelter.”

According to the 2015-16 Report, Lashon’s “... Hebrew dual language immersion program, along with the integration of Hebrew through non-academic times such as snack, PE, voice and dance, supports the school’s goal of student language proficiency. New this year was the addition of a Hebrew voice instructor to expose students to Hebrew in a conversational and instructional model, and the integration of Hebrew into the school’s culminating Project Based Learning (PBL) project.” In addition, according to the report “...to ensure implementation of a standards-based instructional program, the school creates pacing guides that outline the Common Core standards throughout the year; implements a school wide writing assessment each trimester and focuses on writing instruction among all subject areas; provides professional development opportunities that focus on unpacking the standards; and has hired Literacy Partners, Inc. to provide approximately 19 days of support via mentoring, training, and support in the instruction of Readers and Writers workshop and the CCSS. The school’s grading system is standards-based, and all weekly lesson plans must address and outline a specific CCSS.”¹⁵ LAUSD highlighted these and other strengths in the areas of student achievement, operations, management and programs.

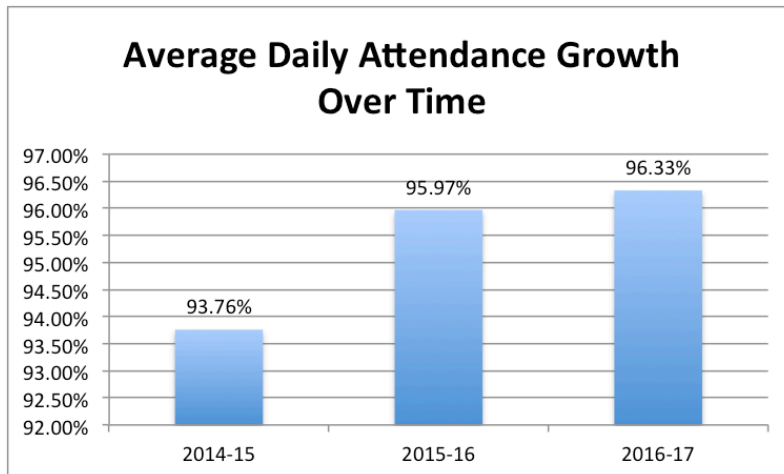
In addition, LAUSD’s CSD team selected Lashon as a model of Promising Practice for its workshop model and was asked to host a visit for other schools to learn about developing and implementing this model. Lashon also presented at this visit on the following:

- how the use of the workshop model delivers a balanced instructional approach.
- strategies and ideas on how to build capacity in teachers to differentiate instruction in a classroom of heterogeneous learners.
- how the workshop model fosters independent learners - motivated to assume responsibility for their learning, establishing learning goals and monitoring their own learning.

(d) Average Daily Attendance

In addition to academic achievement data, Lashon has had strong Average Daily Attendance (ADA) over the last three years, averaging 96% in 2016-17 and showing significant growth from previous years. Lashon administrative staff members have worked diligently to ensure that students are in school by tracking attendance, chronic absenteeism, truancy and suspension, if applicable.

¹⁵ Lashon Annual Performance Based Oversight Report 2015-2016, 11/4/15.



(e) Internal Assessment Data: Interims, Reading, and NWEA MAP Assessments

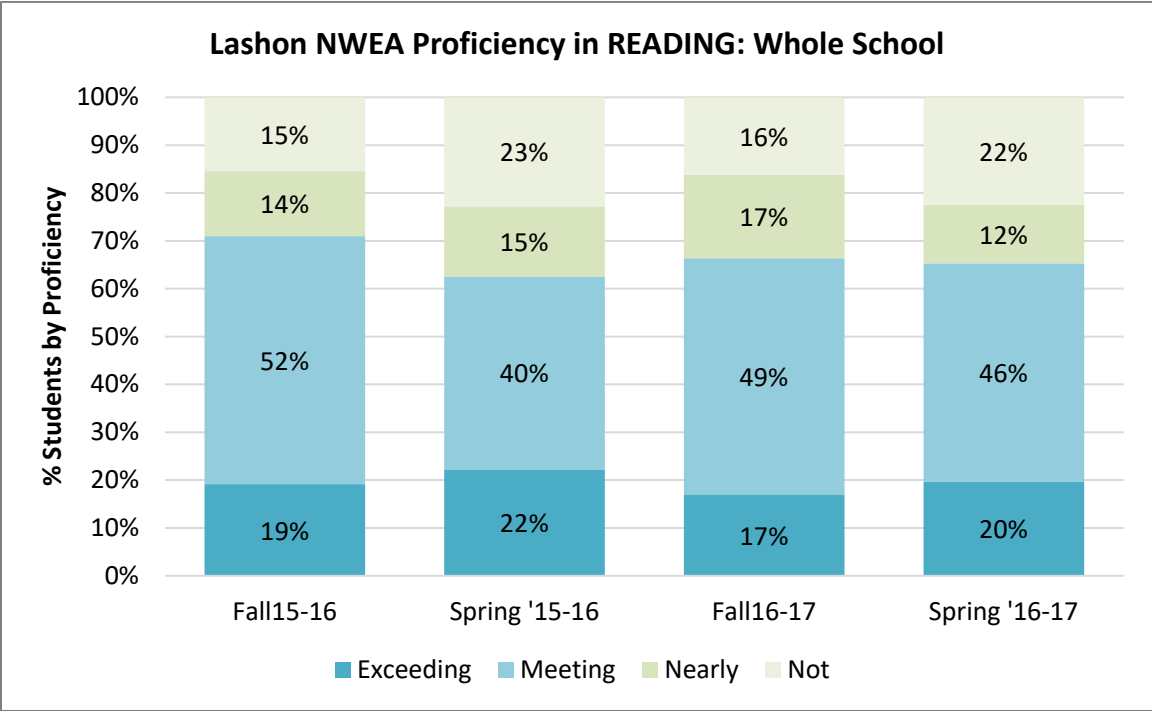
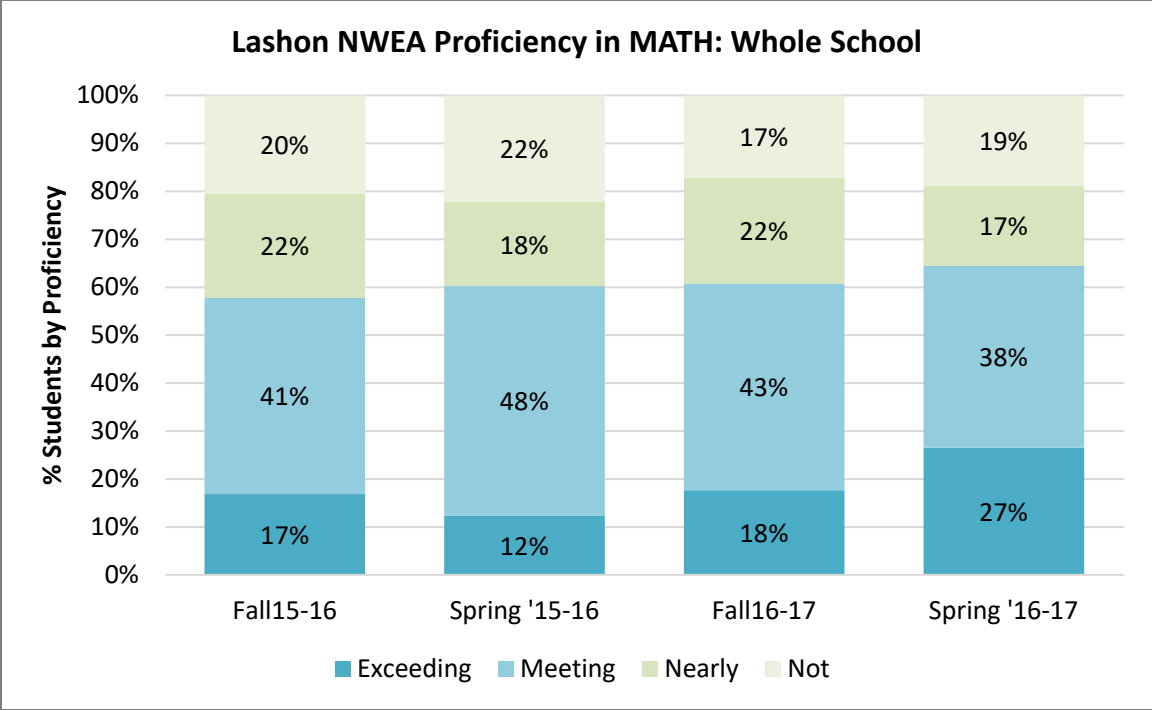
Lashon tracks each student’s growth throughout the year, as well as year over year, through use of the nationally normed NWEA MAP benchmark assessments, Fountas and Pinnell reading assessments, and through internally-created interim assessments. NWEA MAP assessments are nationally normed assessments that are administered in Math and Reading. Scores have been found to be predictive of performance on the CAASPP exams.¹⁶ The Fountas and Pinnell reading assessment is a systematic approach to small-group reading instruction and student progress that is research-based and widely used in elementary education.¹⁷ Finally, the interim assessments provide data that informs instruction throughout the school year. These interim assessments have been a useful tool in predicting student performance on the CAASPP assessment.

NWEA MAP Assessments: Proficiency and Growth

From 2015-2017, Lashon Academy has administered the NWEA MAP assessments twice a year, in the Fall and Spring, to measure growth and proficiency over the course of the year. Lashon also administers this assessment mid-year as a formative assessment for teachers to adjust instruction and leveled groupings. Lashon Academy has performed consistently well in both math and reading on the NWEA MAP assessments. The data below shows student performance from Fall to Spring the last two school years; Lashon Academy students have shown consistent growth in both math and English language arts.

¹⁶ Linking the Smarter Balanced Assessment and the NWEA MAP Test. NWEA. January 2017.

¹⁷ <http://www.fountasandpinnell.com/research/>

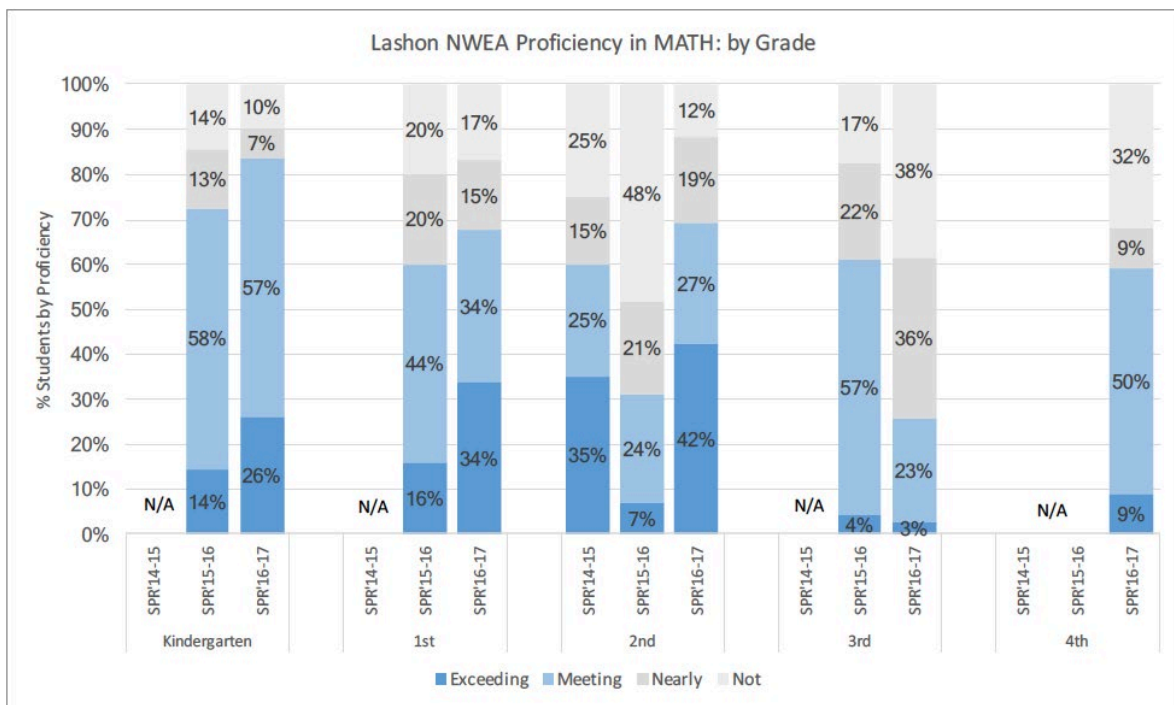


The data below shows performance by grade level and subject from 2014-15 to 2016-17. Lashon Academy students achieved in the 62nd percentile in reading and the 59th percentile in math on the Spring 2016-17 administration of the assessment.

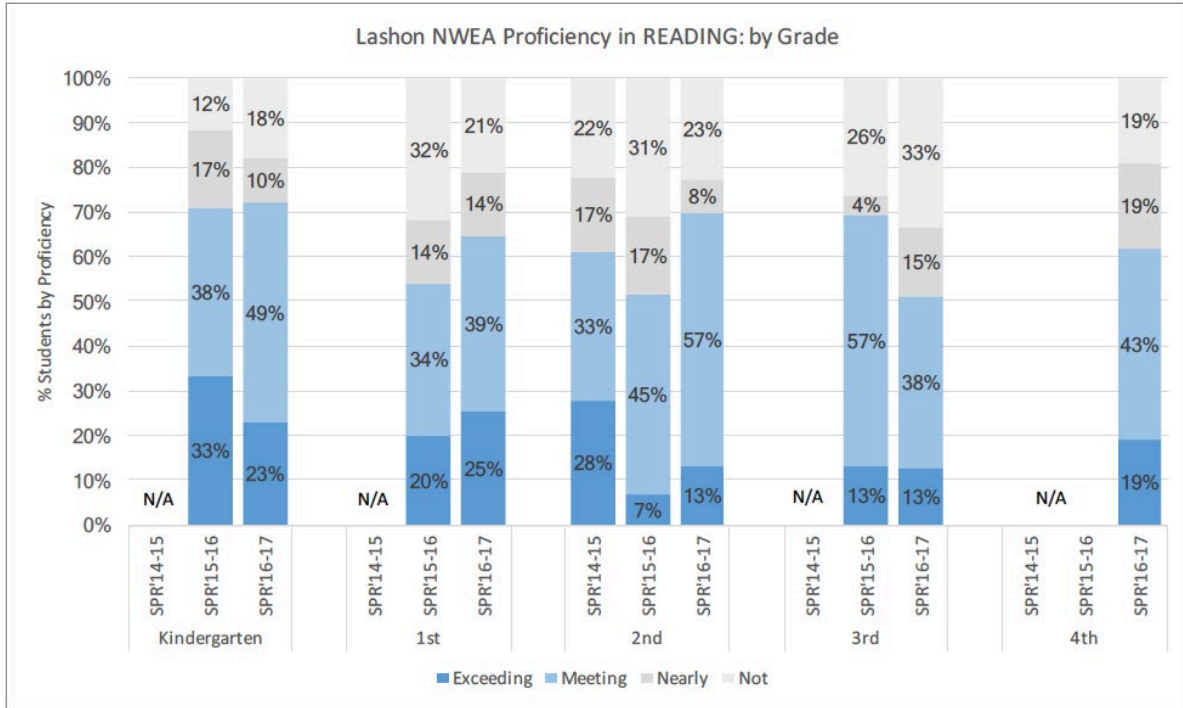
Lashon students demonstrated the following performance:

- Kindergarten: 73rd percentile in Math and 72nd percentile in Reading
- First Grade: 68th percentile in Math and 64th percentile in Reading
- Second Grade: 69th percentile in Math and 70th percentile in Reading
- Third Grade: 26th percentile in Math and 51st percentile in Reading
- Fourth Grade: 59th percentile in Math and 62nd percentile in Reading

From 2014-15 to 2016-17, Lashon student performance grew across every grade level except third grade.¹⁸



¹⁸ Some additional context about this particular third grade class: from 2015-16 to 2016-17, this class grew by 17 students, 36% of whom had IEPs and 50% of whom came in below grade level. Lashon Academy is working hard to bring this group up to higher levels of proficiency by focusing more heavily on intervention and differentiation strategies within the workshop model.



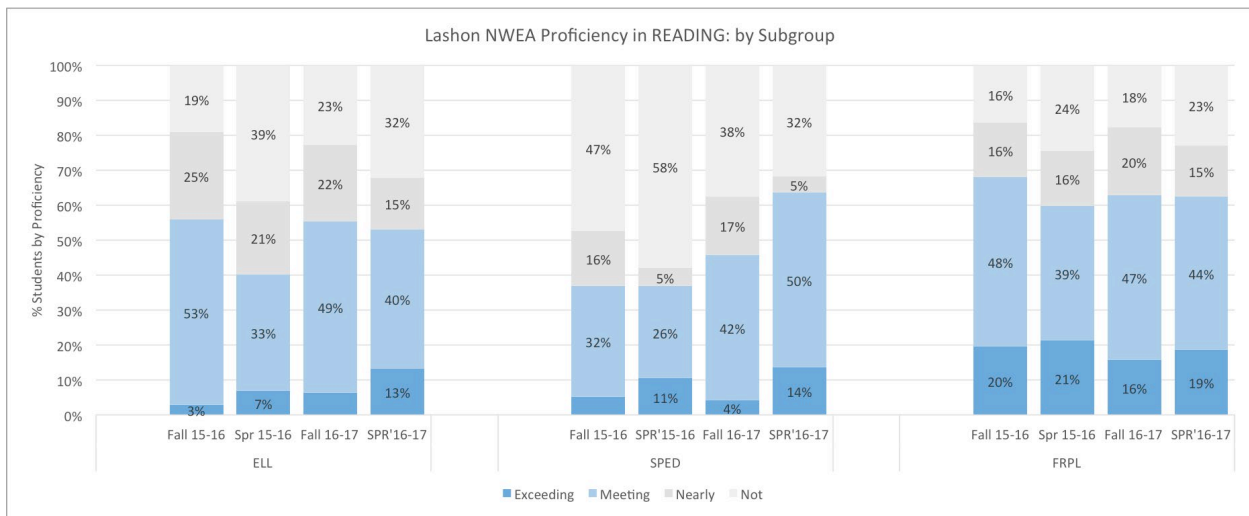
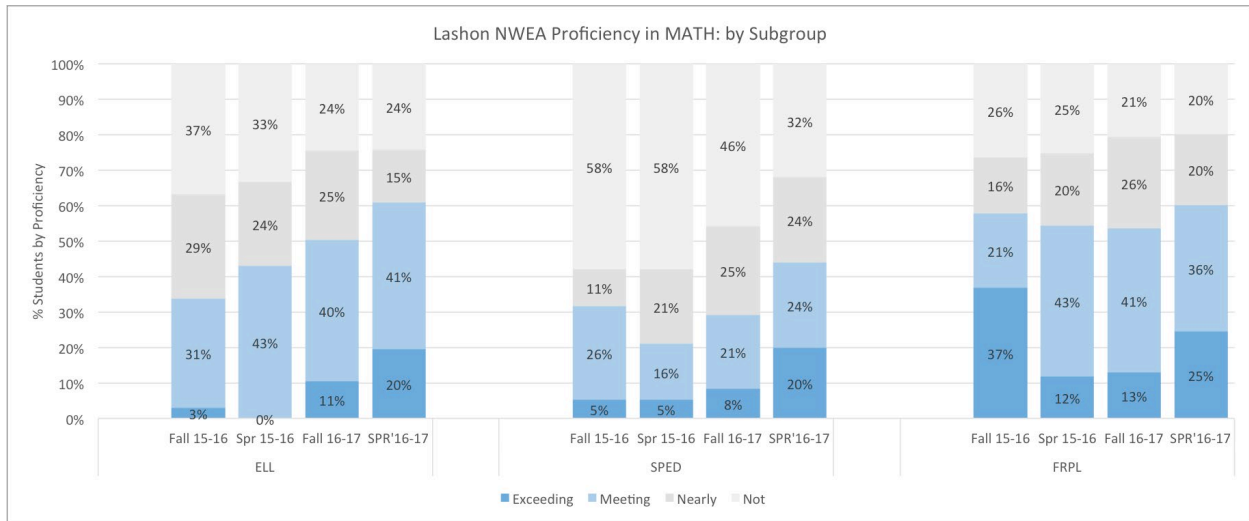
NWEA MAP Subgroup Performance and Growth

Lashon’s subgroups have also demonstrated consistent performance and growth over time. Overall, all subgroups showed increases in proficiency on the NWEA MAP assessment from 2014-2015 to 2016-17. These areas of growth were most pronounced when we examined students who moved from ‘nearly meeting standards’ to ‘meeting standards,’ suggesting that Lashon is successfully moving many students toward the higher levels of critical thinking. We have reflected the proficiency and growth below in the following charts.

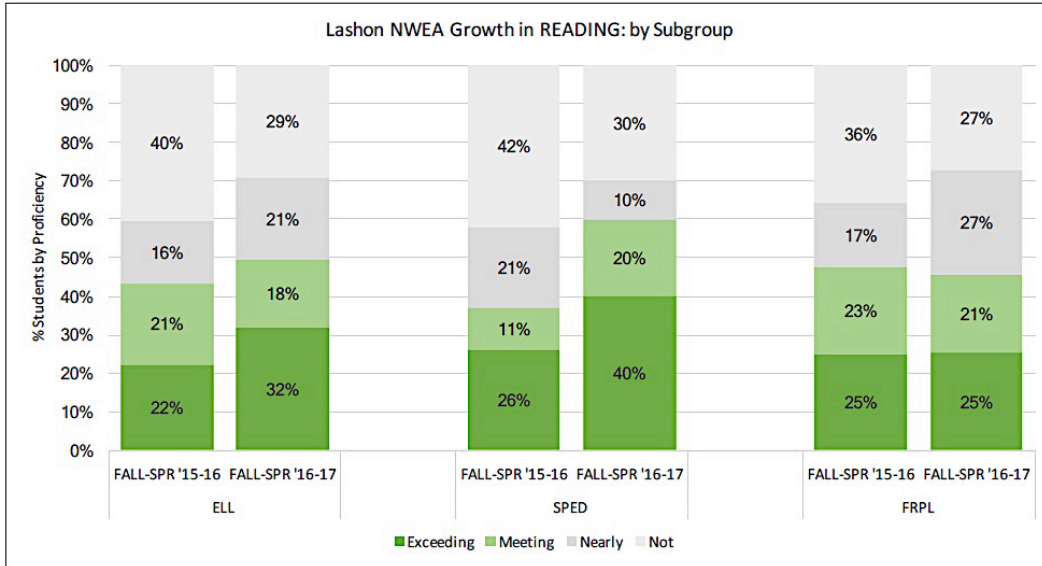
English learners grew in both English language arts and math. In math, ELs students grew from 43% ‘met and exceeded’ proficiency in Spring 2015-16 to 61% ‘met and exceeded’ proficiency in Spring 2016-17, nearly 20% growth. In English language arts, EL students grew from 40% ‘met and exceeded’ proficiency in 2015-16 to 53% ‘met and exceeded’ proficiency in 2016-17.

Students with disabilities grew in both reading and math as well. In math, these students grew from 21% ‘met and exceeded’ proficiency to 44% ‘met and exceeded’ proficiency. In reading, these students grew from 37% ‘met and exceeded’ proficiency in 2015-16 to 64% ‘met and exceeded’ proficiency in 2016-17.

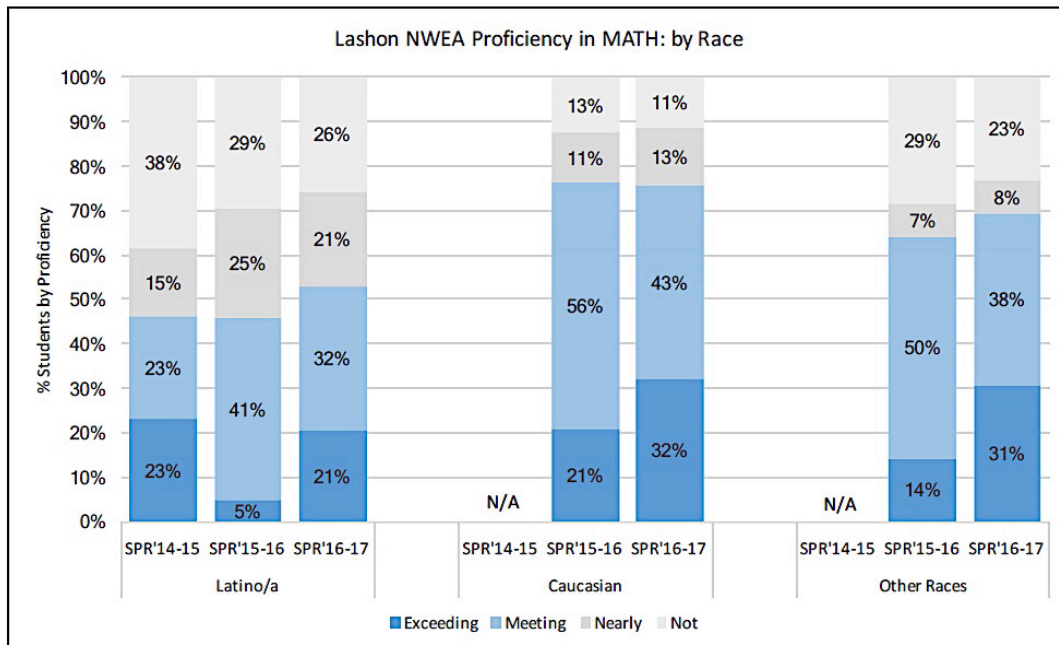
Students qualifying for free and reduced price lunch have maintained strong performance in both reading and math. In math, these students grew from 55% ‘met and exceeded’ proficiency to 61% ‘met and exceeded’ proficiency. In reading, these students grew from 60% ‘met and exceeded’ proficiency in 2015-16 to 64% in 2016-17.

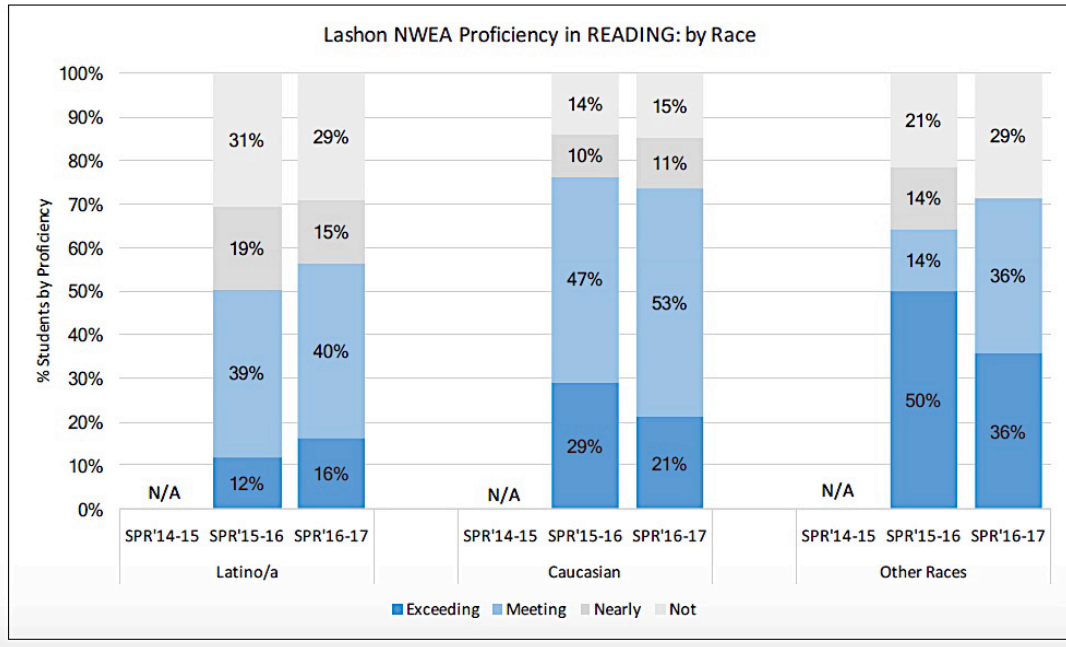


The data below shows the conditional growth percentiles of Lashon’s subgroups from the Fall to Spring assessments 2015-16 and 2016-17. The conditional growth percentile enables us to compare the growth in performance of Lashon scholars compared to similar students nationally.



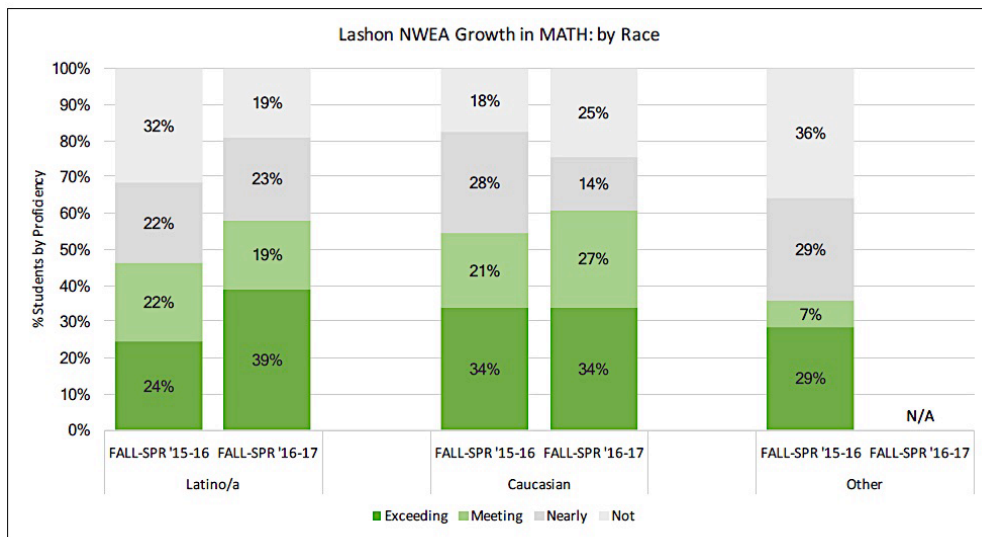
The data below specifically addresses the performance and growth of students broken down by race. Hispanic/Latino students have shown strong performance and growth over the past three years in math and reading. In math, these students have grown from 46% 'met and exceeded' proficiency to 53% 'met and exceeded' proficiency. In reading, these students have grown from 51% 'met and exceeded' proficiency to 56% 'met and exceeded' proficiency.

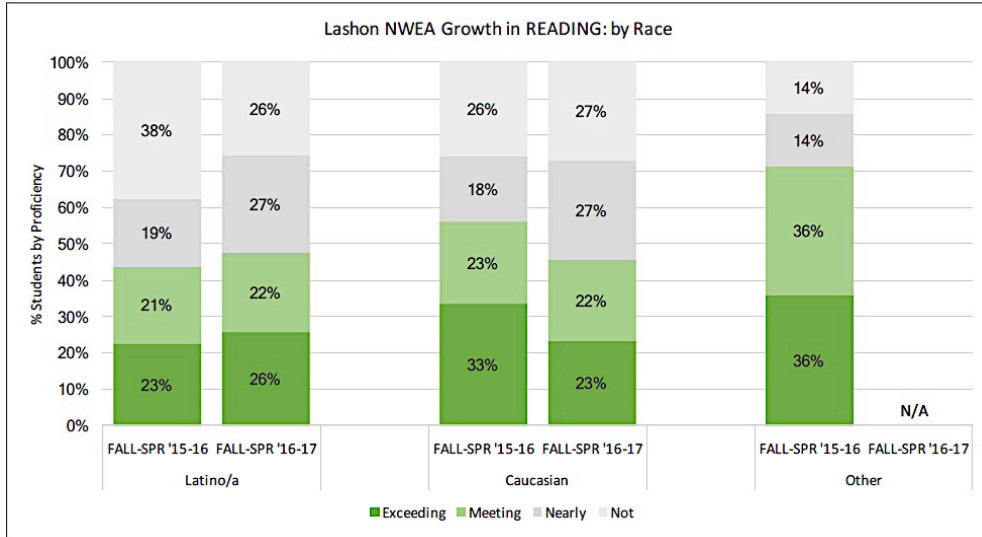




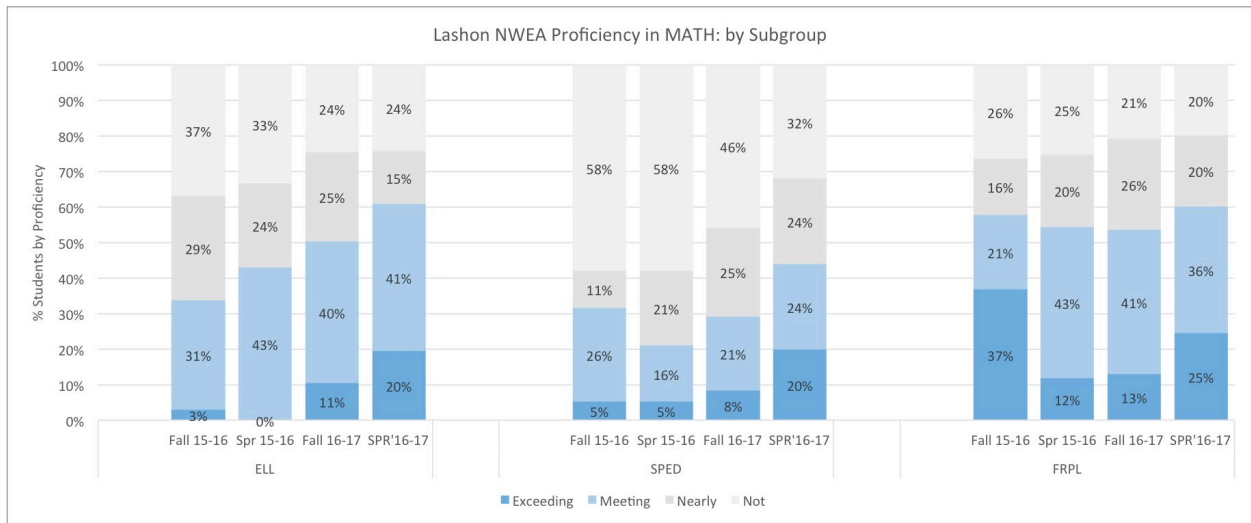
The charts below address the growth of students broken down by racial demographic using the NWEA MAP conditional growth percentile from the Fall to Spring assessments 2015-16 and 2016-17. The conditional growth percentile enables us to compare the growth in performance of Lashon students compared to similar students nationally.

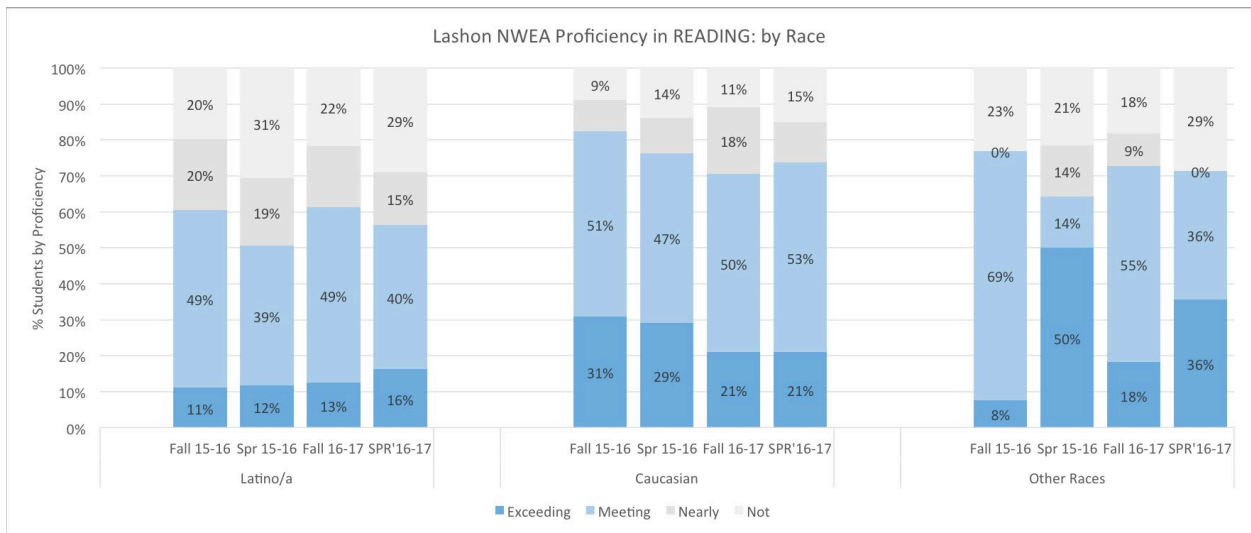
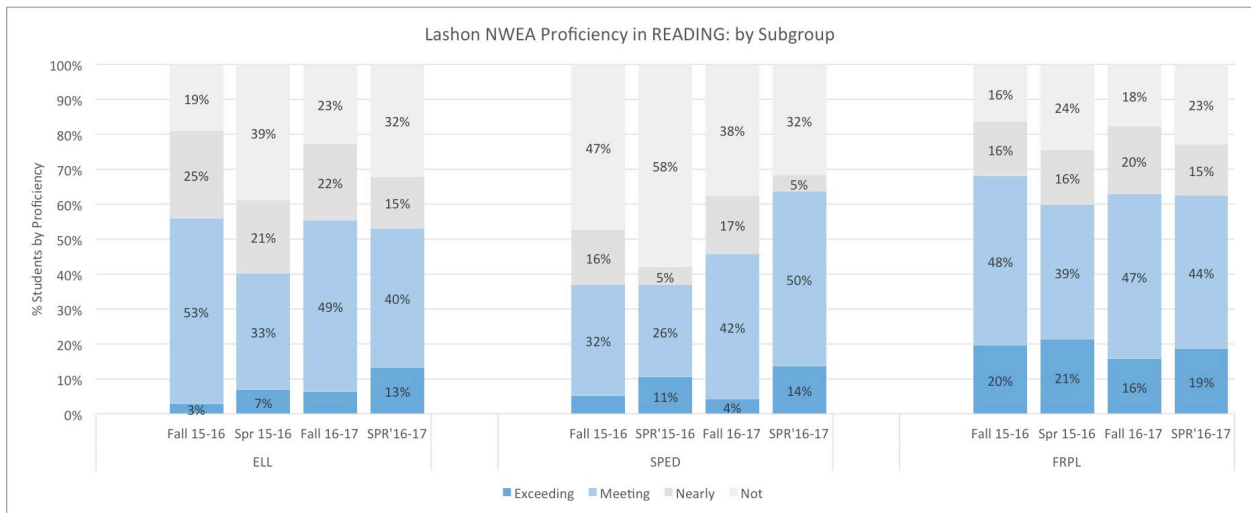
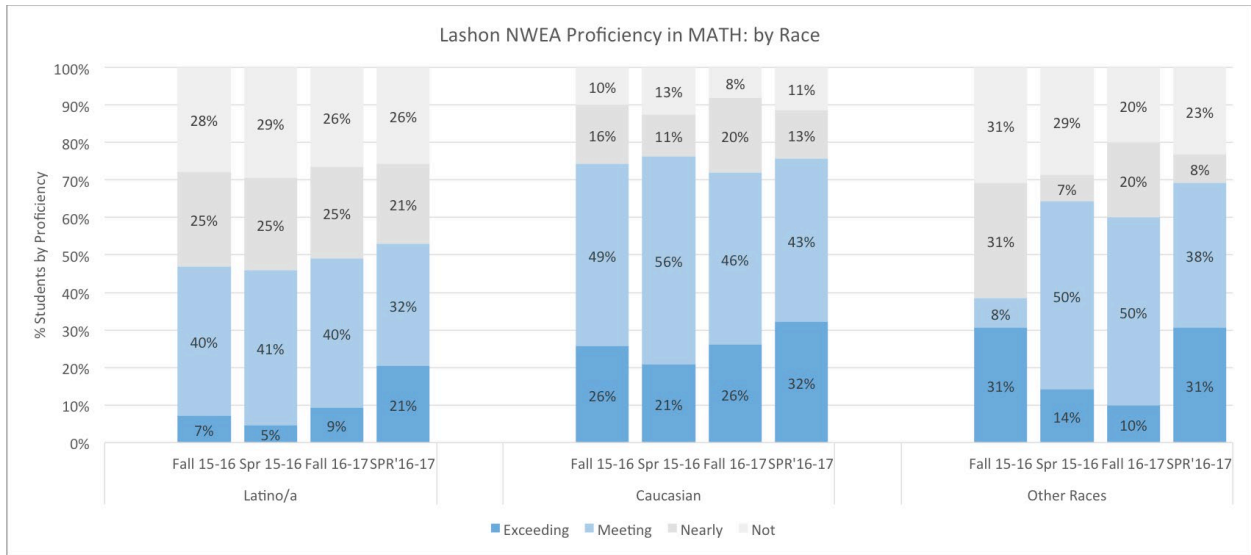
Hispanic/Latino students have shown increases in their growth over the past two years in math and reading. In math, these students have grown from 46% 'met and exceeded' expected growth to 58% 'met and exceeded' expected growth. In reading, these students have grown from 44% 'met and exceeded' expected growth to 48% 'met and exceeded' expected growth.





