



LOS ANGELES UNIFIED SCHOOL DISTRICT

Topanga Elementary Charter School

A DISTRICT AFFILIATED CHARTER SCHOOL

22075 Topanga School Rd, Topanga, CA 90290



Renewal Petition

Submitted
April 22, 2020

TERM OF PROPOSED CHARTER

JULY 1, 2020 TO JUNE 30, 2025

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Topanga Elementary Charter School (also referred to herein as “TECS”, “District Affiliated Charter School” 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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be approved at a public hearing, consistent with federal law, the California Constitution, and Section 200. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil

exhibits any of the characteristics described in Education Code section 47605(d)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School 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.

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

• The contact person for Charter School is:	Kevin Kassebaum Principal
• The address of Charter School is:	22075 Topanga School Rd, Topanga, CA 90290
• The phone number for Charter School is:	(310) 455-3711
• Charter School is located in LAUSD Board District:	4
• Charter School is located in LAUSD Local District:	West
• The grade configuration of Charter School is:	TK-5
• The number of students in the first year of this Charter will be:	300
• The grade levels of the students in the first year will be:	TK-5
• Charter School’s scheduled first day of instruction in 2020-2021 is:	08/18/2020
• The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	348
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule (start and end of day) for Charter School will be:	8:00 a.m.-2:40 p.m.
• The term of this Charter shall be from:	July 1, 2020 to June 30, 2025

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Topanga Elementary Charter School (TECS) has been a successful charter school serving grades K-5 since 1995. TECS was granted one of the initial 100 charters in California under the Charter schools Act of 1992. TECS is a member of the Palisades Charter Complex, the first K-12 charter complex in the nation. The Complex had three goals: articulate local school options for improved stability and predictability; assert the right to develop long-range Kindergarten through 12th-grade instructional plans, and assure the provision of resources for implementing and maintaining those plans.

The community of Topanga is geographically separated from the major urban centers of Los Angeles and is self-contained. TECS is perhaps the most geographically isolated school in LAUSD. We are boarding what is considered the world's largest wildland within the boundaries of a major city Topanga State Park. The campus is unique in having five acres of oak woodland, including extensive nature trails and an outdoor amphitheater on our campus. We have worked with the Santa Monica Mountains Resource Conservation District (RCD) to develop a curriculum in which classroom activities are integrated with regular hikes and outdoor learning among the oaks on our school's nature trails.

From its humble beginnings as a rugged weekend destination for hunters and campers, Topanga has evolved, earning a reputation as an artists' community along the way--for the notable musicians, novelists, filmmakers, and general free-thinkers who have called the canyon home. Over the years, Topanga's evolution has continued, with physicists, neuroscientists, lawyers, and chefs living alongside entrepreneurs, educators, and parents. Some are life-long residents, and some have come from far-flung corners of the globe, different and yet united in an appreciation of the astounding beauty of our shared home and bound together by a sense of community that stems from an understanding of the unique nature of this place.

The Topanga community is also susceptible to natural disasters such as fire and flooding and allocates time and resources in preparation for these events. This is also why the flexibility of a charter is beneficial. As a charter school, we have been able to develop a cohesive and comprehensive program that is particular to our school community. The community had gained much that it did not have before the school's charter status was awarded. Students receive a variety of enrichment opportunities such as a dedicated science teacher, a hands-on science lab, visual and performing arts, music, and a gardening program that are integrated with the core curriculum.

Other achievements include the further integration of technology in the classroom, improving community communication, continued parent engagement such as the Safety and Science Committee, Visual and Performing Arts Committee, Maker Club and continued ecological awareness and stewardship of the school property. We attribute our successes to a variety of factors, including but not limited to, the partnership between stakeholders and staff, the level of commitment of all stakeholders, the small size of the school, the ability to utilize a school based governance model with opportunities to make curriculum, staffing, and budgetary decisions to best suit our school's community. Since its inception as an Affiliated

Charter School within the Los Angeles Unified School District, TECS has embraced the challenge to develop successful programs that reflect the leadership, skill and talent of our stakeholders, while meeting the unique needs of our diverse student body and educational community.

Recognizing this truth and seeking to build its previous successes through its current Charter Renewal, TECS will continue to be a school that combines the expertise and efficiencies of the large urban Los Angeles Unified School District with the accountability and responsiveness of this unique local school community.

As an Affiliated Charter School, TECS seeks to provide the resources necessary to prepare our students for the demands of the 21st century. In collaboration with the District, TECS has proved to be innovative in our instructional approaches in order to maintain a high level of instruction and consistently excelling student achievement. Our charter document has given us the opportunity to collaboratively construct our mission and vision, define our goals and learn valuable lessons, which have enabled us to raise the bar in our own professional growth as well as the achievement of our students.

TECS utilizes the categorical block grant, according to the needs of our students, and under the oversight of the District and our School site Governing Council, which represents the interests of all stakeholders. TECS has been proactive in initiating innovative opportunities for our students in ways such as:

- Supplemental curricular materials to enhance District materials through the use of different and innovative teaching methods.
- Strong accountability for student achievement through frequent monitoring and analysis of student assessment data.
- Teacher training and resources for the provisions of a differentiated and appropriate curriculum to meet the high achievement levels of our students as well as those identified as low achieving.
- A variety of enrichment classes offered to enhance the instructional program
- Implementation of research-based instructional practices and assessments to improve and drive continuous improvement that draws on the rich resources surrounding our school.
- Demonstration learning, such as, student-motivated projects that allow students to demonstrate in a wide variety of ways what they learned – allowing them to teach what they learned to their peers.
- Parent education opportunities and workshops for parents and community members
- A dedicated technology program and instructor which provides a curriculum geared to meet the school's technology vision and goals to support 21st century learning.
- Technology hardware and software (Smartboards, iPads, Chromebooks) to enhance the integration of technology into the instructional program.
- A dedicated science lab and science teacher provides for hands-on experiential learning using FOSS Kits and supplemental science materials.
- Physical education coach(s) who collaborate with classroom teachers to provide instruction in physical education skills.

- After school and weekend community events.¹
- An active Leadership Council made up of school stakeholders who share decision making about the school's personnel, programs and operations.
- Committees dedicated to heighten awareness and maintain focus with the school's vision in areas of safety, curriculum, technology, visual and performing arts, fundraising, science and maker space.
- Systems in place for the identification of students experiencing difficulties in academics, behavior, social emotional states, attendance or other school related issues.
- Collaboration with other local schools to share best practices and opportunities for professional development.
- A time banking schedule which has provided the staff with invaluable time for professional development and grade level collaboration.
- Opportunities to promote a historical, social, and multicultural perspective.
- Community partnerships, both with other Palisades Complex schools and with institutions such as local colleges, museums, and private organizations, to afford extended learning opportunities beyond the campus location.

STUDENT POPULATION TO BE SERVED

Topanga Elementary Charter School shall provide for the free, nonsectarian, public education of students in transitional kindergarten through fifth grade who desire a solid foundation in reading, writing, mathematics, science, and social studies that prepares them to be successful in pre-college preparatory courses of middle school and high school. Topanga Elementary, as a neighborhood school, shall serve students who live in its attendance area in the Topanga community of Los Angeles but shall also provide for the education of as many non-neighborhood students who wish to attend the school as space allows. Topanga Elementary shall serve an urban, multicultural, multiethnic student body without regard for race, sex, color, ethnicity, religion, sexual orientation, national origin, or disability. The school's educational program shall serve students of all abilities ranging from those who are academically low achieving to the high proportion of gifted and highly gifted children in the school's student body.

STUDENT POPULATION TO BE SERVED

Multi Year Enrollment by Grade (Source: [CDE Data Quest](#))

This report displays the annual K-12 public school enrollment by grade level for the school and year. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information

¹ References to programs beyond the TK-5 are outside the scope of the petition and provided to illustrate the services the Charter School provides

was submitted to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

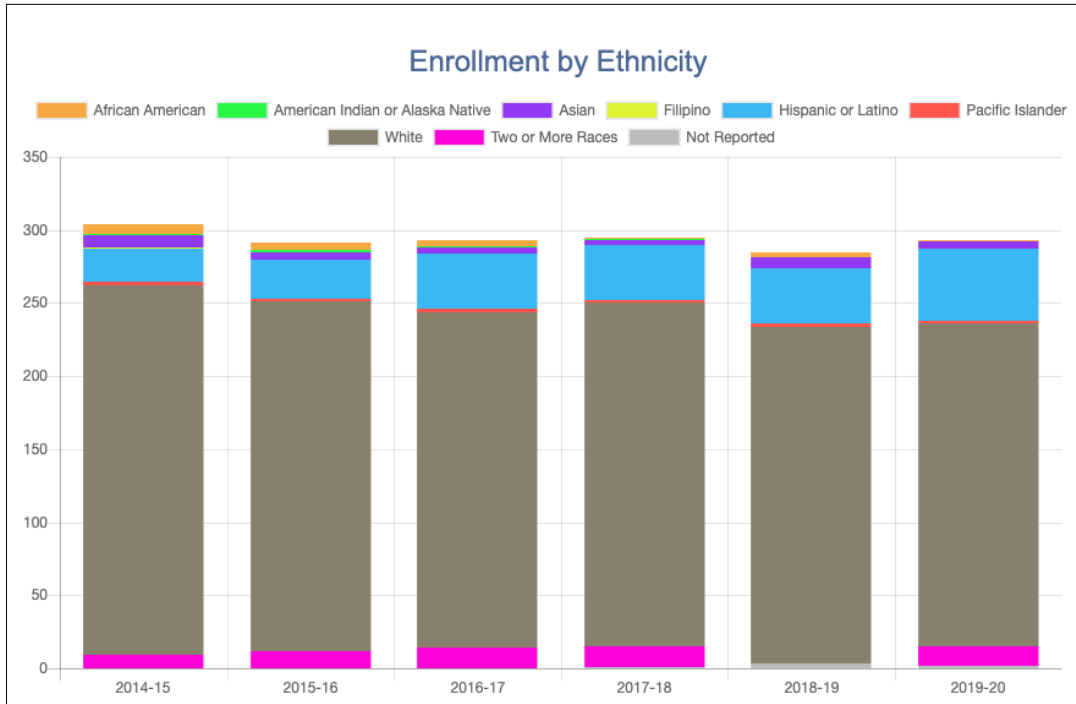
Academic Year	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2019-20	293	21.2%	14.7%	14.7%	15.7%	15.4%	18.4%
2018-19	285	23.5%	15.4%	16.8%	14.7%	17.2%	12.3%
2017-18	295	22.7%	16.9%	13.9%	17.6%	13.2%	15.6%
2016-17	293	24.2%	12.3%	19.1%	15.4%	15.4%	13.7%
2015-16	291	20.3%	18.6%	14.4%	18.6%	15.1%	13.1%
2014-15	304	23.7%	16.1%	16.8%	15.8%	13.5%	14.1%

Multi Year Enrollment by Ethnicity (Source: [CDE Data Quest](#))

This report displays the annual K-12 public school enrollment by student ethnicity for the school and year. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October).

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2019-20	293	0.3%	0.0%	1.7%	0.0%	16.7%	0.7%	75.4%	4.4%	0.7%
2018-19	285	1.4%	0.0%	2.5%	0.0%	13.3%	0.7%	81.1%	0.0%	1.1%
2017-18	295	0.3%	0.3%	1.0%	0.0%	12.9%	0.7%	79.7%	4.7%	0.3%
2016-17	293	1.4%	0.3%	1.4%	0.0%	13.0%	0.7%	78.5%	4.8%	0.0%
2015-16	291	1.7%	0.3%	1.7%	0.0%	9.3%	0.7%	82.1%	4.1%	0.0%
2014-15	304	2.3%	0.3%	2.6%	0.3%	7.2%	1.0%	83.2%	3.0%	0.0%

(Source: [CDE Data Quest](#))



2019-2020 Enrollment by Subgroup (Source: CDE Data Quest)
 This report displays the annual K-12 public school enrollment by student subgroup.

Subgroup	Enrollment
English Learners	9
Foster Youth	0
Homeless Youth	0
Migrant Education	0
Students with Disabilities	22
Socioeconomically Disadvantaged	54
All Students	293

2019-2020 Language Classification by Subgroup (Source: LAUSD Focus Dashboard)

Students who are included in the Spring 1 English Language Acquisition Status (ELAS) count for the 2019-2020 school year.

Language Classification	# of Students
EO	261
IFEP	12
LEP	9
RFEP	2
Grand Total	284

GOALS AND PHILOSOPHY

Mission and Vision

Mission Statement

We are an elementary school located in a natural mountain setting within an urban public school system. Our mission is to educate, inspire, and create a lifelong love of learning in our students — respecting their individuality while fostering a respect for the community, the environment, and the relationship between parents and educators that makes Topanga Elementary Charter School unique.

Description of Vision

We are a community of staff, parents, students, community members and business people committed to working together to develop life-long learners who value themselves, contribute to their community, and succeed in a changing world.

What It Means to be an “Educated Person” in the 21st Century

At TECS, we understand that children in the 21st century are members of an informational society in which higher levels of literacy, numeracy, and an increased capacity to process information thoughtfully and critically are required. National and global information interdependence exists in our world, and informational networks will continue to grow more interdependent as technology becomes more powerful, accessible, convenient and complex. We are aware that knowledge continues to undergo rapid changes, and that whole industries may be born, grow to maturity and die in the next several decades, necessitating workers to shift to multiple careers in their work life. In this environment, today’s students need more than just instruction in the core academic subjects; they will need to develop key skills such as collaboration, communication, critical thinking, problem solving and the empathy necessary to consider various points of view on a given topic.

We are aware that there is greater ethnic and cultural diversity as the world shrinks in terms of communication and accessibility. We are aware that the American family will continue to be more diverse and no single-family type will represent the majority. Our school climate strives to build on current strengths, respect cultural and individual diversity, and provide a

safe nurturing environment where students can increase self-esteem while developing their values, tolerance, knowledge and skills for the 21st century.

Schools cannot work in isolation from the community and society. We continually reach out to local businesses, higher education institutions, public agencies and community organizations to partner with the school to share our human and material resources. Our natural school environment will be used to teach responsibility and respect for our natural resources across curricular areas with a particular focus in the science curriculum.

How Learning Best Occurs

We believe that learning is best accomplished in a constructivist environment that nurtures multiple intelligences, writing, reading, and open-ended inquiry and investigation. Support for student learning can come in the form of social-emotional support, academic support, and parent involvement.

A balanced program of systematic direct instruction, guided practice, and application of skills with extensive reading is an essential part of education in alignment with the Common Core curriculum. We believe that all our students should be analytical thinkers who feel confident enough in their math and science skills to explore and understand our technologically evolving world. We believe that integrating the arts throughout the curriculum creates a more meaningful education and varied form of expression.

We also believe that immersion in all kinds of literary materials in the classroom, school library/media/science/computer centers, and at home elevates literacy. We support the District class size reduction policy in grades K-3 and will follow District norm tables. We also believe that all grade levels can benefit from class size reduction and will strive to offer that with support from our parent fundraising group, Topanga Enrichment Programs, and by working within our Block Grant constraints.

Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

LCFF STATE PRIORITIES

GOAL #1

Proficiency for All

Related State Priorities:

- | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

1. Teacher Assistant and Instructional Aides to assist in classrooms and to provide additional support to students as a means to increase English Language Arts and Mathematics scores. Instructional Aides focus on intervention opportunities for any identified target student populations.
2. Purchase of rigorous and Common Core aligned Instructional Materials to supplement the District provided curriculum to meet the needs of all students, including but not limited to Step Up to Writing, Core Literature, Eureka Math and intervention materials for use with Targeted Student Populations.
3. Additional funds to purchase Library Aide to support student literacy. Library aide will also assist with students checking out books and will ensure that the school library is well stocked with current fiction and non-fiction titles to assist students in research and inquiry projects.
4. Itinerant Arts Teacher to provide enrichment opportunities that allow students to demonstrate critical and creative thinking through formalized art instruction.
5. Purchase of School Nurse to support the health and wellness of students to promote student success and academic achievement.
6. Purchase of teachers to support the academic achievement of all subgroups of students towards the mastery of Common Core State Standards.

Expected Annual Measurable Outcomes

Outcome #1:

Percentage of students who met or exceeded standards in 3rd-5th grade English Language Arts

Metric/Method for Measuring:

Smart Balanced Assessment Consortium (SBAC) Assessment

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School wide)	73%	75	76	77	78	79
English Learners	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	**	**	**	**	**	**
Foster Youth	**	**	**	**	**	**
Students with Disabilities	**	**	**	**	**	**

African American Students	**	**	**	**	**	**
American Indian/Alaska Native Students	**	**	**	**	**	**
Asian Students	**	**	**	**	**	**
Filipino Students	**	**	**	**	**	**
Latino Students	**	**	**	**	**	**
Native Hawaiian/Pacific Islander Students	**	**	**	**	**	**
Students of Two or More Races	**	**	**	**	**	**
White Students	74	76	77	78	79	80

Note ** marked for subgroup that is not numerically significant at this time

Outcome #2:						
Percentage of students who met or exceeded standards in 3 rd -5 th grade math.						
Metric/Method for Measuring:						
Smart Balanced Assessment Consortium (SBAC) Assessment Mathematics Proficiency Rate 2018-2019						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School wide)	63.78	65	66	67	68	69
English Learners	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	**	**	**	**	**	**
Foster Youth	**	**	**	**	**	**
Students with Disabilities	**	**	**	**	**	**
African American Students	**	**	**	**	**	**
American Indian/Alaska Native Students	**	**	**	**	**	**
Asian Students	**	**	**	**	**	**
Filipino Students	**	**	**	**	**	**
Latino Students	**	**	**	**	**	**
Native Hawaiian/Pacific Islander Students	**	**	**	**	**	**
Students of Two or More Races	**	**	**	**	**	**
White Students	66	68	69	70	71	72

Outcome #3:Percentage of 2nd grade students meeting early literacy benchmarks.**Metric/Method for Measuring:****DIBELS (Note- data is only available based on school wide results)**

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (School wide)	83	85	86	87	88	89
English Learners	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	**	**	**	**	**	**
Foster Youth	**	**	**	**	**	**
Students with Disabilities	**	**	**	**	**	**
African American Students	**	**	**	**	**	**
American Indian/Alaska Native Students	**	**	**	**	**	**
Asian Students	**	**	**	**	**	**
Filipino Students	**	**	**	**	**	**
Latino Students	**	**	**	**	**	**
Native Hawaiian/Pacific Islander Students	**	**	**	**	**	**
Students of Two or More Races	**	**	**	**	**	**
White Students	83	85	86	87	88	89

GOAL #2

100% Attendance

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

- :
 :

Specific Annual Actions to Achieve Goal

- Nursing Services
- Asthma Program
- Communicable Disease/Immunization Program
- Attendance Improvement Program
- School Mental Health
- Crisis Counseling and Intervention Services
- Threat Assessment
- Suicide Prevention
- Trauma Services
- Disaster Recovery
- Mental Health Clinics Nutrition Education

Expected Annual Measurable Outcomes

Outcome #1:

Percentage of students attending 172-180 days each school year (96% or higher attendance rate)

Metric/Method for Measuring:

Daily Attendance Rate

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School wide)	60	72	75	77	79	80
English Learners	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	**	**	**	**	**	**
Foster Youth	**	**	**	**	**	**
Students with Disabilities	**	**	**	**	**	**
African American Students	**	**	**	**	**	**
American Indian/Alaska Native Students	**	**	**	**	**	**
Asian Students	**	**	**	**	**	**
Filipino Students	**	**	**	**	**	**
Latino Students	**	**	**	**	**	**
Native Hawaiian/Pacific Islander Students	**	**	**	**	**	**
Students of Two or More Races	**	**	**	**	**	**
White Students	60	72	75	77	79	80

Outcome #2:

Decrease percentage of students with chronic absence (missing 16 days or 91% or lower attendance rate)

Metric/Method for Measuring:

Daily Attendance Rate

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	14%	<7%	<6%	<5%	<4%	<3%
English Learners	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	**	**	**	**	**	**
Foster Youth	**	**	**	**	**	**
Students with Disabilities	**	**	**	**	**	**
African American Students	**	**	**	**	**	**
American Indian/Alaska Native Students	**	**	**	**	**	**
Asian Students	**	**	**	**	**	**
Filipino Students	**	**	**	**	**	**
Latino Students	**	**	**	**	**	**
Native Hawaiian/Pacific Islander Students	**	**	**	**	**	**
Students of Two or More Races	**	**	**	**	**	**
White Students	14%	<7%	<6%	<5%	<4%	<3%

GOAL #3

Parent, Community and Student Engagement

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

Local Priorities:

- :
 :

Specific Annual Actions to Achieve Goal

Four Parent Workshops on academic initiatives held annually to increase the home/school connection. IMA funds will be used for materials and copies utilized in keeping parents informed and engaged in their child's education.

Expected Annual Measurable Outcomes

Outcome #1:

Percentage of students who feel a part of their school (question on School Experience Survey)

Metric/Method for Measuring:

(increase in the)Percentage of students who feel a part of their school (question on School Experience Survey)

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	67%	72%	77%	82%	87%	92%
English Learners	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	**	**	**	**	**	**
Foster Youth	**	**	**	**	**	**
Students with Disabilities	**	**	**	**	**	**
African American Students	**	**	**	**	**	**
American Indian/Alaska Native Students	**	**	**	**	**	**
Asian Students	**	**	**	**	**	**
Filipino Students	**	**	**	**	**	**
Latino Students	**	**	**	**	**	**
Native Hawaiian/Pacific Islander Students	**	**	**	**	**	**
Students of Two or More Races	**	**	**	**	**	**
White Students	67%	72%	77%	82%	87%	92%

GOAL #4

Ensure School Safety

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 | |

Local Priorities:

- :
 :

Specific Annual Actions to Achieve Goal

Purchase of additional time for School Psychologist to assist with the discipline and safety climate at the school. The School Psychologist will provide counseling and school-based support for students who struggle with emotional and/or social well-being.