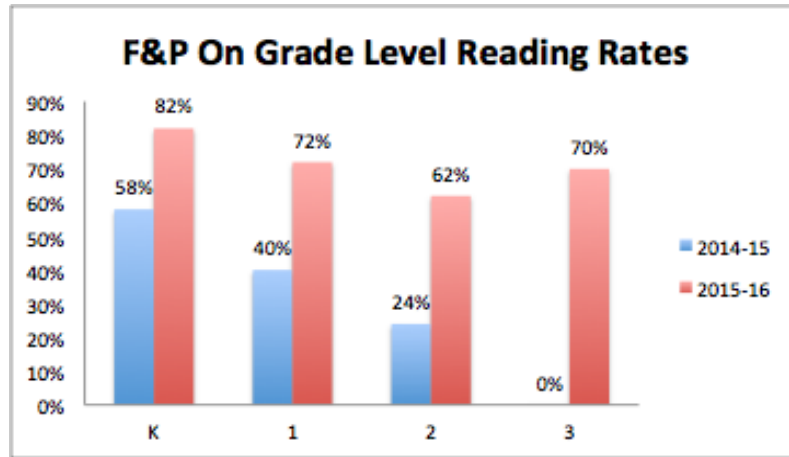
In addition to the year over year growth shown above, Lashon Academy subgroups have also shown strong, consistent growth over the course of each school year as shown below.



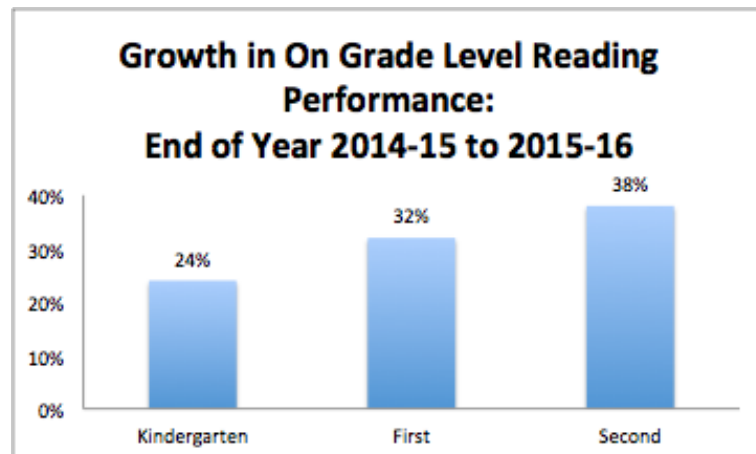


Internal Reading Assessment: Fountas and Pinnell

All Lashon students take the Fountas and Pinnell (F&P) assessment for reading. The chart below shows the percentage of students who are reading at or above grade level as assessed using the F&P assessment at the end of the school year for 2014-15 and 2015-16.



There was significant growth in on-grade level reading from 2014-2015 to 2015-16 end of the year. Kindergarten on-grade level reading percentage grew 24% over this period; first grade on-grade level reading percentage grew 32% over this period and 2nd grade on-grade level reading percentage grew by 38%.



(f) Suspension and Expulsion

Suspension rates at Lashon Academy have been consistently lower than LAUSD and the state. By comparison, LAUSD has had a 1% suspension rate across all grades and California has had a suspension rate of 2-4% in 2014-15 according to CDE DataQuest. Lashon, in comparison, had a 0% suspension rate for the first two years of operation, and a suspension rate of 1% in the 2016-17 school year (3 suspension incidents out of an enrollment of 260 students).

Table 2. Lashon Suspension and Expulsion Rates

Suspension Rates		Lashon
2014-15		0.0%
2015-16		0.0%
2016-17		2.3%
Expulsion Rates		Lashon
2014-15		0.0%
2015-16		0.0%
2016-17		0.0%

(g) Other Relevant Data

Bringing Diverse Communities Together

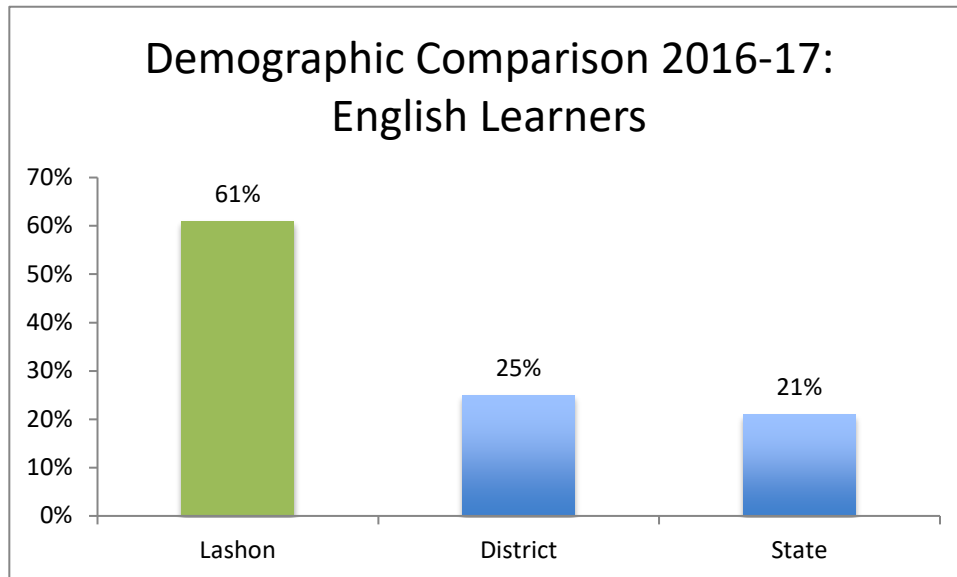
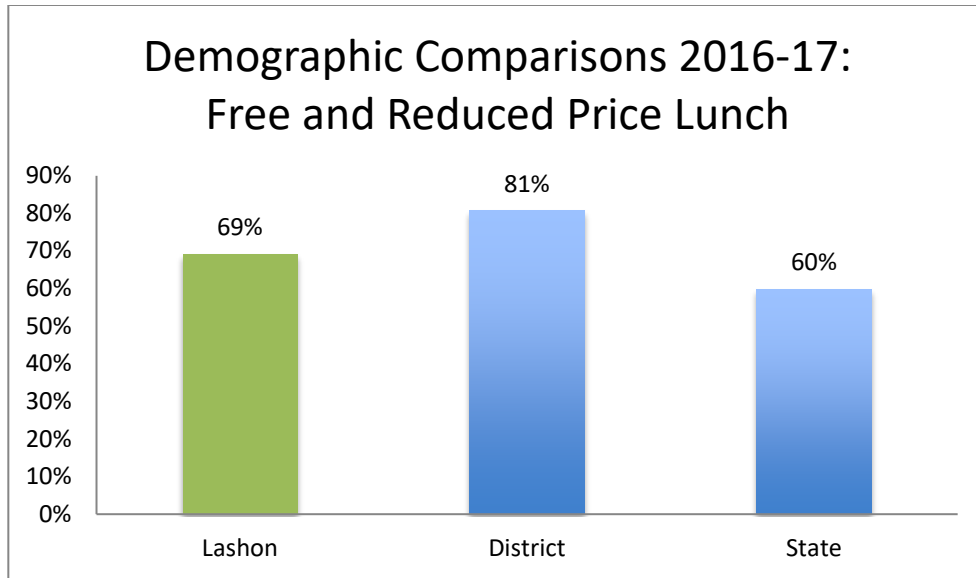
Lashon serves a diverse community and is proud of its commitment to providing an exceptional education to all students. As reflected in the chart below, this commitment has been illustrated for the past three years of operation. Of particular note, Lashon serves high numbers of English Learners and students with disabilities.¹⁹

Table 3. Student Demographics ²⁰

	2016-17	2015-16	2014-15
Enrollment	266	182	96
% of students			
FRPL	69%	76%	89%
English Learners	61%	54%	70%
Students w/ Disabilities	9%	9%	11%
Hispanic/Latino	47%	52%	64%
African American	3%	4%	1%
White	48%	37%	33%
Two+ Races	1%	6%	0%

¹⁹ CDE DataQuest

²⁰ CDE DataQuest



Parent and Community Engagement

Parent engagement and satisfaction is critical to Lashon’s success. Families who support their children in school contribute to better academic performance for their children and to a stronger school climate.²¹ As reported on the 2016-17 LCAP Plan, all Lashon parents are surveyed annually. The survey is delivered in English and Spanish and is available on the Lashon website. Lashon parents showed very strong support for Lashon’s academic programs. On the 2015-16 LCAP annual parent survey, 98% of Lashon parents shared that they believed that the school provided a high quality education for their children. 95% of parents shared they would recommend Lashon to other families.

²¹ Davis, Deborah. Supporting Parent, Family and Community Involvement in Your School. 2000 NWREL, Portland, Oregon.

The community has also demonstrated support for Lashon’s academic programs. This is evidenced by the high demand in Van Nuys and surrounding communities for Lashon’s educational program: for the 2016-17 school year, there were 96 students on the waitlist.

Success Of The Innovative Features Of The Educational Program

Modern Hebrew Program

Lashon has an innovative model designed to provide a high quality education for a diverse population of students, with an integrated Modern Hebrew program that is foundational to the school’s model. As evidenced in the previous section on academic and other outcomes, this model has shown success in its first three years of operation. The instructional model, use of data, embedded professional development, and staffing plan at Lashon Academy promote highly individualized and differentiated instruction, supporting learning and achievement of all students that meets the needs of all students especially ELs, students with disabilities, socioeconomically disadvantaged students, gifted students and students achieving below grade level. The incorporation of an intensive focus on a foreign language in the school’s curriculum supports positive evidence-based learning and developmental outcomes in students engaged in foreign language study. According to the American Council on the Teaching of Foreign Languages, there are many advantages children gain when they begin the study of a foreign language at an early age, not the least of which is their development as individuals who are bilingual and bi-literate. Lashon Academy’s strong academic focus, in an integrated language environment, is resulting in students who are competent learners.

Curriculum alignment and integration are at the core of Lashon Academy’s instructional program. Our program is NOT a dual language program; it’s a Foreign Language in the Elementary Schools (FLES) program for grades TK-5 and Foreign Language Exploratory Program (FLEX) in grades 6-8.²² Research in support of the FLES and FLEX programs can be found on the American Council on the Teaching of Foreign Languages website.²³ Instruction in content subject is delivered in English, not in Hebrew; however there is some infusion of Hebrew when appropriate during content subject instruction. Time spent in the target language is 15%-20% throughout the program, or about 300 minutes per week. Time spent in the language includes:

- direct Hebrew language instruction,
- unstructured exposure to the language during non-academic time, such as transitions, recess and meals, and
- content-related instruction, which means limited time during content subjects when parts of the lesson are infused with Hebrew.²⁴

A crucial part of Lashon Academy’s mission of academic excellence and rigorous curriculum is based upon the large body of research demonstrating that the study of a foreign language supports academic achievement. We believe this distinctive aspect will better prepare our students to be active participants in the global community of today and tomorrow.

Diverse Student Population

Lashon operates on the foundational belief that students benefit from exposure to and collaboration with

²² www.actfl.org

²³ <https://www.actfl.org/advocacy/what-the-research-shows>.

²⁴ * Our program is best described in the book: Curtain, H., & Pesola, C. A. B. (1994). *Languages and children: Making the match. Foreign language instruction for an early start, grades K-8* (2nd ed.). White Plains: Longman. Pp. 33-35.

diverse populations. The world economy has created a large need for a workforce that can communicate in multiple languages and across cultural differences. Lashon Academy is committed to its enrollment targets and creating a racially and socioeconomically diverse student body. Socioeconomic diversity benefits Lashon Academy's academic program, yielding positive student achievement, and it is also beneficial to the service learning and community service aspects of the curriculum, helping our children to develop caring and sensitivity toward different cultures and social classes. By exposing young children to peers from diverse socioeconomic backgrounds, Lashon Academy has the opportunity to advance some of the evidence-based social benefits of school integration, including the following²⁵:

- Friendships that develop in integrated schools encourage broad, positive attitudes across students of all different races and income levels. When different groups have more contact, levels of prejudice are significantly lower than within isolated groups.
- Ethnically diverse students who attend integrated schools are more likely to have friends from a racial group other than their own, more likely to work in integrated workplaces, more likely to live in integrated neighborhoods, and more likely to favor integrated schools for their own children. These differences persist even when researchers control for socioeconomic status, prior achievement, and student location.

Lashon Academy is proud to serve a diverse student population in the Van Nuys neighborhood.

Workshop Model

Lashon Academy uses the workshop model to deliver a balanced literacy approach in core subject areas. The workshop model builds capacity in teachers to differentiate instruction in a classroom of heterogeneous learners. Because it facilitates differentiated and individualized instruction, the workshop model is highly effective with at-risk populations such as students with disabilities, ELs, and socioeconomically disadvantaged students. Students actively participate in their own learning and engage more fully in higher order thinking skills.

At Lashon Academy, teachers differentiate instruction using ongoing assessments and comprehensive data to identify student needs, tailor instruction, and define flexible small group composition. As teachers differentiate instruction and define flexible small group composition, it is in these small group settings where students' needs, especially those of ELs and students with disabilities, can be effectively targeted. Lashon Academy believes that learning best occurs when ongoing assessment is a vital part of the educational model. Moreover, national research supports the concept of using data-driven decision making as a best practice to improve student achievement.²⁶

Areas Of Challenge The School Has Experienced And How They Have Been/Will be Improved

Mathematics Achievement

In the first two years of the charter, Lashon Academy used enVisionMATH as the foundation for its math curriculum. It became clear that there were gaps within the curriculum. Skills instruction was failing to bring students to mastery levels. Students were not consistently led to the higher levels of critical thinking that would be needed to demonstrate mastery on Common Core assessments. Additionally, there was a

²⁵ http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf

²⁶ National Center for Educational Accountability (2002). *The Broad Prize for Urban Education: Showcasing Success, Rewarding Achievement*. Austin, TX: Author. Retrieved May 31, 2006; National Study of School Evaluation (2004). *Technical Guide to school and district factors impacting student learning*. Schaumburg, IL: Author.

need for more integration of technology and literacy into the math curriculum, and enVisionMATH did not offer that opportunity.

In the 2016-17 school year, Lashon Academy opted to make a switch to a new math curriculum, *Go Math!* Developed based on the Common Core state standards, the curriculum's lessons are written to bring students to higher levels of critical thinking. Performance tasks are embedded, and students are frequently asked to explain or defend answers, which was not the case with the previous curriculum. *Go Math!*'s lessons are designed with an eye toward differentiation, and small group activities and resources are provided as part of the curriculum. For the first time, Lashon Academy is implementing a differentiated small group block for math in which every student meets with their teacher and a small number of their peers for small group differentiated math instruction throughout the week.

NWEA MAP interim assessment data and classroom observations are indicating that the new curriculum is having a greater impact on student learning than enVisionMATH did. Lashon expects to see an increase in the number of students meeting or exceeding proficiency on the Math CAASPP assessment in Spring 2017.

Achievement of Students with Disabilities and English Learners

To date, Lashon Academy has seen an achievement gap between English Learners and students with disabilities compared to the student population overall. Lashon has implemented a variety of strategies in the 2016-17 school year to work to reduce this achievement gap.

To support students with disabilities, special education teachers began more closely integrating with the grade level work being done in general education classrooms. Thursday planning meetings have allowed for increased communication and common planning between general education and special education teachers, and special education teachers are in every parent conference now alongside general education teachers for students with individualized education programs (IEPs). The new math curriculum described above has also benefitted students with disabilities, as teachers are able to take advantage of *Go Math!*'s high quality differentiated resources to support students with disabilities in demonstrating mastery on the same skills as their peers in general education, but with the supports and scaffolds they need to be successful.

To support English Learners, Lashon Academy is testing a shift from purely "embedded" English Learner supports to implementing a 30-minute English Language Development (ELD) block for every grade level. In the 2016-17 school year, students received 30 minutes of ELD instruction at their level every day, reinforcing phonics, academic and content vocabulary, and reading comprehension skills at all levels. While this system is fairly new, early results look promising, and we expect to see an increase in reclassification rates over time as a result of this highly targeted ELD time. We still believe that embedding English Language Development in the core content areas is incredibly important as students are supported in achieving grade level content standards with SDAIE strategies, but if dedicated ELD proves to be effective, we may make that a part of the daily schedule in the future.

Lashon Academy will closely monitor data, including benchmark assessment and ELPAC assessment data, to determine whether these new systems are proving to benefit students with disabilities and English Learners.

Teacher Turnover

In the first two years of the charter term, Lashon Academy experienced high rates of teacher turnover from year to year, retaining only about 60% of instructional staff members from one year to the next. With the belief that retention of high quality instructors is critical, Lashon chose to address the issue by evaluating and ultimately adjusting its salary schedule to be more competitive with the local landscape. This year, Lashon also began implementing round table discussions for staff to create an environment of open dialogue, sense of ownership in the school, and higher levels of staff engagement. These strategies have been effective in retaining teachers; in the 2017-18 school year, Lashon expects more than 90% of instructors to return.

Chronic Absenteeism

While Lashon Academy's overall attendance rate is strong, the school has experienced some challenges with chronic absenteeism.²⁷ To tackle this challenge, the school is testing a variety of strategies, such as:

- Offering fun incentive activities in the mornings, including raffles and student-led activities;
- Awards ceremonies to reward positive attendance trends; and
- Ramping up attendance interventions, including:
 - administrator phone calls home for absent students
 - teachers reaching out to each parent via Lashon Academy's school-home communication platform LivingTree to address the absence and offer support
 - 1:1 meetings between parents of truant students and an administrator.

Lashon Academy has a system of tiered interventions for students who are habitually absent. After three unexcused absences, the Charter School will begin the attendance intervention process. These tiered interventions include:

- Contact the family by telephone to determine the reasons and causes for the unexcused absences or other attendance problems. The Charter School will try to help the family resolve the problems.
- Hold an in-person meeting with a parent to discuss the unexcused absences, and notify the parents that if more unexcused absences occur, the family will need to meet with the administrative team.
- Hold a second in-person parent conference; the parent will be notified that continued truancy will result in a meeting with the attendance review committee.
- Refer to the attendance board to seek an alternative remedy.

Student Population to be Served

Target Population

The school attracts a heterogeneous cross section of Los Angeles's population, including a significant number of students who are English Language Learners (ELs), and students who are both high- and low-achieving. Below, we provide an analysis of the data that characterizes the Van Nuys community and how we used this data to develop a sound educational approach based on proven practices that support improved student achievement for all students, including English Learners, students with disabilities, socioeconomically disadvantaged students and students achieving below grade level.

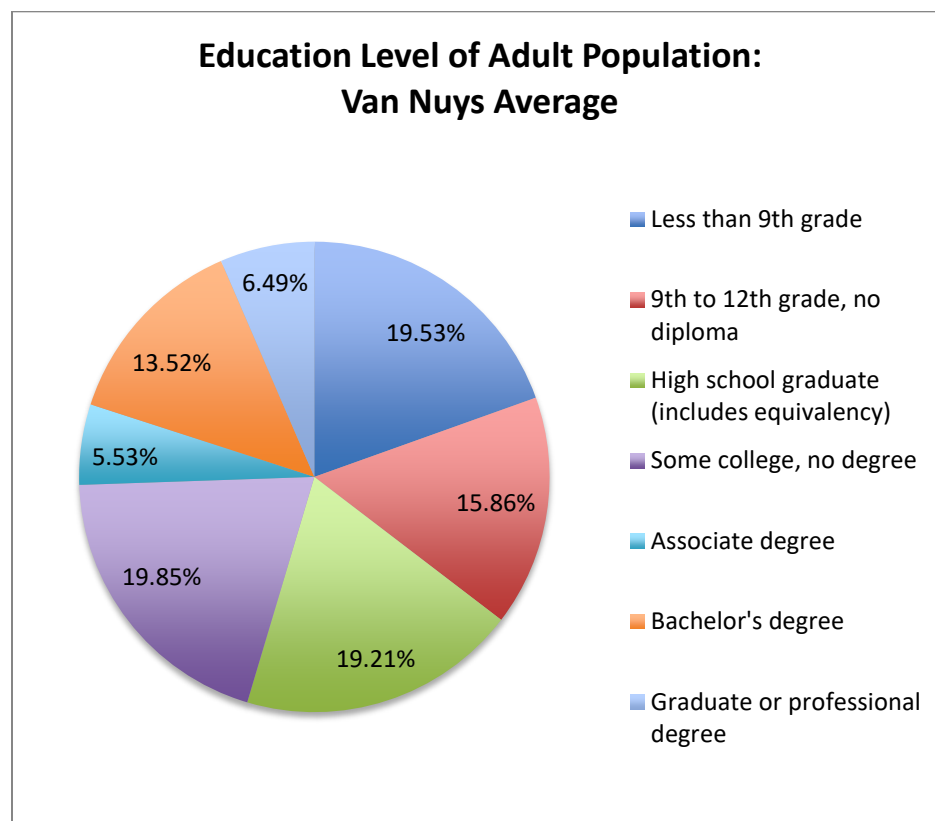
²⁷ Defined as students missing 10% or more of school days

Community and School Demographics

As described above, Lashon Academy is a unique school that draws families from a broad geographic range. Here, we describe community demographics for Van Nuys, the neighborhood of Los Angeles in which Lashon Academy is currently located.

Adult Population

The educational level of the adult population in the targeted area is lower than both the California average and the National average as shown in the table below. The table provides Social Profile data²⁸ from Zip Atlas for Van Nuys zip codes 91401, 91405, 91406, and 91411, which represent the general vicinity of the targeted area.



The data shows that the Van Nuys community has a significant population of adults who do not have a high school diploma. Adults in Van Nuys are also less likely to hold college degrees than the average adult in Los Angeles. Within Van Nuys, 20% of adults have less than a 9th grade education and only 20% have a high school diploma or high school equivalent education. This information highlights what could be a contributing factor to the low academic achievement levels of children in the community.

²⁸ ZipAtlas

Student Population

According to demographic data housed in CDE Dataquest, LAUSD enrolled 633,621 students in 2016-2017. Of these students, African American students constituted 8.3% of the District's students, Asian 3.7%, Hispanic/Latino 74%, and White students 10.1%.²⁹ During the 2016-2017 school year, students classified as English Learners made up 24.9% of the District student body. Of the students who attend LAUSD schools, 69% qualify for free or reduced priced lunch (FRPL). English Learners comprise 24.9% of students attending LAUSD schools and 21% of the students in the state of California. The percentage of EL students attending the 9 comparison elementary schools are within a range from 13%-50% depending on the school. Hispanic or Latino students comprise the largest ethnic group attending LAUSD schools (74%) and 54% throughout the state. Currently 14% of LAUSD's enrollment receives Special Education services.

Lashon Academy recruits a racially and culturally diverse student population from throughout LAUSD. The Lashon Academy student population is representative of the demographics of comparison schools, the LAUSD, and the State. In 2016-17, 61% of the students attending Lashon were English Learners, a much higher percentage than the comparison elementary schools (13-50% depending on the school), LAUSD, and the state. Lashon enrolled nearly 50% Hispanic/Latino students, and 70% of Lashon students qualified for FRPL.

Table 4. Comparison School Student Demographics³⁰

	FRPL	English Learners	Students with Disabilities	Hispanic/Latino	African American	Asian	White
Lashon	70%	61%	9%	47%	3%	0%	48%
Comp. School Average	78%	31%	12%	64%	4%	4%	24%
Valerio	88%	47%	11%	87%	3%	2%	4%
Monlux	80%	28%	13%	36%	3%	3%	56%
Emelita	66%	25%	14%	49%	7%	4%	35%
Burbank	74%	25%	10%	54%	7%	7%	28%
Kester	53%	13%	9%	38%	8%	7%	38%
Shirley	83%	23%	12%	83%	2%	5%	7%
Vanalden	86%	32%	14%	74%	3%	3%	15%
Erwin	82%	37%	14%	63%	4%	1%	31%
Columbus	89%	50%	13%	89%	3%	2%	5%

Enrollment Plan

With the approval of this material revision, Lashon Academy will serve TK-8th when it is at full capacity. In the 2016-17 school year, Lashon served grades TK-4. Each year, the school will add an additional grade level until the school serves TK-8 in 2020-21. Total enrollment capacity is 675. Below is Lashon Academy's enrollment plan, designed to facilitate small class sizes and a close-knit, collaborative community.

²⁹ CDE Dataquest (Enrollment) 2016-17.

³⁰ CDE DataQuest

Table 5. Lashon Academy Student Enrollment Projections

Grade	2018-19	2019-20	2020-21	2021-22	2022-23
TK/Kindergarten	100	100	100	100	100
1 st Grade	90	90	90	90	90
2 nd Grade	75	90	90	90	90
3 rd Grade	65	75	85	85	85
4 th Grade	50	60	75	80	80
5 th Grade	40	50	55	70	75
6 th Grade	25	40	45	50	65
7 th Grade	-	25	40	40	50
8 th Grade	-	-	20	40	40
Enrollment	445	530	600	645	675

GOALS AND PHILOSOPHY

Mission and Vision

The Lashon Academy mission is to prepare culturally diverse TK-8th grade students to be self-directed learners and responsible global citizens by fostering academic excellence and utilizing research-based instructional approaches in a multi-lingual and service learning integrated environment.

The Lashon Academy vision is to create a school where children of all backgrounds and abilities will learn, achieve and become productive members of the world community together. In a workshop environment, infused with Modern Hebrew, students will demonstrate proficiency in English and Modern Hebrew, and will be actively engaged in local and global service learning. We believe that:

- education is powerful, learning is lifelong, and multicultural understanding is essential to thrive in our global community;
- all children can achieve;
- development of proficiency in multiple languages enhances students’ cognitive development and academic achievement; and
- the capacity to communicate and live successfully within culturally diverse environments and the commitment to serving one’s community are critical to the development of tomorrow’s leaders.

The Meaning of “Lashon”

The meaning of the Hebrew word “Lashon” holds great importance in the development of language and the power of its use. A direct interpretation of Lashon is “tongue, language, speech or words,” but there is an expression that further defines the word Lashon: “The tongue is so powerful to determine Life or Death.” Lashon Academy will instill in students the understanding that speech, or words, are very powerful and have a decisive impact on our lives. In order to develop life-long learners, 21st century educated people, and socially aware leaders, Lashon Academy students will develop, understand, and apply their words in powerful and meaningful ways.

Our Values

Lashon Academy places a high value on academic excellence, communication in multiple languages, and community service. We emphasize respect for all people and guide our students towards mutual understanding and respect for others. Through service learning, all students are instilled with a sense of their social responsibility and efficacy.

At Lashon Academy, we accept the charge to help every student achieve at their highest capacity in academics and to grow as citizens in a multicultural society. Lashon Academy realizes its mission by creating an environment of achievement, respect, and accountability.

WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY

The founders of Lashon Academy believe that education should prepare students to take personal responsibility for tomorrow’s world. Thus, Lashon Academy provides its students with the academic and personal foundation necessary to successfully pursue advanced studies and achieve continued personal growth as ethical and informed global citizens. Lashon Academy offers an academically rigorous TK-8 curriculum, which includes instruction in Modern Hebrew. In addition, aligned to the LAUSD Board of Education’s stance that “in order to globally compete in the 21st Century, today’s students need to develop linguistic and cultural literacy and functional proficiency in one or more world languages”³¹, Modern Hebrew language and culture are integrated during social studies, science, and physical education.

Students are active learners and engaged in experiential, inductive, hands-on learning—i.e., learning that is focused on higher order thinking and addresses individual needs of all learners through differentiated instruction. Lashon Academy’s rigorous academic program will foster college and career readiness in a 21st century, globally competitive society.

The 21st century world necessitates that we develop students who are college and career ready. College and career readiness anchor the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Furthermore, as a member of a multicultural society, a person must be committed to understanding, respecting, and promoting acceptance of the differences and similarities of individuals and other cultures. One must be able to solve problems through collaboration and communication, using skills that allow them to adapt to changing environments and diverse populations. Currently, in the “Information Age,” facts, figures, and information of all types are readily available, but constantly expanding and updating. Workplace challenges require flexible and adaptive thinking; there rarely is a single correct answer, and problem solving is commonly a collaborative process.

Lashon Academy integrates service learning in the curriculum to reinforce values of citizenship, community and social responsibility. Moreover, given the increasing globalization of the world economy that has created a large need for the workforce that can communicate in multiple languages, Lashon Academy’s intensive focus on the acquisition of a foreign language is significant. Lashon Academy believes that an educated productive citizen of the 21st century will demonstrate the following:

- Awareness about the world
- A foundation of knowledge about what it means to be a global citizen
- Fluency in more than one language

³¹ Los Angeles Unified School District, Board of Ed. Special Meeting Order of Business, v.5-27-11, “Board Member Resolution – Protecting Dual Language Programs for Maximum Academic Achievement”

- A focused comprehension of world communities that will serve as a springboard for multicultural appreciation
- The ability to apply information learned in the classroom to one’s personal life and the world
- Leadership skills and the ability to relate well with peers and rally peers to help achieve common goals

Lashon Academy will provide its students with the academic and personal skills necessary to complete middle school and thrive in high school, college, and beyond, and this includes the use of technology. As long as the budget allows, Lashon Academy will aim for a student to laptop ratio of 4:1 in grades TK-2 and a ratio of 1:1 in grades 3 and higher. The instructional materials selected for use across grade levels were chosen in part because of their integration with technology; for example, both *Go Math!* and FOSS incorporate technology as a way to deliver learning experiences to students. Lashon Academy students will be exposed to a wide range of online and offline activities in all subject areas, preparing them for a future in which they will need to be able to demonstrate dexterity with many types of technology.

HOW LEARNING BEST OCCURS

Lashon Academy believes that learning best occurs when highly qualified teachers implement sound instructional methodologies and research-based programs that are aligned to rigorous standards. Lashon Academy teachers will be certificated and authorized to teach ELs. Teachers will continuously monitor their effectiveness and adjust their teaching practices as they strive towards optimal performance and student outcomes. The instructional approaches that Lashon Academy believes are most effective require a high level of skill to implement. As such, Lashon Academy is committed to ongoing and needs-based professional development that responds to the needs of teachers and supports their delivery of instruction to increase student achievement for all its students, including English Learners, students with disabilities, socioeconomically disadvantaged students, and students achieving below and above grade level. This will ensure that students benefit from a constantly improving educational program that is aligned to the Common Core State Standards.

According to Zemelman, Daniels, and Hyde in their book, *Best Practice for Teaching and Learning in America’s Schools*, there are thirteen interlocking principles that characterize best practice.³² Lashon Academy is modeled after the Hebrew Language Academy Charter School (HLA), which opened in 2009 in Brooklyn’s Community School District 22. As with its predecessor, the program is designed based on well-established theories of student learning and language acquisition and grounded in research to optimize learning for all students. The key design elements have been successfully implemented in schools nationwide, and were chosen to create the environment in which the 13 best practices listed below are implemented. It is these thirteen interlocking principles as described in Table 3 below that drive the Lashon Academy instructional program.

Table 6. Principles of Best Practice Learning

How learning best occurs:	What it looks like at Lashon:
1. Student-Centered	Teachers will <ul style="list-style-type: none"> • build on the natural curiosity children bring to school

³² Zemelman, S., Daniels, H., & Hyde, A. A. (1993). *Best practice: New standards for teaching and learning in America’s schools*. Portsmouth, NH: Heinemann.

	<ul style="list-style-type: none"> ● help students list their own questions and goals and then structure the classroom experiences and investigations to address these.
2. Experiential	<p>Children learn most powerfully from doing, not just hearing. At Lashon:</p> <ul style="list-style-type: none"> ● In reading and writing students will read whole real texts rather than do worksheets and exercises ● In mathematics students will work with objects—sorting, counting, and building patterns of number and shape and carry out real-world projects that involve collecting data, estimating, calculating, drawing conclusions, and making decisions ● In science it means conducting experiments and taking field trips to investigate natural settings, pollution problems, etc. ● In social studies students will conduct opinion surveys, prepare group reports that teach the rest of the class, role-play famous events, conflicts, and political debates.
3. Holistic	<p>Children will learn going from whole-to-part by:</p> <ul style="list-style-type: none"> ● Reading whole books and writing whole stories and carrying out whole investigations of natural phenomena
4. Authentic	<p>Children will not be exposed to simplified materials and activities. Teachers will take steps to turn schoolwork into something children truly own to foster real thought and knowledge. At Lashon:</p> <ul style="list-style-type: none"> ● In reading this means that the rich and complex vocabulary of stories will be scaffolded and explored. ● In math children might investigate ways of dividing pizza or a cake rather than working the odd-numbered fraction problems at the end of a unit of study. ● Students will be reading and writing and calculating and investigating for purposes that they have chosen.
5. Expressive	<p>Children need to understand, own, and remember ideas not just receive ideas but also to express them. At Lashon students will:</p> <ul style="list-style-type: none"> ● talk in pairs and in informal groups ● take ideas and transform them into a skit or other form of media
6. Reflective	<p>Learning is strengthened when children have time to look back on what they've learned. At Lashon students will:</p> <ul style="list-style-type: none"> ● Keep learning logs and journals ● Have share sessions after each independent work activity
7. Social	<p>Research shows that humans are social beings. Social interaction promotes learning. Literacy is socially constructed and socially rooted. At Lashon students will:</p> <ul style="list-style-type: none"> ● Have reading partnerships and participate in TNT (Turn 'n Talk) activities during their lessons at their meeting areas ● Have writing partners to discuss questions in their writing and ways to improve and expand their work. Give real life purpose to writing: invitations, persuasive essays, sharing information, etc. ● Have partnerships for both mathematics and social studies to solve problems and ask questions
8. Collaborative	<p>This learning is linked to social learning. Collaborative learning promotes children's learning with one another. At Lashon students will:</p> <ul style="list-style-type: none"> ● Receive training in learning how to cooperate and value each other's ideas. ● Work in small groups ● Gather feedback from fellow students to improve writing, projects, presentations
9. Democratic	<p>Children need to exercise choice to become active, critical and involved citizens. Classes at Lashon will be heterogeneously grouped for the richness and stimulation that a diverse class provides. Students will:</p> <ul style="list-style-type: none"> ● Learn how to choose their "just-right" books for independent reading ● Choose their own topics for writing ● Explore problem solving options and make decisions about which to use ● Learn to negotiate conflicts so they can work together more effectively and respect and appreciate one another's differences.
10. Cognitive	<p>Powerful learning comes from cognitive experiences not memorization. Through modeling, scaffolding and teacher support Lashon students will:</p> <ul style="list-style-type: none"> ● Be surrounded with real stories, real-life problems

	<ul style="list-style-type: none"> ● Experience and practice teacher modeled thinking such as: <ul style="list-style-type: none"> ✓ Analytical reasoning ✓ Interpretation ✓ Metaphorical thinking ✓ Categorization ✓ Hypothesizing ✓ Drawing inferences ✓ Synthesis
11. Developmental	<p>At Lashon children’s learning will be age-appropriate and developmentally oriented with a respect for students’ capabilities. Students will:</p> <ul style="list-style-type: none"> ● Be met where they are rather than just marching through reading materials or problems. ● Through conferring in writing children’s progress will be monitored and assessed. ● In math, along with review and exploration of the week’s topic, we will include challenging, enjoyable activities that go beyond the textbook unit so that we find out what various kids are really ready for.
12. Constructivist	<p>At Lashon teachers will create a rich environment in which children can gradually construct their own understandings. The keys to this are to give students:</p> <ul style="list-style-type: none"> ● Time to practice reading, writing, and math ● Time to experiment ● Encouragement to reflect, to share their ideas and hypotheses with others. ● Respect for their errors and temporary understandings.
13. Challenging	<p>Following all the above principles means that a school is challenging. Lashon students will:</p> <ul style="list-style-type: none"> ● Set up and conduct their own inquiries ● Keep track of and evaluate their own efforts ● Establish their learning goals ● Monitor their own learning ● Choose their projects rather than just fill in an extra ditto sheet.

The key classroom structures outlined in the thirteen best practices encourage inclusion of all children regardless of academic ability, language status, or socioeconomic status.

Lashon Academy uses the workshop model to support student achievement for all its students. According to Lucy Calkins, Founder and Director of The Teachers College Reading and Writing Project housed at Teachers College, Columbia University, best-practice teachers are careful to encourage student independence, and it is for that reason we have chosen the workshop model as our instructional vehicle. Our model is based upon the belief that the best way to encourage deep and enduring understandings is through explicit strategy lessons and small group settings. The workshop model builds capacity in teachers to differentiate instruction in a classroom of heterogeneous learners. Students will actively participate in their own learning and engage more fully in higher order thinking skills. It is through the workshop model that we will foster independent learners - motivated to assume responsibility for their learning, establishing learning goals, and monitoring their own learning. Through this independence, students practice, at their own level, the skills and strategies their teacher has modeled. As students gradually assume responsibility for their learning, teachers are able to attend to the needs of individual students.