Purchase of two Campus Aides to patrol school facilities in order to prevent violation of rules or safe practice and to assist in maintaining student discipline and observance of rules by students and others on campus.

Expected Annual Measurable Outcomes

Outcome #1:

Low Student Suspension Rate

Metric/Method for Measuring:

Single student suspension rate

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School wide)	0	0	0	0	0	0
English Learners	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	**	**	**	**	**	**
Foster Youth	**	**	**	**	**	**
Students with Disabilities	**	**	**	**	**	**
African American Students	**	**	**	**	**	**
American Indian/Alaska Native Students	**	**	**	**	**	**
Asian Students	**	**	**	**	**	**
Filipino Students	**	**	**	**	**	**
Latino Students	**	**	**	**	**	**
Native Hawaiian/Pacific Islander Students	**	**	**	**	**	**
Students of Two or More Races	**	**	**	**	**	**
White Students	0	0	0	0	0	0

Outcome #2:
Expulsion Rate

Metric/Method for Measuring:
School Accountability Report Card

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School wide)	0	0	0	0	0	0
English Learners	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	**	**	**	**	**	**
Foster Youth	**	**	**	**	**	**
Students with Disabilities	**	**	**	**	**	**
African American Students	**	**	**	**	**	**
American Indian/Alaska Native Students	**	**	**	**	**	**
Asian Students	**	**	**	**	**	**
Filipino Students	**	**	**	**	**	**
Latino Students	**	**	**	**	**	**
Native Hawaiian/Pacific Islander Students	**	**	**	**	**	**
Students of Two or More Races	**	**	**	**	**	**
White Students	0	0	0	0	0	0

Outcome #3:

(increase the Percentage of students who feel safe on school grounds.

Metric/Method for Measuring:

School Climate Survey

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	73	78	83	88	93	98
English Learners	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	**	**	**	**	**	**
Foster Youth	**	**	**	**	**	**
Students with Disabilities	**	**	**	**	**	**
African American Students	**	**	**	**	**	**
American Indian/Alaska Native Students	**	**	**	**	**	**
Asian Students	**	**	**	**	**	**
Filipino Students	**	**	**	**	**	**
Latino Students	**	**	**	**	**	**
Native Hawaiian/Pacific Islander Students	**	**	**	**	**	**
Students of Two or More Races	**	**	**	**	**	**
White Students	73	78	83	88	93	98

GOAL #5

Provide for Basic Services

Related State Priorities:

- | | | |
|---------------------------------------|----------------------------|----------------------------|
| <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

- :
 :

Specific Annual Actions to Achieve Goal

School Personnel

Implementation and delivery of services for students. The identification, recruitment, placement, and training of employees to carry out the work of the District. This includes both the staffing and the methods for staffing and selection. Includes all staff not directly associated with classroom instruction.

Staffing

- Response to Instruction and Intervention
- Arts Teachers
- Facilitators
- Content specialists
- Counseling
- Instructional Specialists

Support

Teacher Growth and Development Cycle

Expected Annual Measurable Outcomes

Outcome #1: 100% of site teachers will be appropriately credentialed for the students they are assigned to teach.

Metric/Method for Measuring:

School Accountability Report Card % of fully credentialed on roster teaching staff.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School wide)	100%	100%	100%	100%	100%	100%
English Learners	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	**	**	**	**	**	**
Foster Youth	**	**	**	**	**	**
Students with Disabilities	**	**	**	**	**	**
African American Students	**	**	**	**	**	**
American Indian/Alaska Native Students	**	**	**	**	**	**
Asian Students	**	**	**	**	**	**
Filipino Students	**	**	**	**	**	**
Latino Students	**	**	**	**	**	**

Native Hawaiian/Pacific Islander Students	**	**	**	**	**	**
Students of Two or More Races	**	**	**	**	**	**
White Students	100	100	100	100	100	100

Outcome #2:

Increase the percentage of classroom teachers who have a final Educator Development and Support: Teacher (EDST) performance evaluation by the end of the school year.

Metric/Method for Measuring:

Percentage of teachers completing the Educator Development and Support: Teachers (EDST).

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School wide)	25%	30%	35%	40%	45%	50%
English Learners	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	**	**	**	**	**	**
Foster Youth	**	**	**	**	**	**
Students with Disabilities	**	**	**	**	**	**
African American Students	**	**	**	**	**	**
American Indian/Alaska Native Students	**	**	**	**	**	**
Asian Students	**	**	**	**	**	**
Filipino Students	**	**	**	**	**	**
Latino Students	**	**	**	**	**	**
Native Hawaiian/Pacific Islander Students	**	**	**	**	**	**
Students of Two or More Races	**	**	**	**	**	**
White Students	25%	30%	35%	40%	45%	50%

Outcome #3:

Percentage of school-based staff attending 96% or above.

Metric/Method for Measuring:

LAUSD Enterprise Reporting: Attendance Summary of certificated staff.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School wide)	100%	100%	100%	100%	100%	100%
English Learners	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	**	**	**	**	**	**
Foster Youth	**	**	**	**	**	**
Students with Disabilities	**	**	**	**	**	**
African American Students	**	**	**	**	**	**
American Indian/Alaska Native Students	**	**	**	**	**	**
Asian Students	**	**	**	**	**	**
Filipino Students	**	**	**	**	**	**
Latino Students	**	**	**	**	**	**
Native Hawaiian/Pacific Islander Students	**	**	**	**	**	**
Students of Two or More Races	**	**	**	**	**	**
White Students	100%	100%	100%	100%	100%	100%

Outcome #4:

The school will provide students with standards based instructional materials by meeting Williams Act requirements.

Metric/Method for Measuring:

School Accountability Report Card

	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School wide)	100	100	100	100	100	100
English Learners	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	**	**	**	**	**	**
Foster Youth	**	**	**	**	**	**
Students with Disabilities	**	**	**	**	**	**
African American Students	**	**	**	**	**	**
American Indian/Alaska Native Students	**	**	**	**	**	**
Asian Students	**	**	**	**	**	**
Filipino Students	**	**	**	**	**	**
Latino Students	**	**	**	**	**	**
Native Hawaiian/Pacific Islander Students	**	**	**	**	**	**
Students of Two or More Races	**	**	**	**	**	**
White Students	100	100	100	100	100	100

Outcome #5:

School Facility Repair Status rating equal to Good or Exemplary

Metric/Method for Measuring:

Facilities Inspection Tool

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (School wide)	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary
English Learners	**	**	**	**	**	**
Socioeconomically Disadvantaged Students	**	**	**	**	**	**
Foster Youth	**	**	**	**	**	**
Students with Disabilities	**	**	**	**	**	**
African American Students	**	**	**	**	**	**
American Indian/Alaska Native Students	**	**	**	**	**	**
Asian Students	**	**	**	**	**	**

Filipino Students	**	**	**	**	**	**
Latino Students	**	**	**	**	**	**
Native Hawaiian/Pacific Islander Students	**	**	**	**	**	**
Students of Two or More Races	**	**	**	**	**	**
White Students	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary

How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Life-Long Learners

We envision that when students leave TECS, they will be on the path to becoming:

- Self-directed learners with respect for themselves and others, capable of creating a vision for themselves and their future, setting priorities and achievable goals, creating options for themselves, monitoring and evaluating their progress, and assuming responsibility for their actions.
- Collaborative workers who use effective leadership and group skills to develop and manage interpersonal relationships within culturally and organizationally diverse settings.
- Complex thinkers who identify, access, integrate, and use available resources and information to reason, make decisions, and solve complex problems in a variety of contexts.
- Quality producers who create intellectual, artistic, and practical products that reflect originality, high standards, and the use of advanced technologies.
- Community participants who contribute their time, energies and talents to improving the environment, welfare of others, and the quality of life worldwide.
- People of character who display moral intelligence through the attributes of: trustworthiness, respect for others, responsibility, fairness, caring, and model citizenship.
- Physically vital individuals who value and are committed to a lifetime practice of health, nutrition, and exercise.

INSTRUCTIONAL DESIGN

INSTRUCTIONAL DESIGN OUTDOOR CLASSROOM

Due to the geographic surrounding of Topanga Elementary, we take advantage of the campus as an outdoor learning opportunity. The kindergarten through second grade participate in a gardening project in the lower garden area. They participate in the preparation of the soil, study plant growth, and eventually feast on the vegetation growth from their labors. Various grades also walk down to the Topanga School Road bridge to witness the Topanga watershed leading to the Topanga Creek which leads to Topanga State Beach.

All grades participate in Outdoor Science one hour per month. The lessons are based around our outdoor hiking trails above the school. Lessons are correlated to NGSS lessons in the classroom, using observation, identification, collection of data, experimentation, engineering and the use of scientific tools.

Outdoor Science will include distinct scientific projects at each grade level to provide a successional learning experience building upon ecosystem principles. All projects include hypothesis-building, fieldwork, and project development. Classroom and field instructions led by our science teacher with help from the parents.

Projects may also incorporate reading, writing, art, math, engineering or other discipline components. While this project touches virtually all curricular areas, it is also strongly rooted in the Next Generations Science Standards for California (NGSS). These science objectives will be described in the Curriculum and Instruction section for science.

Topanga Elementary curriculum is based on the CCSS using a balanced, integrated approach with appropriate interventions applied as necessary. Classroom instruction addresses individual learning styles through cooperative and collaborative learning, direct instruction, and independent practice. An integrated, thematic approach to instruction enables Topanga Elementary teachers to address many curricular areas and demonstrate the interrelationship of different academic subject areas.

For instance, teachers may utilize the nature trails on campus to allow students to make observations and construct a hypothesis (science), and in the classroom that data may be presented as a table or graph (mathematics) which will be accompanied by a narrative (language arts) and an illustration (visual arts).

Effective instruction that utilizes the California content standards and the CA ELD standards requires that teachers come together to construct or deconstruct standards, lessons, units, and assessments, including ELPAC and Basic Skills Assessment (e.g., Reading Inventory) results, as well as to review student results from formative assessments for the purpose of planning instructional delivery (Plan, Deliver, Reflect, and Refine/Revise):

- **Plan:** Teachers work collaboratively to plan units, lessons and instructional strategies, including differentiated strategies and integrated ELD and CLR strategies, designed to meet the needs of ALL students.
- **Deliver:** Teachers implement the planned unit and/or lesson. Peer observations are encouraged for the purpose of providing feedback and support.
- **Reflect:** Teachers work collaboratively to examine the implementation of the units and/or lesson. This reflection includes analysis of student work and learning results in relation to the standards as well as the degree to which the strategies were implemented as planned. **Refine/Revise:** Teachers use what they've learned during delivery and reflection to inform their practice, curricular design, and planning.

This process promotes the development of teacher capacity in rigorous instructional design to meet the needs of all learners. It requires deep knowledge and understanding of English Learner proficiency levels and Standard English Learner linguistic features, Universal Design for Learning (UDL) and MTSS, and the selection of curriculum materials that are culturally and linguistically relevant.