The workshop model facilitates differentiated and individualized instruction and is highly effective with at-risk populations such as students with disabilities, ELs, socioeconomically disadvantaged students, and students at risk of academic failure. At Lashon Academy, teachers differentiate instruction using ongoing assessments and comprehensive data to identify student needs, tailor instruction, and define flexible small group composition. As teachers differentiate instruction and define flexible small group composition, it is in these small group settings where students’ needs, especially those of ELs and students with disabilities, can be effectively targeted. Lashon Academy believes that learning best occurs when

ongoing assessment is a vital part of the educational model. Moreover, national research supports the concept of using data-driven decision making as a best practice to improve student achievement.³³

A crucial part of Lashon Academy’s mission of academic excellence and rigorous curriculum is based upon the large body of research demonstrating that the study of a foreign language supports academic achievement. According to Armstrong³⁴, Johnson³⁵, and Turnbull³⁶, incorporating an intensive focus on Modern Hebrew in the curriculum will foster positive learning and developmental outcomes in students. These scholars have demonstrated through their research that embedding the study of a language besides English into the school day does not detract from the core subject areas but in fact increases students’ performance across those areas. We believe this distinctive aspect will better prepare our students to be active participants in the global community of today and tomorrow.

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

Student performance and achievement of school-wide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP), as well as state priorities detailed in California Education Code § 52060(d).

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

Table 7. LCFF State Priorities

LCFF STATE PRIORITIES	
GOAL #1	
<p>To provide students with access to: highly qualified teachers; access to Common Core, Next Generation Science Standards, and History and Social Science Standards (collectively, “the standards”) aligned Curriculum & instructional materials; educational technology; in learning environments with facilities are safe, secure, clean, well-maintained and in good repair</p>	<p>Related State Priorities:</p> <p>7 <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/></p> <p>8 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p> <input type="checkbox"/> 3 <input type="checkbox"/> 6</p>

³³ National Center for Educational Accountability (2002). *The Broad Prize for Urban Education: Showcasing Success, Rewarding Achievement*. Austin, TX: Author. Retrieved May 31, 2006; National Study of School Evaluation (2004). *Technical Guide to school and district factors impacting student learning*. Schaumburg, IL: Author.

³⁴ Armstrong, P. W., & Rogers, J. D. (1997). Basic skills revisited: The effects of foreign language instruction on reading, math, and language arts. *Learning Languages*, 2(3), 20-31

³⁵ Johnson, C. E., Flores, J. S., & Eillson, F. P. (1963). The effect of foreign language instruction on basic learning in elementary schools: A second report. *The Modern Language Journal*, 47(1), 8-11.

³⁶ Turnbull, M., Hart, D., & Lapkin, S. (2003). Grade 6 French immersion students’ performance on large-scale reading, writing, and mathematics tests: Building explanations. *Alberta Journal of Educational Research*, 49(1), 6-23. From Psych INFO database.

Local Priorities:

:

:

Specific Annual Actions to Achieve Goal

- The Custodian of Records verifies teachers credentials, CLAD certifications and ensures LiveScan is completed and documented in employee’s personnel file.
- We will acquire, develop and retain highly qualified teachers to provide a rigorous academic program and attend ongoing Professional Development. In addition, costs for school principal, to facilitate/implement Professional Development, held accountable for instructional and curricular decision-making, conduct classroom observations, hiring/dismissal of staff, meet and develop partnerships with parents; order/approve orders for curricular/instructional materials, etc.
- Provide Professional development opportunities for the Principal and teachers as part of Capacity Building and supporting their roles at the school.
- The Executive Director will oversee to ensure we maintain laptops, provide technical support and ensure updates of all computers for instructional and assessment use. He will also assess schoolwide bandwidth to ensure appropriate implementation of web-based curricular programs and expansion of technology devices and will develop a needs assessment for the purchase of additional technology (hardware/software) & subscriptions to web-based materials.
- We will be purchasing standards-aligned curricular and instructional materials for grades TK-8.
- The Executive Director will conduct regular facilities walkthroughs to ensure that school facilities are suitable for learning; annually, he will also complete a facilities checklist.

Expected Annual Measurable Outcomes

Outcome #1: All core subject teachers will be appropriately assigned and credentialed in the subject areas and for the pupils they are teaching.

Metric/Method for Measuring: 100% of teachers will be appropriately credentialed and assigned.

APPLICABLE STUDENT GROUPS	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
All Students (Schoolwide)	100% of teachers properly certified and assigned.	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant
English Learners	100% of teachers properly certified and assigned.	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant
Socioecon. Disadv./Low Income Students	100% of teachers properly certified and	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant

	assigned.					
Foster Youth	* *					
Students with Disabilities	*					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	100% of teachers properly certified and assigned.	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	100% of teachers properly certified and assigned.	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant
Outcome #2: All students (including all statistically significant subgroups) will have access to standards-aligned materials and additional materials as outlined in the charter petition.						
Metric/Method for Measuring: 100% of students will have access to standards-aligned ELA & Math Curriculum.						
APPLICABLE STUDENT GROUPS	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
All Students (Schoolwide)	100% of students have access to standards-aligned ELA & Math Curriculum.	100% of students will have access to standards-aligned ELA & Math Curriculum.	100% of students will have access to standards-aligned ELA & Math Curriculum.	100% of students will have access to standards-aligned ELA & Math Curriculum.	100% of students will have access to standards-aligned ELA & Math Curriculum.	100% of students will have access to standards-aligned ELA & Math Curriculum.
English Learners	100% of students have access to standards-	100% of students will have access to	100% of students will have access to	100% of students will have access to	100% of students will have access to	100% of students will have access to

* Not numerically significant at this time

	aligned ELA & Math Curriculum.	standards-aligned ELA & Math Curriculum.	standards-aligned ELA & Math Curriculum.	standards-aligned ELA & Math Curriculum.	standards-aligned ELA & Math Curriculum.	standards-aligned ELA & Math Curriculum.
Socioecon. Disadv./Low Income Students	100% of students have access to standards-aligned ELA & Math Curriculum.	100% of students will have access to standards-aligned ELA & Math Curriculum.	100% of students will have access to standards-aligned ELA & Math Curriculum.	100% of students will have access to standards-aligned ELA & Math Curriculum.	100% of students will have access to standards-aligned ELA & Math Curriculum.	100% of students will have access to standards-aligned ELA & Math Curriculum.
Foster Youth	*					
Students with Disabilities	*					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	100% of students have access to standards-aligned ELA & Math Curriculum.	100% of students will have access to standards-aligned ELA & Math Curriculum.	100% of students will have access to standards-aligned ELA & Math Curriculum.	100% of students will have access to standards-aligned ELA & Math Curriculum.	100% of students will have access to standards-aligned ELA & Math Curriculum.	100% of students will have access to standards-aligned ELA & Math Curriculum.
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	100% of students have access to standards-aligned ELA & Math Curriculum.	100% of students will have access to standards-aligned ELA & Math Curriculum.	100% of students will have access to standards-aligned ELA & Math Curriculum.	100% of students will have access to standards-aligned ELA & Math Curriculum.	100% of students will have access to standards-aligned ELA & Math Curriculum.	100% of students will have access to standards-aligned ELA & Math Curriculum.
Outcome #3: School facilities will be clean, safe, and maintained in good repair.						
Metric/Method for Measuring: Ensure facilities are in good repair as documented in annual Facilities Inspection Tool						
APPLICABLE STUDENT GROUPS	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
All Students (Schoolwide)	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing

English Learners	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing
Socioecon. Disadv./Low Income Students	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing
Foster Youth	*					
Students with Disabilities	*					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing

Outcome #4: Students will have access to technology to encourage learning.

Metric/Method for Measuring: Student to Computer ratio: 4:1(Grades K-2) Student to Computer ratio: 1:1 (Grades 3-8).

APPLICABLE STUDENT GROUPS	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
All Students (Schoolwide)	Student: computer ratio of 4:1	Maintain 4:1 Student to computer	Maintain 4:1 Student to	Maintain 4:1 Student to	Maintain 4:1 Student to	Maintain 4:1 Student to

		ratio for grades K-2 and 1:1 for Grades 3 - 6.	computer ratio for grades K-2 and 1:1 for Grades 3 -7.	computer ratio for grades K-2 and 1:1 for Grades 3 and above.	computer ratio for grades K-2 and 1:1 for Grades 3 and above.	computer ratio for grades K-2 and 1:1 for Grades 3 and above.
English Learners	Student: computer ratio of 4:1	Maintain 4:1 Student to computer ratio for grades K-2 and 1:1 for Grades 3 - 6.	Maintain 4:1 Student to computer ratio for grades K-2 and 1:1 for Grades 3 -7.	Maintain 4:1 Student to computer ratio for grades K-2 and 1:1 for Grades 3 and above.	Maintain 4:1 Student to computer ratio for grades K-2 and 1:1 for Grades 3 and above.	Maintain 4:1 Student to computer ratio for grades K-2 and 1:1 for Grades 3 and above.
Socioecon. Disadv./Low Income Students	Student: computer ratio of 4:1	Maintain 4:1 Student to computer ratio for grades K-2 and 1:1 for Grades 3 - 6.	Maintain 4:1 Student to computer ratio for grades K-2 and 1:1 for Grades 3 -7.	Maintain 4:1 Student to computer ratio for grades K-2 and 1:1 for Grades 3 and above.	Maintain 4:1 Student to computer ratio for grades K-2 and 1:1 for Grades 3 and above.	Maintain 4:1 Student to computer ratio for grades K-2 and 1:1 for Grades 3 and above.
Foster Youth	*					
Students with Disabilities	*					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	Student: computer ratio of 4:1	Maintain 4:1 Student to computer	Maintain 4:1 Student to	Maintain 4:1 Student to computer	Maintain 4:1 Student to	Maintain 4:1 Student to

		ratio for grades K-2 and 1:1 for Grades 3 - 6.	computer ratio for grades K-2 and 1:1 for Grades 3 -7.	ratio for grades K-2 and 1:1 for Grades 3 and above.	computer ratio for grades K-2 and 1:1 for Grades 3 and above.	computer ratio for grades K-2 and 1:1 for Grades 3 and above.
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	Student: computer ratio of 4:1	Maintain 4:1 Student to computer ratio for grades K-2 and 1:1 for Grades 3 - 6.	Maintain 4:1 Student to computer ratio for grades K-2 and 1:1 for Grades 3 -7.	Maintain 4:1 Student to computer ratio for grades K-2 and 1:1 for Grades 3 and above.	Maintain 4:1 Student to computer ratio for grades K-2 and 1:1 for Grades 3 and above.	Maintain 4:1 Student to computer ratio for grades K-2 and 1:1 for Grades 3 and above.

GOAL #2

Teachers will receive professional development on research-based strategies, CCSS ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content.	7	<p style="text-align: center;">Related State Priorities:</p> <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
		<p style="text-align: center;">Local Priorities:</p> <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal

- PROFESSIONAL DEVELOPMENT**
- Lashon Academy will provide extensive Professional Development for entire teaching staff and Principal on the following topics:
 - Common Core State Standards ELA/ELD, Math, NGSS
 - NWEA MAP Assessments
 - Data Analysis

- Portfolio Reviews
- Writing Rubrics
- Differentiated Instruction
- Principles of Learning
- Provide a minimum of 5 days of Summer Professional Development for all teachers & Principal
- Provide a minimum of 4 non-instructional days during the school year to review/analyze data, assess instructional practice, and provide professional development
- Provide at least 2 days of Professional Development End-of-Year (non-instructional days)
- Costs for Consultants for Professional Development.
- Hebrew teachers will receive professional development from Lashon Hebrew Consultant; includes Hebrew Curriculum and Instructional strategies.
- Provide learning opportunities for teachers, Principal, and Director of Curriculum and Instruction through Conferences such as CCSA, NWEA and other opportunities as requested by teachers

ENGLISH LANGUAGE DEVELOPMENT

- CELDT/ELPAC Coordinator will administer CELDT/ELPAC assessments annually for all ELs
- Principal and teachers as a PLC will analyze data and discuss student progress and routinely use data to:
 - Monitor the progress of ELs and reclassified students
 - Determine the short and long term needs of ELs
 - Determine specific actions designed to accelerate language acquisition and learning for ELs
 - Embed ELD in ELA
 - Develop annual growth targets for ELs
- Provide EL students with ELD instruction.
- Director of Curriculum and Instruction will reclassify students annually based on school’s reclassification criteria.
- All teachers will provide Integrated ELD (academic language development across all disciplines)

Expected Annual Measurable Outcomes

Outcome #1: Fully implement all state standards in all core subjects, including the CCSS in Math and ELA.

Metric/Method for Measuring: 100% of teachers will fully implement state standards in all core subjects, including the CCSS in Math and ELA.

APPLICABLE STUDENT GROUPS	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
All Students (Schoolwide)	100% implementation	100% implementation	100% implementation	100% implementation	100% implementation	100% implementation
English Learners	100% implementation	100% implementation	100% implementation	100% implementation	100% implementation	100% implementation
Socioecon. Disadv./Low Income Students	100% implementation	100% implementation	100% implementation	100% implementation	100% implementation	100% implementation
Foster Youth	*					
Students with Disabilities	*					

African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	100% implementation	100% implementation	100% implementation	100% implementation	100% implementation	100% implementation
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	100% implementation	100% implementation	100% implementation	100% implementation	100% implementation	100% implementation
Outcome #2: Fully implement all state standards in all core subjects, including the CCSS in Math and ELA. Metric/Method for Measuring: 100% of teachers will implement research-based instructional strategies.						
APPLICABLE STUDENT GROUPS	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
All Students (Schoolwide)	100% of teachers implement research-based instructional strategies.	100% of teachers will implement research-based instructional strategies.	100% of teachers will implement research-based instructional strategies.	100% of teachers will implement research-based instructional strategies.	100% of teachers will implement research-based instructional strategies.	100% of teachers will implement research-based instructional strategies.
English Learners	100% of teachers implement research-based instructional strategies.	100% of teachers will implement research-based instructional strategies.	100% of teachers will implement research-based instructional strategies.	100% of teachers will implement research-based instructional strategies.	100% of teachers will implement research-based instructional strategies.	100% of teachers will implement research-based instructional strategies.
Socioecon. Disadv./Low Income Students	100% of teachers implement research-based instructional strategies.	100% of teachers will implement research-based	100% of teachers will implement research-	100% of teachers will implement research-based instructional	100% of teachers will implement research-based	100% of teachers will implement research-based

		instructional strategies.	based instructional strategies.	strategies.	instructional strategies.	instructional strategies.
Foster Youth	*					
Students with Disabilities	*					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	100% of teachers implement research-based instructional strategies.	100% of teachers will implement research-based instructional strategies.	100% of teachers will implement research-based instructional strategies.	100% of teachers will implement research-based instructional strategies.	100% of teachers will implement research-based instructional strategies.	100% of teachers will implement research-based instructional strategies.
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	100% of teachers implement research-based instructional strategies.	100% of teachers will implement research-based instructional strategies.	100% of teachers will implement research-based instructional strategies.	100% of teachers will implement research-based instructional strategies.	100% of teachers will implement research-based instructional strategies.	100% of teachers will implement research-based instructional strategies.
Outcome #3: EL students will advance at least one grade level on the CELDT/ELPAC (or other available external and internal assessments) each year.						
Metric/Method for Measuring: Will establish growth targets for continuously enrolled EL's using CELDT/ELPAC Performance.						
APPLICABLE STUDENT GROUPS	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
English Learners	Lashon Academy will establish a baseline on the new ELPAC assessment in	Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.	Achieve similar or higher rate of EL growth on the CELDT/ELPAC	Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.	Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.	Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.

	the 2017-18 school year.		each year.			ELPAC each year.
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Outcome #4: Develop a Plan to meet growth targets (English Proficiency of EL's)

Metric/Method for Measuring: EL reclassification rate will meet or exceed the District's reclassification rate.

APPLICABLE STUDENT GROUPS	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
English Learners	12% of English Learners reclassified	Meet or exceed the District's EL reclassification rate	Meet or exceed the District's EL reclassification rate	Meet or exceed the District's EL reclassification rate	Meet or exceed the District's EL reclassification rate	Meet or exceed the District's EL reclassification rate

Outcome #5: Increase numbers of students who are reclassified English Proficient.

Metric/Method for Measuring: Establish reclassification rate and reclassify at higher rates than surrounding schools.

APPLICABLE STUDENT GROUPS	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
English Learners	12% of English Learners reclassified	Meet or exceed the District's EL reclassification rate	Meet or exceed the District's EL reclassification rate	Meet or exceed the District's EL reclassification rate	Meet or exceed the District's EL reclassification rate	Meet or exceed the District's EL reclassification rate

GOAL #3

Develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time.	8	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 6</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p>
		<p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>

Specific Annual Actions to Achieve Goal

ASSESSMENTS

Administer NWEA MAP and Fountas & Pinnell assessments as described in Element 2/3

Expected Annual Measurable Outcomes

Outcome #1: All students, including all subgroups, will meet or exceed targets for growth once set by the State on the CAASPP (and comparable assessments for students with special needs) in the areas of ELA and Math.

Metric/Method for Measuring: Establish growth targets for Benchmark assessments in ELA & Mathematics

APPLICABLE STUDENT GROUPS	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
All Students (Schoolwide)	Establish benchmark	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.
All Statistically Significant Subgroups: Latino/a, White, English Learner, and Students Qualifying for FRPL/All Subgroups	Establish benchmark	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.
English Learners	Establish benchmark	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.
Socioecon. Disadv./Low Income Students	Establish benchmark	School-wide and all significant subgroups will meet or exceed targets for	School-wide and all significant subgroups will meet or exceed targets for	School-wide and all significant subgroups will meet or exceed targets for growth in	School-wide and all significant subgroups will meet or exceed targets for	School-wide and all significant subgroups will meet or exceed targets for

		growth in ELA and Math.	growth in ELA and Math.	ELA and Math.	growth in ELA and Math.	growth in ELA and Math.
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students	Establish benchmark	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						
Outcome #2: All students, including all subgroups, will meet or exceed targets for growth in NWEA MAP						
Metric/Method for Measuring: Establish growth targets for Benchmark assessments in ELA & Mathematics						
APPLICABLE STUDENT GROUPS	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
All Students (Schoolwide)	Establish benchmark	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.
English Learners	Establish benchmark	School-wide and all significant subgroups will meet	School-wide and all significant subgroups will meet	School-wide and all significant subgroups will meet or exceed	School-wide and all significant subgroups will meet	School-wide and all significant subgroups will meet

		or exceed targets for growth in ELA and Math.	or exceed targets for growth in ELA and Math.	targets for growth in ELA and Math.	or exceed targets for growth in ELA and Math.	or exceed targets for growth in ELA and Math.
Socioecon. Disadv./Low Income Students	Establish benchmark	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.
Foster Youth	*					
Students with Disabilities	*					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	Establish benchmark	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	Establish benchmark	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.

Outcome #3: Lashon annual state student achievement measure will meet or exceed the growth targets set by the state for schoolwide and all numerically significant subgroups.

Metric/Method for Measuring: Establish annual API growth targets.

APPLICABLE STUDENT GROUPS	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
All Students (Schoolwide)	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.
English Learners	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.
Socioecon. Disadv./Low Income Students	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.
Foster Youth	*					
Students with Disabilities	*					
African American Students	*					

American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.

GOAL #4

Increase resources and services to students, and parents to provide a sense of safety, school connectedness, and increased student motivation.		Related State Priorities:		
	7	<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/>
	8	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 6	

Local Priorities:

:

:

Specific Annual Actions to Achieve Goal

PARENT PARTICIPATION/PARTNERSHIPS

At Lashon Academy, we strive to develop cohesive partnerships with parents that supports participation and/or involvement at the school and/or supporting their child’s academic goals:

- Provide “Coffee with the Principal” – to address questions and/or concerns from parents, discuss upcoming schoolwide events, and current issues.
- Administer a parent survey to receive input on relevant topics for parent workshops. Lashon Academy will host at least 2 parent workshops during the school year.
- Provide parent training on PowerSchool parent portal
- Host schoolwide events
- Hire a bilingual Behavior Dean to increase parent partnerships, satisfaction and address needs/concerns.

PARENT DECISION-MAKING/INPUT

At Lashon Academy, parent-decision-making input takes place in the following ways:

- Host ELAC meetings annually to address the school’s Title III/EL/LTEL Educational Program; address the ELD program and develop methods to support student learning.
- Establish and host School Site Council (SSC) Meetings annually to address the school’s Title I program, and the academic support programs to increase ELA & Math student academic achievement.
- Continue to support parent participation and involvement through the Parent Teacher Organization (PTO).

SCHOOL CLIMATE

- Implement Character Counts Curricular Program schoolwide. Behavior Dean and Counselor will be in charge of implementation.
- Host monthly schoolwide assemblies to recognize students who exemplify positive character traits and students who exude exemplary behavior.
- Host annual Parent/student orientation, where discussion takes place on the school’s program, expectations, policies & procedures, parent/student handbook, and SARB process/accountability.

Expected Annual Measurable Outcomes

Outcome #1: Provide parents with opportunities for decision-making input in the school’s program.

Metric/Method for Measuring: Host ELAC/SSC meetings annually to address the school’s Title III/EL/LTEL Educational Program.

APPLICABLE STUDENT GROUPS	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
All Students (Schoolwide)	Host at least 2 SSC/ELAC meetings per year	Host at least 2 SSC/ELAC meetings per year	Host at least 2 SSC/ELAC meetings per year	Host at least 2 SSC/ELAC meetings per year	Host at least 2 SSC/ELAC meetings per year	Host at least 2 SSC/ELAC meetings per year
English Learners	Host at least 2 SSC/ELAC	Host at least 2	Host at least 2	Host at least 2 SSC/ELAC	Host at least 2	Host at least 2

	meetings per year	SSC/ELAC meetings per year	SSC/ELAC meetings per year	meetings per year	SSC/ELAC meetings per year	SSC/ELAC meetings per year
Socioecon. Disadv./Low Income Students	Host at least 2 SSC/ELAC meetings per year	Host at least 2 SSC/ELAC meetings per year	Host at least 2 SSC/ELAC meetings per year	Host at least 2 SSC/ELAC meetings per year	Host at least 2 SSC/ELAC meetings per year	Host at least 2 SSC/ELAC meetings per year
Foster Youth	*					
Students with Disabilities	*					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	Host at least 2 SSC/ELAC meetings per year	Host at least 2 SSC/ELAC meetings per year	Host at least 2 SSC/ELAC meetings per year	Host at least 2 SSC/ELAC meetings per year	Host at least 2 SSC/ELAC meetings per year	Host at least 2 SSC/ELAC meetings per year
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	Host at least 2 SSC/ELAC meetings per year	Host at least 2 SSC/ELAC meetings per year	Host at least 2 SSC/ELAC meetings per year	Host at least 2 SSC/ELAC meetings per year	Host at least 2 SSC/ELAC meetings per year	Host at least 2 SSC/ELAC meetings per year
Outcome #2: Increase parent participation in schoolwide programs/events. Metric/Method for Measuring: 90% attendance of parents at school conferences.						
APPLICABLE STUDENT GROUPS	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
All Students (Schoolwide)	90% attendance of parents at end-of-trimester parent-school conferences.	90% attendance of parents at end-of-trimester parent-school conferences.	90% attendance of parents at end-of-trimester parent-school conferences.	90% attendance of parents at end-of-trimester parent-school conferences.	90% attendance of parents at end-of-trimester parent-school conferences.	90% attendance of parents at end-of-trimester parent-school conferences.
English Learners	90% attendance of parents at end-of-	90% attendance of parents at end-of-trimester	90% attendance of parents at end-of-	90% attendance of parents at end-of-trimester	90% attendance of parents at end-of-	90% attendance of parents at end-of-

	trimester parent-school conferences.	parent-school conferences.	trimester parent-school conferences.	parent-school conferences.	trimester parent-school conferences.	trimester parent-school conferences.
Socioecon. Disadv./Low Income Students	90% attendance of parents at end-of-trimester parent-school conferences.	90% attendance of parents at end-of-trimester parent-school conferences.	90% attendance of parents at end-of-trimester parent-school conferences.	90% attendance of parents at end-of-trimester parent-school conferences.	90% attendance of parents at end-of-trimester parent-school conferences.	90% attendance of parents at end-of-trimester parent-school conferences.
Foster Youth	*					
Students with Disabilities	*					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	90% attendance of parents at end-of-trimester parent-school conferences.	90% attendance of parents at end-of-trimester parent-school conferences.	90% attendance of parents at end-of-trimester parent-school conferences.	90% attendance of parents at end-of-trimester parent-school conferences.	90% attendance of parents at end-of-trimester parent-school conferences.	90% attendance of parents at end-of-trimester parent-school conferences.
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	90% attendance of parents at end-of-trimester parent-school conferences.	90% attendance of parents at end-of-trimester parent-school conferences.	90% attendance of parents at end-of-trimester parent-school conferences.	90% attendance of parents at end-of-trimester parent-school conferences.	90% attendance of parents at end-of-trimester parent-school conferences.	90% attendance of parents at end-of-trimester parent-school conferences.
Outcome #3: Increase completion rate of annual parent survey in order to increase the amount of actionable parent feedback each year.						
Metric/Method for Measuring: Administer annual parent surveys to obtain feedback/input.						
APPLICABLE STUDENT GROUPS	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
All Students (Schoolwide)	25.4% of parents completed annual survey Host two parent workshops per	Increase completion rate of annual parent survey over the	Increase completion rate of annual parent survey over the	Increase completion rate of annual parent survey over the previous	Increase completion rate of annual parent survey over the	Increase completion rate of annual parent survey over the

	year	previous year.	previous year.	year.	previous year.	previous year.
		Host two parent workshops per year	Host two parent workshops per year	Host two parent workshops per year	Host two parent workshops per year	Host two parent workshops per year
English Learners	25.4% of parents completed annual survey Host two parent workshops per year	Increase completion rate of annual parent survey over the previous year. Host two parent workshops per year	Increase completion rate of annual parent survey over the previous year. Host two parent workshops per year	Increase completion rate of annual parent survey over the previous year. Host two parent workshops per year	Increase completion rate of annual parent survey over the previous year. Host two parent workshops per year	Increase completion rate of annual parent survey over the previous year. Host two parent workshops per year
Socioecon. Disadv./Low Income Students	25.4% of parents completed annual survey Host two parent workshops per year	Increase completion rate of annual parent survey over the previous year. Host two parent workshops per year	Increase completion rate of annual parent survey over the previous year. Host two parent workshops per year	Increase completion rate of annual parent survey over the previous year. Host two parent workshops per year	Increase completion rate of annual parent survey over the previous year. Host two parent workshops per year	Increase completion rate of annual parent survey over the previous year. Host two parent workshops per year
Foster Youth	*					
Students with Disabilities	*					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	25.4% of parents	Increase completion	Increase completion	Increase completion	Increase completion	Increase completion

	completed annual survey Host two parent workshops per year	rate of annual parent survey over the previous year. Host two parent workshops per year	n rate of annual parent survey over the previous year. Host two parent workshops per year	rate of annual parent survey over the previous year. Host two parent workshops per year	n rate of annual parent survey over the previous year. Host two parent workshops per year	n rate of annual parent survey over the previous year. Host two parent workshops per year
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	25.4% of parents completed annual survey Host two parent workshops per year	Increase completion rate of annual parent survey over the previous year. Host two parent workshops per year	Increase completion rate of annual parent survey over the previous year. Host two parent workshops per year	Increase completion rate of annual parent survey over the previous year. Host two parent workshops per year	Increase completion rate of annual parent survey over the previous year. Host two parent workshops per year	Increase completion rate of annual parent survey over the previous year. Host two parent workshops per year
Outcome #4: Lashon will maintain a high ADA rate schoolwide and for all statistically significant subgroups. Metric/Method for Measuring: Maintain ADA at or above 95%						
APPLICABLE STUDENT GROUPS	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
All Students (Schoolwide)	96% attendance	Maintain ADA schoolwide and for all statistically significant subgroups at 95% or higher.	Maintain ADA schoolwide and for all statistically significant subgroups at 95% or higher.	Maintain ADA schoolwide and for all statistically significant subgroups at 95% or higher.	Maintain ADA schoolwide and for all statistically significant subgroups at 95% or higher.	Maintain ADA schoolwide and for all statistically significant subgroups at 95% or higher.
English Learners	96% attendance	Maintain ADA schoolwide	Maintain ADA schoolwide	Maintain ADA schoolwide	Maintain ADA schoolwide	Maintain ADA schoolwide

		and for all statistically significant subgroups at 95% or higher.	e and for all statistically significant subgroups at 95% or higher.	and for all statistically significant subgroups at 95% or higher.	e and for all statistically significant subgroups at 95% or higher.	e and for all statistically significant subgroups at 95% or higher.
Socioecon. Disadv./Low Income Students	96% attendance	Maintain ADA schoolwide and for all statistically significant subgroups at 95% or higher.	Maintain ADA schoolwide and for all statistically significant subgroups at 95% or higher.	Maintain ADA schoolwide and for all statistically significant subgroups at 95% or higher.	Maintain ADA schoolwide and for all statistically significant subgroups at 95% or higher.	Maintain ADA schoolwide and for all statistically significant subgroups at 95% or higher.
Foster Youth	*					
Students with Disabilities	*					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	96% attendance	Maintain ADA schoolwide and for all statistically significant subgroups at 95% or higher.	Maintain ADA schoolwide and for all statistically significant subgroups at 95% or higher.	Maintain ADA schoolwide and for all statistically significant subgroups at 95% or higher.	Maintain ADA schoolwide and for all statistically significant subgroups at 95% or higher.	Maintain ADA schoolwide and for all statistically significant subgroups at 95% or higher.
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	96% attendance	Maintain	Maintain	Maintain	Maintain	Maintain

		ADA schoolwide and for all statistically significant subgroups at 95% or higher.	ADA schoolwide and for all statistically significant subgroups at 95% or higher.	ADA schoolwide and for all statistically significant subgroups at 95% or higher.	ADA schoolwide and for all statistically significant subgroups at 95% or higher.	ADA schoolwide and for all statistically significant subgroups at 95% or higher.
Outcome #5: Lashon will limit chronic absenteeism schoolwide (including all statistically significant subgroups).						
Metric/Method for Measuring: Decrease Chronic Absenteeism Rates						
APPLICABLE STUDENT GROUPS	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
All Students (Schoolwide)	8.6% chronic absenteeism	Chronic absenteeism will decrease from the previous year by .33%	Chronic absenteeism will decrease from the previous year by .33%	Chronic absenteeism will decrease from the previous year by .33%	Chronic absenteeism will decrease from the previous year by .33%	Chronic absenteeism will decrease from the previous year by .33%
English Learners	8.6% chronic absenteeism	Chronic absenteeism will decrease from the previous year by .33%	Chronic absenteeism will decrease from the previous year by .33%	Chronic absenteeism will decrease from the previous year by .33%	Chronic absenteeism will decrease from the previous year by .33%	Chronic absenteeism will decrease from the previous year by .33%
Socioecon. Disadv./Low Income Students	8.6% chronic absenteeism	Chronic absenteeism will decrease from the previous year by .33%	Chronic absenteeism will decrease from the previous year by .33%	Chronic absenteeism will decrease from the previous year by .33%	Chronic absenteeism will decrease from the previous year by .33%	Chronic absenteeism will decrease from the previous year by .33%
Foster Youth	*					
Students with Disabilities	*					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					

Latino Students	8.6% chronic absenteeism	Chronic absenteeism will decrease from the previous year by .33%	Chronic absenteeism will decrease from the previous year by .33%	Chronic absenteeism will decrease from the previous year by .33%	Chronic absenteeism will decrease from the previous year by .33%	Chronic absenteeism will decrease from the previous year by .33%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	8.6% chronic absenteeism	Chronic absenteeism will decrease from the previous year by .33%	Chronic absenteeism will decrease from the previous year by .33%	Chronic absenteeism will decrease from the previous year by .33%	Chronic absenteeism will decrease from the previous year by .33%	Chronic absenteeism will decrease from the previous year by .33%

Outcome #6: Lashon will minimize suspension or expulsion schoolwide (including all statistically significant subgroups.)

Metric/Method for Measuring: Maintain suspension rates below 5% and expulsion rates below 1%.

APPLICABLE STUDENT GROUPS	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
All Students (Schoolwide)	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below
English Learners	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below
Socioecon. Disadv./Low Income Students	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below

		below	be 1% or below		below	below
Foster Youth	*					
Students with Disabilities	*					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below	Suspension rates will be 5% or below and expulsion rates will be 1% or below
Outcome #7: Increase student and teacher satisfaction with school climate.						
Metric/Method for Measuring: Administer annual teacher and student surveys						
APPLICABLE STUDENT GROUPS	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
All Students (Schoolwide)	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students
English Learners	Administer annual survey for teachers and students	Administer annual survey for teachers and	Administer annual survey for teachers and	Administer annual survey for teachers and students	Administer annual survey for teachers and	Administer annual survey for teachers and

		students	students		students	students
Socioecon. Disadv./Low Income Students	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students
Foster Youth	*					
Students with Disabilities	*					
African American Students	*					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students	Administer annual survey for teachers and students

HOW THE GOALS OF THE PROGRAM ENABLE STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

As stated in the Common Core State Standards, schools need “to build a foundation for college and career readiness.” It is our goal at Lashon Academy to graduate students who have the foundational knowledge and skills necessary for high school, college, and career readiness. To do this, we must facilitate lifelong learning, critical thinking, and personal growth in our students. It is with this in mind that we have designed our school and aim to engage our students as active learners in a rigorous academic program to ensure successful student outcomes for all learners, including ELs, students with disabilities, socioeconomically disadvantaged students, and students achieving below grade level.

For students to become self-motivated, competent lifelong learners, we plan to devote significant time and effort to reading, writing, mathematics, and social studies. Students will acquire the habits of reading

independently and closely, which are essential to their progress in all subject areas and future success. Students will read widely and deeply from a broad range of literature – both fiction and non-fiction. Each classroom will have a comprehensive classroom library. Our classroom libraries will offer a wide range of reading materials so as to expose our students to reading materials from all genres. Through explicit reading instruction, students will gain literary and cultural knowledge, as well as familiarity with text structures and elements. By reading and being read to from texts from many areas, students will build a foundation of knowledge that will make them readers in all content areas.

Students learn to use writing as a way of offering and supporting opinions and demonstrating understanding of what they are studying. They learn to appreciate that a key purpose of writing is to communicate clearly to an audience, and they will be cognizant of their audience. They will develop the capacity to build knowledge on a subject through research projects and to respond to informational sources. Allowing students to choose subjects for both their reading and writing will engage them directly with the work. We allow them to drive the process of learning by “owning” the material and making decisions about their learning whenever possible.

Lashon recognizes that multicultural understandings are essential in our global community and to this end, our students’ study of the world’s cultures through our Project Based Learning curriculum aligned to the California History-Social Science Content Standards will allow students to explore and come to appreciate the cultures of many nations. Our Service Learning curriculum will help our students become socially responsible and engaged citizens, empathetic to the needs of others. Throughout our curricular choices, students will work collaboratively and respectfully with their peers, preparing them for work as adults. Fundamental to Lashon Academy are the values listed below.

High Expectations and High Standards

At its core, Lashon Academy sets high standards and expects high levels of achievement from all of its students. Lashon Academy believes that setting positive and high expectations and standards for children at the earliest of ages and the establishment of a community that has high expectations and standards for all, are the first and most important steps in guiding all students to success. This experience of success early in life is a foundation for students to be self-motivated, competent, and lifelong learners.

Strong Academic Focus

Lashon Academy is a unique charter school in Van Nuys. Lashon Academy is committed to academic excellence through its unique language integration model that provides learning opportunities for all students, especially ELs, students with disabilities, socioeconomically disadvantaged students, gifted students, and students achieving below grade level.

It is essential that English learners access well-articulated, standards-based, grade-level core curriculum instruction in all subjects taught “overwhelmingly” in English with Specially Designed Academic Instruction in English (SDAIE) strategies and primary language support as needed. Primary language support can be used as appropriate to further motivate, clarify, direct, support and explain. SDAIE is an approach to teaching grade-level content using English as the medium of instruction with special strategies and techniques in “sheltered” classes to help students access the core curriculum.

With this commitment, Lashon Academy appeals to families in the Valley as an option in school choice in the landscape of educational opportunities that are currently available to them within the public system. With Lashon Academy’s longer time on task, parents are given a chance to place their children in an environment that is focused on active learning, academic progress and success.

Diversity, Service Learning and School Climate

Lashon Academy strives to be a learning community that treats children and adults with respect and kindness. Lashon is a place where children value themselves, their cultures, and their diversity of ideas, and they develop compassion and recognize themselves as individuals in a larger global community. As children mature and participate in communal classroom work—especially related to service learning and community service—they are encouraged to develop self-confidence as learners and broaden their ability to see things from varied perspectives and to work with people with viewpoints different from their own. They can then take their places in the world as empowered adults who can make good choices in their lives, make good changes in the world, and work well with others in their occupational and social communities.

Further, children of different socioeconomic and ethnic backgrounds who attend our school will foster a deeper understanding and respect for people different from themselves as they learn, play and develop social bonds with each other and each other's families. Sociologists point to benefits of "social cohesion" that flow from children interacting together in socioeconomically diverse schools. Social cohesion is the "glue" that holds people together; one aspect of social cohesion is the strength that comes about from shared experiences, identities, and values between those from different backgrounds.

An important component of Lashon's mission is to infuse students with values of understanding and respect for others. We bring to life these values through an integration of service learning throughout the curriculum, which promotes community and social responsibility. Students learn about the value of improving the world and being responsible members of society by identifying problems in their surroundings and creating and implementing plans that they have developed to address those needs. Student work in service learning involves experiential education based in the curriculum.

In service learning, "experience enhances understanding; understanding leads to more effective action."³⁷ Developing socially responsible children will enable students to grow into adults who are self-motivated, competent, and lifelong learners. Topics may include the environment, elders, animals in danger, community green spaces, literacy, immigrants, community safety, special needs and disabilities, hunger, and homelessness. Lashon Academy will enlist the participation of business and community members in support of service learning projects.³⁸

INSTRUCTIONAL PROGRAM AND CURRICULUM

Teachers at Lashon Academy use the workshop model to deliver a balanced literacy approach in core subject areas. The workshop model builds capacity in teachers to differentiate instruction in a classroom of heterogeneous learners. Because it facilitates differentiated and individualized instruction, the workshop model is highly effective with at-risk populations such as students with disabilities, ELs, and socioeconomically disadvantaged students.

All Lashon Academy students' coursework includes Reader's and Writer's Workshop, Math, Science and Social Studies/Service Learning, as well as Modern Hebrew.

Curriculum alignment and integration are at the core of Lashon Academy's instructional program. For example, a Social Studies lesson about our community may lead to a community walk where our students notice an excessive amount of trash. A discussion about this community problem would follow, possibly

³⁷ Eyler, J., & D. E. Giles, J. (1999). *WHERE'S THE LEARNING IN SERVICE-LEARNING?* San Francisco: Jossey-Bass.

³⁸ For the safety of students, any volunteers will work with students under the supervision of Lashon Academy staff as per the board-approved policy related to volunteers.

leading to action in the form of letter writing, researching responsible community services, and students seeking to remedy this situation in other ways.

Curricular and Instructional Materials

The academic program at Lashon is built on the Common Core State Standards. All instructors use CDE-adopted, standards-based curricula for the core academic subjects. Core content area textbooks and other material are outlined within the Instructional Design section.

Comprehensive Course List

Table 8. Comprehensive Course List

TK-8 Courses
Mathematics
English Language Arts
Science
Social Studies/ Service Learning
Modern Hebrew
Physical Education
Enrichment

Instructional Framework / Strategies

Lashon Academy’s instructional framework provides students with a solid academic foundation in all subject areas. It will incorporate a rigorous curriculum combined with high standards and expectations delivered through data-driven instructional best practices. Following are the key design elements that will be utilized in support of our goals:

- Data-Driven Instruction
- The Workshop Model of Instruction
- The Hebrew Lesson Structure
- Modern Hebrew Integration
- Embedded Professional Development
- Extended Time on Task
- Socioeconomic Diversity

The following describes each of Lashon Academy’s key design elements focusing on how it will support our goals.

Data-Driven Instruction

Lashon Academy uses the student information system (SIS) PowerSchool, as well as the NWEA MAP online assessment system. Both systems house student achievement and provide users (particularly

administrators and teachers) with the capability to view, analyze and report on a real time basis the performance of (1) individual students, (2) classrooms of students and (3) all students in the school. Such feedback enables teachers to tailor instruction to individual, disaggregated or aggregate student needs.

Lashon Academy will embrace a data-driven culture; data will be at the heart of all professional conversations about student work and achievement, as well as around all professional development. Teachers and administrators collect data on a daily basis in multiple forms such as attendance, demographics, student assessment, student enrollment data, etc. PowerSchool and NWEA MAP will house the data, allow staff to view, analyze and report on a real time basis, and track over time the performance of individual students, classrooms of students, subgroups, and all students in Lashon Academy to tailor instruction to individual, disaggregated or aggregated student needs. It will allow leaders to track growth and student mastery of content standards and make classroom or school modifications as needed. PowerSchool also facilitates communication with parents about the progress of their child through an online parent portal, school report cards, etc.

Monitoring Progress in Meeting Student Outcomes

Frequent assessment and analysis of results allows administrators and teachers to track students' growth and mastery on the state standards and make classroom or school-wide modifications as needed. Transparent analysis of data allows the Board of Education and Lashon Academy to monitor progress in meeting student outcomes. Lashon Academy's assessment protocol includes standards-based literacy and mathematics assessments for all students in grades TK-8. This is necessary to monitor the progress of our students in building foundational knowledge in reading, writing and mathematics. We then assess whether or not our students will be on track to demonstrate proficiency when they take state-mandated assessments, such as the California Assessment of Student Performance and Progress (CAASPP).

Lashon Academy's instructional leadership team uses various vehicles to assess the student needs and provide appropriate professional development to address any instructional and curricular gaps. We use a school-based approach to "monitor for results." This includes a number of elements:

- Fountas and Pinnell reading assessments (refer to the section on Core Subjects, Teaching Methodologies, Textbooks and Other Instructional Resources) will be conducted 2-3 times per year
- Benchmark Reading Levels from Teachers' College will monitor closely student growth and achievement toward reaching and exceeding important reading benchmarks
- At the beginning of the school year, a baseline assessment in writing, in the form of an on-demand piece, will be used. These writing samples will be analyzed using the Teachers' College Continuum of writing samples. This analysis will have implications for planning and conferring during Writers' Workshop
- Ongoing conferences during Reader's and Writer's workshop will enable teachers to acquire data about what students are doing and what they need to do as readers and writers.
- Ongoing formative assessments and daily small group instruction in mathematics will drive planning and differentiation
- Literacy and mathematics assessments within the grades K-8 span

The Workshop Model of Instruction

Lashon Academy uses the workshop model of instruction in all the core subjects. The workshop model, especially as used in reading and writing instruction, supports all learners, especially ELs, students with disabilities, socioeconomically disadvantaged students, gifted students and students achieving below grade level. In the workshop model students gradually assume increasing responsibility for their learning and become competent, independent learners. When students actively participate in their own learning through discussion and collaboration, they engage more fully in higher order skills. The peer learning aspect of these methodologies is highly effective in working with classrooms of heterogeneous students, especially ELs, students with disabilities, socioeconomically disadvantaged students, gifted students, and students achieving below grade level. The workshop model significantly enhances the professional development program and the quality delivery of instruction since it facilitates the opportunity for teachers to differentiate instruction by using comprehensive and ongoing assessment data (both formal and informal) to identify students' needs, tailor instruction, and determine flexible small group composition. At Lashon Academy, these strategies are used in all content areas.

The workshop model environment is one in which there is consistency in daily routines, experiences, and interactions with peers. Accountable talk and student sharing are part of the workshop structure. Lessons are conducted in a "meeting area" with close teacher physical presence. Teachers are cognizant of supporting students' needs before students are sent off to work independently to practice a skill or strategy that has been modeled for them. In the workshop model, daily read-a-louds and shared readings infuse the production of language and provide opportunities for students to listen, watch, and share. The texts involved in these shared readings are chosen to address specific student needs and are repeated daily. These repetitions support students in oral and written language acquisition. The shared reading process is scaffolded³⁹ to guide students to undertake much of the shared reading by the end of the week. Each day's "word work," lessons derived directly from the shared readings, address the understanding of language by exploring sounds and meanings in the context of real literature; thus, the function of language is explored. Students will have additional word work from the "Words Their Way" program, by Donald R. Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston, published by Prentice Hall. This work will be based upon initial and ongoing assessments from the program and will therefore be differentiated based upon these assessment results.

The workshop model supports all learners, particularly ELs, in the three dimensions of language acquisition: the production of language (listening, watching, and sharing), the understanding of language (sounds and meanings), and the function of language (first words, experiences gained through repeated daily routines, experiences and interaction with others). The workshop model environment provides consistency in routines, experiences, and interactions with peers. *Accountable Talk* and student sharing are part of the instructional structure. Teachers are cognizant of supporting students' needs before students are sent off to work independently to practice a skill or strategy that has been modeled for them. ELs and other at-risk students will receive additional teacher guidance. Small group instruction will occur daily and will further focus on ELs' and other special population' needs including students with disabilities, students achieving below grade level, and socioeconomically disadvantaged student populations.

³⁹ Scaffolding is based on Lev Vygotsky's theory known as Zone of Proximal Development. The theory states that a teacher introduces a new concept to a student and gives the student all the assistance needed in the beginning of the teaching phase. As lessons continue over time, the teacher assigns new lessons that the student must learn on their own. This is the basic of fundamentals of scaffolding in education. This speaks to the "TO, WITH, and BY" backbone of the workshop model delivered through a mini-lesson. Teacher introduces the concept through modeling (TO), teacher practices with students (WITH), then students work independently practicing what they've seen modeled and what they practiced with the teacher (BY).

Modern Hebrew Instruction

Lashon Academy's goal with language instruction is to reinforce the language learners' ability to function in speaking, listening, reading and writing within the context of content-related tasks.⁴⁰ Therefore, Modern Hebrew instruction addresses content that mirrors the content being taught in other core academic subject areas. This not only reinforces what students learn in their general studies classes but also increases their vocabulary and fluency using Modern Hebrew to engage with academic content. For example, kindergarten students learning about "my family," "my school," and the names of different types of clothing and colors will learn Hebrew vocabulary for those topics in their Hebrew class.

As stated previously, research points to the advantages children gain when they begin the study of a foreign language at an early age, not the least of which is their development as individuals who are bilingual and bi-literate. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three major areas that benefit from language learning: 1. Academic achievement, 2. Cognitive benefits to students, and 3. Attitudes and beliefs about language learning and other cultures.⁴¹ Thus the study of Hebrew will have a positive impact on our students throughout their formal schooling.

Embedded Professional Development

A 2000 study by the National Staff Development Council⁴² examined the award-winning professional development programs at eight public schools that had made measurable gains in student achievement. The study found that in each of the schools, "the very nature of staff development [had] shifted from isolated learning and the occasional workshop to focused, ongoing organizational learning built on collaborative reflection and joint action." Specifically, the study found that the schools' professional development programs were characterized by collaborative structures, diverse and extensive professional learning opportunities, and an emphasis on accountability and student results. Lashon Academy's professional development model aims to incorporate the philosophy of connected, collaborative, and reflective organization learning.

Lashon Academy's model of embedded professional development rejects the model of the sole delivery of professional development through discrete workshops and instead embraces the concept that professional development must be infused throughout the school day, every day. At Lashon Academy, *embedded* professional development means that the Principal and the Director of Curriculum & Instruction work on a daily basis coaching the school's instructional staff and providing training and guidance in their work with *all* learners, including special populations of ELs, students with disabilities, and students achieving below and above grade level. This also means that the school has set aside time in the school day and after school hours for teachers to engage in reflective practice, individual planning, and collaboration with their colleagues within and across grade levels. This time is used to develop the staff capacity to successfully utilize the workshop model and proficiency approach so that ALL students will succeed. Teachers and administrators will review student results on formative assessments to determine programmatic weaknesses that need to be addressed.

Our professional development model has had tremendously positive implications for increasing student

⁴⁰ Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.

⁴¹ <https://www.actfl.org/advocacy/what-the-research-shows#cognitive>

⁴² National Staff Development Council. (2001). *Standards for staff development* (Revised Ed). Oxford, Ohio: National Staff Development Council.

achievement. There is no question that teacher quality is directly related to student achievement.⁴³ Lashon Academy's readers and writers workshop-based instructional model requires high quality teacher training to be effective, and school administration uses an observation system to ensure that teachers implement it effectively. Student achievement data also demonstrates that teachers are effectively implementing the model.

Lashon Academy's approach to increasing student achievement allows teachers to share observations, provide peer support, coordinate their instruction, engage in data review, class planning, and teambuilding. This commitment supports improved student achievement for all learners especially ELs, students with disabilities, socio economically disadvantaged students, and students achieving below and above grade level.

We have ensured that Lashon Academy's faculty members are certified/highly qualified and mission-driven. One of the major challenges facing low-performing schools that serve large numbers of low-income and minority students is the inequitable distribution of teachers: research has shown that when it comes to the distribution of the best teachers, low-income and minority students do not get their fair share.⁴⁴ Lashon Academy is committed to hiring quality teachers through a rigorous recruitment and hiring process and a comprehensive professional development program to support the quality delivery of instruction to its students especially ELs, students with disabilities, socioeconomically disadvantaged students, and students achieving below and above grade level.

Extended Time on Task

Lashon Academy is committed to extending time on task. More time on task to deliver quality academic and enrichment programming will benefit all learners in meeting and exceeding proficiency standards. According to *Restructuring and Extending the School Day*, a report published by the National High School Center, there are benefits to an extended school day.⁴⁵ Citing the Rennie Center for Education Research and Policy, 2003, the National High School Center states that when students are engaged in quality learning activities during an extended school day, their test scores and retention of subject matter improve. The report goes on to say that low income students particularly benefit from an extended school day and year because more often than not those students do not have access to supplemental educational experiences outside of the classroom.

Lashon Academy uses the additional time on task to leverage an already comprehensive and effective academic program to more powerfully impact our students' academic success. During the extended day, students may receive targeted assistance and intervention in subject areas (i.e. English Language Arts, Math, English Language Development), additional support in Modern Hebrew, or a combination of both.

⁴³ <https://all4ed.org/reports-factsheets/improving-the-distribution-of-teachers-in-low-performing-high-schools/> According to the April 2008 Policy Brief entitled "*Improving the Distribution of Teachers in Low-performing High Schools*" published by the Alliance for Excellent Education, "Teacher quality is the school factor which makes the greatest impact on student achievement" (Hanushek et al 2005; Ferguson and Ladd 1996; Sanders and Rivers 1996), and consistent exposure to effective teachers can overcome obstacles to learning and even close achievement gaps (Babu and Mendro 2003; Rivkin et al. 2002)

⁴⁴ According to a June 2006 article entitled "Teaching Inequality: How Poor and Minority Students are Shortchanged on Teacher Quality" by Heather G. Peske and Kati Haycock published in *Education Trust*, in 2004, with support from the Joyce Foundation, three states (Ohio, Illinois and Wisconsin) and three of their largest school systems (Cleveland, Chicago and Milwaukee) set out to tackle this problem and the data that they collected on teacher distribution and the patterns they identified pointed to large differences between the qualifications of teachers in the highest-poverty and highest-minority schools and teachers serving in schools with few minority and low-income students.

⁴⁵ http://www.centerii.org/handbook/Resources/8_A_Restructuring_School_Day.pdf

Lashon Academy addresses this extended time as detailed in the Daily Schedule and school calendar section of this petition. In addition, Lashon Academy exceeds California state requirements for instructional minutes and strives for 180 instructional days or will conform to state standards on instructional days.

At Lashon Academy, we have structured our day to provide extended time on task by:

- Providing increased time for ELA and math instruction relative to a traditional district schools
- Immersing students in Modern Hebrew during breakfast and at strategic points during the day, thereby allowing students to apply the target language in a natural setting

Socioeconomic Diversity

We firmly believe that our socioeconomically diverse school will yield student performance outcomes and a decrease in the persistent achievement gaps between low-income children and more affluent children, and between students of different racial and ethnic backgrounds. We believe that having a socioeconomically diverse community will leverage the strengths of the Lashon Academy curriculum and differentiated instructional program. The attendant supports we will have in place including professional development, instructional intervention, and extended time on task, will provide opportunities for students to engage in learning activities and support increased academic achievement. It is important to stress that a socioeconomically diverse school community in and of itself cannot increase student achievement in isolation.⁴⁶

The involvement of highly educated parents with diverse educational experiences has a positive influence on students in our diverse socioeconomic school setting. Research has found that ‘through their peers, students are influenced by the families of other students in a school.’⁴⁷ Lashon Academy will be in a better position than its high-poverty public school counterparts to positively impact the educational achievement levels of underserved children in the community by leveraging its strong academic program with the benefits it will reap from having a socioeconomically diverse community. Research, as described in *Housing Policy is School Policy: Economically Integrative Housing Promotes Academic Success in Montgomery County, Maryland*, demonstrates the benefit of socioeconomically diverse schools, which include:

- School-based economic integration effects accrued over time
- The academic returns from economic integration diminished as school poverty levels rose
- Children in public housing benefitted academically from attending neighborhood schools⁴⁸

Lashon Academy will strive to recruit a socioeconomically diverse student population. With a socioeconomically diverse enrollment and the implementation of the Lashon Academy educational program, all students will benefit academically.

⁴⁶ Orfield, Gary et al, “*Why Segregation Matters: Poverty and Educational Inequity*,” Cambridge, MA: Harvard University, January, 2005.

⁴⁷ Chubb, John and Moe, Terry, *Politics, Markets, and American Schools*, (1990)

⁴⁸ Schwartz, Heather. (2010) *Housing Policy is School Policy: Economically Integrative Housing Promotes Academic Success in Montgomery County, Maryland*. The Century Foundation

Core Subjects, Teaching Methodologies, Textbooks and Other Instructional Resources

How the Curriculum Addresses California Content Standards

The Lashon Academy curriculum and all academic teaching units will be aligned with the Common Core State Standards. The Common Core State Standards will be incorporated into the curriculum maps from which daily lessons are created. Lessons are developed to address students' strengths and weaknesses relative to the standards as identified on daily, periodic, and annual assessments. In addition, Lashon Academy will purchase curriculum that is state-approved for core subjects and will address the Common Core State Standards.

English Language Arts

Lashon Academy will engage in a standards-based rigorous and *balanced* ELA curriculum starting in Transitional Kindergarten/Kindergarten. The priority to develop strong readers, writers, and communicators will be reflected in a daily two-hour block devoted to ELA instruction in Grades TK-8 in addition to continued work on these skills as a matter of course throughout the curriculum. During part of this block, ELs may receive small group instruction (See Serving English Language Learners). The Daily Schedule on the next page highlights the block instruction.

The Teachers College Reading and Writing Project (TCRWP) has developed grade-specific curriculum for reading and writing workshop. This curriculum has been aligned to the Common Core State Standards. Lashon Academy will use this as a resource for developing curriculum and lesson plans. This lesson planning will address individualized and differentiated instruction based on the standards and will provide **ALL** Lashon Academy students the opportunity to succeed and move toward becoming college and career ready. From the earliest grades, composition and writing will be emphasized so that students build a strong foundation of English grammar, usage, and vocabulary. We begin the year with a baseline writing assessment in the form of a "free write." These baseline writing assessments are measured using the TCRWP narrative continuum of writing. By the time students reach grades 6-8, they will use their writing skills to develop narratives and arguments that draw from their own analysis, reflection, and research.

The data from this assessment informs the instructional program in writing. The teaching of writing comes from the Writing Curricular Calendars developed and supported by TCRWP. This year long curriculum is part of a K-8 spiral curriculum. The Teachers College Reader's and Writer's Workshop Units of Study will support the Common Core Standards through the modeling of reading skills and strategies. Students will learn to determine importance, draw conclusions, analyze and summarize texts and make inferences. In writing, students will learn about communicating meaning by writing to teach others how to do something, persuading others either through reviews or letter writing and writing to convey their research through "all about" books. Materials and resources will be ordered to support the units of study in reading and writing.

Words Their Way is another curricular tool that supplements the TCRWP curriculum that is Lashon Academy's overarching curriculum for ELA instruction. *Words Their Way*, a series from Pearson, is a research-based curriculum that rests its foundation on those components and methods of instruction that research has shown to be most effective for early literacy development.⁴⁹ The components identified by

⁴⁹ http://assets.pearsonschool.com/asset_mgr/current/20117/WTW_Research.pdf

the research are: phonemic awareness, phonics, vocabulary, fluency, and word study. *Words Their Way* provides additional support to ELs, students with disabilities, and all students who are building their early literacy skills.

Mathematics

Lashon Academy uses Houghton Mifflin’s *Go Math!* text for Grades TK-8 math instruction. The curriculum, aligned with the Common Core State Standards, is based on scientific research on how children learn mathematics as well as on classroom evidence that validates proven reliability.⁵⁰ *Go Math!* supports Lashon Academy’s workshop model, offering effective leveled activities for students of all ability levels so teachers can provide ongoing differentiated instruction. Topic-specific considerations for ELs, students with disabilities, at-risk, and advanced students enable the teacher to differentiate for the diverse learners in every classroom.

Go Math! also allows for the effective integration of technology and other 21st century skills. *GoMath!*’s online interactive lesson videos, student workbooks, and lesson tutorials are used for every lesson; students can access their work from home or from school. The curriculum also includes an online application that teachers can use to access a variety of online resources. *Go Math!* allows for the incorporation of literacy standards into mathematics instruction (i.e. writing about math). A systematic scope and sequence of teaching is organized by unit to provide important information about students’ strengths and weaknesses relative to the standards.

Lashon Academy offers a TK-8 math curriculum that builds student competencies over time in the five mathematics strands outlined in the CA State Common Core Learning Standards for Mathematics (Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, Measurement and Data, Geometry, Ratios and Proportional Relationships, The Number System, Expressions and Equations, Statistics and Probability, and Functions). Students will learn to communicate mathematically using numeric, graphical, symbolic, and written means. They will practice and apply basic skills and critical thinking skills to solve mathematical problems, construct valid arguments, and appreciate the applications of mathematics.

Table 9. Sample Grade 1 Math Workshop: Understanding Addition

Big Idea	Essential Understandings	Common Core Standard	Differentiated Instruction			
			English Learners	Students with Disabilities	Below Level	Advanced/Gifted

⁵⁰ <http://www.hmco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-130124.pdf>

<p>Numbers and the Number Line: The set of real numbers is infinite and ordered. Whole numbers, integers, and fractions are real numbers. Each real number can be associated with a unique point on the number line.</p>	<p>There is a specific order to the set of whole numbers. Zero is a number that tells how many objects there are when there are none.</p>	<p>“What and how students are taught should reflect not only the topics that fall within a certain academic discipline, but also the key ideas that determine how knowledge is organized and generated within that discipline.” (Common Core Standards, p. 3)</p>	<p>Demonstrate often to give ELs practice in understanding the verbal language of the problems.</p> <p>“I want you to show me what the word join means. (Ask one child to join another.) You are joining (second child’s name) now. Continue until all children have joined into one group.</p> <p>“There are (number of children) in all.”</p>	<p>Read an addition word problem. Pause after each number and have children model it with number cards or counters. Have children say or model the solution.</p>	<p>Review number names. Count aloud and have them hold up the proper number of counters/finger for each number.</p> <p>Post basic addition facts in the classroom and review frequently.</p>	<p>Begin to use math webs. Children can put the number 8 in a circle and draw 8 spokes from the circle. Then they can add a circle at the end of each spoke. In the outer circles they can write addition problems with sums of 8, like 7+1</p>
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Social Studies with Integrated Service Learning

The Social Studies program is designed to prepare students to demonstrate mastery on the Common Core History-Social Science Content Standards. The Social Studies curriculum aims to help students to make sense of the world in which they live, make connections between major ideas and their own lives, and see themselves as members of the world community, to understand, appreciate, and respect the commonalities and differences that give the United States character and identity.

Lashon Academy understands that Social Studies is the integrated study of history, geography, economics, government and civics. But most importantly, it is the study of humanity, of all people and events that have affected the world. Our Social Studies curriculum goals are to help students:

- make sense of the world in which they live
- make connections between major ideas and their own lives
- see themselves as members of the world community
- understand, respect and appreciate the commonalities and differences that give the United States character and identity

These goals can only be understood within an appreciation and analysis of the cultural heritage of our world. In a world of global interdependence, it is imperative that American students not only are knowledgeable about U.S. History and the fundamental concepts of our democracy, but are also knowledgeable about Latin American, Middle Eastern, Asian, African, and European history. In doing so, we are creating well-rounded, educated American and global citizens who have the knowledge and skills necessary to place conflicting ideas in context and the wisdom to make good judgments in dealing with the tensions inherent in our local, national and global society.

Through its social studies curriculum, Lashon Academy also seeks to infuse its students with values of mutual understanding and respect for others—an important component of Lashon Academy’s mission. Lashon Academy will bring to life these values for its students through an integration of service learning throughout the curriculum that promotes social responsibility.

Social studies standards are taught through trimester unit projects. Project-based learning creates an opportunity for students to learn content standards through engaging, cross-disciplinary projects that also embed service learning, a hallmark of Lashon Academy’s model. As students learn in social studies about their place within their larger communities, with their view of community expanding from that of their smaller local community to that of the larger world community, their work in service-learning will take on the form of experiential education. Learning will occur through projects as students work with others to apply what they are learning to community problems and, at the same time, reflect upon their experience as they seek to achieve real objectives for the community and deeper understanding and skills for themselves. In the process, students link personal and social development with academic and cognitive development. In service learning, "experience enhances understanding; understanding leads to more effective action."⁵¹

In general, authentic service-learning experiences have some common characteristics (taken mostly from “Where’s the Learning in Service-Learning”, by J. Eyler and D.E. Giles, Jr. 1999):

- They are positive, meaningful and real to the participants;
- They involve cooperative rather than competitive experiences and thus promote skills associated with teamwork and community involvement and citizenship;
- They address complex problems in complex settings rather than simplified problems in isolation;
- They offer opportunities to engage in problem-solving by requiring participants to gain knowledge of the specific context of their service-learning activity and community challenges, rather than only to draw upon generalized or abstract knowledge such as might come from a textbook. As a result, service-learning offers powerful opportunities to acquire the habits of critical thinking; i.e. the ability to identify the most important questions or issues within a real-world situation; and
- They promote deeper learning because the results are immediate and uncontrived. There are no "right answers" in the back of the book.

Assessment of social studies projects will be based on a rubric.

Below is an example of a service learning project that can be integrated through social studies and linked to science, math and literacy.

Canned Food Drive: Before students begin bringing in cans of food, teachers integrate meaningful academic activities related to the food drive in their class curriculum.

⁵¹ Eyler, J., & D. E. Giles, J. (1999). *Where's the Learning in Service-Learning?* San Francisco: Jossey-Bass.

- Grade 1 SS Content Standard 1.5 –Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.
- Grade 2 SS Content Standard 2.5 –Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others’ lives.

The materials to be used in social studies and history will include the following:

- original documents and letters to bring students into direct contact with important documents of American and world history;
- field trips to museums, exhibits and other historical sites;
- neighborhood/community walks;
- high quality documentaries that are integrated into classroom instruction; and
- art and literature to convey historical events and figures

Science

Lashon Academy uses the Full Option Science System (FOSS), a science curriculum that is grounded in the belief that students learn science best through active learning, for grades TK-8. FOSS was selected because it (1) aligns to the Next Generation Science Standards for California Public Schools (NGSS); (2) integrates robust reading and literacy strategies to support mastery of the Common Core ELA standards; and (3) utilizes technology to deliver learning experiences to students.

The aim of Lashon Academy’s science curricula is not only to teach science content, principles, and practices, but also to train students to use inquiry and scientific methods to learn independently and to solve problems. Teachers guide students to collect and record first-hand data, to represent and analyze it. Accordingly, Lashon Academy’s science education programs will be inquiry-based and rooted in “real world” situations and experiences.

Lashon Academy’s science program does the following: 1) Develop students’ science literacy and provide meaningful and engaging learning experiences to enhance students’ intellectual curiosity and build students’ proficiency in science; 2) Teach students how to manipulate scientific tools as they expand their science vocabulary; and 3) Strengthen students’ logical reasoning and critical thinking skills, as well as their abilities to apply scientific methodology and inquiry to make connections between books, and between texts and their own experiences.

Lashon Academy’s science curriculum allows students to build connections that link science to technology and societal impacts. Science, technology and societal issues are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges. Thus, the study of science in connection with technology and health provide the foundation for understanding these issues.

Modern Hebrew Language

The Modern Hebrew curriculum is based on the American Council on Teaching Foreign Language Guidelines (ACTFL) for K-12 Learners, which are based on and informed by the ACTFL Proficiency Guidelines and the National Standards for Foreign Language Learning. Thematic units of study at three levels of proficiency have been developed by the Director of Curriculum & Instruction with support from Hebrew Public. Teachers use the curriculum provided as a base and supplement with authentic texts, such as Hebrew language picture books. The Hebrew program at Lashon will use these and similar texts

selectively in order to accommodate the individual needs and levels of Lashon students and to ensure quality and consistency of the program. Some of the items represent materials that will be used for building early literacy skills, and some for modeling and reinforcing language patterns and vocabulary, as well as for developing reading comprehension skills.

Within the Modern Hebrew classroom, students are leveled by proficiency to allow teachers to provide targeted instruction at their level.

The goal of the Modern Hebrew Language curriculum is to enable all Lashon students to not only learn content, vocabulary, and grammar skills in Modern Hebrew, but more importantly to apply learning in order to meaningfully interact and function in the language. Our focus is not on what the learner knows or has learned about the language, but how the learner can apply his or her knowledge to use Hebrew in everyday settings and in cultural contexts. Our philosophy is echoed in California's vision for language learning. As noted by the CA State Board of Education and State Superintendent of Public Instruction in the introduction of World Language Content Standards:

“To succeed in the twenty-first century, today’s students need to develop academic knowledge, proficiency in English, and linguistic and cultural literacy in several of the world’s languages and cultures. The ability to communicate in culturally appropriate ways in a variety of settings will ensure success in a technologically driven global economy and increase intercultural understanding and the benefits derived from collaborative international efforts.”

Lashon places a strong emphasis on functioning in Hebrew through daily opportunities for developing and applying critical thinking skills. We adhere to the structural learning hierarchy developed by world-renowned education researcher Benjamin Bloom. Bloom's Taxonomy is based on the premise that children develop higher-level thinking abilities through progression of increasingly complex stages of learning: knowledge, comprehension, application, analysis, synthesis, and evaluation. Using this structure, learners will engage in experiences that build their language facility to the level of evaluation.

Modern Hebrew Language instruction begins in Transitional Kindergarten/Kindergarten, with initial emphasis on oral communication and pre-literacy elements that introduce young students to the written language. Once transitional kindergarten/kindergarten learners build basic ability to communicate orally, they begin instruction in reading and writing in a way that is concrete and provides immediate relevancy to their environment. Building a foundation makes the language more meaningful to the learner, as structures gradually become internalized and language acquisition becomes a process that also occurs on a subconscious level. Lashon's model takes on characteristics of an infant's language development in which the child learns not through rote memorization or grammatical rules, but through meaningful and comprehensible input. During class, this input is combined with output through either simulated or authentic communicative situations to help students function in Hebrew. These instructional methods culminate in a deeper exploration of Modern Hebrew in grades 7-8, where students will engage with a variety of texts and further develop their ability to express ideas on culture, social issues, and history.

Lashon Academy's approach as it relates to ELs is consistent with our approach to teaching Hebrew to English proficient students. Hebrew is taught solely in the Modern Hebrew language, all students at Lashon Academy, native English speakers and non- Hebrew ELs alike, will be "Hebrew Learners." Instructional strategies will be used to support Modern Hebrew language development, such as using visuals and having students act out vocabulary and point to pictures; speaking slowly and using shorter words while using correct Modern Hebrew language phrasing; gesturing, pointing, and showing as much as possible; and reinforcing learning through modeling correct language usage when students make mistakes. Students who are not meeting age- and content-appropriate standards and/or grade-appropriate proficiency levels will be identified through daily and ongoing formative assessments, such as

teacher observation, performance tasks, oral discussions, group work, and individual assignments.

In addition, all students engage in a culturally relevant learning environment for which there is an ongoing sense of accomplishment in mastering a language not spoken in their homes. ELs are on a level playing field with other “Hebrew Learners” and can succeed in the acquisition of Hebrew, giving them extra confidence in their language acquisition capacities in general.

While Hebrew Public has provided a broad framework for the instructional model, materials used in the units of study are developed at the school level through a collaborative process between the Director of Curriculum & Instruction and the Modern Hebrew language instructional staff.

How the Instructional Program Will Support Student Development of Technology-Related Skills

Training staff in the effective use of computer-based resources is becoming a major focus of in-service training. Technology is used as a mechanism for speaking, listening, reading and writing. One goal of Lashon’s technology program is enabling students to communicate with students from other Modern Hebrew programs across the country and internationally, as this will reinforce the practice of functioning in the language and will support students’ development of proficiency levels. Additionally, starting in 3rd grade, the school will implement a 1:1 laptop model so each student has access to technology throughout the school day.

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.

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.

ACADEMIC CALENDAR AND SCHEDULES

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.

Lashon Academy’s 2016-17 academic calendar can be found below as an example. The 2018-19 academic calendar will be finalized once LAUSD’s 2018-19 academic calendar has been released to ensure reasonable alignment.



Instructional Calendar 2016-2017

July 2016

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

August 2016

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

September 2016

Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October 2016

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November 2016

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

December 2016

Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

January 2017

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

February 2017

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

March 2017

Mon	Tues	Wed	Thurs	Fri
			1	2
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

April 2017

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

May 2017

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

June 2017

Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

SCHOOL EVENTS & HOLIDAYS	DATE
First Day of School	August 15th
Professional Development-No School	September 2nd
Labor Day Holiday-No School	September 5th
Back to School Night	September 7th
Fall Recess-No School	October 3rd & 4th
Fall Recess-No School	October 12th
Fall Recess-No School	October 17th & 18th
Fall Recess-No School	October 24th & 25th
Veteran's Day-No School	November 11th
Professional Development-No School	November 14th
Minimum Day	November 23rd
Thanksgiving Break-No School	November 24th & 25th
Winter Break No School	December 19th-January 2nd
Minimum Day	January 11th
MLK Holiday-No School	January 16th
Professional Development-No School	February 17th
President's Holiday-No School	February 20th
Minimum Day	March 8th
Spring Break-No School	April 10th-April 18th
Minimum Day	May 3rd
Open House Night	May 17th
Memorial Day Holiday-No School	May 29th
Last Day of Instruction	June 9th
GRADING TRIMESTERS	
Trimester 1 Ends	November 30th
Trimester 2 Ends	February 24th
Trimester 3 Ends	June 9th

DISMISSAL TIME
Regular Dismissal is 3:10 pm
Minimum Day Dismissal is 12:10pm

PARENT TEACHER CONFERENCES
November 15th-22nd
February 27th-March 3rd
June 6th-9th (Optional)

Instructional Days	Dates
All Staff Retreat	July 28th-29th
All Staff PD	Aug. 1st-12th
Full Day PD	Sept. 2nd
NWEA BM1	Oct. 5th-Nov. 1st
Writing Exam 1 (Narrative)	Oct. 19th-21st
PBL 1 Due	Oct. 28th
F & P Fall 1 Due	Oct. 31st
Report Cards Due	Nov. 4th
Full Day PD	Nov. 14th
NWEA BM2	Jan. 9th-27th
Half Day PD	Jan. 11th
Writing Exam 2 (Informative)	Feb. 6th-10th
PBL 2 Due	Feb. 10th
F & P winter	Feb. 13th
Report Cards Due	Feb. 16th
Full Day PD	Feb. 17th
NWEA BM3 (3rd/4th only)	Feb. 27th-Mar. 10th
Half Day PD	Mar. 8th
SBAC	May 1st-19th
Half Day PD	May 3rd
NWEA BM3 (K-2nd only)	May 1st-19th
Writing Exam 3 (Opinion)	May 15th-19th
F & P End of Year	May 26th
PBL 3 Due	June 2nd
Report Cards Due	June 5th
All Staff PD	June 12th-14th

Hebrew	Dates
Hebrew Unit 1 Project Due	Oct. 28th
Hebrew Unit 1 Assessment	Oct. 31st
Report Grades Due	Nov. 4th
Hebrew Unit 2 Project Due	Feb. 10th
Hebrew Unit 2 Assessment	Feb. 13th
Report Grades Due	Feb. 16th
Hebrew Unit 3 Project Due	June 2nd
Hebrew Unit 3 Assessment	May 26th
Report Grades Due	June 5th

Daily Schedule

A sample daily schedule can be found below.

Table 10. Sample Daily Schedule

Time	Subject
8:10-8:30am	Morning Meeting
8:30-9:20am	Reading Workshop
9:20-9:40am	Snack/Recess
9:40-10:10am	ELD/Word Work
10:10-11:00am	Math
11:00-11:40am	Writing
11:40-12:20pm	Lunch
12:20-12:40pm	Read Aloud
12:40-1:40pm	Hebrew
1:40-2:10pm	Math Small Groups
2:10-3:10pm	Social Studies or Science

Instructional Days and Minutes

Lashon Academy exceeds the mandated instructional minutes from California Education Code EC 47612.5 (a), notwithstanding any other provision of law and as a condition of apportionment. For each fiscal year, Lashon Academy shall offer, at a minimum, the following number of minutes of instruction:

- (A) To pupils in Transitional Kindergarten/Kindergarten, 36,000 minutes.
- (B) To pupils in Grades 1 – 3, inclusive, 50,400 minutes.
- (C) To pupils in Grades 4 – 8, inclusive, 54,000 minutes.

Table 11. Instructional Days and Minutes Calculator

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	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	170	360	0	0	10	270	180	36000	63900	27900
1	Yes	170	360	0	0	10	270	180	50400	63900	13500
2	Yes	170	360	0	0	10	270	180	50400	63900	13500
3	Yes	170	360	0	0	10	270	180	50400	63900	13500
4	Yes	170	360	0	0	10	270	180	54000	63900	9900
5	Yes	170	360	0	0	10	270	180	54000	63900	9900
6	Yes	170	360	0	0	10	270	180	54000	63900	9900

TEACHER RECRUITMENT

Lashon Academy’s philosophy is that the quality of the teaching staff determines the quality of education offered in the school. The professional expertise and experience of general education and Hebrew staff are integral to student achievement. As such, teacher selection is based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional or operational practices, and ability to contribute to meeting the expectations set forth in Lashon Academy’s mission and educational goals. Hebrew language teacher selection is based on Hebrew language teaching experience, in-depth knowledge of language acquisition theories and research, demonstrated abilities to implement standards-based instruction in tandem with the proficiency based model of performance, a proven track record of improving student achievement, and high expectations for all students.

In selecting and hiring teachers, Lashon Academy complies with state laws regarding certification. Attention will be paid to the candidate's academic record and to his/her previous relevant experience and their CLAD certification and experience to ensure their ability to support working with EL students. Critically important will be the selection of a talented, passionate, energetic, and cohesive team of teachers. Among the most important attributes, skills and characteristics Lashon Academy looks for in a successful teacher candidate are the following:

- Understanding of and commitment to Lashon Academy’s mission, goals, educational philosophy, and activities;
- An unwavering belief that all children can achieve excellence;
- Fulfillment of all ESSA “highly qualified” requirements;

- Experience with the workshop model is preferred;
- Appropriate California State certifications, including a multiple-subject credential for general education teachers and an appropriate authorization to teach English Learners;
- Bilingual (English/Hebrew or English/Spanish) a plus;
- Demonstrated and successful record of prior employment in educational environments;
- Knowledge of and experience with diagnostic and benchmark assessments as well as how to analyze data;
- Experience working with diverse populations of students, parents and families;
- Experience working with students at-risk of educational failure;
- Demonstrated success in working in a team-oriented environment;
- A “roll up your sleeves”-approach to work; and
- Commitment to continuous improvement and learning through professional development.

Successful candidates for teaching positions must demonstrate that they are prepared and able to support the educational and developmental needs of a diverse student population. We recognize that what we are asking of teachers in terms of time and commitment is much greater than what would be required of them in traditional public schools. Moreover, successful candidates must have the passion and desire to encourage students and maximize opportunities for student to engage as active learners in their own learning. Lashon Academy’s teachers are expected to fulfill their individual responsibilities and work effectively in concert with administrators and with the other members of the staff as required.

The high quality candidates we attract and hire are individuals who are attracted to our mission-driven school and our unique model of Modern Hebrew language integration. They are individuals who believe that all students have a right to a high quality education. They are individuals who believe in accountability. We retain our high quality teachers because we support, respect, encourage and motivate them and provide them with tremendous opportunities to build their capacities and grow in their professions. They are drawn to the fact that we will give them a voice in our school, and they will have opportunities to shape our school.