Delivery of lessons follows the following structure:

- Instructional goals are aligned to CCSS.
- Lessons open with What Students Will Learn and Why It Is Important

- Introduction to New Material – The Explicit Explanation of the task and purpose forthcoming
- Step-by-step Guided Practice of expectation
- Leads to Independent Practice
- Lesson Closure – Teacher Stresses Connections and Checks for Understanding

Topanga Elementary teachers and curricular committees use current research and student data to make informed decisions regarding best teaching methodologies. Currently, the teaching staff at Topanga consists of thirteen classroom teachers and one Resource Specialist instructor. All teachers participate in ongoing professional development to integrate CCSS to the maximum extent possible without compromising rigorous conceptual learning at each grade level. Common methodologies employed include:

- **Modeling:** Teachers model thinking processes and strategies as they guide student learning. Their modeling includes discrete skills and general behaviors that effective citizens in a democratic society must demonstrate.
- **Academic Rigor:** Teachers at each grade level collaborate and design lessons that help students gain a deep conceptual understanding of topics or concepts, and maintain a high level of engagement throughout the learning process.
- **Clear Expectations:** Teachers explicitly define and articulate the State Standards in which the students are expected to demonstrate proficiency. Clear expectations help students self-assess their own learning and set learning goals for themselves.
- **Rubrics:** Students work with their teachers to help develop rubrics that are displayed in their classroom. Developing criteria charts enables students to articulate what is expected in grade level appropriate language and which skills they must acquire as they work towards mastery of the standards.
- **Collaborative Grouping:** When teachers divide students into smaller groups, students benefit from immediate feedback from peers and guided practice, which allows them to explore their own ideas in the context of their peers. Collaborative grouping fosters diverse perspectives and greater interpersonal and teamwork skills.
- **Direct Instruction:** Teachers use carefully planned direct instruction to teach standards-based lessons.
- **Appropriate Guided and Independent Practice:** Teachers provide students with adequate time guided instruction to successfully transition into independent practice of applying or demonstrating a particular concept or skill.
- **Immediate Feedback:** Teachers employ immediate feedback to assist students in recognizing successful learning behaviors with encouragement to repeat them. This feedback could be in the form of verbal cues, automatic response using computers and other technology, or gestures and signaling (“thumbs up”).
- **Accountable Talk:** Teachers employ “accountable talk” when students talk with other students in a manner that drives the learning process forward by what they hear from their peers.
- **Close Reading:** Close reading is a careful and purposeful rereading of a text where students really focus on what the author had to say, what the author’s purpose was, what the words mean, and what the structure of the text tells us.

- **Teachers give students questions:** text dependent questions that require that they go back into the text and search for answers. These aren't simply recall questions, just the facts of the text, but rather questions that allow students to think about the text, and the author's purpose, the structure, and the flow of the text.
- **Instructional Conversations:** Teachers employ instructional conversations as a strategy that promotes the use of a students' own vocabulary and allows them to practice the art of listening as well as speaking. The technique helps English Learners to demonstrate their acquisition of language effectively.
- **Questioning Techniques:** Teachers employ questioning techniques that allow students to extend their thinking processes and deepen their understanding of concepts. This includes think/pair/share grouping, pausing after questioning ("wait time") to allow students to process information, and use of higher-level questioning that goes beyond check for comprehension. Open-ended questions (questions with no set answer) are also employed.
- **Differentiated Instruction:** Teachers design lessons and assignments that have multiple entry and performance points, thus allowing all students to have access to the core curriculum.
- **Higher-Level Thinking:** Teachers design lessons that provide students the opportunity to develop critical reasoning skills that help them to think flexibly and solve complex problems. Students are encouraged to move beyond the rudimentary knowledge level of Bloom's taxonomy to more sophisticated levels such as synthesis and evaluation.
- **Depth of Knowledge Levels:** Webb's Depth of Knowledge (DoK) categorizes tasks according to the complexity of thinking required to successfully complete them.
Level 1: Recall and Reproduction; Level 2: Skills & Concepts;
Level 3: Strategic Thinking; Level 4: Extended Thinking.
- **Depth and Complexity Icons:** Depth and Complexity Icons are visual prompts designed to help students go beyond surface level understanding of a concept and enhance their ability to think critically. These critical thinking tools help students dig deeper into a concept (depth) and understand that concept with greater complexity.
- **Integration of the Arts:** Teachers use drama, dance, music, and visual art to enhance their students' learning experience.
- **Thinking Maps:** Students in K-5 use thinking maps as a visual representation of eight different thinking processes: define, describe, classify, sequence, compare/contrast, cause/effect, identify part-to-whole and whole-to-part relationships, and define analogies. The thinking maps are used in all core curricular areas.
- **Skill Based Drills:** Teachers design lessons that require basic drills to memorize spelling words, geography, and basic math facts.
- **Experimental Learning:** Hands-on learning is emphasized by all teachers. Students are more apt to gain mastery of the concept if they can solve problems on their own, and use reference materials to seek solutions, use learning aids to help gain an understanding of a concept independently.

CURRICULUM AND INSTRUCTION

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

English Language Arts (ELA)

- TECS has committed to the implementation and development of the CA Standards, including CCSS for English Language Arts (ELA). The CCSS for ELA articulate rigorous grade-level expectations in the areas of speaking, listening, reading and writing for all students to prepare students to be college and career ready.
- All students will study language arts in a full, balanced, and integrated curriculum that will incorporate literature as well as phonics. This curriculum will enable students to gain knowledge and acquire skills through a planned developmental program from TK through grade five.
- Increasingly complex-thinking skills will be developed through the language arts across all areas of the curriculum. The language arts curriculum will be implemented through the use of a variety of materials including state adopted and staff selected textbooks, and core literature selections that are aligned with the CCSS.
- Because CCSS leave room for teachers to determine how goals should be reached, TECS teachers are able to provide students with the tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.
- TECS climate of collaboration among staff allows them to develop curriculum both within the grade level and across multiple grade levels. In addition, the language arts program will be expanded and enriched by giving teachers the flexibility to incorporate supplementary materials into the curriculum.
- The processes of listening, speaking, reading, and writing will be integrated into a total learning program.
- Students will develop positive attitudes about themselves and others and become aware of values, ethics, customs, and beliefs. Students will be given the opportunity to work and learn independently as they participate in large groups, small groups, collaborative groups, and independent projects.
- Students will discuss ideas and values in core and other literary texts, making connections to personal experiences and a variety of cultural perspectives.

- Students advancing through the grades are expected to meet each year's grade specific standards, retain or further develop skills and understandings mastered on preceding grades, and work steadily toward meeting the more general expectations of the College and Career Readiness standards.
- Every student will strive toward the mastery of the content standards based upon the CCSS for ELA. English learners will also strive toward mastery of ELD standards as addressed in the ELD framework.

Mathematics

During the winter of 2020, LAUSD offered choices of math textbooks for elementary schools. TECS has selected Eureka Math, which will be utilized in the 2020-2021 school year. Professional development sessions will be provided by LAUSD to ensure smooth adoption. Concerning the basic tenets of its mathematics curriculum, TECS will strive to:

- Present a rigorous curriculum that addresses the CCSS for mathematics across all grade levels. CCSS emphasis on conceptual understanding shifts students' thought processes from gaining absolute knowledge to increasing mathematical reasoning skills.
- Utilize supplementary materials to use alongside Pearson's EnVision Math series which was supplied by the District. Engage NY materials and Eureka Math were evaluated by our curriculum committee to be a valuable tool in transitioning our students to CCSS math standards; they have been ordered and are being used in each grade level.
- Develop students' mathematics proficiency by applying mathematical concepts and computational skills to a variety of math processes through exploration and skill development.
- Learn mathematics vocabulary to communicate ideas and synthesize concepts.
- Develop student's ability to model mathematical thinking utilizing various manipulatives, realia, charts, and diagrams.
- Develop students' ability to explain their thinking and mathematical reasoning to others.
- Develop students' quantitative and analytic abilities by becoming proficient in interpreting patterns and graphs relative to their own personal experiences.
- Develop students' understanding of the concepts of computations, patterns, functions, geometry, statistics, measurement, and probability.

- Develop students' skills in using mathematical tools such as base-10 manipulatives place value charts, rulers, compasses, protractors, calculators, and computers, including an understanding of their benefits.

Science

EDUCATION:

Topanga Elementary Charter School (TECS) has invested time and resources to develop a one-of-a-kind science educational experience for our children. A sampling of our Education Activities is below:

- **Dedicated Science Teacher and Classroom:** Formal weekly science curriculum for all grades K – 5.
- **Dedicated Science Committee:** A team of parents work on a volunteer basis with the principal and science teacher to support the science program and develop and carry out program initiatives.
- **Outdoor Learning Laboratory:** The TECS campus is unique in having five acres of oak woodland, including extensive nature trails and an outdoor amphitheater on our campus. We have worked with the Santa Monica Mountains Resource Conservation District (RCD) to develop a curriculum in which classroom activities are integrated with regular hikes and outdoor learning among the oaks on our school's nature trails.
- **Annual Science Fair:** Every child has the opportunity to undertake a project of their choosing, receive guidance on project development and presentation, then present to parents, families and classmates.
- **Native Butterfly Microhabitat Projects:**
 - Native plant gardens established on campus to support pollinators supported by student tile mosaic blending science, art and campus beautification.
 - 2019 Recipient – Xerces Society for Conservation of Invertebrates, Monarch Restoration Project Award
- **Raptor Day:** All students learn about raptor and reptile biology by interacting with live raptors in our outdoor amphitheater.
- We work with local and national partners to host the 5th grade class from Hart Street Elementary School for a day of science learning activities. We bring (145) Hart Street students to Topanga and our (48) 5th graders share learning activities in: Native Flora and Fauna in our ecosystem; Watershed Education; Endangered Species; Trout Biology; Raptor Biology; Renewable Energy; and leading hikes in our oak woodlands.

We agree with the NGSS Executive Summary (2013) when it asserts the importance of science and science education: Never before has our world been so complex and science

knowledge so critical to making sense of it all. When comprehending current events, choosing and using technology, or making informed decisions about one's healthcare, science understanding is key. Science is also at the heart of the United States' ability to continue to innovate, lead, and create the jobs of the future. All students—whether they become technicians in a hospital, workers in a high-tech manufacturing facility, or Ph.D. researchers—must have a solid K–12 science education.

The Next Generation Science Standards arrange content in a coherent manner across grades and provide all students access to challenging science experiences. Each NGSS standard has three components: disciplinary core ideas, scientific/engineering practices, and crosscutting concepts, all of which integrate math and writing and require special attention to language learning needs. The interdisciplinary integration of rigorous content and application reflects how science is practiced in the real world and aligns with TECS interdisciplinary, hands-on approach to learning. These standards are designed to reinvigorate science teaching and introduce diverse student populations to STEM (Science, Technology, Engineering, and Math) practices and principles.