The school recruits professional, effective, and qualified personnel to serve in all administrative, instructional, instructional support, and non-instructional support capacities. Lashon Academy publishes all open positions to a broad professional audience to recruit and hire a diverse staff that supports Lashon Academy’s language integrated curriculum. All staff members are expected to be sensitive to the linguistic and cultural needs of students and to expand their understanding of such needs through participation in staff development opportunities.

Lashon Academy recruits through a variety of means that may include advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, teacher recruitment fairs, website postings (e.g., California Charter School Association, Charter School Development Center, EdJoin, LinkedIn, Craigslist), and email networks. Lashon Academy will attempt to promote diversity in its applicant pool by advertising positions in targeted media (e.g. minority newspapers), networking with minority organizations, and participating in minority recruitment events. Lashon Academy also leverages the relationships and experiences of Board members and supporters to extend its outreach, networking, and teacher and staff recruitment initiatives.

PROCESS FOR STAFF SELECTION

The Principal and Administration work together to identify talented teachers and staff to join the team for new positions or as vacancies arise. They perform such duties as recruiting, screening applications, developing interview questions, and participating in the interview committee. Ultimately, the Principal is

responsible for selecting school-based staff members, and the Executive Director is responsible for hiring school administrators, as delegated by the Board. The Lashon Academy hiring process will include five phases.

1. **Screening:** Prospective employees will complete an employment application, which will request information related to prior work experience, special skills, and academic credentials and will also provide consent to check references. Lashon Academy will require candidates to attach a résumé to the application and will retain both the application and the résumé in its employee file. In compliance with law and school policy, Lashon Academy will not ask about age, race, sex, religion, disabilities, gender, gender identity, gender expression, physical appearance, political affiliation, national origin, place of birth, length of residence, home ownership, arrest records or minor convictions, military discharge/reserve status, relatives employed by Lashon Academy, spouse, children or family plans, credit history or personal bankruptcy. (Note, while the School will not ask the applicant about arrest records or minor convictions, it will conduct background checks before employment is offered and complete fingerprinting and criminal background clearance before employment commences—see below.)
2. **Interviewing:** Lashon Academy’s interview process will help the Principal or designee determine whether a candidate possesses the necessary skills to be a productive staff member and is prepared and capable of working cooperatively with colleagues, administrators, parents and students. Lashon Academy will develop an interview protocol, a process for checking references, a list of interview questions, and a rubric containing objective criteria. The Principal or designee may elect to pre-screen candidates with a telephone interview to discover whether the candidate has the knowledge and experience required and to ascertain whether the candidate agrees with and can work in a manner consistent with Lashon Academy’s instructional philosophy and culture. Also, at the discretion of the Principal or the Director of Curriculum & Instruction, candidates for teaching positions may be asked to provide a sample lesson and/or portfolio. Typically, the Principal, Director of Curriculum & Instruction, and a current teacher will observe sample lessons from prospective teachers.
3. **Checking References:** Lashon Academy believes that reference checking is an extremely important part of the selection and hiring process. The school therefore has an absolute policy of calling references provided by the employee, as well as contacting former employers.
4. **Offering Employment:** The Principal will offer employment through a job offer letter (conditioned upon a clear tuberculosis test or risk assessment and criminal background clearance) and, in most cases, a telephone call. Lashon Academy’s job offer letter will include at least the following: a) job title or position offered; b) salary, benefits and perks offered; c) instructions to accept or decline the job offer; and d) where appropriate, a statement that the employment will be at-will.
5. **Tuberculosis & Fingerprinting for Criminal Background Screening:** Before employees can begin service at Lashon Academy they must provide evidence of a current negative tuberculosis (TB) determination or risk assessment. In addition, employees must provide fingerprints at a LiveScan service to generate criminal background reports from the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) to Lashon Academy for criminal background review and clearance.

PROFESSIONAL DEVELOPMENT

Professional development is the vehicle through which teachers acquire and/or refine their skills and

capacity to implement new practices that will lead to school improvement and increased student achievement. The process of designing and coordinating the professional development program is led by the Principal and the Director of Curriculum & Instruction. These instructional leaders coach the school's instructional staff and providing training and guidance in their work with *all* learners, including ELs, students with disabilities, students achieving below grade level, socioeconomically disadvantaged students, and gifted students. As necessary, the Principal and Director of Curriculum & Instruction may engage outside consultants to provide specific training to teachers.

Lashon Academy's embedded professional development is designed to achieve these goals by integrating professional development activities throughout the workday. At Lashon Academy, teachers learn together. Teachers, with the support and guidance of the school's instructional leadership, will build capacity within their own professional environment. In the process, as adult learners, teachers will become avid seekers of research and best practices that will help them strengthen their instructional practice and reinforce the shared culture of learning. Just as instruction at Lashon Academy is highly differentiated, so is professional development designed to meet the needs of individual teachers.

Lashon Academy has created the following structures for professional development; all are differentiated depending on the needs of teachers:

- **Each summer**, new and returning teachers receive professional development that prepares teachers to be successful in the new school year, including topics such as: proper implementation of the instructional workshop model, assessment, instructional materials and curriculum, classroom management, intervention/SST processes, and schoolwide systems.
- **Weekly**, all teachers have common grade level planning time during their prep periods and/or after school. This time is used for planning grade-specific lessons, project-based learning, and small group instruction, including student leveling and differentiation strategies. The Director of Curriculum & Instruction supports teachers as a grade level during this time by providing instructional coaching and support with data analysis.
- **Monthly**, the entire instructional staff comes together for professional development that is specific to the schoolwide focus for the year. For example, in the 2016-17 school year, the staff prioritized math instruction. Monthly staff professional development sessions covered topics such as math lesson planning, math small group instruction, and the Common Core math standards.
- **Three times per year**, after NWEA MAP testing, the entire instructional staff comes together for schoolwide data analysis. This time is used to dig in deeply to the data that comes from NWEA MAP, using it to inform instruction for the next trimester.

On an individual basis, teachers may also receive extra professional development support from the Director of Curriculum & Instruction when needed. Teacher and administrators occasionally go off-site for professional development, such as for a particularly relevant conference or training, and occasionally consultants or professional development firms are brought in as well to supplement the professional development that Lashon Academy instructional leaders provide.

As a member of the Hebrew Public network, Lashon Academy instructional leaders have access to educational consultants from Hebrew Public. The network's support includes curriculum development, professional development, leadership capacity building, technical assistance, start-up, and other programmatic and grant opportunities. Hebrew Public does not charge fees to schools that receive its services. Hebrew Public hires, at no cost to Lashon Academy, local instructional coaches to go into the

school once a week to support the teacher professional development in both general and Hebrew instruction.

Teachers are empowered to make decisions regarding the activities in their lessons, based on their knowledge of instructional tools, language acquisition processes, and their knowledge of their students' language proficiency level and learning profiles. In order to ensure quality instruction, the school takes the following measures to support teachers:

- **Curricular Support:** The school provides teachers with curricular goals and thematic units to guide them in planning their instruction. Additionally, the school provides supporting resources, such as authentic texts, books, music, various media and visual aids that teachers can employ in the lessons.
- **Professional Development:** Professional development is multi-faceted. Targeted workshops in the summer and throughout the year will be given by language education experts, by Hebrew Public's Director of Hebrew Educational Services, or through external organizations such as the American Council for Teachers of Foreign Languages (ACTFL) and the Center for Applied Linguistics (CAL). Teachers will also have ongoing supervision and coaching by the school's Principal or the Director of Curriculum & Instruction, who will both support teachers in areas such as lesson planning, the workshop model, small group instruction, language acquisition and EL strategies, and how to organize the physical learning environment to support the maximization of the learning.
- **Teamwork:** The school builds into the schedule preparation time to encourage and support teamwork, co-planning, and community of practice. Teachers convene weekly to learn from each other, coordinate projects, share ideas, in order to enrich each other's practice, and to analyze student assessment data to drive instruction and increase student achievement. These meetings are regularly attended and supervised by the Principal or Director of Curriculum & Instruction, in order to oversee, support, and ensure the quality of the work.
- **Curriculum and Instruction Leadership:** The school employs a Director of Curriculum & Instruction. In addition to curriculum development, the role of the school's Director of Curriculum and Instruction is to provide supervision, professional guidance, and coaching to the faculty through one-on-one, team-level, and whole faculty engagement.

The instructional capacities at Lashon Academy are critical to ensure successful student outcomes for all learners including English Learners, students with disabilities, socio economically disadvantage students, student achieving below grade level and gifted students. Teachers will know what to teach and when to teach it because each teacher and all additional support staff will have the year's curriculum laid out in a scope and sequence, curriculum map and pacing guide for each content area of the curriculum. These curriculum guiding documents will be initially developed by the Director of Curriculum & Instruction and provided to teachers prior to the start of the school year. These scope and sequences, curriculum maps and pacing calendars, however, will be flexible documents that will continue to be refined during the course of the school year through a collaborative planning process that is responsive to student achievement data.

Process for Evaluating the Efficacy of the Professional Development Program

At Lashon Academy, evaluation of the professional development program has one important goal: to improve the quality of the instructional program by determining its overall effectiveness as measured by student achievement. Formative evaluation is used to modify or improve the professional development program and take place at intervals during the year. Instructional staff members are asked for feedback

and comments through surveys and the Monitoring for Results system provide data regarding improvement in student learning to inform the instructional leaders to make mid-course corrections. Formative evaluation helps ensure that the professional development program meets our teachers' needs and expectations, is a meaningful experience, and can be translated into action in the classroom. Formative evaluation is an ongoing process and our model of ongoing and embedded professional development allows Lashon Academy to implement these modifications on an almost real-time basis.

Summative evaluation is used to determine the overall effectiveness of the professional development program at the end of the year. Lashon Academy will use two different levels of data to conduct a summative evaluation: teacher practice and student outcomes. The first level of summative evaluation is to assess the changes in teacher practice as a result of participating in the professional development program. At Lashon Academy, through questionnaires, observations, self-assessment instruments, and analysis of teacher evaluation records, the Principal and Director of Curriculum & Instruction will collect data regarding how the professional development program has improved teacher practice. This process involves teachers describing changes in how they think, what they believe, and what they do in the classroom. They describe their own professional growth and evaluate the program in meeting their personal and professional goals.

The second level of summative evaluation is to determine the effect of the professional development process on student learning and performance outcomes. Here, instructional leaders, in collaboration with teachers, analyze student assessment data, including standardized assessments, six-week assessments, and teacher-generated summative and formative assessments. Evaluation of student assessment data is fundamental to determining if the school has met or is making progress towards meeting its annual goals. Based on analysis of both this quantitative and qualitative data, the Principal and Director of Curriculum & Instruction draws conclusions regarding the efficacy of the professional development program and make modifications of the overall program in order to improve teacher practice and student outcomes.

The recommendations to improve overall professional development program effectiveness will be implemented as quickly as reasonably possible. During the subsequent academic year and every year thereafter, Lashon Academy will continue to engage in this formative and summative evaluation process to continually improve the efficacy of Lashon Academy's professional development program each subsequent year.

MEETING THE NEEDS OF ALL STUDENTS

How the Teaching Methodologies and Instructional Program Address the Needs of the Targeted Student Population

Lashon Academy's educational model taken as a whole—quality instruction informed by data, robust staffing, quality professional development and rigorous curriculum—will allow all of the school's learners to excel academically.

Quality instruction lies at the heart of Lashon Academy's educational program, and it is the quality of this instruction that will ensure that Lashon Academy's purposeful curriculum will help *all* students achieve at high levels, including ELs, students with disabilities, students achieving below grade level, socioeconomically disadvantaged students, and gifted students. Both the workshop model and the Hebrew curriculum proficiency level approach will allow our school to provide our students with a strong academic foundation—as defined in part by their meeting or exceeding state performance standards—and a high degree of Modern Hebrew language proficiency. Because both methodologies are grounded in

ongoing student assessment, they allow teachers to individualize instruction to the needs of individual learners so that at all times, students' needs are being addressed.

As stated, Lashon Academy's workshop model of instruction is one that supports differentiated instruction in a classroom of heterogeneous children. The differentiated and individualized instruction is highly effective with at-risk populations such as students with disabilities, ELs, and socioeconomically disadvantaged students. The model requires that teachers are attuned to what ongoing student assessment is telling them about each child or their class as a whole, so that targeted intervention can take place in the guided portion and individual conferencing portions of the model or lessons can be re-addressed if class-wide data reflects that need. This data-driven component is essential in ensuring that all students achieve at high levels. Planning is the key to support good instruction.

Teachers will be supported in their capacity to differentiate their lessons to address the needs of all learners, whether that is allowing the accelerated learner to engage in more complex applications of a particular unit of study or supporting language development of the EL student without sacrificing rigorous content in that same unit. Teachers will be expected to produce lesson plans that show evidence of how s/he has differentiated instruction for special groups of students who may be in his/her class. The lesson plans are expected to also indicate how s/he will assess students' attainment of the goals and objectives of the lessons. Paying particular attention to the large populations of socio-economically disadvantaged and Hispanic/Latino students from the Van Nuys community will be a priority with regard to the selection of instructional materials, instructional strategies and professional development. This includes identifying culturally responsive materials that reflect the experiences of the students the school serves, offering a high quality workshop-based instructional model that has been proven to be effective for diverse learners with all skill levels, and providing professional development for teachers around differentiation and effectively supporting all learners.

The workshop model lesson consists of a mini-lesson, independent work time and a share session. Students will be read aloud stories about concepts in math, science and social studies through literature. In small group instruction, students will revisit these readings to repeat and review the material. These stories will include oral language activities such as picture walks that will allow children to interact by gesture, coloring, writing, and speaking. The model will allow teachers the opportunity to meet with ELs before independent work begins and while they are working either independently or with a peer. The model encourages collaborative activities with student partnerships. Teachers will strategically partner ELs with other students during science, math, and social studies to scaffold ELs further, encourage language role models, and provide additional social and emotional supports. *Go Math!*, Lashon Academy's math curriculum, supports the workshop model, offering effective leveled activities for students of all ability levels so teachers can provide ongoing differentiated instruction. Topic-specific considerations for ELs, students with disabilities, at-risk, and advanced students enable the teacher to differentiate for the diverse learners in every classroom. Science and social studies materials are replete with visual learning examples that include drawings, photographs, diagrams and the use of common objects which will help our ELs "connect" abstract concepts to language.

ELs are on a level playing field with other Hebrew Learners and can succeed in the acquisition of Hebrew giving them extra confidence in their language acquisition capacities in general.

Evidence (Research-Based) That the Proposed Instructional Program Has Been Successful With Similar Student Populations And/or Will Be Successful With the Charter’s Targeted Population

As discussed in the section on Instructional Framework, the rationale for implementing the workshop model and the Hebrew curriculum in an integrated environment is based on theory and grounded in research, including that of Lev Vygotsky, Pauline Gibbons, the copious studies commissioned by the American Council on the Teaching of Foreign Languages, the National Staff Development Council, the Alliance for Excellent Education, and more (please see the Instructional Framework section for more information). Lashon Academy’s intentional combination of research-based methodologies has been designed to meet the specific needs of the targeted community. Ongoing monitoring of the instructional program will help ensure student success in the targeted community.

Lashon Academy uses the workshop model of instruction in all the core subjects. The workshop model is based on Howard Gardner’s work and his theory of multiple intelligences and Benjamin Bloom. By changing the paradigm of teacher-centered instruction to a model where students proactively participate through a variety of modalities (Gardner) in the instruction through discussion and collaboration, the workshop model allows students to engage more fully in higher order skills, challenging individuals to engage in the highest levels of thinking: analysis, synthesis and evaluation (Bloom). The workshop model facilitates differentiated and individualized instruction and is highly effective in delivering instruction for all learners, including students at-risk of meeting performance standards such as ELs, students with disabilities, socioeconomically disadvantaged students, and students achieving below grade level.

There is a vast amount of research evidence that records the stages all children go through in their early development of speech and language, and the process is remarkably similar for any language.^{52 53} These three dimensions of language acquisition have significant implications for language learning in the workshop model in the early years of education. The workshop model, especially as utilized in reading and writing instruction, supports all learners, and particularly ELs, in the following three central dimensions of language acquisition:

- The production of language: listening, watching and sharing
- The understanding of language: sounds and meanings
- The function of language: first words, experiences gained through repeated daily routines and experiences and interaction with others.⁵⁴

The incorporation of an intensive focus on a foreign language—in Lashon Academy’s case, the study of Modern Hebrew—in the school’s curriculum supports positive evidence-based learning and developmental outcomes in students engaged in foreign language study. There is ample research that points to the advantages children gain when they begin the study of a foreign language at an early age, not the least of which is their development as individuals who are bilingual and bi-literate.

ACTFL presents a large body of research that points to the educational and developmental benefits that flow to students who engage in second language instruction which will have positive impact on our students who are engaging in foreign language study at the start of their formal schooling. (See: HOW LEARNING BEST OCCURS) Lashon Academy’s commitment to implementing the CA World Language Standards, the proficiency based performance model, and language integration will enhance student

⁵² Karmiloff, K. and Karmiloff-Smith, A. (2001). *Pathways to Language*. Harvard University Press. Cambridge, Mass.

⁵³ Nelson, N. (1989). Curriculum-based language assessment and intervention. *Language, Speech, and Hearing Services in Schools*, 20(2), 170–184.

⁵⁴ Marian R. Whitehead, *Language and Literacy in the Early Years*, 3rd edition, 2004, Sage Publications, LTD, London

achievement in core academic subjects. The advantages that foreign language programs provide to children are well known. For example, on the website of the American Council on the Teaching of Foreign Languages (ACTFL), <http://www.actfl.org/>, appear the following evidence-based learning and development outcomes:

- **Language learning supports academic achievement:** Language learning correlates with higher academic achievement on standardized test measures. Language learning is beneficial in the development of students' reading abilities. There is evidence that language learners transfer skills from one language to another. There is also a correlation between second language learning and increased linguistic awareness, and between language learning and students' ability to hypothesize in science. There is also a correlation between young children's second language development and the development of print awareness. There is also a correlation between early language study and higher scores on the SAT and ACT Tests and higher academic performance at the college level.
- **Language learning provides cognitive benefits to students:** There is evidence that early language learning improves cognitive abilities and that bilingualism correlates with increased cognitive development and abilities. There is also a correlation between bilingualism and attention control on cognitive tasks. There is a correlation between bilingualism and intelligence and between bilingualism and meta-linguistic skills, memory skills, problem solving ability and improved verbal and spatial abilities.

Lashon Academy works with its staff to ensure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. Lashon Academy is committed to reducing the education gap for all students. Lashon Academy will implement:

- using effective methods and instructional strategies that are based on scientific research to strengthen the core academic program;
- meeting our annual goals under ESSA;
- publicly reporting the school's academic progress;
- providing extended learning opportunities for students falling behind who need extra help;
- fostering teacher quality; and
- participation in all required assessments.

INSTRUCTIONAL PROGRAM FOR SPECIAL POPULATIONS

Professional Development addresses meeting the needs of all students, including special populations such as ELs, students with disabilities, socioeconomically disadvantaged students, students achieving below grade level, and gifted students. In addition to the pre-opening professional development period, Lashon Academy's embedded professional development throughout the school year provides teachers with time for ongoing training, planning and collaboration. All teachers will be able to utilize real time data to inform instruction. The workshop model allows teachers to provide highly individualized instruction for all students, addressing the needs of ELs, students with disabilities, socioeconomically disadvantaged students, and students achieving below grade level. The workshop model allows the academically advanced student to engage in more complex applications of a particular unit of study or supports language development of the EL student while engaging in rigorous content in that same unit.

Teachers produce lesson plans that show evidence of how s/he has differentiated instruction for special groups of students who may be in his/her class. Teachers develop a Plan of Action (POA) for each student

based on the data derived from ongoing assessments. POAs are used to develop lesson plans, which will indicate how s/he will assess students' attainment of the goals and objectives of the lessons. Students whose needs are not being met for whatever reason, are referred to the Student Success Team for further discussion on interventions.

In the California Department of Education guidelines, the SST is "a positive school-wide early identification and early intervention process. Working as a team, the student, parent, teachers, and school administrator identify the student's strengths and assets upon which an improvement plan can be designed."⁵⁵ A referral to the SST will bring together educational professionals and the student's parents to brainstorm further needs and other pathways for that student. This 'think-tank' meeting will ensure that Lashon Academy is doing everything possible to support all students by bringing together all stakeholders.

A teacher, administrator, parent or guardian can make a request for assistance for a variety of situations, including when students may need an IEP or 504 plan or are otherwise need more support to be successful in the classroom. This request is given to the classroom teacher, special education personnel or principal. The SST, comprised of at least two teachers from that grade level, a member of the administration (Principal or Director of Curriculum & Instruction), consultants and other support staff as appropriate, will meet with the parents/guardians and student in an organized, systematic, problem-solving manner to analyze concerns and develop specific action steps to address them. The SST process begins by clarifying the information and continues with a discussion of the concerns and the modifications and/or interventions that have been tried. The meeting concludes after team members prepare and commit to an action plan and timeline for successful intervention. Following is an outline of the SST process:

Prior to the SST Meeting

- Teacher, parent or other staff member completes a referral form.
- An SST packet documenting the student's strengths, needs and a timeline of interventions is completed. All student achievement data, report cards etc. are gathered at this time.
- A notice from the school that a meeting has been scheduled is sent to parents or guardians.

During the SST Meeting

- When team members are present, including parents or guardians meeting will begin.
- A translator is provided if needed.
- Introductions are given.
- Clearly state the purpose of the meeting.
- Review of SST packet and information is shared.
- Review of assessments, student work and other relevant documents (health and behavior records).
- Areas of need are presented and prioritized.
- The team brainstorms strategies for intervention.
- Responsibilities and timelines are assigned and a follow-up meeting is scheduled to discuss

⁵⁵ <http://cde.ca.gov/>

progress and outcomes.

Post-SST Meeting

- SST meeting notes are copied and originals are placed in cumulative folder, copies are given to appropriate SST team members.
- During follow-up meeting if progress is being made – team continues interventions or program accommodations or modifications. If student is still struggling, interventions may be set in place, and/or a referral to Special Education for further assessment may occur.

Lashon Academy implements an intensive intervention program for students who are identified via the SST process. Students identified via the SST process receive intensive interventions at their level during the Intervention block of the school day. Whether they are students with disabilities, English Learners, or students generally performing below grade level, students receive highly targeted small group instruction with a teacher and/or adaptive lessons in a Common Core-aligned online platform on a daily basis. Intervention data is monitored closely to measure the efficacy of interventions on students' progress on key standards and skills.

English Learners

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.

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.

Process for Identifying English Learners (including Reclassification)

Lashon enrolls many students from the neighborhood where the primary home language is not English, with a high percentage of the student body classifying as English Learners. Services provided to ELs begin with identification. When a child matriculates at Lashon Academy (regardless of date of enrollment), we administer the Home Language Survey. Those students whose parents indicate the child's primary

language is other than English on the Home Language Survey, and who have not previously been assessed for English language proficiency in a California public school, are assessed using the California English Language Development Test (CELDT) or English Language Proficiency Assessments for California (ELPAC) within 30 days of enrollment. The Director of Curriculum & Instruction will work with the CELDT testing coordinator to use annual CELDT/ELPAC data and CAASPP data, teacher observations, and optional parent input to identify English Learners. Identified students will be placed in one of five categories based on the California English Language Development Standards levels: Beginners, Early Intermediate, Intermediate, Early Advanced, or Advanced. Students who score Early Advanced or Advanced are classified as Initial Fluent English Proficient (IFEP). These students will be monitored to ensure they maintain English proficiency, and any students who appear not to maintain proficiency will be retested and may be reclassified as ELs if indicated by the School's criteria. Students will be assessed at the beginning of each school year or upon enrollment at the School.

Educational Program for English Language Acquisition

Lashon Academy's educational program for English Learners is guided by its English Learner Master Plan which is reviewed annually. ELs receive ongoing support to become proficient in listening, speaking, reading, and writing in English, and Lashon draws on a large body of information on best literacy practices for serving ELs. All students who are classified as English Learners participate with non-EL students in classroom activities during instructional time. Lashon Academy's instructional philosophy is centered around meeting students at their level, and this is carried out daily through the workshop model. In the workshop model, all students, including ELs, receive targeted instruction via small groups. ELs receive small group support in tackling not only ELA standards but also ELD standards.

In addition to the targeted instruction that they receive through the workshop model, ELs also have specific daily English language instructional time in small groups during the English Language Arts block through flexible groupings ("designated English Language Development (ELD).") During designated ELD, students are grouped by English proficiency level. They receive intensive instruction in English literacy skills like phonics, vocabulary, word study, spelling, and reading. This happens within the general education classroom setting, but it is an intervention specifically for ELs.

English language Instruction, taught by a multiple subject credentialed and CLAD authorized teacher, is differentiated according to students' ELD levels. During these periods, students with similar language support needs can be grouped together for activities such as vocabulary preview/review, teaching of specific language structures, and additional oral language practice.

The school supplements the Reader's and Writer's Workshop with Pearson's Words Their Way series. Words Their Way, a literacy program that is currently used schoolwide, is differentiated into five levels which align well with the five levels of English language development as measured by the CELDT/ELCAP. This curriculum has proven successful with student populations similar to the students served by Lashon Academy. It has proven to be effective in helping students solidify the foundational literacy skills that will allow them to access grade level content.

English Language instruction may include use of the following strategies:

- Manipulatives, such as illustrations, posters, thinking maps, storyboards
- Realia, such as authentic materials and tangible objects
- Visuals, pictures, prints, documents, stories with pictures
- Graphic organizers, such as Venn diagrams, word webs, word walls

- Oral interaction across the classroom, such as role plays, partner conversations, shared reading, cooperative learning

Students not demonstrating adequate English language development or mastery of the standards taught are eligible for intervention support. Although many aspects of effective instruction apply across the board for learners in general, for English learners, effective differentiation is certainly necessary and built into the DNA of the school's instructional model. It is for this reason that Lashon's general studies instructional staff are CLAD or BCLAD certified with the appropriate authorizations, thus enabling them to use specific instructional strategies to address the identified needs of the students the school serves. The National Literacy Panel (NLP) concluded that high-quality reading instruction alone is "insufficient to support equal academic success" for ELs and that "simultaneous efforts to increase the scope and sophistication of these students' oral language proficiency is also required." Thus, English Learners who require additional interventions receive them through their designated ELD time.

A second, separate intervention block occurs at another part in the day. The Intervention block is based on student mastery of standards, and students are grouped homogeneously to receive targeted interventions in ELA and math. Here too, ELs are differentiated by proficiency level to receive the supports that they need to be successful in standards mastery.

Lashon Academy is committed to increasing its reclassification rate of English Learners. Many of the strategies described above, including a new designated ELD block, have been developed in response to the school's reclassification rate, which has only improved slightly over the last two years. The Charter School will closely monitor student achievement data to evaluate the efficacy of this more robust combination of integrated and designated ELD.

How the Program Will Meet the New State ELD Standards and Use of the CELDT/ELPAC to Support and Accelerate Student Progress

As part of the small group instruction, for ELs, teachers use the English Language Development standards to guide their second language students toward mastery of the English Language. These standards are mapped to Lashon's instructional program. As mentioned in the curriculum section, each student receives an individual Plan of Action (POA) that will include EL goals linked to ELD standards. These goals incorporate the five factors that are known to influence reading success: phonemic awareness, phonics, vocabulary, fluency, and comprehension. When creating assessment tools, teachers incorporate ELD standards whenever possible so that the same assessment tool may be used to track student progress towards grade level ELA standards as well as the standards for a certain ELD level.

At the end of each grading period, CLAD credentialed teachers summarize students' mastery of standards for their current ELD level by looking at reading, listening, speaking, and written assessment material (where applicable) collected throughout the quarter. Assessments may include publisher-designed end-of-unit and cumulative assessments, classroom-embedded ELL grammar/usage rubrics, decoding and word recognition quizzes, writing prompts, and benchmark assessments. At the end of the quarter teachers also go through the list of standards for a student's current ELD level and determine if the student has mastered every standard for his or her current level and is ready to move to the next ELD level. Teachers will present assessment evidence to the Director of Curriculum & Instruction, who works with teachers to make the final decision regarding progression to the next ELD level. Assessment results and standards mastery also inform reclassification decisions.

Lashon Academy teaching staff receives regular professional development to adhere to the California English Language Development (ELD) standards and implement explicit teaching of features in English (such as syntax, grammar, vocabulary, pronunciation, and norms of social usage). In fact, the balanced literacy approach not only allows for teachers to spend more time directly supporting EL's in literacy skill attainment, the approach itself is geared to explicitly teaching these skills to all students. During the literacy block students will experience read alouds and shared readings. These both support the acquisition of language through listening and speaking. Students designated as ELs also receive academic content instruction designed to promote content knowledge. Lashon Academy has adopted California State approved programs to teach core subjects, Language Arts, Math and Social Studies. The Math program, for example, has particular strategies for guided practice for ELs, as well as gifted and struggling students, for teachers to implement in the classroom to engage all learners.

Lashon Academy's Modern Hebrew Language Integration model put English Learners on the path to becoming multi-lingual while helping all students to acquire English and Modern Hebrew language skills in listening, speaking, reading, and writing, and to proficiently meet grade level ELA and ELD standards. Because Lashon Academy is a school with an emphasis on foreign language acquisition, all teachers will be aware of the processes involved with the acquisition of a new language and all students will participate in a culture by which there is an ongoing sense of accomplishment in mastering a language not spoken in their homes.

Provide Proficiency Levels with Meaningful Access for EL, including Instructional Strategies and Intervention

The Lashon Academy administration and teaching staff address the seven conditions that make a critical impact upon the academic achievement for California's English Learners in the following ways:

- **ELs have equitable access to appropriately trained teachers.**

All Lashon Academy teachers will be Cross-Cultural Language Acquisition Design (CLAD) certified (unless the teacher has a waiver from the California Teaching Credentialing office). These teachers will be able to analyze, with support from the Director of Curriculum & Instruction, relevant data including results on the CELDT/ELPAC exam, CAASPP, language assessments, and informal observations, to develop student-specific Plan of Actions that support each individual student's academic language acquisition, considering both the English Language Development standards (ELD) and the English Language Arts standards. In addition, Lashon teachers will be prepared to implement Words Their Way in their English Language Arts block.

- **Teachers of ELs have adequate professional development opportunities to help address the instructional needs of ELs.**

Lashon Academy provides ongoing professional development to explicitly address the wide variety of instructional strategies required to accompany the English Learner (EL) components of state approved mandated ELA textbooks, the California English Language Development (ELD) standards, Specially Designed Academic Instruction in English (SDAIE) strategies and interpretative and pedagogical implications of the California English Language Development Test (CELDT) or English Language Proficiency Assessments for California (ELPAC) for ELs. In addition, because the school is focused on teaching all students a second language (Hebrew and English), all teachers will receive ongoing professional development in language acquisition strategies.

Teachers participate in pre-opening professional development with at least one-half day devoted to English Language Development and SDAIE strategies and will engage in embedded professional

development on a regular basis throughout the school year. Teachers use grade level collaborative planning time to review POAs with assessments and to determine further supports and interventions needed for ELs who are underperforming. ELs that do not demonstrate adequate progress will be supported through additional technology tools, (e.g., books on tape, website links, lending libraries, etc.). Students will be closely monitored through the use of Excursions program, which provides support in developing running records, conducting oral interviews, as well as through the conferring portion of both the reading and writing workshops. Parent outreach workshops to encourage home-school connections are ongoing as an additional language acquisition support. The Director of Curriculum & Instruction and Principal conduct professional development to support teachers with strategies for ELs.

- **Teachers have access to appropriate assessments to measure ELs achievement, gauge their learning needs and be held accountable for their academic progress.**

Lashon Academy identifies (ELs) through the Home Language Survey and assesses these students utilizing the California English Language Development Test (CELDT) or English Language Proficiency Assessments for California (ELPAC) The purpose of the CELDT/ELPAC is to determine how well each student tested can listen, speak, read, and write English. CELDT/ELPAC scores are used to help determine the level of assistance needed and to ensure the student's placement in an appropriate program or reclassification. Further, since these students spend most of their time in the general education classrooms, they will also be given the periodic assessments in literacy given to all students. All teachers have access to this data on a regular basis. Teachers also generate their own classroom data on student skill attainment in literacy as they would any other student.

Lashon Academy uses the PowerSchool Student Information System (SIS) and the online NWEA MAP assessment system to store and manage data. Lashon Academy engages in a consistent process for the evaluation of its programs and services using disaggregated student performance data for all students, including ELs. Teachers have access to real time data to assess the needs of ELs, monitor and track their progress, inform lesson planning and instructional decisions. The teachers are accountable for student performance. The school administration and the Board use data to measure whether the School is meeting its mission and goals, particularly those related to student achievement.

- **ELs have adequate instructional time to accomplish learning goals.**

Across the state, English Learners are provided no additional classroom instructional time even though they have additional learning tasks, such as acquiring English as well as learning a new culture and its demands. The Lashon Academy instructional framework is designed to provide highly individualized instruction within the workshop model. Teachers will form small groups, in a flexible manner based on student needs, using real time data to address student needs towards mastery of the skills being taught. Small groups of ELs will remain with the teacher for additional instruction and reinforcement following the mini lesson, while other students are working independently or in partnership.

The language integration model is effective in addressing different educational needs within the classroom. The language integration model reduces the student to staff ratio and facilitates individualized instruction to identify and address student needs.

- **ELs have equitable access to instructional materials and curriculum.**

Words Their Way and other supporting instructional materials are designed to move ELs to English proficiency as quickly as possible. Lashon Academy's curriculum is based on individualized instruction, differentiation, and application, as students have multiple opportunities to apply what they learn through formal educational settings. It is essential that English learners access well-articulated, standards-based, grade-level core curriculum instruction in all subjects taught "overwhelmingly" in English with Specially

Designed Academic Instruction in English (SDAIE) strategies and primary language support as needed. Primary language support can be used as appropriate to further motivate, clarify, direct, support and explain. SDAIE is an approach to teaching grade-level content using English as the medium of instruction with special strategies and techniques in “sheltered” classes to help students access the core curriculum. For example, strategies such as presenting information in multiple ways, modeling, bridging, and building students’ schema are used to increase comprehensible input for ELs in the general education classroom.

All classrooms have leveled libraries filled with many genres of authentic literature- both fiction and non-fiction books.

- **ELs have equitable access to adequate facilities.**

Lashon Academy provides equitable access to adequate facilities to support the academic achievement of all students, including, English Learners (ELs). The school will ensure that every child has access to all school activities, programs and curricular supports. Lashon Academy complies with applicable law regarding communicating with parents in their native language. Parents whose English proficiency is limited will receive notices and information from Lashon Academy in their native language in compliance with applicable law so that they are partners in the education of their children and informed about school events, school based activities, extra-curricular activities, important dates, class trips etc.

- **ELs attend schools and classrooms that support high educational standards for success.**

Ultimately, Lashon Academy aims to have all students, including ELs, to become self-motivated, competent, lifelong learners, embedded with the desire and prepared to thrive throughout their lives as citizens connected to their local, national and global communities.

Process and Specific Criteria for Reclassification and Process for Monitoring Progress of EL and Reclassified (RFEP) Students

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, one or more of the following:

1. Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test (CELDT) or English Language Proficiency Assessments for California (ELPAC) as follows:

For EL students in grades TK - 2:

- 1-The student has an Annual CELDT/ELPAC overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
- 2-The student is judged successful based on marks of 3 or 4 in English Language Arts on the Report Card.
- 3-The student scores proficient or advanced on all ELA benchmark skills assessed
- 4-The parent has been consulted and agrees that the student is eligible for Reclassification.

For EL students in grades 3 through 8:

- 1-The student has an Annual CELDT/ELPAC overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
- 2-The student is judged successful based on marks of 3 or 4 in English Language Arts on the Report Card.
- 3-The student scores Nearly Met Standards, Met Standards, or Exceeded Standards

on the ELA SBAC assessment and Nearly Met Standards or higher on all ELA benchmark skills assessed

- 4-The parent has been consulted and agrees that the student is eligible for Reclassification.

2. Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate using quantitative data to evaluate the pupil's curriculum mastery,

3. Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the school district's reclassification procedure including seeking their opinion and consultation during the reclassification process

4. Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Lashon Academy will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Process for Monitoring Progress and Supports for Long Term EL (LTELs)

Lashon currently does not have a high number of LTELs. To the degree that there are LTELs at Lashon, Lashon tracks and monitors the student performance of students currently classified as ELs, including LTELs. LTELs will receive dedicated ELD instruction to develop vocabulary and language. LTELs will benefit from the SDAIE strategies that are in use in all general education classrooms, as well as more intensive small group instruction in ELD. Their progress will be closely monitored with the goal of supporting them in being reclassified as soon as they are ready. As at-risk students, LTELs will be put into the SST process to ensure that there is a comprehensive, coordinated approach to supporting them toward English proficiency and academic success.

If a student is an LTEL, that student and parent will be notified of their LTEL status and made aware of the risks associated with LTEL status, as well as any barriers to reclassification.

LTELs will be reclassified once they meet Lashon Academy's reclassification criteria as described in the section above, "Process and Specific Criteria for Reclassification and Process for Monitoring Progress of EL and Reclassified (RFEP) Students." After LTELs have been Redesignated as Fluent English Proficient (RFEP), they will continue to be monitored for two years to ensure adequate progress.

Gifted and Talented Students and Students Achieving Above Grade Level

Students are deemed academically advanced when they are exceeding proficiency standards. High-

achieving students will be identified by the Lashon Academy ongoing assessment process, including formal, informal, and scoring “Exceeds Proficiency” on the CAASPP assessment; students transferring from other schools may also have been previously identified as Gifted, and Lashon Academy will determine who those students are via CALPADS. Once identified, students will be provided with opportunities throughout the regular school day as suggested by the California State Board of Education Standards for Programs for the Gifted and Talented. Advanced students will also be the subject of the SST, and teachers will engage in conversations around strategies to continue to accelerate advanced students.

Gifted learners have the ability to absorb abstract concepts, organize them and apply them. In a classroom setting these students tend to have extra time on their hands because they finish their work rather quickly. Our teachers will use this extra time to help these students develop their creativity by allowing them to explore a special area of interest related to a topic being studied or read about. To address children that have been identified as gifted, our teachers:

- Create an independent project or activity.
- Involve these students in academic competitions whether school based or community based.
- Plan “vertical enrichment” activities. Designing assignments or projects that go above and beyond what is covered in the regular classroom begin careful not to give gifted students “more of the same.”
- Encourage students to become “experts” rather than just “giving” them information teachers will act as “facilitators.”
- Let Bloom’s Taxonomy become the guide – focusing on the upper three levels – analysis, synthesis, and evaluation

Through the construct of the workshop model, which promotes highly individualized instruction, teachers will be able to accelerate the learning for advanced students. The model supports teachers in teaching to the individual child as opposed to teaching to the middle where the needs of children at the top and bottom of the continuum are left unmet. The model requires that teachers are attuned to what ongoing student assessment is telling them about each child or their class as a whole, so that targeted intervention can take place in the guided portion and individual conferencing portions of the model or lessons can be re-addressed if class-wide data reflects that need. This data-driven component is essential in ensuring that all students achieve at high levels.

Students may also be advanced in their proficiency of the Modern Hebrew language as determined by the Modern Hebrew language assessment, which will place them at the higher end of the language acquisition process than their peers. Like the workshop model, the Proficiency Approach supports the acceleration of students who demonstrate advanced skills in the Modern Hebrew language. Ongoing and precise evaluation of the learner’s progress provides the teacher with a clear picture of the learner’s strengths (as well as those weak areas) that need to be addressed. Thus, Hebrew instructors are able to effectively move all students, including advanced students, to higher sub-categories within each main level accelerating students’ acquisition of the Modern Hebrew language.

During independent work time scheduled in the workshop model, teachers may engage advanced students on an individualized research project that requires their developing internet research capacities in order to obtain and read more advanced treatments of a specific subject matter. Lashon Academy will also encourage advanced students to develop service-learning projects based on individualized interests that exceed classroom requirements. Opportunities for leadership and mentoring in academics, service learning and other areas of abilities and interest will also be fostered.

Students Achieving Below Grade Level

Students with academic challenges who are achieving below grade level are identified through teacher observation, their course performance and multiple methods as outlined in Element 3 - Method by Which Student Outcomes will be Measured, including: California standards-based textbooks assessments and CAASPP standardized testing (defined as Standard Not Met or Standard Nearly Met). Parents will be notified during parent conferences in the Fall or Spring, or when deemed necessary, once a student has been assessed and the student has not responded successfully to the supports offered by the classroom teacher. During this conference the classroom teacher and parent can invite the Director of Curriculum & Instruction, if needed, to discuss possible interventions and supports beyond classroom instruction. Other factors, including behavioral issues, teacher recommendations, etc., may designate a student as struggling even when his or her assessments may indicate that he or she is not in need of academic interventions.

Based on the data from student assessments, Lashon Academy implements reading and math intervention strategies to address identified areas of weakness of each struggling student (see chart below for possible interventions). Intrinsic to the workshop model is differentiated instruction through ongoing student assessment so it naturally addresses the needs of struggling students. Small group instruction, conferring, and scaffolding are all components of our comprehensive package.

Lashon Academy recognizes that the key deciding factor to affect student growth and achievement is the teacher. A teacher must be well-prepared and trained to effectively address the needs of all students. Our ongoing embedded professional development will address these needs. Our workshop model of instruction through its differentiation will be a daily support. However, in 2002, McREL researchers synthesized the following six classroom strategies as most effective in raising low achieving or at-risk of failure. We will study these and apply them as needed. The table below summarizes these strategies: Whole-Class Instruction, Cognitively oriented instruction, small-group instruction, tutoring, peer tutoring, and Computer-assisted Instruction (CAI).

Table 12. Classroom Strategies For Raising Low Achieving or At-Risk Students

Category	Description	What Research Suggests
Whole-class Instruction	The teacher delivers a lesson to a classroom of students all at one time, using constructivist or behaviorist interventions.	<ul style="list-style-type: none"> • The desired outcome should guide the strategy choice. • Constructivist strategies are not superior to behaviorist strategies or vice versa. • The most effective approach is a combination.
Cognitively oriented Instruction	The teacher uses cognitive or “hot-to” strategies (e.g., teaching steps to solve a math problem) or meta-cognitive strategies (e.g., planning, monitoring, revising, etc.)	<ul style="list-style-type: none"> • Reading Instruction-meta-cognitive strategies (such as coding text) might be best. • Writing Instruction-a combination of cognitive (drafting) and a meta-cognitive strategy (self-assessment) might be best. • Mathematics Instruction-a meta-cognitive strategy (comparison to similar problems and solutions) followed by opportunities to test patterns might be best.
Small-group Instruction	The teacher divides the classroom into small (mixed or like ability) groups of students for instruction, differentiation, or cooperative learning. (Our workshop model addresses this strategy on a daily basis.)	<ul style="list-style-type: none"> • Mixed-ability grouping can be an effective strategy. • A teacher must be well-prepared and trained to effectively use mixed-ability grouping. • Like grouping can also have a positive effect.
Tutoring	Personal, intense interaction between a tutor and tutee.	<ul style="list-style-type: none"> • Tutoring programs should have a strong diagnostic and prescriptive element. • Once trained, individuals of various ages and levels of education can be effective tutors. • Tutoring sessions should be evaluated on a continual basis.
Peer Tutoring	Students (paired randomly or by test scores) tutor one another and/or support each other’s learning.	<ul style="list-style-type: none"> • Peer tutoring can be effective with at-risk students, particularly at the basic skills level. • Teachers should carefully instruct and monitor students when they use peer tutoring programs. • Peer tutoring sessions should be highly structured.
Computer-assisted Instruction (CAI)	Students work on software packages ranging from word processing to skill practice to programming.	<ul style="list-style-type: none"> • CAI is probably more effective in math than reading or writing. • The teacher’s role is significant.

Socioeconomically Disadvantaged Students

Lashon Academy recognizes that the target population and neighborhoods we serve face many challenges as a community, and some of the children within the community may lack support that many families and communities take for granted. Our SST will be responsible for identifying students and families who might need additional resources or support, including referrals to community social service organizations. As detailed extensively herein, we believe that all students can learn and succeed and that disadvantaged students are entirely capable of academic excellence. As described, the Lashon Academy educational program has been designed to meet the individual needs of all learners. The workshop model is designed for small group and individual instruction. The core curriculum, as well as school field trips and other enriching activities, expose disadvantaged students to learning and enrichment opportunities they might otherwise not have. Additionally, children will borrow books from the classroom libraries to read at home and a computer will be available for community access.

Our emphasis on a school community and the responsibility we have to one another within that community will extend to the parents and families of our students as well. At Lashon Academy, early identification of students' needs will be a priority; the assessment profile and home language survey will help identify these students early in the school year. Once needs are identified, they will be addressed within the classroom and through meetings with parents. Lashon Academy will communicate with parents in the predominant languages of the Van Nuys community. Parents whose English proficiency is limited will receive notices and information from Lashon Academy in their native language so that they are informed of school events, school based activities, extra-curricular activities, important dates, class trips, etc.

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 Charter School.

Lashon Academy currently participates in LAUSD's Option 2 regarding the provision and funding of special education services consistent with the requirements of the LAUSD SELPA Local Plan for Special Education. Once authorized by LACOE, Lashon Academy will operate as its own LEA for purposes of provision and funding of special education services. Lashon Academy will apply for and be accepted into a SELPA prior to the start of the new charter term beginning in 2018.

Lashon Academy's instructional model promotes individualized instruction and small group instruction and is appropriate for meeting the needs of all children, including student with disabilities. Lashon Academy is committed to educating each student who qualifies for special education eligibility, to the

maximum extent appropriate, in the least restrictive environment. Thus, Lashon Academy maintains a full inclusion model regarding the education of students with disabilities. Full inclusion involves bringing the necessary support services to the student regardless of disability or severity, rather than moving the student to the services, and requires only that the student will benefit from being in the class (rather than having to keep up with the other students).

Students with disabilities in Lashon Academy, when appropriate, receive their adapted curriculum work, and other therapies such as speech-language therapy and occupational therapy, within the general education classroom. Special educators and therapists will come to the general education classroom, when appropriate, to provide services to small groups of general education students and students with disabilities. A special education teacher, paraprofessional or aide may sit with them to help implement the goals of their IEPs. "Full inclusion" maintains that the social interactions with general education students are vitally important and that special services can be provided most effectively in the context of the regular classroom. For students with disabilities, this setting provides the opportunity to model the behaviors and actions of others. For general education students, this setting fosters an appreciation and respect for the fact that everyone has unique characteristics and abilities, and helps them develop feelings of empowerment and self-control.

A series of building blocks support all the student support services offered to students at Lashon Academy. These building blocks include the following: accurate and thorough evaluation involved and committed instructional staff, dedicated parents and professionals, and an understanding that every student, regardless of ability, is an individual and an important member of the Lashon Academy community. These building blocks form the foundation upon which Lashon Academy's program of student supports rests. Although many more features may be added to the program, a foundation that lacks any of these building blocks would fall short of the program's expectations.

Special education inclusion signifies the participation of students with disabilities in regular education classrooms and provision of support services to these students. The main objective of inclusion education at Lashon Academy is that all students, regardless of their strengths and their weaknesses in any area, become part of the Lashon Academy community. As a member of the school community, every student develops a feeling of belonging with other students, teachers, and support staff. An advantage of special education inclusion at Lashon Academy is that both disabled and non-disabled students are brought together in an environment of togetherness. Children learn to accept individual differences in inclusion education, and this leads to the development of new friendly relationships.

The special education teacher(s) will work collaboratively with general education teachers in order to address the needs of students with disabilities. At the beginning of each school year, and as new students with IEPs enroll in the school, general education teachers will receive an "IEP Snapshot" that lists the classroom supports, accommodations, and modifications that each student with an IEP needs to be successful in the general education classroom. The special education and credentialed general education teachers will work together to implement different teaching strategies, effectively differentiate classroom instruction and coursework, and modify assignments to accommodate individual students with disabilities. Adaptations and accommodations made within the class will be provided for individual students, and in some circumstances, for the entire class. The workshop model supports the needs of special populations of students such as students with disabilities as guided instruction provides small groups and individual students with opportunities for the teacher to engage in remedial instruction, while independent study time is offered to those students who need less support.

The School's Outreach Efforts to Recruit Students With Disabilities

Lashon Academy's percentage of students with disabilities that it serves mirrors that of LAUSD. Lashon Academy makes efforts in its student recruitment process to ensure that the school will attract comparable enrollment of students with disabilities as compared to District schools. Recruitment efforts towards this special population of students and their families include:

- Print advertisements that include specific information about the Special Education program;
- During open-house informational sessions that are held in the community will address parents of students with disabilities and provide assistance if needed – if the need for a special informational session is needed, Lashon Academy will coordinate with necessary staff to hold an orientation for students with disabilities;
- Agendas will be posted on the school website or in public, especially with regards to meetings addressing Lashon's special education program;
- Parents will be notified about community meetings and school information nights, and staff members will be on hand and prepared to address concerns; and
- One-on-one meetings between the Principal with any parents of students with disabilities who express interest in learning more about how Lashon Academy can meet the particular needs of their child.

Processes for Special Education

Lashon Academy complies with all applicable federal law, including IDEA and section 504 of the Rehabilitation Act of 1973, for identifying and serving students with disabilities. Lashon Academy complies with the processes described in LAUSD's Special Education Policies and Procedures Manual for special education assessments, eventual determinations, and IEP meetings.

DESCRIPTION OF A TYPICAL DAY

From a student's perspective:

8:10 am—The Principal and teachers meet us at the entrance to the school and welcome us. On Mondays, we line up together to have a morning assembly. The rest of the week we line up at 8:00 am and then enter the classroom and get ready for our morning meeting. We unpack our things, making sure to remove our snack, homework folders and journals. We are especially careful to unpack our "book baggies" that contain our independent reading books, our "reach books" and our "just for fun" reading books.

My teacher Ms. Hernandez has prepared for the day. The Principal and teachers often speak to parents while we get ready for the day. We gather on the carpet making sure to take our assigned rug spots. This is called our meeting area. We check to see that our "turn 'n talk" partners are here. We can't wait to share our reading during partner reading time.

While in the meeting area, I glance up at the calendar to make sure that the calendar monitor has correctly inserted the correct date. It's my job to fill in the blanks for "yesterday was, today is and tomorrow will be." At the beginning of the year we did this as a class but we all know it now and we take turns to do this independently.

While we are waiting for Ms. Hernandez, we are reading the morning message she has written to us. It tells us information about the day and often asks specific questions for us to think about. We read silently or with our rug partners. Sometimes we take the marker and write on the message to answer or guess at something.

There are a lot of charts in the room to help us figure out words and to help us find ways to understand what we read. All year Ms. Hernandez has been adding more charts. Some of us even have these charts, mini-style, in our reading folders. Ms. Hernandez also gives us bookmarks with information from the charts to help us while we are reading. If we really are stuck we can ask our partners for help or we can use “post-its” to remind ourselves where we were having trouble. As a matter of fact, we use a lot of “post-its” during reading for a lot of different things.

Ms. Hernandez comes to the carpet and reviews the morning message and also our schedule for the day. Ms. Hernandez shows us the poem for the week. It is on big chart paper. It is our *shared reading* and we get a new poem at the beginning of each week.

We do poetry each morning and our word work is explored through these poems. Lots of times we add words to our word wall from the poems.

Each of us has a poetry journal where we get a copy of the poem to take home and read again. I already have 20 poems in my journal and I enjoy going back to my favorite poems to re-read them again. Sometimes I read to my mom. She says I’m getting so good at reading aloud in a smooth voice. This is part of my homework each night. We also do word sorts from our “Words Their Way” folders. We don’t all have the same word work here. Often we continue our word work at home.

8:15 a.m.—Reading Workshop begins. Ms. Hernandez begins her mini-lesson. She usually models a reading skill or strategy she wants us to use when we go and read independently.

Ms. Hernandez uses great storybooks, and we really enjoy listening to her read aloud and modeling to us what she does as a reader. Sometimes the book is fiction and sometimes it is non-fiction.

We always practice the reading skill or strategy together at the carpet before we go off and apply what we have learned to our own leveled books.

Before we are sent to work independently we look at the grouping chart to see when our guided reading group will be working with Ms. Hernandez.

When Ms. Hernandez is finished with her groups, she confers with us about our reading. She comes over to each of us, usually 2 times per week, and talks about what we are doing as readers. She writes down information in her books about us. I think she uses that to form the guided reading groups and also to help her remember for the next conference.

We read independently either by ourselves or with a partner for at least half an hour. Usually at about 9:10, we come back to the carpet. Our teacher asks some of us to share our reading experiences with the class. Often our Principal or Director of Curriculum joins us to listen to our sharing.

9:15 a.m.— We begin our Writer’s Workshop. We’ve been working on our “All About Books.” My book is all about caring for cats. Some of my classmates are writing about soccer, or “All About Dogs.” Two kids

are even writing an “All About Our School” book. Our teacher says we are all experts in something and can share that with others. I can’t wait to read the other books.

Once again, Ms. Hernandez begins with a mini-lesson. She’s been writing her own book titled, “All about Taking Care of a Baby.” That’s because she had a baby just a few months ago.

Today’s lesson is about how to organize our books. We talked about how books work. I never paid attention to that before, but now I know that some books are time-order, some are kinds of, some are question and answer, and some are compare and contrast books. Ms. Hernandez has been reading a lot of these to us so we can get the idea of how our books should be written. Ms. Hernandez’s book is time-order, but mine doesn’t fit that so I’m going to use the question and answer way to organize my book.

We go to our tables to work on our writing. Today is when we get to use our laptops to work on our writing. Ms. Hernandez keeps a few of us at the carpet to make sure we understand the task. She always asks us to remain at the carpet if we are not sure of what to do.

After that Ms. Hernandez brings a group to a table to work on writing with her. Just like in reading workshop, in writing workshop we conference with her too.

Ms. Hernandez writes in a book about us and helps us with our writing. She uses this to plan for future lessons to help us improve our writing.

10:00 a.m.—We stop and come back to the carpet to share things about our writing. At 10:10 we have a quick snack and get ready for Hebrew.

10:15 a.m.—Hebrew begins with Mr. Yaron. He speaks only Hebrew throughout the hour lesson. He uses a lot of gestures, pictures, objects and games to help us understand what he is saying. We warm up by interacting with our classmates, usually in pairs, using only Hebrew. This is a wonderful way to put all we know in Hebrew into practice with real-life communication about our friends and ourselves. We then sing a song in Hebrew. Sometimes we even dance. We’ve learned how to have a conversation with each other, and we also do calendar work in Hebrew. We practice that with the teachers and also with our partners.

11:15 a.m.—We have lunch and recess. When it is time for recess, teachers take turns supervising us.

12:00 p.m.—Time for math! We have been working on number sentences. We meet Ms. Hernandez at the carpet for a math mini-lesson. We return to our tables and work with problems practicing what we’ve seen modeled at the carpet. Ms. Hernandez keeps a group at the carpet to review.

1:00 p.m.—During social studies we learn about our community. While on a neighborhood walk, we noticed a lot of stray cats and decided to help our community address this. When we return to the classroom, we learn more about homeless animals and animals in shelters. We decide to contact the local American Society for the Prevention of Cruelty to Animals (ASPCA), tell them about our service learning program, and ask if we can take action to help these animals in need. Tomorrow, we’ll have science during this block. We are studying life cycles and learned about frogs and butterflies. As a matter of fact, we have some butterfly larva that we are watching. We each keep our own journal on what we observe.

2:00 p.m.— I spend the next thirty minutes in a small group at a table with some of my friends and our teacher. Today we learn that you can change the meaning of a word by adding some letters at the

beginning of the word, like “re-“ or “un-“. We practice that skill, and our teacher checks at the end of the block to see if we understand.

2:30 p.m. — Next, I join a different small group for our intervention block. I have been having a hard time with something that we’re learning in math, but I know that my brain is growing every time I work with my teacher and a few classmates on this skill.

3:00 p.m.— Before we leave for the day, I get to quiet my mind and reflect on the day in our mindfulness session.

3:10 p.m.— We receive our homework folders that contain math review sheets, a butterfly vocabulary sheet in English and a different worksheet about butterflies in Hebrew. We all take home our poetry journals, reading logs, word sorts, science journals and of course our book bags. We are dismissed.

Element 2 – Measurable Pupil Outcomes & Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

Measurable Goals of the Educational Program

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

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

Standardized Testing

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1, Section 10, The Requirements Of California Education Code § 47605(B)(5)(A)(ii).

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, Section 10, The Requirements Of California Education Code § 47605(B)(5)(A)(ii).

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

ANTICIPATED SKILLS AND KNOWLEDGE OUTCOMES FOR STUDENTS

Lashon Academy students at all grade levels and in all subject areas will strive for, and demonstrate, mastery of the California State Board of Education Content Standards in addition to school-specific subject area standards. The school will assess and demonstrate skills and knowledge outcomes through a combination of state standardized testing (CAASPP, CELDT/ELPAC), well established evidence-based assessments that are commercially available, and internally developed assessments that address both state standards and key elements of the Lashon mission.

English Language Arts

Lashon Academy students will demonstrate proficiency in the California Common Core Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects. This will include:

- Essential skills associated with key ideas and details, craft and structure, and the integration of knowledge and ideas in all areas of the Reading Standards, including those addressing both Literature, Informational Text;
- Foundational Skills as outlined in the Standards from initial concepts of print and phonological awareness to phonics, word recognition, and fluency;
- Proficiency in all areas of the Writing Standards, including Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, and (beginning in grade 2) a high level of skill across the range of different types of writing and writing tasks;
- All areas of the Speaking and Listening Standards;
- Language Standards, including conventions of Standard English, vocabulary and usage, and a knowledge of language that enables them to communicate clearly in both conversation and writing.

Teachers at Lashon Academy will teach curriculum that is aligned to the Common Core State Standards. This will ensure that students in grades 3 through 8 will meet proficiency on the Smarter Balanced Assessments for the core subjects. Students will show progress in reading as demonstrated by their performance on the Fountas & Pinnell Benchmark Assessments (F&P) administered three times over the course of the year (fall, winter, spring). Each time the assessment is administered, the F&P system provides information to:

- Determine three reading levels for each student: Benchmark Independent, Benchmark Instructional, and Recommended Placement
- Group students for reading instruction
- Select texts that will be productive for a student's instruction
- Identify students who need intervention and extra help

Administered throughout the school year, F&P documents student progress across a school year and across grade levels. Students will also show progress on a nationally-normalized assessment, e.g., NWEA MAP.

Modern Hebrew Language

Lashon Academy students will demonstrate mastery of CA World Language Standards through steady progress in the acquisition of speaking, listening, reading and writing skills in Modern Hebrew as measured in accordance with the American Council on the Teaching of Foreign Languages (ACTFL) guidelines for these four language skills. Students will demonstrate their growing oral competency through oral proficiency interviews that employ the ACTFL Rating Scale, which distinguishes major ranges and sublevels of language proficiency. Assessments will also be aligned with the World Language Content Standards for California Public Schools and will demonstrate grade-appropriate growth in Stages I – IV of all areas—Content, Communications, Cultures, Structures, and Settings.

Students will demonstrate their growing proficiency both during explicit Hebrew instruction, as well as during other academic and non-academic activities. For example, the incorporation of the history of Israel and culture of Israel into enrichment areas will provide an opportunity for students to demonstrate their growing language ability in the context of learning history concepts and content. Students will also demonstrate their growing proficiency by using Hebrew during transitional periods and recess.

A student who is continuously enrolled at Lashon Academy from kindergarten through 8th grade experience nine years of Hebrew instruction, after which s/he will have experienced a wide array of lessons carefully designed to move novice Hebrew learners to the intermediate proficiency level.

As noted throughout the petition, Lashon Academy views the process and outcomes of the Modern Hebrew language program in terms of what students can do with the language, versus the traditional approach, which in the past has emphasized learning about the language, its grammar and vocabulary, without attention to meaningful functioning and communication in Hebrew. Instructional goals are defined in terms of language proficiency levels, and show the progression in expectations of student performance at different stages of learning. Outcome goals are measured against those expectations and benchmarks. Expected student outcomes are listed by grade level below. Since there is no California Standardized test for Hebrew, students will demonstrate proficiency as measured by program assessments and internal assessments, as well as nationally normed oral proficiency exams.

Student Achievement Targets and Accountability for Student Progress

Ultimate accountability for student progress falls to the Principal of the school; however, there are specific individual roles for the Director of Curriculum & Instruction and classroom teachers that will ensure that instruction and assessment are well aligned and instructional staff are focused on their students' progress. The Director of Curriculum & Instruction, working with the Principal, will review teacher-developed tests and other classroom-based tools used to measure students' mastery of covered material to ensure that they are rigorous and aligned to the learning standards. The Director of Curriculum & Instruction will be responsible for standardized testing.

Teachers will be responsible for utilizing assessment data that indicates student progress on an ongoing basis and adjusting their instruction and planning based on the assessment results. Teacher evaluations will incorporate assessment data that indicate levels of student growth and achievement in their classroom.

Methods For Assessing Student Outcomes

Lashon Academy will employ diagnostic, formative, and summative assessments to closely track student progress in all subject areas and to drive instruction. These assessments will include state-mandated tests,

commercially available norm-referenced and benchmark assessments, and internally developed formative, interim, and summative assessments that are consistent with the school's instructional design and mission. A combination of PowerSchool (Lashon Academy's student information system) and the online NWEA MAP system will be used to house the data and to provide users (particularly administrators and teachers) with the capability to view, analyze and report on a real time basis the performance of (1) individual students, (2) classrooms of students and (3) all students in the school. Such feedback enables teachers to tailor instruction to individual, disaggregated or aggregate student needs. Data will be at the heart of all professional conversations about student work and achievement as well as around all professional development. Teachers and administrators will be collecting data on a daily basis in multiple forms such as attendance, demographics, student assessment, student enrollment data etc. Lashon Academy will administer all mandated California State assessments as required by law. Lashon Academy will also administer school driven assessments including a standardized assessment, teacher generated assessments and unit tests, as well as an assessment series measuring Hebrew acquisition by its students. The purpose of each assessment is described below.

Assessment in English Language Arts

Fountas & Pinnell Benchmark Assessment System

The Fountas & Pinnell Benchmark Assessment System is a formative reading assessment comprised of 58 high-quality, original titles divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary, and comprehension skills for students K-8. This assessment tool allows teachers, literacy specialists, and others to determine students' developmental reading levels for the purpose of informing instruction and documenting reading progress.

The Fountas & Pinnell texts were demonstrated to be both reliable and valid measures for assessing students' reading levels. In fact, there is a strong relationship between the reading accuracy rates of Fountas & Pinnell Benchmark Assessment System 1 fiction and nonfiction books and the accuracy rates of the texts used for assessments in Reading Recovery (convergent validity) with correlations of .94 (fiction) and .93 (nonfiction). This is an important finding because the Reading Recovery Text Level Assessment, like Fountas & Pinnell, assesses decoding, fluency, vocabulary, and comprehension. Further, Reading Recovery was recognized by the U.S. Department of Education as an effective and scientifically based reading program. These reinforce the validity of the Fountas & Pinnell.

Teachers will administer Fountas & Pinnell three times per year. After each administration of Fountas & Pinnell, Lashon Academy conducts a rigorous analysis of the results, including schoolwide results, grade level results, and results by subgroup. Based upon these analyses, teachers will create a POA (Plan of Action) for each of their students. These analyses will enable teachers to set individual student goals, for the six-week cycle, to teach the skills, strategies and "word work" the assessments have identified. Teachers will form their guided reading and guided writing groupings based upon these analyses as well. Students will be grouped by need rather than by reading level.

NWEA MAP Assessment System – ELA

In addition to the Fountas & Pinnell assessment system, Lashon Academy also uses the NWEA MAP assessment for grades TK-8 as a beginning-of-year diagnostic assessment, end-of-year summative assessment, and one formative assessment in between. NWEA MAP is nationally-normed, allowing Lashon Academy to measure students' performance in English Language Arts compared to those of their

peers nationwide, and it provides valid, reliable projections for how students will perform on the CAASPP assessment in grades 3-8. As an online, adaptive assessment, it helps teachers develop individualized learning plans for students of all levels, and it informs effective differentiation of instruction and leveled groupings. NWEA MAP is accompanied by an online platform that offers robust analytics, including the ability to view performance by individual student, grade level, or schoolwide on a particular skill or strand.

California English Language Development Test/ English Language Proficiency Assessments for California (CELDT/ELPAC)

To assess potential English Language Learners identified through a Home Language Survey, Lashon Academy will utilize the California English Language Development Test (CELDT) or English Language Proficiency Assessments for California (ELPAC) upon student entry unless their CELDT/ELPAC record is available from their previous California public school, and then annually as required. This will enable the school to assess both the placement and the progress of English learners.

Additionally, as required by Section 3302 of Title III of the ESEA (20 *United States Code* Section 7012), if Lashon Academy receives Title III funds, the school will, not later than 30 days after the beginning of the school year or within two weeks of the child being enrolled in a language instruction program after the beginning of the school year, inform parents or guardians of the reasons for the identification of their child as an EL and that the child is in need of placement in a language instruction program.

Students who achieve the State “English Proficient” standard (i.e., an overall score of “early advanced” or “advanced” with no score below “intermediate” in listening/speaking (grade K and up) and reading/writing (grades 2 and up) will be considered for Redesignated as Fluent English Proficient (RFEP) according to criteria determined by the Lashon Academy Board that will include SBAC performance in ELA, teacher evaluations, and parent consultation.

Assessment in Mathematics

Go Math!

Go Math! is structured to provide regular opportunities for assessment. It is this frequent monitoring that allows teachers to provide differentiated instruction that responds to the needs of individual students. Teachers are able to use the data generated from the curriculum’s diagnostic assessment, formative unit assessments, and end-of-year summative assessments both to provide the appropriate interventions and small group instruction, as well as to measure growth over time. *Go Math!* also provides specific resources, including an assessment workbook and performance tasks, that prepare students for the type of assessment they will experience when they take the CAASPP assessment.

NWEA MAP Assessment System - Math

In addition to the *Go Math!* assessment system, Lashon Academy also uses the NWEA MAP assessment for grades TK-8 as a beginning-of-year diagnostic assessment, end-of-year summative assessment, and one formative assessment in between. NWEA MAP is nationally-normed, allowing Lashon Academy to measure students’ performance in mathematics compared to those of their peers nationwide, and it provides valid, reliable projections for how students will perform on the CAASPP assessment in grades 3-8. As an online, adaptive assessment, it helps teachers develop individualized learning plans for students of all levels, and it informs effective differentiation of instruction and leveled groupings. NWEA MAP is

accompanied by an online platform that offers robust analytics, including the ability to view performance by individual student, grade level, or schoolwide on a particular skill or strand.

Assessment in Social Studies

In Lashon Academy's project-based learning model for social studies, all students engage in cross-disciplinary projects that incorporate CA Social Science-History standards, English Language Arts standards, as well as service learning. Social studies projects are assessed using rubrics that are developed internally and align to the standards being taught. Rubrics, and the grading of rubrics, are normed across each grade level so teachers can calibrate on their grading. Students complete one full project per trimester.

Assessment in Science

Full Option Science System (FOSS)

Lashon Academy uses the Full Option Science System (FOSS), a science curriculum that is grounded in the belief that students learn science best through active learning, for grades TK-8. FOSS was selected because it (1) aligns to the Next Generation Science Standards for California Public Schools (NGSS); (2) integrates robust reading and literacy strategies to support mastery of the Common Core ELA standards; and (3) utilizes technology to deliver learning experiences to students. FOSS kits come with corresponding assessments, as well as an online portal (FOSSMap) for tracking student progress. FOSSMap, the FOSS assessment system online computer program, provides an easy way for teachers to record evidence about student progress for each part of every investigation. Additionally, students complete an assessment at the end of every unit of study, and they are assessed on an ongoing basis through their science journals.

NWEA MAP Assessment System - Science

To further understand students' progress against NGSS and prepare students for the California Science Test (CAST), Lashon will also use NWEA MAP once annually as an interim science assessment for grades 3-8. This assessment covers the three key domains: life sciences, earth and space sciences, and physical sciences. Similar to the NWEA MAP assessment for Math, this science assessment is adaptive and nationally-normed, providing teachers with the data to personalize science instruction to meet individual student's needs.

Assessment in Modern Hebrew

Achievement in Modern Hebrew is assessed primarily through end-of-unit assessments in all language skills (reading, writing, listening, and speaking), and it pertains to the specific topics and content, including vocabulary, expressions, sentence structures, communicative tasks, cultural and universal information, that were studied in each thematic unit. Each student participates in a short oral assessment and a reading or listening assessment, which includes an authentic or semi-authentic text with comprehension questions. Proficiency is assessed informally, on an ongoing (daily) basis, and at the end of each unit as a summative assessment.

In addition to end-of-unit assessments, the following are also used to measure proficiency in Modern Hebrew:

- **OPI (Oral Proficiency Interview)**—Administered at the end of Grades 2, 5, and 8
- **STAMP (online, adaptive assessment)** —Administered at the end of Grade 4 and 7

Student performance on each of these assessments is measured in accordance with the American Council on the Teaching of Foreign Language (ACTFL) Proficiency guidelines for reading, writing, speaking and listening.

The most prevalent type of assessment which is formative in nature focuses on student progress on both a weekly and daily basis. Examples of formative assessments include observations, performance tasks, interviews, and writing prompts. Many of these are scored using rubrics. Formative assessments determine the learning and lesson goals for the upcoming immediate period of time. This type of assessment occurs daily through interactions with students in all four of the language skills (reading, writing, listening and speaking).

Assessment in Physical Education

The primary goal of the California Fitness Test (CFT) is to help students start life-long habits of regular physical activity to promote a level of fitness that offers a degree of defense against diseases that come from inactivity. A Lashon Academy teacher will administer the California Fitness Test (CFT) to students in the fifth grade and eighth grade each year in the testing window of February through May. The test will include measures in the following six required categories: Aerobic Capacity, Body Composition, Abdominal Strength and Endurance, Trunk Extensor Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

Assessment Schedule

The following table summarizes the various assessments described above and provides a general schedule for administration.

Table 13. List of Assessments and When Administered

Name of Assessment	Purpose	Grades Administered	When Administered
CAASPP Smarter Balanced State Assessment in ELA and Math	Identify students’ ability to meet or exceed grade level standards in reading, reading comprehension and writing.	3-8	Spring ⁵⁶
California Science Test (CAST)	Identify students’ ability to meet or exceed grade level standards in science.	5, 8	Spring
California English Language Development Test (CELDT/ELPAC)	Required state test for English language proficiency that must be given to students whose primary language is other than English. The CELDT/EPLAC purpose: <ul style="list-style-type: none"> • Identify students with 	TK-8	CELDT/ELPAC will be given to all students whose home language is not English within 30 calendar days

⁵⁶ SBAC dates are determined by testing coordinator to occur during a 25-day window. Title 5, Education, § 855. Testing Period.

	<p>limited English proficiency.</p> <ul style="list-style-type: none"> • Determine the level of English language proficiency of those students. • Assess the progress of limited English-proficient students in acquiring the skills of listening, speaking, reading, and writing in English. 		<p>after they enroll for the first time in a California public school. LEAs also are required to administer the CELDT/ELPAC annually to identify ELs until they are RFEP during the annual assessment window from July 1 through October 31.⁵⁷</p>
NWEA MAP – English and Mathematics	Adaptive online assessment used to estimate the general developmental level of students; also to identify each student's areas of strength/weaknesses in subject areas and achievement information to monitor year-to-year developmental changes.	TK-8	Fall, winter, and spring
Fountas & Pinnell Benchmark Assessments – English Language Arts	Literacy assessment used to determine three reading levels for each student: benchmark independent, benchmark instructional, and recommended placement; also used to group students for reading instruction, plan efficient and effective instruction (purposeful), and identify students who need intervention and help to document student progress across a school year	TK-8	Fall, winter, and spring
End of Unit Assessments - Hebrew	Used to assess student skill level in listening, speaking, reading, and writing Modern Hebrew.	TK-8	Fall, winter, and spring
OPI ¹ (Oral Proficiency Interview) - Hebrew	Used to allow students to demonstrate their precise proficiency level of Hebrew performance in oral fluency, grammar, vocabulary and listening comprehension based on the ACTFL guidelines.	2, 5, and 8	Late Spring

⁵⁷ <http://www.cde.ca.gov/ta/tg/el/cefceldt.asp>

Standards-based Measurement of Proficiency (STAMP) - Hebrew	Used to measure proficiency in Hebrew.	4 and 7	Mid-year
Curricular Unit Assessments – Science, Math	Used to assess student mastery of material from an entire unit of study.	TK-8	Curricular unit assessments are determined by the length of the unit and vary in length. Teachers will follow the scope and sequence of the programs.
Project-Based Rubrics – Social Studies and Service Learning	Rubric incorporating social studies, and literacy standards and service learning concepts	TK-8	Fall, winter, and spring
California Physical Fitness Test	Used to help students start life-long habits of regular physical activity to promote a level of fitness that offers a degree of defense against diseases that come from inactivity.	5 and 8	During the February-May window

USE OF ASSESSMENT DATA TO INFORM INSTRUCTION

Lashon Academy is a data-driven culture where student assessment results from a variety of assessments will be at the heart of all professional conversations about student work, achievement and professional development. Teachers analyze benchmark and assessment data to monitor student achievement, determine student strengths and needs, and share successful strategies and techniques. Teachers use this data to guide their instructional planning for the upcoming week, identify re-teach standards, and to revise lessons to incorporate the re-teach standards. School-wide, the benchmark and assessment data will be used to identify areas of growth, informing professional development.

Lashon Academy’s instructional methodology, including the workshop model, will allow our school to:

- meet our mission of producing students with a strong academic foundation;
- meet or exceed state performance standards;
- develop students’ Modern Hebrew language proficiency.

Both the workshop model and methodologies informed by the standards and proficiency based model are grounded in ongoing student assessment. They allow teachers to individualize instruction to the needs of individual learners so that at all times, every student’s needs are being addressed. For instance in ELA, teachers will administer the Fountas & Pinnell *Benchmark Assessment* three times per year. They will collaborate to analyze results focusing on the cueing systems a student is or is not using. They will also focus on the “word work” necessary to additionally support a student’s reading progress.

Based upon these analyses, teachers create a Plan of Action (POA) for each of their students. These analyses enable teachers to set individual student goals, for the six-week cycle, to teach the skills,

strategies and “word work” the assessments have identified. Teachers will form their guided reading and guided writing groupings based upon these analyses as well. Students are grouped by need rather than by reading level allowing teachers to address identified gaps in student knowledge immediately and in a focused way allowing students to make steady progress towards grade level process. This process is replicated in all core subjects using subject-specific formative and summative assessments.

The system of ongoing formative assessments tracks the learning of state benchmarks, performance indicators and key ideas throughout each school year and from year to year. These assessments will allow teachers to identify students in need of remediation in specific skill areas and provide the appropriate academic support necessary for mastery of the content and skills and success on California standardized tests and beyond.

The standardized test in use—NWEA MAP, Fountas & Pinnell Benchmark Assessment System, and the California mandated assessments—are research-based and reliable and valid measures of student performance and achievement. Supporting these measures will be unit tests based on specific curricula and texts in each subject area. Teacher-generated tests will be used to assess student learning on specific areas of the curriculum.

Teacher-generated assessments will include both formative and summative assessments. Grade level teachers will collaborate and create tests based upon the goals for each of the units of study during the embedded professional development time (see daily schedule and school calendar above). Item analyses will be conducted to determine necessary re-teaching. Formative assessments deliver information during the instructional process before the summative assessment and are a critical component of the school’s use of data to drive instruction. Both teachers and students use formative assessment results to make decisions about what actions to take to promote further learning. Formative assessment, or assessment for learning, supports learning in two ways:

- Teachers can adapt instruction on the basis of evidence, making changes and improvements that will yield benefits to student learning.
- Students can use evidence of their current progress to actively manage and adjust their own learning.

Assessment results are tracked from year to year. An analysis of the results for a given student, class, or grade level will enable school leadership to determine where the problems lie and make curricular and instructional adjustments as needed. Teachers will create assessment binders to house all assessments. The results of these assessments will be entered throughout the year on “Monitoring for Results” sheets. Teachers will share these binders with parents during conferences and will keep parents informed about student progress by making the Monitoring for Results sheets available at the school and online via PowerSchool and the online NWEA MAP system. Student progress is then tracked throughout the year. Upon graduating to the next grade these results are shared through class reorganization meetings.

Lashon Academy’s assessment program will provide the data to determine student achievement by individual student or aggregated by class, grade and school. Based on this information, Lashon Academy’s teachers will be trained as part of Professional Learning Communities to identify instructional practices that are successful and those that need to be improved. Areas of teacher improvement that are revealed through this analysis will be addressed in each teacher’s professional development plan. Consultations will occur between the teacher and administration regarding improvement of teacher pedagogy. Lashon Academy’s commitment to using data to drive instruction is further demonstrated by its inclusion of “effectiveness of use of student assessment data” as a criterion in teacher evaluation.

SCHOOLWIDE MONITORING OF STUDENT ACHIEVEMENT

The Principal in collaboration with the Director of Curriculum & Instruction provides to the Board of Directors a detailed report on student achievement that forms the basis of changes to the program and any needed school improvements. This report will include aggregated and disaggregate results of CAASPP tests, Fountas & Pinnell, standardized benchmark assessments, school level assessments, and other student data. The Principal will present the prioritized needs and any corrective actions to the Board. The Principal will also provide the Board with the School Accountability Report Card as soon as it is available. The Board of Directors will review all reports and request additional information as needed and will respond to the Principal with any observations and findings. An analysis of the principal's leadership of the educational program grounded in available student performance data and other evidence will be a major aspect of the Principal's performance evaluation. Ultimately, the Board of Directors will be responsible for keeping or releasing the Principal from his or her position if his or her performance is found to undermine or deter the educational progress of Lashon students.