During the winter of 2020, LAUSD offered choices of science curriculum to elementary schools. TECS has selected Foss Science, which will be utilized in the 2020-2021 school year. Professional development sessions will be provided by LAUSD to ensure smooth adoption. To support high-quality elementary science learning, TECS will strive to:

- Help students understand the difference between scientific data, beliefs, and opinions.
- Practice science as a social endeavor in which knowledge is based on empirical evidence.
- Involve students in scientific discourse to help them make evidence-based conclusions and decisions, and communicate those conclusions and decisions effectively through speaking and writing.
- Work to integrate all the disciplines in the elementary curriculum with science.
- Embed authentic mathematical applications within scientific and technological investigations and engineering designs providing deeper understanding of content and processes in science, technology, engineering, and mathematics (STEM)
- Involve students in scientific discourse to help them make evidence-based conclusions and decisions, and communicate those conclusions and decisions effectively through speaking and writing.
- Use science and engineering practices to actively engage students in science learning, embed the learning of science concepts within scientific and engineering practices and through crosscutting concepts, and use real-world application of interest and relevance to engage students in three-dimensional instruction.

- Support community and school partnerships that provide real-world science education experiences for students and teachers, such as offering regular opportunities for teachers to collaborate with and learn from experienced science and engineering professionals in a variety of settings.
- Encourage and engage families to support children's interest and investigation in science and other STEM activities through communication including sharing of community resources.
- Use the science lab to reinforce the science curriculum of the classroom by providing hands-on science lab activities that promote open-ended thinking and facilitate greater learning and understanding of physical, biological and earth sciences. The science lab is a separate classroom used by all grade levels. In the lab are FOSS science kits. These kits contain materials grouped by grade level and appropriate science standard in the three divisions of the science curriculum (Earth science, physical science and life science).
- Use the technical expertise of the Plant Bravo instructors to allow students to not only conduct electronic research to support their science projects, but to use electronic presentation tools (PowerPoint, animated graphs, 3D imaging) to enhance and extend the scope and breadth of their project-based science inquires.

History/Social Sciences Standards-Based Program

With regard to the basic tenets of its history and social science curriculum, Topanga: Canyon will strive to:

- Present a rigorous curriculum that addresses the state content standards for history and social studies at each grade level.
- Have students learn about their place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods.
- Emphasize multicultural perspectives in studying the experiences of different racial, religious and ethnic groups.
- Use literature, science, and technology to explore historical times, places and people.
- Develop students' ability to understand and use maps to interpret geography.
- A full, balanced, integrated, literature-enriched history-social science curriculum will draw upon students' knowledge and cultural understanding, democratic principles and civic values, and academic and social skills necessary for effective participation in diverse societies.

- The teaching of history will be integrated with the humanities and the other social sciences. Activities and lessons will be correlated with language arts, sciences, and visual and performing arts curricula.
- Students in all grades will study history and social sciences through language arts, (creative writing, factual reports, critical analysis), science (adaptation, survival, utilization of the environment), art (many hands-on projects, artistic rendering (3-dimensional projects), music and dance (culture and ethnic aspects which are incorporated through music and dance), and math (graphs, life experiences, problem-solving, time lines, measuring for cooking indigenous food.)
- Students will engage in problem solving as they acquire, evaluate, and use information in a variety of ways.
- Frequent opportunities will exist for all students including English Language Learners to share their language, cultural ideas, customs, and heritage, thereby providing multicultural dimensions to the curriculum.
- The teachers will provide equal access to the core curriculum for all students through a variety of appropriate strategies.
- The teachers will facilitate the exploration of values critical to understanding the democratic process.

Physical Education and Health

- Topanga Elementary Physical Education program is aligned to the California Standards.
- Physical Education is taught in a manner that helps students develop a healthy and physically fit lifestyle for years to come.
- Topanga Elementary Physical Education program will teach grades K-5 students many skills and concepts that will help students achieve physical fitness.
- Skills and concepts will be taught in grades 1-5, in accordance with California Education Code and LAUSD policy, for no less than 200 minutes every two weeks, and will enable students to further develop healthy bodies and healthy minds as they grow.
- Topanga Enrichment Program (TEP) will fund a Physical Education Coach position. The coach planned grade-level appropriate lessons and works in collaboration with the classroom teacher to deliver the mandated minutes of instruction.

- Teachers will verify that they met the 200 minutes of Physical Education using the Verification Form designed and provided by LAUSD.
- Students' Physical Education time, coupled with morning, mid-morning, lunch and afternoon recess as well as after school classes² give Topanga Elementary students ample time to practice, play and have fun while developing healthy bodies.
- Topanga's Health program is taught in a manner that promotes best choices for nutrition, hygiene, and safety.
- Health is often integrated with language arts and science lessons.

Visual and Performing Arts

A parent Visual and Performing Arts (VAPA) Committee was established in 2017 as a sub-committee of the booster club to evaluate and suggest ways in which the arts program at TECS can grow and improve. VAPA's mission is to continuously develop our school's arts programs in order to provide meaningful and inspiring content for our children. We believe that by making art accessible to everyone, we strengthen our community and foster freedom of expression, creativity and celebration of life through the arts.

Arts Education

The art education and arts-integration programs at TECS support students' artistic and personal development as they find a creative voice through exploration, experimentation, and discovery.

We implement project-based learning with the philosophy that the process is as significant as the final artwork. This method develops executive functioning of the brain, improving the ability to make decisions, problem-solve, be empathic, and communicate effectively – all necessary skills to be successful "global citizens". We encourage divergent and critical thinking through inquiry, reflection, and discussion about personal expression, artists, art history, and artistic tools and techniques.

TECS nurtures interdisciplinary learning by integrating new media and common core principles. Our students connect with their imagination and gain aesthetic appreciations and community understandings through the study and practice of the arts integrated across the curriculum.

Per our charter, Topanga Elementary Charter School (TECS) has invested time and resources to develop a one-of-a-kind arts education experience for our children, including the following:

² References to programs beyond the TK-5 are outside the scope of the petition and provided to illustrate the services the Charter School provides.

- Visual & Performing Arts Curriculum: TECS provides a formal arts curriculum for all grades K – 5, including Art, Dance, and Music. TECS also offers after-school performance programs including Focusfish, RockStar and Orchestra³. As of 2018, TECS now has dedicated Art & Music classrooms.
- Topanga Enrichment Programs (TEP) – the TECS booster club - funds many of the visual and performing arts enrichment programs at Topanga Elementary Charter School.
- Art Trek / Dedicated Art Teacher: for the 2018-2019 Calendar year, a large group of parent volunteers received Art Trek training and taught art lessons to each class. TEP/VAPA has raised funds for a dedicated art teacher starting in 2019-2020.
- Student Art Show: Parent volunteers organize an annual student art show featuring works by all students at Topanga Canyon Gallery.
- TECS Auction: Every year, each class creates a unique and meaningful art project which is sold at the auction to raise funds for TEP.
- Fall Variety Show: VAPA produces an annual variety show and art gallery featuring visual arts and performing arts by Topanga Elementary Charter School students of all ages.
- The Story Pirates: VAPA sponsors school-wide events with The Story Pirates Changemakers, who turn kids' original stories into wild sketch comedy musicals featuring professional actors.
- Art Lunch Club: Parent volunteers supervise art projects for kids during recess.
- Lunchtime Music: VAPA sponsors local musicians to play during lunch for the students.
- Field Trips: Kindergarten and first-grade students visit Theatricum Botanicum every year.
- Community Outreach: students participated in Butterfly Day and helped decorate the Canyon Sage's new senior center at the Topanga Community Club.

Technology Program

TECS's technology program provides students with a solid foundation in technology skills, knowledge, and understandings that will serve them well today and into a promising future. Students

³ References to programs beyond the TK-5 are outside the scope of the petition and provided to illustrate the services the Charter School provides.

can be seen using technology in multiple ways: making their classroom a global one by connecting with classes in other places; experiencing the integrated learning of STEAM by creating multimedia projects to demonstrate understanding; or benefitting from personalized learning by honing math skills using adaptive applications.

Technology is not an add-on at TECS, but rather an integrated part of our curricula. The TECS technology plan clearly defines learning goals that describe the knowledge, skills and understandings for all students. In addition, TECS implements the International Society of Technology in Education (ISTE) standards for students, which are designed to empower student voice, support learning as a student-driven process, and prepare students to thrive in a constantly-changing technological world.

Perfectly adapted to TECS's philosophy and curriculum, STEAM education (science, technology, engineering, art, and math) helps students become critical and creative thinkers. STEAM projects—such as redesigning a city or building a model of a vertical farm—allow for scientific inquiry, mathematical application, artistic exploration, and hands-on discovery. Coding is an important element of STEAM. By using child-friendly computer programming environments such as MIT's Scratch, TECS students gain skills in creative and computational thinking.

Students flourish in their use of modern collaborative technology tools. TECS provides students with the use of Chromebooks for students in grades 1-5 and iPads Kindergarten and T-K students. Students in TECS's upper elementary grades make use of Google for Education's suite of authentic and relevant tools for writing, organizing data, designing, and presenting. In addition, students in all grades have access to a wide range of applications to support learning across content areas.

Along with the privilege of using technology comes the responsibility. TECS embraces its obligation to prepare students with the knowledge and skills necessary to use these tools safely and wisely. Teachers and technology specialists look to Common Sense Education for its high-quality Digital Citizenship curriculum and learning activities. Electronic devices are provided in K-5 classrooms to enable students to employ technology skills learned in the Lab with their classroom instructional program.

Transitional Kindergarten

Charter School shall comply with all applicable legal requirements and District policy 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.

The Young Fives - A Transitional Kindergarten Program

This program is limited to those who qualify with a developmental age and/or chronological age of between 4 and 5 years of age. Following State guidelines, all Transitional Kindergarten students must turn 5 by December 2nd of their entrance year. In addition, parents with concerns regarding their child's readiness may request their child's placement in the Transitional Kindergarten program. If Transitional Kindergarten placement is desired

for a student of traditional kindergarten age, a permission slip is signed and filed to insure proper documentation of parent involvement in the decision.

The Topanga Charter Elementary transitional kindergarten program is considered a “gift of time” and could best be described as a “half-step” between the preschool programs of the day and the now more academically challenging kindergarten programs. While the program will serve as a true “rehearsal” for the kindergarten year to follow, it does so in a more active, hands on, and for these youngest students at least, developmentally appropriate way. Standards for this program will match the State Kindergarten Standards but will be taught using a variety of curricular materials. In this program mastery is not always expected, rather this is seen as an introduction, or safe place to explore concepts and skills that will be part of a more formalized program in kindergarten the following year. Students are offered a professionally constructed curriculum without sacrificing their equally evident developmental needs for movement, shortened work periods and extra playtime. Knowing that younger does not in any way mean less intelligent, it is known and respected that each child has some areas that are developmentally ready and some that are not. In this transitional program we seek to work with the whole child.

With less pressure to achieve mastery of academic tasks, both students and teacher will be able to spend more time on the development of social, emotional, and school set behaviors as well as foundational skills in letters, numbers, science, social studies and arts. Emphasis will be placed on physical development including specific attention to both gross and fine motor skills and their effect on the corresponding right-left brain coordination needed for academic success later.

As educators, we feel that intervention at an early age will have long-lasting positive effects on the academic success of our students by providing a transitional safe, nurturing setting for our young fives and a traditional rigorous setting for our more developmentally mature fives and sixes.

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. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

8:15 AM School Begins (Kindergarten)
10:00 – 10:20 AM Recess (K-5)
11:50 AM Lunch Begins (K-5)
12:25 PM (Freeze Bell)
12:30 PM Lunch Ends
1:35 PM Dismissal

Minimum Day Schedule

7:30 AM Supervision Begins
7:55 AM First Bell (Freeze Bell)
8:00 AM Second Bell / Instruction Begins (1-5)
8:15 AM School Begins (Kindergarten)
10:00 Recess/Brunch Begins (K-5)
10:28 AM (Freeze Bell)
10:30 AM Recess/Brunch Ends
12:40 PM Dismissal

Mathematics Placement Act

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

As a District affiliated charter school, Charter School shall comply with and implement required District policies and procedures related to staff professional development.

Professional development (PD) at TECS is determined by both LAUSD goals and initiatives as well as by TECS. At TECS, professional development is divided into two distinct sections: local and district. District professional development is the sole responsibility of the school administration. District initiatives are at the core of the district professional development. This includes, but is not limited to, Response to Instruction and Intervention, English Language Learners, Common Core Implementation and Integration. Often these PD's arise from district, state and federal mandates.

It is the administration's job to deliver, document and submit completion of these mandated PD's. The TECS Principal works within the professional development procedures determined by the school district (LAUSD) as well as the UTLA Collective Bargaining

Agreement. Additional professional development opportunities may be available before or after the school year begins as well as Winter Institutes, etc. The TECS Leadership Council's curriculum committee will assess the needs of the classroom teachers to prioritize continuing education. Additionally, TECS draws upon its teachers and/or other expert educators to provide organized learning opportunities for teachers based on our annual staff needs surveys.

During weekly grade level meetings, the teachers guide their colleagues to focus on student achievement, analyzing and interpreting student work, developing and designing lessons collaboratively, vertical articulation, and identifying the possible implications for teaching and assessing student learning. Grade level meetings are organized to enhance and support collaboration between teachers within grade levels and between grade levels. Teachers meet to delve deeper into the Common Core Standards and to understand how to better prepare students to be college and career ready. Teachers meet to review student work, to compare student progress and achievement, and to identify and correlate standards with instructional strategies and planning.

Meetings include long range planning, as well as backward planning to meet the needs of all learners. Professional Development Topics for 2020-2021 will include:

- Continue to focus on CCSS-aligned Lesson Development and Planning
- Envision Match Curriculum
- FOSS Science Curriculum
- ELD Master Plan
- Teaching and Learning Framework
- Assessments at the school level
- Ongoing Technology Training for adult learners to provide technology-assisted instruction as well as management data and records.
- Multi Tiered Systems of Support
- Social Emotional Learning-Restorative Justice

When teachers work together in a collaborative culture, dramatic increase in student achievement is inevitable. Topanga Elementary teachers are committed to a set of shared goals defined in our vision, mission and goals statement. Ongoing professional development is afforded to faculty and staff to ensure that teachers have the capacity to deliver the educational program by implementing the following:

Active participation in professional development provided by national, state, and District professional organizations, such as California Association for Gifted Conference, National Mathematics and Science Conference, Computer Using Educators.

Topanga Elementary will apply for a waiver in accordance with MEM-6680.4 with the intent of continuing the practice of Banked Time Tuesdays and Thursdays to enable continued improvement in the implementation of CCSS and other professional development topics.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *English Learner Master Plan*, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the *English Learner Master Plan*.

A core part of TECS mission is to meet the educational needs of all students in an environment that fosters an appreciation and understanding of other languages and cultures. Students at TECS will learn the California ELD Standards in tandem with the Common Core State Standards for ELA/Literacy. Students will be engaged in the type of rich instruction called for in the Common Core State Standards for ELA/Literacy, with appropriate scaffolding that attends to their particular language learning needs. They will be fully supported as they:

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

TECS will comply with federal and state mandates regarding EL education and re-designation of EL students. TECS will meet all requirements of federal and state law relative to ELs, including Long-Term English Learners ("LTELs") or ELs at risk of becoming LTELs, as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. TECS will ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Those requirements will include, but are not limited to, the following items:

- **Home Language Survey:** All incoming families will complete a Home Language Survey upon enrollment at TECS. If parents indicate that a student's primary language is other than English, students with no previous experience in LAUSD will

be administered the Initial English Language Proficiency Assessments for California (ELPAC) to determine their English Proficiency.

- **ELPAC:** The ELPAC will be administered to all students whose primary language is not English who have yet to be reclassified. The results from this test will be examined alongside other assessments. The ELPAC will be one of the measures used to determine whether students redesignate from ELs to Reclassified Fluent English Proficient students. Reclassification will be one of the Charter School's primary goals and measures of success. TECS will follow the state's guidelines about the administration of ELPAC.
- **ELD Monitoring:** Students identified as ELs will have their performance tracked both by standardized test scores and through TECS other assessments and measures. In all of the areas above, the goal for an EL is to demonstrate proficiency in the newly adopted ELD standards. At each reporting period, teachers will track student progress toward each ELD standard. Given the ELD standards' alignment to the CCSS ELA standards, teachers will compare students' performance and proficiency within ELD specific assessments to their performance on other CCSS aligned ELA assessments (e.g. the NWEA MAP assessment and/or CAASPP). TECS will participate in this type of data analysis and comparison throughout each school year as part of the Charter School's protocols to regularly examine and analyze subgroup data.

Parents of English Learners (EL) are provided at least three opportunities throughout the year to learn about the Master Plan instructional program options. Notification opportunities include:

- Initial enrollment
- Parent meetings
- Master Plan Program Options Informational Meeting 1 & 2
- Kindergarten orientation meetings.
- Back-to-School Night
- Other Meetings

During these opportunities parents are provided the Instructional Programs for English Learners Parent Brochure. Parents are offered an opportunity to view the Instructional Programs for English Learners video. The EL Designee and/or Principal and parents take time to discuss the program options and address questions. These opportunities will ensure that parents receive substantial and accurate information to make informed decisions regarding their child's instructional program placement.

The Principal will monitor the Charter School's reclassification rate, and, in collaboration with the site ELD designee, make adjustments to the academic program if the goal is not being met. In addition, the Principal and members of the leadership team will continually monitor the progress of RFEP students to ensure that they are successful after being reclassified, as well as ELs and LTELs to help ensure that these students are making progress toward reclassification.

Specifically, TECS will monitor students who have been reclassified by regularly gathering and reviewing subgroup and student-level data to track their progress after reclassification. Additionally, as with all students who require additional intervention, TECS will provide appropriate and additional supports if and when any reclassified students are not meeting grade-level standards. This might take the form of additional and targeted one-on-one and small group work with the teacher, Teaching Associate, and/or any support staff. If additional learning issues arise with reclassified students, teachers will be encouraged to engage in the SSPT process for that student to identify any other additional interventions that may be required.

Services and supports to aid in English Learners' English Language Development and access to Core and engagement include implementation of the following:

- 60 minutes of daily English Language Development instruction for EL levels 1-3
- 45 minutes of daily English Language Development instruction for EL levels 4-5
- Specially Designed Academic Instruction in English (SDAIE) techniques
- Culturally & Linguistically Responsive Pedagogy (CLR)
- Visual supports/Thinking Maps
- Total Physical Response (TPR) techniques
- Oral and Written Language Portfolio Opportunities

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis.

Charter School will continue to use LAUSD's GATE identification process, adhere to District policy regarding GATE, and reimburse the District for testing and processing on a fee-for-service basis. We will continue to identify students for GATE programs by offering the District 2nd grade OSLAT-8 for early identification every spring. In addition, we have a GATE Coordinator who provides professional development through the year to help teachers identify students in the areas of: Intellectual Ability, High Achievement Ability, Visual Arts Ability, Performing Arts Ability, Creative Ability, Leadership Ability, and Specific Academic Ability.

Our curriculum reflects cultural relevance for our student population and promotes the active engagement of learners and recognition of different learning styles in students. We carefully select instructional experiences for students with the goal of differentiation for student needs, and determine classroom materials that can be compacted within the content areas for gifted students. The school annually assesses our program goals in the following areas: parent involvement, governance and administration, standards and assessment of students, staffing and professional growth, teaching and learning, and opportunity. We generate action plans for our GATE program based on the outcomes of our yearly survey. We survey

parents, educators and students to create goals and objectives for our school's plan for GATE education.

Our GATE plan for parent involvement requires us to develop a cadre of parents who will be trained to facilitate and plan meetings and workshops for other parents. Through parent meetings, parents are informed regarding program requirements, the identification process, discuss topics of interest and provide a forum for parent networking.

Professional development opportunities for staff ensure that we are able to provide a differentiated program for students. Teachers of identified GATE students are encouraged to go to specialized conferences on gifted and talented education and share materials and learning with colleagues. Teachers also meet to plan program goals, and support each other and share quality strategies that help student learning and achievement. Teachers use data to inform instructional needs and drive the programs.

Gifted students are clustered together in self-contained classrooms and participate in a curriculum that is differentiated through acceleration and depth and complexity. Teachers also facilitate meetings with students to promote goal setting and self-reflection. Students have differentiated standards-based instruction with the following embedded strategies:

- Identifying similarities and differences
- Identifying, Summarizing and note taking
- Homework and practice
- Flexible grouping
- Cooperative learning
- Setting objective and providing feedback
- Generating and listing hypotheses and
- Generating questions, cues, and use of advance organizers.

Our instructional plan for gifted students supports the overall goals of the instructional program of the school. Progress of students in this subgroup will be monitored by a classroom teacher who is designated as the school's GATE coordinator. This coordinator will assist teacher with identifying students, ensuring that teachers of GATE students attend the GATE training sessions, and will track the progress of GATE students using assessment data available to the coordinator and classroom teacher.

Critical thinking is one of the school wide goals and objectives for our GATE students. Students investigate problems, issues, facts and concepts, determine how well facts support generalizations, and evaluate the reliability of sources.

In science and math, students use the skills that they acquire in learning about statistics and data collection and apply it to real life problems. Students interpret, analyze, and evaluate the validity of data in mathematical problems and scientific experimentation to make sound conclusions. In language arts and social science, student use primary resources of information to help them compare and contrast real life situations. They analyze the validity of their informational sources; therefore, being better able to draw conclusions.

The principles and processes of science are another school wide goal and objective for GATE students. Students know methods and procedures, and investigate, research, and experiment with concepts and information. Students use the scientific process and method to create questions and formulate hypotheses that will guide their scientific investigations.

Students are able to develop and plan their own investigations, enriching their experiences after doing scientific experiments through FOSS. Students analyze data collected and draw conclusions to prove or disprove their hypothesis. They develop generalizations and form conclusions supported with evidence. Students evaluate their data and make judgments based on criteria.