How Assessment Data Will be Communicated to Parents/Guardians

Ongoing communication regarding student performance is an essential element of the Lashon Academy program. Communication between teachers, students, and parents is multi-faceted. All families are asked to participate in formal school communications structures, such as regular report cards that summarize student progress, as well as conferences throughout the year to discuss student academic and non-academic growth. All families receive school communications, like newsletters and calls, as well. Families may also choose to take advantage of other less formal communications opportunities too, like attending school events and workshops and interacting with their children's teachers at drop-off and dismissal.

Parents will be encouraged to attend an orientation prior to the start of the school year in order to learn more about Lashon's educational philosophy and methodology. All parents will receive detailed information about the Proficiency Approach and how it shows student performance; they are encouraged to attend a parent workshop to learn more about the Proficiency Approach. They can ask specific questions to further their understanding of the standards and proficiency-based instructional model. On a regular basis, teachers provide parents with feedback about their child's progress in Hebrew. As part of this feedback, the Director of Curriculum & Instruction supports teachers in showing parents how to help students outside the classroom, regardless of the language spoken in the home. Students' internal assessment results across all subject areas (from assignments, tests, etc.) will be available online to parents via the school's student information system.

The school provides interim progress reports in between reports cards to notify parents of any difficulties their students are facing. These reports are an invitation to a further dialogue between parents and teachers. Parents will be provided with additional opportunities to communicate feedback on the school's language learning model. Annual parent surveys will be conducted to measure the levels of parent participation and satisfaction with all aspects of Lashon's educational program. The School Accountability Report Card will be developed and published annually. The significance of a particular assessment result is not always readily apparent, so informal communication directly between parents and teachers will be encouraged.

Lashon Academy currently uses an online application called Living Tree to communicate and collaborate securely with families; the app has proven to be effective so far, and the Charter School intends to continue using it as long as it remains effective in supporting parent engagement and communication.

LASHON ACADEMY GRADING POLICY

Lashon Academy believes that clear, comprehensive feedback is essential for student growth and achievement—and to keep parents well informed about their children’s growth. Grades at Lashon Academy will be an accurate indication of a student’s demonstrated level of skills, knowledge, and actual performance, based on assessments that are aligned with the Lashon Academy charter and state standards. All grades will be supported by both quantitative and qualitative assessment data.

Grade formats are appropriate to the grade level—the goal is that they be intelligible to both students and their parents. Teacher narratives will be included in the Hebrew section of the progress reports; these will place students’ learning in a personalized context and provide descriptive detail that objective assessment data lacks. When a student’s work and grades indicate a need for additional support or remediation, the school will develop a plan of action (POA) to address the necessary steps, including additional in-class support or afterschool tutoring.

Table 14. Sample Grading Rubric for TK-8

Grade	Meaning	Definition
1	Not Met	Has not demonstrated a basic level of mastery with the content
2	Nearly Met	Consistently demonstrating basic competency with the content
3	Met	Consistently demonstrating proficiency with the content
4	Exceeding	Consistently demonstrating advanced levels of mastery with the content

LASHON ACADEMY PROMOTION POLICY

At Lashon Academy, students will be promoted from 8th grade after meeting the objectives or personalized learning goals in each subject area. To ensure that all 8th grade students are on track to promotion by the end of the school year, Lashon teachers and staff will monitor students’ progress regularly so that any students in need of extra support may be identified in a timely manner and given the resources s/he needs.

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 the County within 30 days of adoption.

Charter School shall send to the County 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 County 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 County 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 County policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and 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 and nonprofit integrity standards, 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 LACOE Board of Education.

Title IX, Section 504, and Uniform Complaint Procedures

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

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

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

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

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

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

Responding to Inquiries

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the County, and shall cooperate with the County regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LACOE. Charter School shall provide the County 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 County, 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 County.

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 County charter school oversight.

Notification of the County

Charter School shall notify the Charter School Office (CSO) 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 CSO in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSO 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 County 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 County may conduct program review for federal as well as state compliance.

GOVERNANCE STRUCTURE AND DECISION-MAKING PROCESS

As provided for in the California Corporations Code, a Board of Directors governs Lashon Academy. The Board members have a legal fiduciary responsibility for the wellbeing of Lashon Academy. The Board of Directors of Lashon Academy is the School's oversight and policy-making body. Appropriate Board decisions include hiring the Executive Director, setting the budget, determining the strategic plan, formulating major policy, overseeing the school's compliance with relevant laws and regulations, and raising funds to support the growth of the school. The Board of Directors may delegate certain responsibilities and duties to the Executive Director or other staff, under the following conditions: (a) that the school staff will operate with oversight from the Board of Directors; and (b) that the Board is ultimately and finally responsible and accountable for the actions of any person to whom responsibility has been delegated and for any and all obligations, programs and policies of the Charter School.

A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

The Board appoints the Executive Director of Lashon Academy. The Executive Director is responsible for

hiring and overseeing a Principal who is responsible for implementation of the Charter School’s academic programs and for the operational management of the Charter School.

MAINTAINING ACTIVE AND EFFECTIVE CONTROL OF LASHON ACADEMY

The Board uses data to ensure objectivity when looking at school performance. The Board will establish a data-driven process for evaluating the Executive Director and a data-driven framework for the Executive Director to use when evaluating the Charter School’s administrative and instructional staff. Student achievement data—along with data from interviews and classroom observations—is analyzed to determine whether individual student, classroom and school-wide targets are being met and how effective the leadership and instructional staff are in helping students achieve academically.

The use of data by the Board improves the quality of its decisions. Student assessment and achievement data is collected, managed, and stored in a secure data warehouse that provides online access to data and presents data in comprehensive and understandable reports. In addition, school management prepares reports and/or make Board presentations on a regular basis regarding a variety of data, including assessment results, attendance/disciplinary information, and relevant personnel-related data such as daily teacher attendance rates and teacher certification rates. As described in Element 1, Lashon Academy uses PowerSchool and the online NWEA MAP system to store and manage data. Through Hebrew Public and its Network schools, Lashon Academy can compare student achievement data at Lashon Academy to student achievement data at other Hebrew Public network schools across the nation. Note that Lashon Academy is an affiliate school of Hebrew Public; it is not directly managed by the Hebrew Public organization but does receive support from Hebrew Public in Modern Hebrew language instruction. There is no legal relationship between Hebrew Public and Lashon Academy.

The Board uses data to: (1) establish priorities; (2) measure whether the School is meeting its mission and goals, particularly those related to student achievement; (3) evaluate the effectiveness of Lashon Academy’s policies and programs; (4) identify new issues or challenges; (5) diagnose problems and revisit proposed or enacted solutions; (6) hold the Executive Director, instructional staff and other administrators, as well as the Board itself, accountable for results; (7) “de-personalize” decisions; and (8) make informed budget decisions.

Board Duties and Responsibilities

The Board of Directors is responsible for establishing broad policies and overseeing high-level decisions that affect Lashon Academy. The Board is fully responsible for the operation and fiscal affairs of Lashon Academy. The Board’s responsibilities include, but are not limited to, the following:

- overseeing implementation of Lashon Academy’s mission and vision;
- setting strategic direction;
- hiring, firing, overseeing, evaluating, and supporting the Executive Director;
- adopting policies to ensure that Lashon Academy is run effectively, legally, and ethically, including establishing fiscal controls for purchasing, expenditures, checkbook reconciliation, etc.;
- adopting policies and approving other documents as required by state or federal law, especially pertaining to categorical funds;
- approving and monitoring the implementation of the fiscal, legal, student achievement and governmental functions of Lashon Academy;

- approving and monitoring Lashon Academy’s annual budget and budget revisions.
- monitoring Lashon Academy’s operational budget and finances for long-term viability;
- ensuring that adequate funds are secured for the operating and capital needs of Lashon Academy, including raising funds;
- increasing public awareness of Lashon Academy in the community and bringing the views of the community to Lashon Academy;
- ensuring compliance with the Brown Act and other laws applicable to a California public charter school;
- selecting and contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- receiving the annual performance report and annual independent fiscal audit and directing their transmittal to entities designated in Ed. Code § 47605 (m); and
- approving and executing all other responsibilities provided for in the California Corporations Code, Lashon Academy’s Articles of Incorporation and corporate bylaws, and this charter, as necessary to ensure the proper operation of Lashon Academy.

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

- be in writing;
- specify the entity designated;
- describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation; and
- require an affirmative vote of a majority of Board members.

Selecting Members of the Board of Directors

As delineated in the Lashon Academy bylaws, the Board will consist of no less than three (3) and no more than seven (7), unless changed by amendments to the bylaws. All directors shall be elected by the existing Board members. Board membership will not include current staff, interested parties (i.e., anyone who would gain financial benefit from decisions made by the Board), consultants to Lashon Academy, or relatives of employees or members on the Board.

Board members’ terms are 3 years unless otherwise removed from office in accordance with Lashon Academy’s bylaws. As the need arises, the Board will fill vacant or additional seats with individuals who have experience in areas such as finance, accounting, real estate, elementary or middle school education, fundraising, community and public relations, marketing, business and strategic planning, legal and human resources, and not-for-profit governance.

The Board is cognizant of the need it will have throughout the life of the school to continue to draw new members to the board to fill open seats as well as to plan for board member succession. It is critical that the Board collectively have the requisite experience and a network to help the school prosper. The Board will look for individuals who bring the experience and expertise needed by using the following plan:

1. **Engage in Ongoing Board Development.** The Board will continually engage in prospecting, contacting, recruiting, orienting, supporting, training, and evaluating potential and existing board members. (See “Board Training” below.)
2. **Link Board Recruitment to the School’s Charter and Strategic Planning process.** It is important to match board recruitment and development activities with the new requirements and demands called for by the school’s charter and strategic plan. The Board will periodically review the mission, vision, goals and strategies, and consider any new skills, knowledge, personal contacts and other attributes future board directors will need to possess in order for the Board to do its part in advancing the school plan.
3. **Focus Recruiting Priorities.** The Board will periodically review the school’s strategic plan, the performance requirements of the Charter, as well as the profile of current Board’s attributes, in order to identify any gap between the skills and knowledge needed on the Board, and what Board directors currently possess. Based on this analysis, the Board may establish recruiting priorities for future Board recruitment.
4. **Determine Strategies to Build Board Diversity.** An issue for any charter school board is achieving diversity in its composition. The Board will make diversity a priority for the organization. As a means of fulfilling its mission of making this a school of the community, the Board will ensure that community stakeholders are represented on the Board.

The public trusts Lashon Academy Board members to manage public monies and donated funds to fulfill the organization’s mission. Prohibiting individuals with financial ties to the school from serving on the Board will enable Board members to exercise their three overarching duties as members of the nonprofit organization’s Board of Directors:

- **Duty of Care** when providing programmatic and fiduciary oversight of all aspects of Lashon Academy;
- **Duty of Loyalty** to the best interests of the school, not to personal gain; and
- **Duty of Obedience** to the organization’s mission.

Board Training and Planning

The Board of Directors and key staff will participate in annual training on their responsibilities under the Brown Act, applicable conflicts of interest laws, including the Political Reform Act and the anti self-dealing provisions of the California Corporations Code, and the roles and responsibilities of the Board. The Board may select experts such as charter law firms or other experts to provide this training. Lashon Academy also intends to send Board members and appropriate staff members to regional and state conferences for development on a broad array of topics to support their continuous development as school leaders.

Board Fiscal Planning

To aid Board planning, the Principal or designee informs the Board quarterly about student achievement. Lashon Academy contracts with a back office fiscal service provider and will continue to do so as long as it is financially viable for the Charter School. The fiscal service provider will provide quarterly informational updates to the Board on Lashon Academy fiscal matters such as required reports, cash-flow status, balance sheet statements, deferral and payment schedules, audit findings, grants offered by the Department of Education and others, and charter finance in general. If at any time Lashon Academy has

not contracted with a back office fiscal service provider, then Lashon Academy will hire a Business Manager to provide required reports and fiscal updates to the Board each quarter.

Brown Act Compliance

Lashon Academy complies with the Brown Act. The requirements of the Brown Act include, but are not limited to, the matters referenced below.

Meeting Frequency & Noticing by Type of Meeting

The Board of Directors conduct open meetings at least quarterly during the school year. One meeting each year is designated the Annual Meeting for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. All notices and activities will be in accordance with the provisions of the Brown Act. Agenda will be posted for public viewing at least 72 continuous hours prior to a regular meeting and at least 24 continuous hours prior to a special meeting. Posting will occur at least one hour prior to an emergency meeting and as soon as possible after directors are informed for a dire emergency meeting, as these rare occasions are defined in the Brown Act (Government Code § 54956.5). All board actions will be recorded by the board secretary in the minutes and retained in the public access board binder in the front office.

Closed Sessions

Closed sessions shall be noticed on posted agenda and actions taken in closed sessions shall be announced reported out of closed session in open meetings as required by the Brown Act. Closed sessions will only be conducted in the manner and for the purposes permissible per the Brown Act.

Location of Board Meetings

The Board holds all meetings at the Lashon Academy site, unless otherwise noted in agenda, and holds all meetings at locations within the jurisdictional boundaries of the Los Angeles Unified School District except in limited circumstances, (Government Code §§ 54954(b)- (e)), and in places accessible to all, with no fee (Government Code § 54961(a)).

PARENT INVOLVEMENT & CONSULTATION

Lashon Academy encourages parents to be involved in all aspects of the school. Parents are encouraged (but never required) to attend board meetings, volunteer at the school site, and participate in Lashon Academy's parent organization, School Site Council (SSC), and English Learner Advisory Committee (ELAC). Through these parent organizations, parents make their voices heard on broad issues or concerns. Lashon Academy encourages parents, students, teachers, other staff, and other stakeholders to attend, listen, and comment on Lashon Academy's educational program at Board meetings. Meeting agendas are posted on the Lashon Academy website, at the school site, and at the meeting location if different from the school site. Each Board meeting will include an opportunity for parents, staff and general members of the public to address the Board (Government Code (§ 54954.3(a))). Lashon Academy parents, teachers, and other staff will be consulted in the development of the Charter School's annual LCAP update.

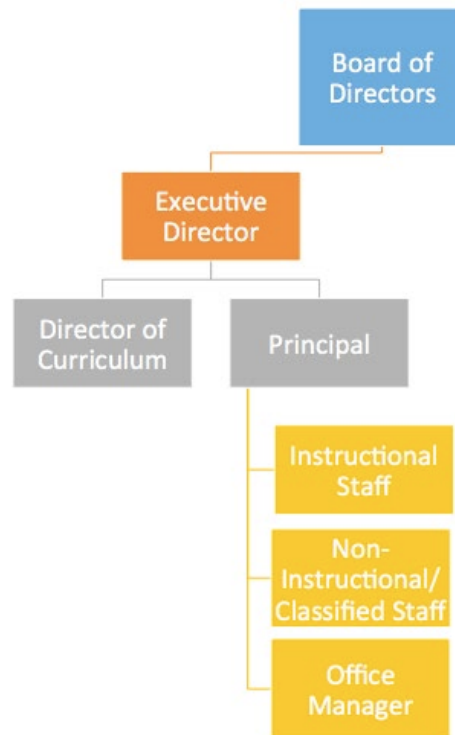
Parents and guardians are encouraged to communicate with their children's teachers about their

children’s learning program. The Office Manager is the primary point of contact for questions and referrals to other school personnel. Lashon Academy provides a list of activities for parents on Lashon Academy’s website and in the *Parent and Student Handbook* distributed each year. Programs, events and opportunities for parent involvement (such as board meetings, conferences, and school events) will be posted in other places available to parents, such as in posts on Lashon Academy’s online school-home communications platform, LivingTree, on the school calendar, in student classrooms, or in the school lobby.

Before the start of the school year, parents/guardians will be encouraged to a) attend an orientation; and b) review Lashon Academy’s Parent Handbook, which outlines the Lashon philosophy, program and outcomes, and expectations for families. The Handbook encourages (but does not require) parents/guardians to meet the following expectations:

- Work with their student(s) at home with homework, projects, to the fullest extent possible.
- Maintain communication with their child’s teachers.
- Ensure that their child attends school consistently and on time.
- Enroll their child in academic enrichment programs (after school programs, summer school, etc.), if the school deems it necessary.
- Attend at least two parent events during the school year.
- Volunteer at the school (assisting in the classroom, serving meals for free and reduced breakfast and lunch program, assisting in the office, attending field trips and other school activities)

ORGANIZATION CHART



RESPONSIBILITIES OF EXECUTIVE-LEVEL EMPLOYEES

Executive Director

The Executive Director will set the vision and mission of the organization and develop the strategic plan to advance the mission. S/he works closely with the Lashon Academy Board of Directors to set organizational goals and allocation of resources to accomplish those goals. The Board evaluates his/her work annually.

The duties of the Executive Director include:

- Lead the development of organizational goals consistent with Lashon Academy's priorities, mission, and values
- Represent the organization externally, including with Lashon Academy's authorizer, the media, and the greater charter community
- Ensure that Lashon Academy operates in a manner that is operationally, financially, and legally sound
- Review activity reports and financial statements to determine progress and status in attaining objectives, and revise objectives and plans in accordance with evolving conditions
- Develop operating policies and oversee Lashon Academy's operations to ensure operational efficiency and quality
- Oversee Lashon Academy's school nutrition program
- Present reports to the Board of Directors and complete other duties as assigned by the Board of Directors
- Develop annual budget for approval by the Board of Directors
- Work with the Board of Directors to ensure that Lashon Academy follows proper audit procedures annually; resolve any audit findings
- Develop the organization's management team, recruiting, hiring, firing, and managing school administrators
- Evaluate and professionally develop school administrators
- Build and sustain a fundraising network using professional contacts, foundation relationships, and coordinating, writing, and submitting proposals to state, federal, or other philanthropic grant programs
- Engage external legal counsel as needed

Director of Curriculum & Instruction

- Oversees the language integration program at Lashon Academy
- Creates a timetable for internal and state-mandated external assessments and supervises its implementation
- Measures the success of all education programs at the school using California content

standards, the Proficiency Approach, and the ACFTL standards for foreign language learning

- Analyzes assessment data to track English Learners' English language mastery
- Coordinates with Special Education teachers regarding instruction of children with special needs and oversees implementation of services for students with special needs
- Coordinates with outside professional developers and other consultants in the development and implementation of the school curriculum
- Coordinates assessment, observation and evaluation of teachers with the Principal
- Supports the Principal to do the following:
 - Enhances teachers' understanding and instruction of California frameworks and content standards to facilitate meeting student achievement targets and to further the mission of Lashon Academy
 - Analyzes student assessment data to guide improved student achievement
 - Leads faculty development of curriculum and instructional strategies
 - Designs a staff development plan which is data-driven and consistent with fostering measurable student outcomes
 - Evaluates faculty and staff
 - Oversees credentialing paperwork and the monitoring process
- Works collaboratively with teachers
 - To assist with curriculum development
 - To develop and implement the integration of service learning into the curriculum

Principal: Requirements and Qualifications

- Attends to issues that concern Lashon Academy as a whole; ensures that the school is meeting its mission and vision by facilitating communication and building consensus among teachers, staff, families, the Board, and the authorizer in support of the school's mission
- Oversees Special Education Program implementation and compliance
- Develops a larger vision for the future direction of the school while overseeing its day-to-day operations
- Ensures the administrative success of all school programs and compliance with the school's approved charter, Board policies, appropriate governmental statutes, its authorizer's regulations and all other applicable governmental laws and regulations
- Fosters the achievement of all Lashon Academy students and the continual renewal of its charter by its authorizer
- Communicates the vision of the school to the general public by representing the school to parents, community leaders and the media
- Maintains overall responsibility for the public relations, marketing and communication between the School and its key stakeholders
- Oversees implementation of parent outreach and student recruitment

- Ensures student and staff safety by creating a safe, orderly learning environment and managing student behavior
- Leads the hiring process with the support of the Director of Curriculum & Instruction and makes all staffing decisions, with the exception of school administrators
- With support from the Director of Curriculum & Instruction, does the following:
 - Enhances teachers' understanding and instruction of California frameworks and content standards to facilitate meeting student achievement targets and to further the mission of Lashon Academy
 - Oversees the compliant administration of all required standardized tests
 - Analyzes formative and summative student assessment data to guide improved student achievement
 - Leads faculty development of curriculum and instructional strategies
 - Designs a staff development plan which is data-driven and consistent with fostering measurable student outcomes
 - Evaluates faculty and staff
 - Oversees credentialing paperwork and the monitoring process
 - Enforces student discipline policy
 - Receives complaints and grievances and responds appropriately to address or resolve the concerns

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(I). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Lashon Academy believes that all of its employees play a key role in creating a successful learning environment. The School recruits professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities.

JOB DESCRIPTIONS

Executive Director

The Executive Director will set the vision and mission of the organization and develop the strategic plan to advance the mission. S/he works closely with the Lashon Academy Board of Directors to set organizational goals and allocation of resources to accomplish those goals. The Board evaluates his/her work annually.

The duties of the Executive Director include:

- Lead the development of organizational goals consistent with Lashon Academy's priorities, mission, and values
- Represent the organization externally, including with Lashon Academy's authorizer, the media, and the greater charter community
- Ensure that Lashon Academy operates in a manner that is operationally, financially, and legally sound

- Review activity reports and financial statements to determine progress and status in attaining objectives, and revise objectives and plans in accordance with evolving conditions
- Develop operating policies and oversee Lashon Academy's operations to ensure operational efficiency and quality
- Oversee Lashon Academy's school nutrition program
- Present reports to the Board of Directors and complete other duties as assigned by the Board of Directors
- Develop annual budget for approval by the Board of Directors
- Work with the Board of Directors to ensure that Lashon Academy follows proper audit procedures annually; resolve any audit findings
- Develop the organization's management team, recruiting, hiring, firing, and managing school administrators
- Evaluate and professionally develop school administrators
- Build and sustain a fundraising network using professional contacts, foundation relationships, and coordinating, writing, and submitting proposals to state, federal, or other philanthropic grant programs
- Engage external legal counsel as needed

Principal

- Attends to issues that concern Lashon Academy as a whole; ensures that the school is meeting its mission and vision by facilitating communication and building consensus among teachers, staff, families, the Board, and the authorizer in support of the school's mission
- Oversees Special Education Program implementation and compliance
- Develops a larger vision for the future direction of the school while overseeing its day-to-day operations
- Ensures the administrative success of all school programs and compliance with the school's approved charter, Board policies, appropriate governmental statutes, its authorizer's regulations and all other applicable governmental laws and regulations
- Fosters the achievement of all Lashon Academy students and the continual renewal of its charter by its authorizer
- Communicates the vision of the school to the general public by representing the school to parents, community leaders and the media
- Maintains overall responsibility for the public relations, marketing and communication between the School and its key stakeholders
- Oversees implementation of parent outreach and student recruitment
- Ensures student and staff safety by creating a safe, orderly learning environment and managing student behavior
- Leads the hiring process with the support of the Director of Curriculum & Instruction and makes

all staffing decisions, with the exception of school administrators

- With support from the Director of Curriculum & Instruction, does the following:
 - Enhances teachers' understanding and instruction of California frameworks and content standards to facilitate meeting student achievement targets and to further the mission of Lashon Academy
 - Oversees the compliant administration of all required standardized tests
 - Analyzes formative and summative student assessment data to guide improved student achievement
 - Leads faculty development of curriculum and instructional strategies
 - Designs a staff development plan which is data-driven and consistent with fostering measurable student outcomes
 - Evaluates faculty and staff
 - Oversees credentialing paperwork and the monitoring process
 - Enforces student discipline policy
 - Receives complaints and grievances and responds appropriately to address or resolve the concerns

Director of Curriculum & Instruction

- Oversees the language integration program at Lashon Academy
- Creates a timetable for internal and state-mandated external assessments and supervises its implementation
- Measures the success of all education programs at the school using California content standards, the Proficiency Approach, and the ACFTL standards for foreign language learning
- Analyzes assessment data to track English Learners' English language mastery
- Coordinates with Special Education teachers regarding instruction of children with special needs and oversees implementation of services for students with special needs
- Coordinates with outside professional developers and other consultants in the development and implementation of the school curriculum
- Coordinates assessment, observation and evaluation of teachers with the Principal
- Supports the Principal to do the following:
 - Enhances teachers' understanding and instruction of California frameworks and content standards to facilitate meeting student achievement targets and to further the mission of Lashon Academy
 - Analyzes student assessment data to guide improved student achievement
 - Leads faculty development of curriculum and instructional strategies
 - Designs a staff development plan which is data-driven and consistent with fostering measurable student outcomes

- Evaluates faculty and staff
- Oversees credentialing paperwork and the monitoring process
- Works collaboratively with teachers
 - To assist with curriculum development
 - To develop and implement the integration of service learning into the curriculum

Teachers, Grades TK-8

- Ensure that all students in their classes are achieving at high levels
- Develop effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks, and state learning standards
- Plan purposefully to provide students with opportunities for constructing meaning and developing understandings of new concepts
- Use developmentally appropriate and rigorous curricula and instructional materials and present students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas
- Administer, collect and analyze qualitative and quantitative data gathered from a variety of assessments of each student
- Reflect regularly on data from student assessments alone and with colleagues, administration, or students' families in order to inform his or her work, modify practices and increase student achievement
- Work collaboratively with Director of Curriculum & Instruction
 - To assist with curriculum development
 - To develop and implement the integration of service learning into the curriculum
- Collaborate with special education teachers to design and execute individualized instructional plans for students with special needs in order to ensure they achieve academically at high levels and are fully included in the Lashon Academy community
- Build relationships with families of Lashon Academy students through frequent communication about students' progress and ways that families can support their children's learning
- Create a classroom community that maintains the school's high academic and social expectations for students
- Actively work to improve his or her own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to increase his or her effectiveness in the classroom and in the school community
- Operate according to the professional standards of the school, as defined in the school's policies and Employee Handbook

Paraprofessionals

- Assist teacher in ensuring that all students in the classes are achieving at high levels in the Modern Hebrew language curriculum

- Provide students with opportunities for constructing meaning and developing understandings of new concepts
- Use developmentally appropriate and rigorous curricula and instructional materials and present students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas
- Administer a variety of assessments of each student
- Collaborate with general education credentialed teachers, specialists and other colleagues in implementing lessons that integrate Modern Hebrew language into other content areas and classroom routines when appropriate, in order to promote the acquisition of the Modern Hebrew language as well as to improve student achievement
- Collaborate with special education teachers to execute individualized instructional plans for students with special needs in order to ensure they achieve academically at high levels and are fully included in the Lashon Academy community
- Build relationships with families of Lashon Academy students through frequent communication about students' progress and ways that families can support their children's learning
- Create a classroom community that maintains the school's high academic and social expectations for students
- Actively work to improve his or her own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to increase his or her effectiveness in the classroom and in the school community
- Operate according to the professional standards of the school, as defined in the school's policies and Employee Handbook

Office Manager

- Establish and maintain an organized front and back office at the school
- Oversee school safety and security procedures, including drills
- Attend to student health and welfare as needed
- Receive, greet and refer people contacting or visiting the office to appropriate persons or information
- Serve as the primary point of contact for questions and referrals to other school personnel
- Oversee the collection and maintenance of all student records
- Follow school procedures for student and staff attendance keeping and record keeping; prepare and maintain employee and student attendance records as required
- Manage personnel-related records and activities, including monitoring records for tuberculosis screening and credential expiration dates
- Maintain Lashon Academy human resource packets, including the following information
 - Prerequisites for hiring
 - New hire packet
 - Separation and/or dismissal procedures
 - Public and confidential information stored in main employment files

- Confidential medical information in a separate medical file
- Confidential employment eligibility information in a separate I-9 file
- Maintain and ensure proper use of confidential files, which may include student, personnel and payroll records
- Maintain records required by the Ralph M. Brown Act
- Maintain inventory record; orders and distributes supplies as required
- Manage maintenance of office equipment (e.g., scanners, printers, computers, and facsimile machines), including interacting with suppliers and service engineers and monitoring equipment contract fulfillment
- Maintain up-to-date copies of all school supplier contracts, contact lists for staff and committee members and records of all domain names owned by school ensuring that registrations are up-to-date
- Ensure that school calendar is kept up-to-date
- Perform routine clerical duties such as
 - Posting data, filing, maintaining filing systems, proofreading, copying data and operating office machines and equipment
 - Distributing papers and information packs for all meetings organized by school staff
 - Receiving, sorting and distributing incoming mail;
 - Preparing outgoing mail, including large mailings when required
- Perform specialized secretarial duties designed to relieve supervisors of clerical detail

Clerk

- Perform a variety of general clerical work in connection with maintaining and verifying manual, machine, or computer prepared financial and statistical records and reports
- Assistant in the preparation of fiscally related reports and records
- Act as a receptionist; route and process intra-district and United States mail
- Assemble, tabulate, check, and file accounting related data
- Process documents including invoices, purchase orders, warrants, and inventory records
- Post to fiscal and financial records
- Post to subsidiary ledgers; assist in preparing financial statements
- Review and balance reports
- Perform mathematical calculations; may receive money and maintain records of cash receipts
- Account for and prepares bank deposit documents; may prepare warrants and warrant registers
- Type requisitions and other related documents; maintains fiscal and financial related records and files
- Perform general clerical duties, including sorting, filing, duplicating, answering the telephone and maintaining the voice mail system, and responding to informational inquiries
- Greet employees and members of the general public and assists them by providing directions to offices and persons from whom they may receive assistance

- Take and transmit messages; may sort, collate, and distribute materials
- Post to records and develop files
- Maintains simple records pertaining to postal meter charges
- May type lists, bulletins, reports, and routine correspondence; performs other related duties as required.

Special Education Coordinator

- Develop IEPs in accordance with federal, state and county standards
- Manage the implementation of IEP goals/objectives and follow up
- Ensure IEP timeline compliance of assigned caseload
- Lead point person for the writing of the IEP document on Lashon Academy's special education software
- Develop positive relationships with parents and families in order to engage them in the IEP process and keep them apprised of student progress.
- Schedule and chair IEP meetings, including 30-day review IEP meetings for all students
- Collaborate with authorizer and SELPA to ensure the full continuum of services
- Develop and implement the 3-tier Response to Intervention instructional system to increase student achievement
- Attend related IEP and SST meetings
- Complete appropriate special education reporting as mandated, including, but not limited to, service tracking, progress reporting, and timeline compliance on all assessment plans
- Deliver Resource Support as specified in the IEP document
- Provide an analysis of students' progress using performance data as mandated for all students with an active IEP
- Complete appropriate reports in the area of special education to ensure compliance, including monthly service logs, goal sheet progress reports, Welligent 310 Service Reports, and any other related mandates that may arise during the year

Counselor

- Develop positive relationships with parents and families in order to engage them and keep them apprised of student progress
- Manage the development of behavior support plans
- Develop and implement the 3-tier Response to Intervention instructional system ^[L]_[SEP] to increase student achievement
- Identify groups of learners with specific targeted behavioral needs
- Develop positive behavior support plans utilizing evidence-based interventions
- Work closely with administration, teachers, and the Behavior Dean to ensure implementation of ^[L]_[SEP] positive behavior support plans and instructional programs
- Teach and model appropriate differentiation and intervention instructional ^[L]_[SEP] strategies

- Work closely with administration and the Behavior Dean to create and implement a school-wide discipline plan meeting the needs of all students
- Coordinate, facilitate and implement disciplinary intervention steps, including PBIS, and process with staff, working closely with the principal
- Participate in leadership team meetings and other building meetings as assigned
- Participate or leads development of positive behavior support systems, development of intervention strategies and staff professional development
- Serve as a resource for building staff, administrators, and parents in working with students, creating a positive school climate, and helping students develop a positive self-concept.
- Perform other duties as assigned

Behavior Dean

- Assist with student discipline, including implementing the Character Counts program
- Develop positive relationships with parents and families in order to engage them and keep them apprised of student progress
- Assist in supervision of students in the classroom and during recess times to maintain safe and effective learning environments
- Participate in leadership team meetings and other building meetings as assigned
- Monitor school and classroom behavior data to identify patterns and implement interventions
- Assist students with conflict resolution and problem solving strategies

Contracted Services

Lashon Academy contracts for fiscal services, budgeting assistance, accounting, and payroll services from a back office fiscal service company and will continue to do so as long as it is financially viable for the Charter School. Lashon Academy may also outsource technology support, food service, and if applicable, special education related services, and custodial service.

QUALIFICATIONS, REQUIREMENTS, AND CREDENTIALS

Lashon Academy employees meet all requirements for employment set forth in provisions of law that are applicable to charter schools. Additional desired qualifications are described below. **All roles must demonstrate:**

- Understanding of and commitment to the mission, goals, educational philosophy and activities of Lashon, as described in the school's charter
- Criminal background clearance following FBI/DOJ background check
- Tuberculosis (TB) test or risk assessment clearance
- Commitment to continuous improvement and learning through professional development

Executive Director: Requirements and Qualifications

- Experience in managing and leading a high performing organization, including strategic development and operations
- Entrepreneurial drive and proven track record in launching new ventures or major initiatives
- Superior relationship management skills, including external and internal stakeholders/clients
- Passion for education reform and a commitment to serving children in underserved communities
- Experience running or operating in a charter school or extensive knowledge of charter schools
- Experience working with urban schools and engaging residents of urban communities
- Prior fundraising experience
- Desirable:
 - Graduate degree in Education, Business or related area

Teachers, Grades TK-8: Requirements and Qualifications

- A Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to have
- Fulfillment of all “highly qualified teacher” requirements as that term is defined under ESSA and further defined by California State regulations implementing the ESSA requirements, unless such requirements are deemed by the federal or state government not to apply to charter schools
- CLAD or BCLAD certification with appropriate authorizations
- Bachelor’s degree
- Three years’ experience as a teacher in an elementary school, middle school, or in another relevant educational positions (e.g. Teach for America) preferred
- Knowledge of the workshop model
- Demonstrated and successful record of prior employment in an educational environment
- Knowledge of, and experience with, assessments and relevant technologies
- Demonstrated willingness to be held accountable for student results
- Commitment to continuous improvement and learning through professional development
- Knowledge of child development
- Experience working collaboratively
- Commitment to team-teaching in a foreign language integration education program
- Desirable:
 - Experience working with diverse populations of students, parents and families
 - Experience working with students at-risk of educational failure

Principal: Requirements and Qualifications

- An educational vision that is consistent with the school's mission and educational program.
- Familiarity with and commitment to implementing a language integration (Modern Hebrew)

program

- Five years' experience in an educational or related organizational setting either as a principal, assistant principal, head of school, or as an executive director or CEO of a midsize not-for-profit organization
- Strong knowledge of leadership principles and practices gained through work experience and formal education
- Recruiting and supervising skills and experience
- Exceptional speaking and writing skills
- Exceptional knowledge of elementary or middle school curriculum and instructional practices
- Strong business and operations knowledge and skills
- Exceptional interpersonal and motivational skills
- Decision-making confidence
- Excellent time management and organizational skills
- Facility with computer technology and data analysis experience
- Desirable:
 - Experience in a school serving at-risk and diverse populations
 - Charter school experience
 - California Administrative Services Credential

Director of Curriculum & Instruction: Requirements and Qualifications

- Experience implementing, managing and evaluating an educational program and specific experience in assessing the effectiveness of a comprehensive academic program
- Experience overseeing and developing teachers
- Teaching credential and five years teaching experience
- Knowledge of standardized testing procedures, such as notifying parents, safeguarding test materials, and training teachers on test administration
- Desirable:
 - Knowledge of language integration, Common Core State Standards, and the Readers and Writers Workshop model
 - Master's degree
 - California Administrative Services Credential or Doctoral degree in Education
 - Charter school experience

Paraprofessionals: Requirements and Qualifications

- High school diploma or the equivalent, **and**
- Two years of college (48 units), **or**
- Associates' degree (or higher); **or**
- Passing score on a local assessment of knowledge and skills in assisting in instruction.

Office Manager: Requirements and Qualifications

- Experience working with elementary and/or middle school age children
- Training, experience or education equivalent to two years of college
- Strong communications skills
- Successful record of prior employment in an administrative or secretarial capacity in an educational environment
- An excellent record of dependability
- Evidence of word processing, record keeping and other office skills
- Knowledge of and experience with relevant technologies

Clerk: Requirements and Qualifications

- Knowledge of basic methods, practices, and terminology used in fiscal and financial record management; accounting/bookkeeping procedures; accounting principles and data processing ledger systems; operation of office equipment; financial and fiscally related report preparation, and formal modern office practices and procedures; correct English usage, spelling, grammar, and punctuation.
- Ability to effectively and efficiently perform general accounting and clerical functions;
- make arithmetical calculations with speed and accuracy;
- effectively operate standard business machines and equipment; deal with members of the public and education community in a tactful and courteous manner; understand and carry out oral and written directions; establish and maintain cooperative working relationships.
- Education and experience equivalent to the completion of the twelfth grade. Can be supplemented by course work or training in accounting or bookkeeping.
- One year college level accounting or business course work desirable.
- One year of experience in financial, statistical, or fiscal record-keeping
- Licenses and/or Certificates: Possession of a valid California Driver's license may be required.

Special Education Coordinator: Requirements and Qualifications

- Valid California Education Specialist credential
- Specialized training related to the position with minimum 2 years full time experience
- Must have an understanding of special education software, such as Welligent
- Must be knowledgeable in Federal Laws as related to Special Education
- Must be able to maintain accurate records for reporting purposes
- Unquestioned integrity and commitment to the school's mission

Counselor: Requirements and Qualifications

- Valid Pupil Personnel Services credential
- Proficiency with technology

- Proficiency with data analysis
- Demonstrated success working with students from educationally underserved areas
- Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
- Minimum of 1 year full-time school counseling experience
- Desirable:
 - Two or more years of prior counseling experience strongly preferred
 - Spanish and/or Hebrew skills

Behavior Dean: Requirements and Qualifications

- Bachelors degree
- Proficiency with technology
- Proficiency with data analysis
- Demonstrated success working with students from educationally underserved areas
- Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
- Minimum of 1 year full-time school employment experience
- Desirable:
 - Spanish and/or Hebrew skills

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.

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 CSO 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 County with a copy of its pupil suicide prevention policy for review upon request.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or

4. warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
5. A description of treatments and prevention methods of type 2 diabetes.
6. A description of the different types of diabetes screening tests available.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

CUSTODIAN OF RECORDS

The Executive Director and the Director of Curriculum & Instruction will serve as the Custodians of Records for Lashon Academy.