Students Achieving Below Grade Level

As part of TECS regular assessment process, student assessments and/or work samples are analyzed by grade level teams to identify conceptual learning strengths and deficit areas for all students, including students achieving below grade level. After the needs of students are identified, appropriate interventions, differentiated instruction, and/or additional supports are designed and implemented. Through this assessment process, administration and faculty will identify students who are not performing at proficient levels and refer them for an SSPT, or the school's ELL designee for students not making adequate progress as an English Learner. Classroom/instructional aides in grades K-5 will work with classroom teachers to ensure additional intervention and supports are afforded to below-proficient students. These supports mostly consist of small group instruction (4-5 students) to review the material presented in the whole class lesson a second time.

Teachers may also use the intervention materials provided with the District language arts and math series for additional activities for those needing additional explicit instruction. If the intervention program fails to assist the student/s grasp concepts and/or skills at a reasonable pace as measured by test scores, DIBELS, or teacher observations and informal assessments, then a referral to Student Support and Progress Team is made

Socioeconomically Disadvantaged Students

Assessments may include individual testing, observations, and interviews as well as reviews of school records, reports and work samples.

- Assessments require parental consent.
- Assessments are administered in all areas identified and related to the suspected disability.
- Assessments are administered without cultural/racial/gender bias
- Assessments shall be completed within the mandated 60 day calendar period.

The SSPT is composed of general education teachers, special education teachers, an administrator/designee, parent of the child being discussed, and other professionals such as the school nurse, adaptive physical education teacher, occupational therapist, physical

therapist, inclusion facilitator, speech and language therapist, GATE coordinator, English Learner coordinator, and school psychologist.

The SSPT may review records and other screening information and make a decision about the appropriateness of the referral. The SSPT also monitors the progress of children who have been presented to determine if the modifications suggested by the team are being successfully implemented. If the team determines that despite appropriate modifications, a child is not performing to his or her ability level, the team may decide to refer the student for further educational assessment to determine eligibility for special education. If the team decides to refer the student, they will generate an assessment plan that describes the type and purpose of the assessment to be used to determine eligibility. Assessments shall be conducted by a multidisciplinary team which may include the Resource Specialist teacher, School Psychologist, School Nurse, District Itinerant Support (DIS) providers, and the classroom teacher.

The special education teacher, psychologist, nurse, and DIS providers will prepare written assessment reports. At the Individualized Education Program (IEP) meeting, reports will be presented and explained to the parent by each assessor. If a child meets eligibility requirements, the full array of program options will be discussed within the least restrictive environment. Other discussion items include goals, extended school year (ESY), transportation, assistive technology, state standardized testing, and modifications. Information from the parent will be considered.

Students with Disabilities

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for adhering to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools..

Conversion Affiliated Charter

1. District Affiliated Charter School’s Special Education Responsibilities

a. General Requirements

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status.

The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review and . submit to the District all required reports.

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review (“DVR”).

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed, or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students’ IEPs immediately upon the students’ enrollment regardless of the types of service provider (i.e. school-based, NPA, or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with federal and state law and District policies and procedures.

c. Assessments

The referral process shall include Student Support and ProgressTeam (SSPT) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify

student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent's request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

Under limited circumstances when a District Affiliated Charter School student's needs may not be provided at the District Affiliated Charter School, the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

e. Least Restrictive Environment

The District Affiliated Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The District Affiliated Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the District Affiliated Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. Staffing Requirements

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

g. Student Discipline/Inclusion

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District

Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance. The District Affiliated Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

5. District Responsibilities Relating to District Affiliated Charter School Special Education Program

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to District Affiliated Charter School staff as well.

All District schools, including District affiliated charter schools, are required to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS.

Students in Other Subgroups

Topanga Elementary has designated one member of the office staff to be the designated Foster Youth Liaison with the District. Since these subgroups have historically been small, it is within the scope of the office technician to be the connection between our school and the Pupil Services division of LAUSD. Pupil Services has designed a comprehensive plan that will meet the needs of all LAUSD youth in foster care (from their literature):

- Pupil Services has developed an infrastructure to support our schools and Educational Service Centers that are working using a holistic approach with this high need population.
- Program Design and Service Delivery Model designed by experts in the field using existing foster care data.
- Program designed with high accountability.
- LAUSD has a data sharing agreement with the Department of Children & Family Services (DCFS).

Every student in foster care will have a case manager who conducts a comprehensive assessment and coordinates service delivery and resources:

- Ongoing intensive case management services.
- Advocate for the educational rights of foster youth.
- Collaborate with District & community partners.
- Provide individual and group counseling.
- Monitor and increase the attendance and graduation rates of foster youth.

“A TYPICAL DAY”

A typical day at TECS begins in the morning with the annual drop off of students. The majority of families necessitate automobile transportation due to the location of TECS. Some families who dwell near can access the campus via the hiking trails, both adjacent and on the school property. Mornings are lively with students, parents, and staff all interacting. As this is a small, close-knit community, the adults utilize the morning drop off and afternoon pick up as a time to socialize with each other. The school is the largest employer in Topanga and likewise one of the hubs of the Topanga Community serving as a networking center for community activities and resources.

Surrounded by mountains and trees, you get the sense that the families truly savor being part of the school. You will also observe that the adults broadly acknowledge the other students, one benefit of being in a small school.

TECS uses a modified bank time schedule, which meets the required number of instructional minutes for California. A typical day begins at 7:55 a.m. Dismissal on Monday, Wednesday, and Friday are at 2:40 p.m. and 1:35 p.m. on Tuesday and Thursday. Generally, students receive language arts and mathematics during the morning hours however there is some variation due to the enrichment schedule. Those used to a still, systematic classroom of children sitting in columns of desks, all gazing at the same page in a textbook, may at first be surprised by the degree of animation at TECS. Learners of all ages will be engaged in inspired deliberation and discourse about group projects, science experiments, and mathematical equations – working at single desks, round tables, and also on the carpeted floor. Learners will be involved in using manipulatives to solve math problems, creating models and dioramas, and charting results from their tests of hypotheses. Student

performers, singers, dancers, artists, writers, will be heard creating, practicing, performing, reading aloud, and commenting.

These will function as a means for learning, and to illustrate their comprehension of the arts and core academic content. Students will be engaged with educational software on classroom computers or tablets, or researching on the Internet and taking notes. Students will explore and experiment in the garden with either the dedicated science teacher or at times a cadre of parent volunteers. You will see other students outside of class reading or working in small groups led by either an instructional aide or a parent volunteer. In the classroom, there are also parents of classmates helping small groups, individuals, or making presentations to class. The school encourages parents to volunteer so that they can see how the academic program functions, and to strengthen the home school connection.

There also will be quiet times when the class engages in morning mindfulness or yoga activity. Sometimes students will work on individual assignments while the teacher circles the room checking for understanding. Students also receive instruction from an art specialist in the art room. They receive computer literacy skills in the computer lab. Sometimes our technology educator comes to the classrooms and collaborates with the teachers on core subjects and projects. Learners get to visit the library staffed with a dedicated librarian at least once per week. The school also boasts of a dedicated science teacher and science lab to supplement the classroom science instruction.

Differentiation occurs throughout the entire day. Students are working at their levels in small groups and independently. The teacher makes sure to meet with all the students to provide support and encouragement for progress to move forward. Those students working above grade-level also receive support to continually progress to the next level.

We have a kinder buddy program pairing with older with kinder as well as multi grade reading buddy pairings during the week; this facilitates a sense of community and bonding as well as emerging leadership skills with our older students. As a school invested in project-based learning, it's not uncommon for a classroom to invite other grade level classrooms and parents to modeling a demonstration program or museum. Our fifth-grade students run a Colonial Day for the entire school with all fifth graders dressed in colonial garb and running various interactive learning stations for the other classes.

Parents, as noted, are on campus throughout the day; even during lunch, parents host mini art projects and some play instruments in the cafeteria exposing children to music from around the globe.

The after-school enrichment program has multiple offerings exposing students to various areas of study and exploration such as a narrative film class, maker club, creative music DJ class. While we also have a district sponsored no cost Beyond the Bell program and a paid STAR after care program.⁵ Spanish enrichment classes are currently offered by Kallpachay.

⁵ References to programs beyond the TK-5 are outside the scope of the petition and provided to illustrate the services the Charter School provides."

A musical theater program is offered by a local nonprofit group FOCUSfish. Childrens⁶ Musical Workshop offers an afterschool orchestra program as well. These enrichment offerings round out the typical day at TECS.

There are several committees at the LFCSA. Committees meet at various intervals to make decisions and implement work towards the school mission and vision. Parents receive information on upcoming agendas and minutes for meetings through emails, on the school website, phone calls, and handouts students bring home. They are also invited to join committees and or attend the meetings. At 4:30 pm the school office closes and at 6:00pm all after school enrichment activities end and the custodian is onsite until the buildings are clean and secured for the evening.

⁶ “same as 5”

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall work toward aligning all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP) and Strategic Plan, as they may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes. Please see Element 1, The Requirements Of California Education Code § 47605(B)(5)(A)(ii).

MEASURING PUPIL OUTCOMES:

SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

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

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

Pupils will be regularly assessed in the academic core skills through means such as observation of their activities, production of meaningful work, classroom examination, school benchmark curriculum assessments, and state mandated exams such as the CAASPP and CAST for Science. The matrix below outlines the TECS assessments that are utilized to assess student progress during the school year:

Elementary Assessments	Students/ Subject(s)	Grade(s)	Frequency/Windows
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)**	ELA All	K-5	Three times a year: BOY: August 12-September 27 MOY: December 2-February 7 EOY: May 4-June 12
Curriculum Embedded Unit Assessment for Benchmark or Wonders	ELA All	K-2	At least once a year
District Interim Assessment	Math All	K-2	At least once a year
Otis-Lennon School Ability (OLSAT-8)***	All	2	Once during early spring
California Spanish Assessment (CSA)****	English Learners	3-5	March 11-June 12
Initial English Language Proficiency Assessments for California (ELPAC)**	English Learners	TK-5	August 20-May 29 Administered only once in the student's school experience within 30 calendar days from enrollment.
Elementary Assessments	Students/ Subject(s)	Grade(s)	Frequency/Windows
Smarter Balanced (SB) Interim Assessment Block (IAB)*	ELA All	3-5	At least once during August 20- November 22

			and at least once during December 2-March 2
SB IAB*	Math All	3-5	At least once during August 20- November 22 and at least once during December 2-February 21
Language Assessment Scales (LAS) Links*****	Probable Standard English Learners Standard English Learners	1-5	BOY: August 26- September 27 MOY: January 21-February 28

**REQUIRED ASSESSMENTS THAT MEET STATE/FEDERAL MANDATES. RESULTS FROM DIBELS BOY, MOY AND EOY ARE USED FOR EL RECLASSIFICATION PURPOSES.
 ***REQUIRED DISTRICT ASSESSMENT FOR GIFTED/TALENTED IDENTIFICATION.
 **** THE CSA IS TO BE ADMINISTERED TO SPANISH-SPEAKING ENGLISH LEARNERS IN GRADES 3-11 WHO HAVE BEEN ENROLLED IN A U.S. SCHOOL FOR 12 MONTHS OR LESS AS OF APRIL 15, 2020. THE CSA WILL ALSO BE ADMINISTERED TO STUDENTS IN GRADES 3- 8 WHO ARE ENROLLED IN SPANISH DUAL LANGUAGE EDUCATION PROGRAMS, REGARDLESS OF THEIR LANGUAGE CLASSIFICATION (SEE REF-050096.1).