HOW THE SCHOOL WILL SUPPORT AND PROMOTE THE HEALTH AND WELLNESS OF ITS STUDENTS

Lashon Academy is committed to the optimal development of every student. The Charter School believes that for students to have the opportunity to achieve personal, academic, developmental and social success, it is necessary to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity, before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{58 59 60 61 62}
^{63 64} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy

⁵⁸ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents’ Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.

⁵⁹ Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234–1239

⁶⁰ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.

Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.

⁶¹ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.

⁶² Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.

⁶³ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743–760, quiz 761–762.

⁶⁴ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.

products, is associated with lower grades among students.^{65 66 67} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.^{68 69 70 71}

Lashon Academy has and will maintain a School Wellness Policy that outlines the Charter School’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students that attend the school have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– have accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the school in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and

The school establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

⁶⁵ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.

⁶⁶ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12–20.

⁶⁷ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497–505.

⁶⁸ Centers for Disease Control and Prevention. The association between school-based physical activity, including physical education, and academic performance. Atlanta, GA: US Department of Health and Human Services, 2010.

⁶⁹ Singh A, Uijtewillig L, Twisk J, van Mechelen W, Chinapaw M. Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment. *Arch Pediatr Adolesc Med*, 2012; 166(1):49-55.

⁷⁰ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children. *PLoS ONE*, 2014; 9(9): e107031.

⁷¹ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. Effects of the FITKids randomized control trial on executive control and brain function. *Pediatrics* 2014; 134(4): e1063-1071.

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).)

OUTREACH EFFORTS

Lashon Academy is committed to serving a racially, ethnically, and socioeconomically diverse student population. Lashon Academy’s commitment to diversity is aligned with that of the Diverse Charter Schools Coalition. School leadership and staff members believe that diversity leads to an increase in student achievement, as well as the development of students’ viewpoints, as they become accepting, culturally sensitive global citizens. Lashon Academy believes that:

- Diverse schools provide greater opportunities for students to learn from one another.
- Diversity is a powerful method of boosting student achievement.
- Diverse schools promote the celebration and understanding of other cultures and viewpoints.
- Diverse schools invigorate and strengthen urban neighborhoods by bringing community members together.
- Charter schools can and should contribute to solving the historic challenge of integrating our public school system.
- Diverse charter schools promote equality by ensuring that students from different backgrounds have the same high quality educational opportunities.⁷²

In addition to offering a high quality TK-8 school that provides an innovative language acquisition program, Lashon Academy appeals to a diverse student population by engaging in the outreach efforts listed below. Lashon Academy is committed to educating the community about its academic program and the benefits it offers to the diverse racial, ethnic, and socioeconomic population of Van Nuys and its surrounding communities.

Each year, Lashon Academy will develop a calendar of outreach events and recruit a group of parents and volunteers to staff each event (the “Outreach Team”). To ensure a systematic approach, the community outreach plan considers geography (“Where?”), the value of varied communication modes and information delivery methods (“How?”) and the importance of consistent and frequent outreach efforts (“When?”) to attain racial and ethnic balance at Lashon Academy that is reflective of residents in LAUSD. Outreach efforts use the language of the community in Van Nuys and its surrounding neighborhoods in Los Angeles. The school’s outreach team will ensure that their outreach efforts place a special emphasis on locations, communities, and events serving primarily students and families of color. This will include activities such as:

- Holding community outreach meetings in public spaces that serve diverse students, such as preschools, Boys and Girls Clubs, YMCAs, housing projects, and churches and other houses of worship

⁷² <http://www.diversecharters.org/home>

- Handing out flyers and speaking to families at community events targeted at diverse populations, such as Halloween festivals, Christmas Posadas, Fiestas Patrias, farmers markets, and community block parties
- Distributing flyers in multiple languages to local community organizations and businesses that serve diverse students and families (such as libraries, religious gathering places, family centers, local grocery stores, and panaderías)
- Encouraging and incentivizing current students and families, especially minority families, to spread the word to their friends, neighbors, and extended family members that Lashon Academy is enrolling
- Maintaining a website for easy online access to the school’s admissions information for prospective parents; the website will be available in English, Spanish, Hebrew, Farsi, and Russian
- Maintaining a Facebook page to spread the word about the school, and running Facebook sponsored ads to target minority families with school-age students during student recruitment season
- Using mapping data to identify communities with a high density of school-age children of color and sending mailers to every home in those targeted communities
- Asking community leaders, such as neighborhood council members, city council members, and other local elected officials, to include enrollment information for Lashon Academy in their newsletters and on their own Facebook pages
- Considering paid advertising in local Spanish-language media and/or radio ads and reaching out to local media outlets to try for earned media
- Holding an Open House for prospective students and families recruited from all of the sources above to visit the school and meet the staff

Lashon Academy holds community meetings that are open to the general public and equips parents to make informed decisions about enrolling their children at the school. Interested families will be invited to provide their contact information, including names, addresses, telephone numbers, and email addresses. Spanish- and Hebrew-speaking representatives assist non-English speaking parents of prospective students. Should the need arise, other non-English languages will be similarly accommodated. Meeting locations are easily accessible and frequented by families of all backgrounds. Lashon Academy provides opportunities for meetings with prospective students and their parents in Spanish, Hebrew, and English.

The Lashon Academy website (<http://www.lashonacademy.org/>) provides detailed information about the school’s instructional model and contact information for parents seeking more information. The site also provides contact information to representatives of Lashon Academy who are fluent in English, Spanish, and Hebrew.

With its unique model that attracts families from beyond the immediate neighborhood of Van Nuys, Lashon Academy’s demographics have historically varied from the nearest neighborhood schools’ demographics. As a public charter school, Lashon Academy cannot legally discriminate against a prospective student in the admissions process and must accept all students if there is space available regardless of demographic ratio. When there are more students interested in attending the school than there is space available, a public random lottery is held (see Element 8 for more information about the lottery process). Through focused outreach and recruitment, Lashon Academy can work to shape the characteristics of its student population; however, outreach and recruitment are imperfect solutions on their own, and they can be undermined by the effects of a random lottery.

Nevertheless, Lashon Academy intends to continue robust outreach and student recruitment in the communities surrounding the school to strive for a diverse student population in accordance with Education Code 47605 (b)(5)(G) and LACOE Board Policy. Each year, the school's Executive Director will lead a self-evaluation process with the Board of Directors to assess the student recruitment outreach that took place and their impact on student demographics. Lashon Academy will strive to more closely match the demographics of the District than it did the previous year, including increasing the percentage of Hispanic/Latino students, socioeconomically disadvantaged students, and students with disabilities.

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 County 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 County 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.

RECRUITING ACADEMICALLY LOW-ACHIEVING, SOCIOECONOMICALLY DISADVANTAGED STUDENTS, AND STUDENTS WITH DISABILITIES

Lashon Academy is a public school offering an educational program and learning conditions that are likely

to appeal to families for many reasons. The outreach strategies described in Element 7 are used to promote ethnic and socioeconomic diversity at the school. Outreach focuses extra marketing attention on community locations serving census tracts populated with a large percentage of socioeconomically disadvantaged families and served by LAUSD schools with schoolwide Title I status. In all meetings to describe the school's program, the team conducting outreach notes school and program features likely to create a supportive and successful learning environment for all students, including students achieving below grade level, socioeconomically disadvantaged students, and students with disabilities.

ADMISSIONS PREFERENCES

Lashon Academy makes every effort to recruit students of various racial and ethnic groups. Lashon Academy conducts orientation meetings year-round to inform interested parents and students on what the school has to offer. The Board has adopted a process that is compliant with the Charter Schools Act. Parents who choose to send their children to Lashon Academy are asked to complete a Lottery Form to participate in the lottery. Lashon Academy Board policy includes the following:

- Students already enrolled are exempt from lotteries. Once a student is admitted to the school, he or she may remain in attendance through subsequent grades.
- LAUSD residents, siblings of students already admitted to or attending Lashon Academy, and children of staff members (as long as this preference category does not exceed 10% of total enrollment) will be given preference in the lottery.
- Lashon Academy will employ a single, weighted lottery with higher weighting for students in the preference categories above.

The following categories of prospective students receive preference in the lottery:

- 1) LAUSD Residents: All students in the lottery living in the Los Angeles Unified School District boundaries will receive preference over students living outside the LAUSD boundaries.
- 2) Siblings: Siblings of students already enrolled at Lashon Academy or accepted via the lottery will receive preference over students who are not siblings of students already enrolled or accepted to Lashon Academy.
- 3) Children of Staff: Children of staff members shall receive preference in the lottery, unless the number admitted by this exemption would exceed 10 percent of total enrollment at Lashon Academy.

IMPLEMENTATION OF RANDOM PUBLIC LOTTERY

If Lashon Academy receives a number of applications from potential students exceeding the number of spaces available within any grade level, the school will conduct a random public lottery, using the following rules and procedures, which will be communicated to the community at least 30 days prior to holding the lottery:

- Method to Communicate Lottery Rules: The school will describe the lottery process rules and procedures in English, Spanish, and Hebrew on the school's website, in flyers distributed at community meetings about admission to the school, and in presentations to groups and conversations with families who have expressed interest in admission. The school will communicate the lottery rules and procedures by U.S. postal service or to email accounts at the request of interested parties.

- **Open Enrollment Timeline:** During an open enrollment period from November to February each school year, interested parties will complete a Lottery Form with the name, grade, and contact information of their students in order to participate in the lottery, if one is needed.
- **Open Enrollment Assistance:** Information will be available in English, Spanish, and Hebrew. School staff or volunteers will help any interested party with language or literacy barriers or physical disability to complete a pre-enrollment application.
- **Lottery Timeline:** The lottery will take place following the end of the November-February open enrollment period. The lottery date and time will be communicated to all families who entered the lottery so they may attend if they choose to.
- **Lottery Location to Allow Observation:** The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.
- **Lottery Date and Time to Enable Attendance:** The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so, but their attendance is not required.

LOTTERY PROCEDURES

- **Notice of Available Spaces:** Prior to conducting the lottery, all interested parties will be told verbally how many openings are available in the school in the different grades served by the school.
- **Drawing Description:** The single lottery shall include drawing names from pools of ballots.
- **Conducting the Drawing:** A disinterested third party shall draw student names until all names for each grade level are drawn. Lashon Academy may choose to use a reputable, valid online system for managing the lottery, such as SchoolMint.
- **Determining Waiting List:** Those individuals whose names are drawn after all spaces have been filled will be placed on a waiting list in the order drawn, except if the preferences described above require otherwise.
- **Enrollment Offer Notice and Timeline to Respond:** Families that entered the lottery shall be informed in writing of their students' selection or placement on a wait list. Families with students drawn for admission shall have seven (7) calendar days from the date of the letter to respond to the offer of enrollment by completing the enrollment process. In addition, the school shall attempt on at least two separate occasions to contact the parents/guardians of drawn students by telephone. Families not responding within the 7-day period will forfeit their offer of enrollment for that school year.
- **Promotion From Waiting List and Timeline to Respond:** Potential students on the waiting list shall provide contact information for the School to use in the event space becomes available. Families promoted off the waiting list shall be informed in writing and shall have seven (7) calendar days from the date of the letter to respond to the offer of enrollment by completing the enrollment process. In addition, the school shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Families not responding within the 7-day period will forfeit their offer of enrollment for that school year.
- **Waiting List Expiration:** The waiting list will expire at the end of each school year. Interested parties not previously admitted must reapply during subsequent open enrollment periods.

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.

ANNUAL INDEPENDENT FISCAL AUDIT

An annual independent fiscal audit of the books and records of Lashon Academy is conducted as required in Ed. Code §47605(b)(5)(I) to review the school's internal controls and verify the accuracy of the school's financial statements and attendance and enrollment accounting practices. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The Lashon Academy Board selects an independent auditor and will be responsible for overseeing the independent audit. At a minimum, the auditor will be a Certified Public Accountant, have knowledge of the Audit Guide for Charter Schools, have educational institution audit experience, and appear on the State Controller's Certified Public Accountants Directory Service (CPADS) published list as qualified to perform K-12 Local Education Agency audits. The audit will follow Generally Accepted Auditing Standards (GAAS) to the extent these are in accord with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's Guide.

Audit Information Plans and Systems

Lashon Academy gathers, prepares, and organizes documents, materials, and other information as requested by the independent auditor. The auditor will complete the annual audit within four months of the close of the fiscal year. The Executive Director of Lashon Academy will transmit a copy of its annual independent financial audit report for the preceding fiscal year to LAUSD, the Los Angeles County Board of Education (LACOE), the State Controller, and the California Department of Education (CDE) by December 15 of each year.

Resolving Audit Exceptions

The Lashon Academy Board of Directors receives and reviews the audit report, considers any audit exceptions or deficiencies, and develops a plan to resolve them in conference with the auditor to the satisfaction of the auditing agency and LACOE.

Audit exceptions and deficiencies shall be resolved within reasonable timelines as prescribed by LACOE. We anticipate that exceptions and deficiencies would typically be addressed within a matter of weeks or months, depending on the complexity of the issue at hand. If there are any exceptions and deficiencies,

Lashon Academy will work in concert with its back-office support provider such as ExED or EdTec to address any audit findings and/or resolve any audit exceptions and will submit a report to LACOE within five weeks proposing how any exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for resolution. The independent fiscal audit of Lashon Academy is a public record that will be available to the public upon request.

Lashon Academy will complete financial reporting to the charter-granting agency in compliance with Education Code Section 47604.33.

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, including any modification of the lists of offenses for which students are subject to suspension or expulsion, will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

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 its SELPA.

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. An IEP team will meet to conduct a manifestation determination and to discuss alternative placement. 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 County

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

- Completed “Notification of Charter School Expulsion”, 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 LACOE as indicated above, 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 County 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

Discipline is an important component of a safe, respectful, and welcoming school environment where students can learn and teachers can devote their time to teaching. Lashon Academy has a clear set of discipline policies, including a pupil suspension and expulsion policy (collectively, our “discipline policies”) and applies thoughtful responses to student misconduct in order to provide this environment. The purpose of our disciplinary policies is to ensure the rights of each student to attend school in a safe, positive, and productive learning environment. All discipline plans are founded on the principles of Restorative Justice and Positive Behavioral Interventions and Supports: teaching school rules and social-emotional skills; reinforcing appropriate student behavior; and using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences. Lashon Academy understands that building strong character traits will aid students in growing into socially responsible citizens.

Lashon Academy utilizes a multi-tiered approach to provide social, emotional and behavior support. Our purpose is to provide an effective, efficient and fair program that is conducive to a safe and positive school culture. Our program is designed to enhance social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. We implement a Social Emotional Learning curriculum, Counseling, Responsive Classroom and Character Development Program.

- **Tier I: Schoolwide Instruction.** Lashon Academy has adopted a comprehensive school-wide social emotional learning (SEL) curriculum. Second Step consists of structured lessons designed to help students attain the desired competencies and to provide all students with knowledge, attitudes and skills appropriate for their developmental level. These classroom presentations and follow up activities are led by the school counselor and the lessons focus on various skills: conflict resolution, skills for learning, empathy, and emotion management. The main goals of the SEL program are to foster cognitive, affective, and behavioral competencies such as: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Standard practices include using a common and consistent language around behavior to check in on oneself and others, as well as to address any issues that might disrupt the learning environment.
- **Tier II: Small Groups.** The school counselor has also developed predetermined groups students can join or teachers can refer students to. These groups are created to support the social and emotional development of students. They focus on specific topics so that the participating

students can be academically and socially successful at Lashon Academy. During these group meetings, children will have the opportunity to learn new skills and strategies and practice interpersonal skills, discuss feelings, share ideas, and practice new behaviors. Children have the opportunity to participate in a variety of activities relating to the group topic such as drawing, role-playing, relaxation exercises, and practicing new behaviors. Some common topics are: social skills, sportsmanship, learning skills, etc.

- **Tier III: Responsive Services.** The school counselor also provides responsive services and system support. Responsive services include activities designed to meet student's immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response. Individual and small group counseling are based on student needs (coping strategies, goal setting, decision making, communication, effective social skills, etc.). The SST may be convened at this point to ensure students receive the support they need to be successful.

System support includes consultation/collaboration with staff, teachers and parents/guardians regarding student's social and emotional well-being. The counselor provides classroom strategies for teachers and support implementation of interventions to enhance success.

Behavioral management plans are created for students with challenging behaviors. Moreover, the school counselor provides one-on-one parent conferencing for students with specific needs and concerns.

The Responsive Classroom approach is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. The approach consists of practical strategies for helping students build academic and social-emotional competencies.

In addition to developing students who are academically competent, we understand that building strong character traits will aid our students in growing into socially responsible global citizens. Therefore, we focus on specific character traits throughout the year and expect all of our students to uphold and model these characteristics. We provide recognition to all students who demonstrate the focus traits during the year at school-wide assemblies and weekly announcements. We focus on the following qualities from the *Character Strength Building Program*: joyfulness, forgiveness, determination, respect, creativity, honesty, confidence, unity, cooperation, and patience.

Students who are seen obeying school rules and demonstrating the character traits are eligible to receive incentives, including the following, which promote the positive behaviors that support students' learning:

Trimester Awards

- **Citizenship Award:** is given in recognition of excellence in behavior and respect for Lashon Academy and our community. This student consistently demonstrates qualities of a good citizen and is consistently thinking and acting responsible. These students must earn at least a 3.75 GPA in the areas of work and study habits on trimester grading periods, and have a teacher recommendation.
- **Perfect Attendance Award:** is given to any student who was not absent, never tardy, and did not leave early during the trimester.
- **Most Improved Award:** is given to students who have shown significant improvement in any academic area as determined by the classroom teacher.

- Academic Award: is given to students who have shown academic excellence with at least a 3.75 or above GPA in all core academic standards.

Positive Reinforcement

The Behavior Dean will monitor school behavior data to evaluate the efficacy and fidelity of schoolwide positive behavior supports, behavior interventions, and alternatives to suspension.

Character Tickets

Teachers and other school personnel will give students a Character Tickets when they are caught making good choices. Students will be recognized in the classroom and during Schoolwide morning assemblies.

Lashon Academy employs a full-time Counselor to support students' social-emotional needs. The Counselor also builds teachers' capacity to address behaviors in the classroom by leading workshops on responsive classroom techniques, implementing professional development related to student behavior and alternatives to suspension, and conducting classroom observations to evaluate schoolwide implementation of positive behavior strategies.

Tiered System of Consequences

When students violate Lashon Academy's discipline policies, teachers are trained to respond using the school's tiered system of consequences:

- Level I: The classroom teacher will hold a student/teacher conference with the student during lunch to discuss the undesired behavior, and contact, by telephone, the parent(s) or guardian(s) after school on the same day to inform the parent of the undesired behavior. Level I consequences may be provided due to a student's failure to abide by classroom rules or school behavioral norms.
- Level II: The classroom teacher will hold a student/teacher conference with the parent(s) or guardians(s) and behavior dean. At this meeting, a Behavior Contract is developed between the student, behavior dean and teacher.) and the possibility of a convening an SST may be considered.. Level II consequences may be provided due to a student's repeated behaviors resulting in Level I consequences or, at the teacher's discretion, behaviors that constitute a major classroom disruption.
- Level III: The classroom teacher will hold a conference with the parent(s) or guardian(s), student, teacher, and school administrator. If the administrator deems it appropriate, Level III conferences may result in a suspension. Level III consequences may be provided due to a repeated violations of a Behavior Contract developed pursuant to a Level II consequence or the determination that the student engaged in one of the enumerated behaviors below.

To preserve and protect this safe and welcoming environment, Lashon Academy applies exclusionary discipline (suspension and expulsion) to serious incidents of student misbehavior that pose a threat to others or that are required under federal or California law. For non-emergency student misconduct, we will favor behavior interventions other than exclusionary discipline as a means to teach appropriate behavior and use progressive disciplinary approaches as needed.

Alternatives to Suspension

To the extent possible, Lashon Academy deploys the following alternatives to suspension rather than applying exclusionary discipline:

- Student Contract: Work with the student to directly teach problem-solving skills to assist in alternative behaviors. Develop a contract between the student and the school to create a plan emphasizing student choice.
- Parent Supervision in School: Invite and encourage parent(s) to come to school to provide additional support and supervision.
- Counseling: Refer student to the Student Study Team for counseling and/or behavior support group.
- Appropriate In-School Alternatives: Provide academic tutoring and behavior instruction, social-emotional skills training, and work habits. Develop a plan to integrate behavior improvements in the general education class.
- Behavior Monitoring: Implementation of behavior charts and logs with daily reports, behavior check-offs, and feedback to the student.
- Alternative Programming: Changes in the student's class and/or teacher, which are tailored to meet their individual needs.
- Behavior Support Plan: Create a structured behavior plan focusing on identifying the inappropriate behavior, working as a team to decrease the behavior and reinforce a desired behavior.

INVOLVING STAKEHOLDERS (STAFF, PARENTS, STUDENTS, LEGAL COUNSEL)

The Lashon Academy Board developed a detailed pupil suspension and expulsion policy and set of procedures with the input of school staff, parents, and legal counsel that will provide students with due process rights when the school considers suspension or expulsion. Stakeholder groups will be trained on policy and procedures through parent meetings, staff meetings, and classroom activities. Federal and state law describing the process that must be adhered to when disciplining students, including court decisions, and extensive laws governing discipline of students with disabilities, will control the design of the policy and procedures. The Principal and Board members will be well versed in these policy and process requirements through workshops and trainings in order to implement the policy and procedures in accordance with the law.

The adopted suspension and expulsion policy, including the offenses that may result in suspension or expulsion, are cognizant of federal and state protections for students, such as First Amendment rights. Prior to enacting any "zero tolerance" provisions, Lashon Academy will consult with legal counsel to determine the limiting factors for such provisions.

The suspension and expulsion policy addresses disciplinary problems when a student's behavior is a danger to other students or staff, or after a school's less severe disciplinary practices (designed to be corrective) have proven ineffective and the student presents a substantial and ongoing disruption to the school's operations. When a student violates this policy, it may be necessary to suspend or expel the student from regular classroom instruction in order to promote learning and protect the safety and well being of all students and staff.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language

of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student’s parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

ENUMERATED OFFENSES

DISCRETIONARY SUSPENSION OFFENSES

Students may be suspended for any of the following acts when it is determined the pupil:

- 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 self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational

institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- r) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one

or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic,

educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

NON-DISCRETIONARY SUSPENSION OFFENSES:

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

DISCRETIONARY EXPELLABLE OFFENSES:

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- 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 self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be

reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

NON-DISCRETIONARY EXPELLABLE OFFENSES:

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

DUE PROCESS AT LASHON ACADEMY

1. **Adopt Policies:** The Lashon Academy Board will review, adopt, and periodically revise a student discipline policy and a suspension and expulsion policy at open meetings where parents, staff and other community members may observe and offer comments. The CEO shall monitor developments in the law regarding student discipline and advise the Board regarding potential changes to the Policy.
2. **Inform Students, Parents & Guardians:** The discipline policy will clearly describe student behavioral expectations and disciplinary consequences. The Principal shall ensure that students and their parents or guardians receive written notice of all discipline policies and procedures upon enrollment. The notice shall state that copies are also available on request at Lashon Academy’s

main office. The school will prepare copies in English, Spanish, and Hebrew and in other languages if required to serve the school's enrolled families.

3. **Report Violation:** Students who observe or have knowledge of any planned or actual violation of the discipline policy, or students who are victims of any planned or actual violation of the discipline policy, should immediately report the incident to a teacher, staff member or the Principal. A teacher or staff member who observes or has knowledge of any planned or actual violation or who is the victim of any planned or actual violation shall immediately report the violation to the Principal.
4. **Investigate Violation:** The Principal shall expeditiously investigate the occurrence, collect evidence, and take statements, then determine whether the incident merits suspension or expulsion. This investigation may include conducting a lawful search of a student's person and/or personal effects (e.g. backpack, purse, etc.) if a school official has reasonable suspicion that the student has violated or is violating either the law or the Charter School's rules and policies. This includes, but is not limited to, possession of illegal, unauthorized or contraband materials. Articulable facts must support a school official's reasonable suspicion that a search is justified, and the scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction. In no case shall a strip search be conducted by school officials, and any search of a student and/or their personal effects shall be conducted in the presence of another adult witness whenever possible.

SUSPENSION PROCEDURES

1. **Informal Conference:** Unless a student poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, the Principal will conduct an informal conference with the student and parent/guardian before deciding to suspend the student. At this conference, the Principal will orally inform the student of what the student is accused of doing and the basis of the accusation. The student will be given the opportunity to present informal proof and the student's side of the story before the Principal decides whether to suspend the student. If the Principal determines that an emergency situation exists, the Principal may suspend the student prior to the informal conference. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the Principal suspends a student without the informal conference, both the student and the parent or guardian will have the right to a conference within five (5) school days, or at the parent's or guardian's earliest opportunity. The Principal or designee shall make a reasonable effort to contact the parent/guardian by email or phone.
2. **Duration of Suspension:** The Principal determines the appropriate length of the suspension, up to five (5) consecutive school days. When suspensions do not include a recommendation for expulsion, they shall not exceed twenty (20) school days in any school year in accordance with Education Code 48903. (If the suspension also includes a recommendation for expulsion, then additional steps apply. See "Expulsion Procedures" below.)
3. **Contact Parent or Guardian:** At the time of the suspension decision, a Lashon Academy Principal or designee will make a reasonable effort to contact the parent or guardian by telephone or electronic message to inform him or her of the suspension and the reasons for the suspension. If the suspension is to begin that school day and Lashon Academy cannot reach a parent or guardian to arrange for supervision of a suspended student, then the school will hold the suspended student in an isolated

but supervised manner at the school, unless hospitalized or detained in a correctional facility, until the close of that school day. During all suspensions, the Principal, working with the student's classroom teacher, will ensure that the students and their families receive classroom materials and current assignments to be completed at home during the term of the suspension (homework and class work missed). All work will be graded by the teacher and feedback will be provided in a timely manner. Students will be given an opportunity to make up all missed assignments and assessments.

4. **Written Notice of Suspension:** The Principal will send written notice of the suspension either in person or via mail within one (1) school day to the parent or guardian and to the student. A copy of this notice will be placed in the student's cumulative file at Lashon Academy. The notice of suspension will state the fact of suspension, its duration and the specific offense committed by the student. In addition, the notice shall state the date and time when the student shall return to school. The notice will also state that the student has the right to present his/her case before the Principal decides whether to suspend the student, unless this right is waived. Additionally, the notice will state that if the Principal has suspended a student without the informal conference, both the student and the parent or guardian have the right to a conference within five (5) school days, or at the parent's or guardian's earliest opportunity.
5. **Behavior Contract:** The Principal may require the student and the student's parent or guardian to sign a contract that states the conditions that the student is expected to meet while enrolled at Lashon Academy. The behavior contract will not exceed or be different from grounds for suspension and expulsion listed in this charter petition. If the behavior contract is broken by the student, a more severe form of discipline, such as expulsion, may be appropriate depending upon the circumstances. The school will keep the signed contract and give a copy to the parent or guardian and to the student.
6. **Right to Appeal Suspension:** The student's parent or guardian may appeal the suspension decision within five (5) school days of Lashon Academy sending the Notice of Suspension to the student and parent or guardian. If no appeal is requested the decision is final and accepted.
7. **Written Appeal of Suspension:** If the student's parent or guardian requests an appeal, it must be in writing, signed by the parent or guardian, directed to the Principal, and received by the Lashon Academy front office by 4:00 pm of the fifth school day. Parents or guardians may compose their appeal requests in their home language.
8. **Suspension Appeal Process:** The Principal will attempt to resolve the appeal with a written response within ten (10) school days of receiving the written appeal. After appeal at the School level, if further appeal is desired, the student or the student's parent or guardian may appeal in writing, e.g. hand delivery or via mail, to the Executive Director of Lashon Academy within five (5) school days of the date of the Principal's written response. The Executive Director will review the appeal, and, if necessary, hold a hearing to learn more about the incident that resulted in suspension. The Executive Director will make the final determination of any suspension appeal. An appeal does not halt a student's suspension. If the suspension is overturned, the suspension will be removed from the student's record, and any remaining days will not have to be served.

IN-SCHOOL SUSPENSION PROCEDURES

Lashon Academy may implement in-school suspension as an alternative to suspension at the discretion of

the Principal. The Principal may choose to require in-school suspension for the same grounds for out-of-school suspensions.

EXPULSION PROCEDURES

1. **Expulsion Recommendation:** After the Principal investigates an incident, determines the offense should result in a suspension, and initiates the procedures to suspend the student as outlined above, the Principal may also decide to recommend, or be required to recommend, expulsion. The Principal shall submit a written recommendation to the Administrative Panel who is responsible for making a determination regarding the expulsion. The Administrative Panel shall consist of at least three to five members who are neutral and impartial teachers or administrators who have not taught the student. Qualifications for the Administrative Panel include a teaching or administrative credential and at least 3 years of classroom teaching experience. Volunteer employees who qualify to serve on an Administrative Panel will be selected by the Executive Director and Principal, and will receive annual training in the Charter School's expulsion policy and procedures, including due process, rights of students with disabilities, **current student discipline laws**, and alternatives to expulsion.
2. **Extension of Suspension Pending Expulsion:** If the Principal wants to consider extending a student's suspension pending an expulsion decision, the Principal will invite the student and the student's parent or guardian to a meeting held within five (5) school days of the student's suspension to discuss extending the suspension.

The purpose of the meeting will be to discuss the extension of the suspension and may be conducted as part of the initial suspension meeting with the parent or guardian after the suspension. At this meeting, the participants (administrator, student, parent/guardian) will discuss the offense and its repercussions. If the student has committed an offense that requires a mandatory expulsion recommendation, this will be discussed at the meeting so that all parties understand why the Principal must recommend expulsion.

Suspensions may be extended by 10 days while pending an expulsion hearing. Students will have meaningful access to their academic work during the term of the suspension so as to not fall behind.

3. **Authority to Expel:** A student may be expelled based on the determination of the Administrative Panel following a hearing before the Panel.
4. **Timely Scheduling of Expulsion Hearing:** The Lashon Academy Administrative Panel will schedule an expulsion hearing within 30 school days of the date the Principal recommended expulsion.
5. **Letter Regarding Expulsion Hearing:** The Principal will send an email or certified letter to the student and the student's parent or guardian regarding the expulsion hearing. The school will send this letter to the address reflected in the pupil's student file at least ten (10) calendar days before the date of the hearing.

The letter shall notify the student and the student's parent or guardian of the following:

- the date, time and place of the expulsion hearing;
- the student's right to postpone the expulsion hearing, if requested by the student and the student's parent or guardian in writing, for a period of time not to exceed 30 calendar days;
- the Administrative Panel's discretion to grant any further extension of time requested by the

student and the student's parent or guardian in writing.

- a statement of the facts, charge(s) and offense(s) upon which the proposed expulsion is based;
- a copy of Lashon Academy's disciplinary policy relating to the alleged violation;
- notice of the obligation for the student and the parent or guardian to provide information about the student's status at Lashon Academy to any other school district or school to which the student seeks enrollment;
- the opportunity for the student and the student's parent or guardian to appear at the expulsion hearing in person and to employ and be represented by legal counsel or an advocate at the expulsion hearing;
- the right of the student and the student's parent or guardian, legal counsel or advocate to inspect and obtain copies of all documents to be used at the expulsion hearing;
- the opportunity of the student and the student's parent or guardian, legal counsel or advocate to confront and question witnesses who testify at the expulsion hearing (unless revealing the name of a student witness or requiring that the student testify could subject the student to risk, in which case statements and reports of such students may be relied on in lieu of live testimony and student names do not have to be revealed);
- the opportunity of the student and the student's parent or guardian, counsel or advocate to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witness testimony.

6. **Lashon Academy Record of Expulsion:** Lashon Academy shall maintain documents that may be used at the hearing and make them available for review by the student and the student's parent or guardian. These papers may include, but are not limited to, the following: a record of the student's attendance and grades; a record of previous infractions; a statement of the facts surrounding the case made by the Principal; a statement of the facts surrounding the case made by witnesses; a law enforcement agency's report; and any other relevant matter.
7. **Expulsion Hearing:** The Lashon Academy Administrative Panel will conduct the expulsion hearing in closed session unless the student or the student's parent or guardian requests, in writing, at least five (5) days before the date of the hearing, that the hearing be conducted at a public meeting. The expulsion hearing shall be confidential. A record of the hearing shall be made and may be maintained in a manner that permits a complete written transcription of the proceedings to be made.
8. **Evidence & Testimony:** While the technical rules of evidence do not apply to expulsion hearings, parties may provide the kind of evidence on which reasonable persons could rely in the conduct of serious affairs. The Principal's recommendation to expel must be supported by substantial evidence that the student committed an expellable offense.

The Administrative Panel will base its findings of fact solely on evidence produced at the hearing. Hearsay evidence is admissible, but the Administrative Panel will not base a decision to expel solely on hearsay evidence. The Administrative Panel may admit sworn declarations as testimony from witnesses who the Board determines may be subject to an unreasonable risk of physical or psychological harm if their identities were disclosed or if they testified in person at the hearing.

If, due to a written request by the expelled pupil, the Administrative Panel holds the expulsion hearing at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, then a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

9. **Expulsion Decision:** The Administrative Panel shall make its decision within ten (10) school days following the conclusion of the expulsion hearing, unless the student or parent/guardian has requested in writing that the decision be postponed.
10. **Decision Not to Expel:** If the Administrative Panel decides not to expel, then the student shall be reinstated and permitted to return to classroom programs. Decisions not to recommend expulsion or not to expel shall be final.
11. **Decision to Expel:** If the Administrative Panel makes a determination that the student committed an expellable offense, the student shall be immediately expelled unless the parent or guardian timely submits a written appeal to the Lashon Academy Board. The Principal shall send a written notice of the decision to expel via mail to the student and the student's parent or guardian within five (5) school days. The notice shall include the following:
 - notice of the specific offense(s) committed by the student;
 - the Administrative Panel's findings of fact;
 - the student's rehabilitation plan;
 - the process for readmission;
 - notice of the right to submit a written appeal and request for reconsideration to the school's Board of Directors within 10 school days;
 - notice that the decision of the Lashon Academy Board of Directors shall be final; and
 - notice of the student's and parent or guardian's obligation to inform any new district in which the student seeks to enroll of the student's status within the charter school.
12. **Request for Appeal:** The student or student's parent or guardian may submit a written appeal (in English or native language) and request for reconsideration to the Lashon Academy Board of Directors within ten (10) days of the Administrative Panel's decision via hand delivery or mail.
13. **Appeal Procedure:** Reconsideration will be posted and conducted in compliance with the Brown Act. The Board of Directors shall hear the appeal in a closed session. Reconsidered decisions of the Lashon Academy Board shall be completed within 15 school days or 30 calendar days of the submission of the appeal, whichever first occurs, and shall be final.
14. **Notification of Expulsion to the District:** The Principal shall send written notice of the decision to expel to the student's district of residence and the Los Angeles County Office of Education. This notice shall include the student's name and the specific expellable offense committed by the student.
15. **Continuing Education:** The school will facilitate assisting the parent in seeking alternative education programs, including but not limited to their school district of residence

16. **Rehabilitation Plan:** The rehabilitation plan to which the pupil is assigned may provide for the involvement of the student's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. If the student satisfactorily completes the rehabilitation program, then the expulsion will be expunged from the student's record.
17. **Records:** Lashon Academy will maintain records of all student suspensions and expulsions at the Charter School site and make such records available for LACOE's review upon request.

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.

RETIREMENT BENEFITS FOR ALL STAFF MEMBERS

All Lashon Academy employees will be covered by both components of the Federal Insurance Contribution Act (FICA), i.e., Social security and Medicare. Lashon Academy will not participate in the State Teachers Retirement System (STRS) or the Public Employees Retirement System (PERS).

To maximize its ability to attract qualified staff, Lashon Academy will periodically evaluate the feasibility and appeal to candidates of other offerings, such as 403(b) plans, Flexible Spending Accounts (FSA), and Health Saving Accounts (HSA).

Lashon Academy will make all employer contributions as required by federal social security, Medicare, workers’ compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. Eligible pupils 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. As a school of choice, Lashon Academy does not have restrictive enrollment based on residence, etc. Parents and students will be informed of their public school attendance alternatives during the enrollment process through such publications as LAUSD’s School Choices brochure.

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

General Provisions

Any claim, controversy or dispute between the County 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 County and Charter School shall be addressed respectively as follows:

Director

Charter School Office

Los Angeles County Office of Education

9300 Imperial Hwy, Downey, CA 90242

Los Angeles, California 90242

Director/Principal

Lashon Academy

644 N Fuller Ave Suite 220

Los Angeles CA 90036

- 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 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. 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 County and Charter School shall be addressed respectively as follows:

Charter School Office

Los Angeles County Office of Education

9300 Imperial Hwy, Downey, CA 90242

Los Angeles, California 90242

Director/Principal

Lashon Academy

644 N Fuller Ave Suite 220

Los Angeles CA 90036

- 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 any remedy available under the law.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

Revocation of the Charter

The County 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 County may revoke the Charter of Charter School if the County 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 LACOE 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 LACOE Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

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

Closure Action

The decision to close Charter School, either by the governing board of Charter School or by the LACOE Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LACOE Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

Closure Procedures

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

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or

the LACOE 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 Los Angeles County Office of Education. Charter School shall provide LACOE 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 LACOE 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 LACOE.
3. 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 LACOE .
4. 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), and the Social Security Administration 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 LACOE .
5. 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 LACOE .
6. 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 LACOE .
7. 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 LACOE.

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 LACOE .

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as County 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 County with all original student cumulative files and behavior records, pursuant to County policy and applicable County 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 County, in accordance with County 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 County procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to LACOE in accordance with the County 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 County in the form of a CD or otherwise in accordance with County procedures.
4. Charter School must organize the original cumulative files for delivery to the County in two categories: active students and inactive students. Charter School will coordinate with LACOE 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 County a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the County 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 County 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 County 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 county 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 LACOE. 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 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 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 County any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the County. The County discloses that the California Education Code sets forth the requirements for the disposition of the County'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 LACOE 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 County and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The County 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 County. 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.

CLOSURE AGENT

In the event of a Closure Action, the Executive Director will serve as the Closure Agent and work closely with the Board of Directors and Principals to ensure that the procedures described above are properly followed.

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).

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide LACOE 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 County. 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 County 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 County for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site 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 County 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 County under any of the County'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 County [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the County'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 County Office of Education and the Board of Education of the County of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the County 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 Los Angeles County Office of Education.
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 County Office of Education.
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. *The policy shall be endorsed to name the Los Angeles County Office of Education and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the County 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 County 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 LACOE 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 County 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 County 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 LACOE 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 LACOE 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 "LACOE 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

County Oversight Costs

The County may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the County 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 County. Notwithstanding the foregoing, the County 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.

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 County oversight.
- The County's statutory oversight responsibility continues throughout the life of the Charter and requires that the County, among other things, monitors the fiscal condition of Charter School.
- The County 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 County hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures. 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 County 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).)