All other curriculum related assessments are ongoing assessments that inform teachers on student performance and engagement with units currently being taught in the classroom. The data gathered from assessments is regularly reviewed during grade level planning meetings and focused instruction meetings so that the staff can engage in dialogue around student learning and how best to meet the needs of all students.

DATA ANALYSIS AND REPORTING

TECS is committed to using data to help guide instruction as well as professional development. Research indicates that educators who make informed decisions based on student data experience greater academic gains. As mentioned previously, our new Illuminate data system and frequent benchmark assessments help drive the instructional program. As educators, we recognize the importance of balancing formative assessments along with summative. PLN teachers and administrators share a commitment to utilize and analyze multiple measures to determine where we need to:

- Create new interventions for individual students
- Improve instruction at the classroom level
- Offer school-wide professional development
- Develop new curriculum
- Identify and implement more effective teaching strategies
- Create new assessments
- Use more powerful tools to analyze data

As noted above, throughout the school year, assessment in different areas is discussed during whole- staff meetings to ensure continuity and building of skills as students move from one grade level to the next. Each month, teachers review formative assessment data and identify next steps, which may include re-teaching and intervention for struggling students.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Adoption of any governance structure or model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils).

If the charter school has a separate charter school Governing Council [N/A]

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

All staff and representatives of Charter School, including members of Charter School’s Governing Council, members of school committees and other councils, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Governing Council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School’s Governing Council.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, as they may change from time to time.

In coordination and consultation with the District, 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 notify parents, guardians, and staff in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

STAKEHOLDER INVOLVEMENT

All stakeholders at TECS are participants in a team that nurtures and encourages every child to learn. The principal, teachers and parents foster high expectations for all students, and work together to close the achievement gap and ensure that every student reaches the highest level of proficiency for them. The principal with teachers emphasizes the process of learning, encouraging innovation with instruction and students' demonstration of knowledge through many different modalities and across the curriculum.

It is important that we instill a love of learning in every child, providing appropriate resources and building on individual strengths. TECS will maintain a safe and respectful environment for every student. The staff and parents acknowledge and value every voice, and we encourage collaborative decision-making and shared governance. This collaboration extends from school to home and then into the larger Palisades community.

Further, in our governance the Structure of the School, including "procedures To Ensure Staff, Student, Parent and Overall Stakeholder Involvement" follow the Ed. Code § 47605(b)(5)(D). The Los Angeles Unified School Board is the governing body for Topanga Elementary Charter School. The school site governance structure is the Leadership Council.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and the District's Uniform Complaint Procedures.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

RESPONDING TO INQUIRIES

Charter School shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

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

NOTIFICATION OF THE DISTRICT

Charter School shall provide the appropriate Local District and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Local District and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

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.

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects and classes. related to staffing, credentialing, and assignments.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent or designee

Certificated Personnel

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available or when an administrative transfer is necessary as determined by the Local District administrator (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

Classified Personnel

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school..” (Ed. Code § 47605(c)(5)(F).)*

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency response and preparedness, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and allegations of employee-to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other staff, 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

As a District affiliated charter school, in order to protect and promote the health and safety of students and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq. and related District policies and procedures.

SUICIDE PREVENTION

As a District affiliated charter school, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).)

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

Student Recruitment

- The school will make an effort to attend community events in other communities to advertise our school and generate interest outside of the Topanga area.
- A more concerted effort to have families complete the demographic information on the enrollment documents as well as a closer monitoring of the accuracy of the

CalPads data upload will ensure we are capturing the true demographics of the school.

- We have seen an increase in enrollment applications this year under the LAUSD Choices Unified Online enrollment program and this coming school year will be an indicator of diversity.
- Outreach efforts with community leaders and community organizations will be made by the school in order to foster further communication about the school program.
- The date and time of the lottery will be provided to applying non-resident attendance boundary families this includes advertisements in local newspapers.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance boundaries⁷ of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The charter school will follow LAUSD’s Unified Enrollment process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below. Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November.

Lottery Preferences and Procedures

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- **LAUSD Students**

- Siblings**

Prospective students who (a) are siblings of students enrolled in grades TK-4 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **second** admission preference.

- Other LAUSD Students**

⁷ For all District affiliated charter schools, which are conversion charter schools, the term “former attendance boundaries” includes those sending areas designated under the District’s PWT and CAP programs.

All other prospective students who reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **third** admission preference.

- **California Students**

- Siblings

- Prospective students who (a) are siblings of students enrolled in grades TK-5 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. As seats become available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

During the month of February, after receiving the list of interested applicants from Unified Enrollment, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website and made readily available in the main office.

Charter School shall hold its lottery in the auditorium or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, [see below]

Lottery Procedures: The lottery will be led by the school Principal or designee. The lottery will be open to the public; however, families are not required to be present at the time of the drawing to be eligible for admission. Numbers, each representing an application submitted to the school, will be placed on cards that are of equal size and shape. The cards will indicate if the applying student has any siblings that are applying for admission the same year. The name on each card will be read as it is placed into a container or lottery device that will randomly mix the cards. The person leading the lottery will draw the cards one at a time at random and read the name on the card. As each card is pulled it will be posted visibly on a display in the order it was chosen. Names will be given a numerical ranking based on the order they were chosen. The drawing will continue until all cards have been drawn and all names have been assigned a numerical ranking. These rankings will be recorded in an electronic database that will be double checked by the lottery official. Separate lotteries shall be conducted for each grade and program in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level

Parents of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission within one month following the lottery, and will be provided three weeks to accept the offered seat.

Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parents of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

If Charter School offers an SAS Program, it shall not consider any student's eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

MAGNET PROGRAM

If Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

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. Charter School shall comply with all applicable federal and state laws and related District policies and procedures 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.

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, immigration status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

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

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

As a District affiliated charter school, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior, suspension, and expulsion.

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

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

Charter School acknowledges that the District’s Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior

to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

READMISSION

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

GUN FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to salaries, unemployment benefits, retirement systems and benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

As LAUSD employees, Charter School’s administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Students 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 student residing within the territorial boundaries of the District who chooses not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending Charter School may attend a public school within the student’s school district of residence in accordance with applicable law and that school district’s policies and procedures, or seek enrollment at another charter public school pursuant to applicable law and the terms of that school’s charter.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

As a District affiliated charter school, all administrators, faculty and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

Charter School agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the appropriate Local District and the Charter Schools Division in accordance with the procedures set forth below:

- 1) Notification of any Dispute shall be made 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 District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: Topanga Elementary Charter
 c/o School Principal
 22075 Topanga School Road
 Topanga, CA 90290

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

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, 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 cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

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(e)(5)(O).)

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

REVOCATION OF THE CHARTER

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

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

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the affiliated charter school at the time of reversion, who reside outside of resident school boundaries, will be entitled to continuous enrollment through permits, as applicable.

CLOSURE PROCEDURES

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Local District Superintendent and Charter School's assigned Charter Schools Division administrator.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be

responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or 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.

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

FISCAL MATTERS

As a District affiliated charter school, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.

LOCAL CONTROL AND ACCOUNTABILITY PLAN

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

Topanga Elementary Charter (also referred to herein as “Topanga Elementary”, “District Affiliated Charter School” 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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be approved at a public hearing, consistent with federal law, the California Constitution, and Section 200. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(d)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School 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.

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

Element 1 – The Educational Program

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

CURRICULUM AND INSTRUCTION

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable legal requirements and District policy 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

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. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

MATHEMATICS PLACEMENT

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

WASC ACCREDITATION

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

PROFESSIONAL DEVELOPMENT

As a District affiliated charter school, Charter School shall comply with and implement required District policies and procedures related to staff professional development.

MEETING THE NEEDS OF ALL STUDENTS

ENGLISH LEARNERS

As a District affiliated charter school, Charter School shall implement the provisions of the District’s *English Learner Master Plan*, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the *English Learner Master Plan*.

GIFTED AND TALENTED STUDENTS AND STUDENT ACHIEVING ABOVE GRADE LEVEL

Charter School shall continue to use LAUSD’s Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis.

STUDENTS WITH DISABILITIES

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for adhering to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools..

Conversion Affiliated Charter

2. District Affiliated Charter School’s Special Education Responsibilities

e. General Requirements

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status.

The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review and . submit to the District all required reports.

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review (“DVR”).

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed, or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

f. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students’ IEPs immediately upon the students’ enrollment regardless of the types of service provider (i.e. school-based, NPA, or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with federal and state law and District policies and procedures.

g. Assessments

The referral process shall include Student Support and ProgressTeam (SSPT) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated

Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent's request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

h. Alternative Placements

Under limited circumstances when a District Affiliated Charter School student's needs may not be provided at the District Affiliated Charter School, the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

f. Least Restrictive Environment

The District Affiliated Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The District Affiliated Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the District Affiliated Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

h. Staffing Requirements

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

i. Student Discipline/Inclusion

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance. The District Affiliated Charter School will cooperate with the District in any such

investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

5. District Responsibilities Relating to District Affiliated Charter School Special Education Program

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to District Affiliated Charter School staff as well.

All District schools, including District affiliated charter schools, are required to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS.

Element 2 – Measurable Pupil Outcomes and 3 – Method by which Pupil Progress Toward Outcomes will be Measured	Element
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“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 subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall work toward aligning all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP) and Strategic Plan, as they may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

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

MEASURABLE PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

Element 4 – Governance

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Adoption of any governance structure or model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils).

If the charter school has a separate charter school Governing Council [if applicable, outline composition of that board and those duties here, if not insert N/A]

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

All staff and representatives of Charter School, including members of Charter School's Governing Council, members of school committees and other councils, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD's charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Governing Council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School's Governing Council.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, as they may change from time to time.

In coordination and consultation with the District, 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 notify parents, guardians, and staff in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and the District’s Uniform Complaint Procedures.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

RESPONDING TO INQUIRIES

Charter School shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

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

NOTIFICATION OF THE DISTRICT

Charter School shall provide the appropriate Local District and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Local District and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

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.

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects and classes. related to staffing, credentialing, and assignments.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent or designee

CERTIFICATED PERSONNEL

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available or when an administrative transfer is necessary as determined by the Local District administrator (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

CLASSIFIED PERSONNEL

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school..” (Ed. Code § 47605(c)(5)(F).)

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency response and preparedness, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and allegations of employee-to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other staff, 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

As a District affiliated charter school, in order to protect and promote the health and safety of students and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

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. and related District policies and procedures.

SUICIDE PREVENTION

As a District affiliated charter school, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

Element 8 – Admission Policies and Procedures

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

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).)

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

APPLICATION PROCEDURES

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll.

Prospective students who reside within the former attendance boundaries⁸ of Charter School (“resident students”) shall have *first* admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The charter school will follow LAUSD’s Unified Enrollment process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below. Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November.

LOTTERY PREFERENCES AND PROCEDURES

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- **LAUSD Students**

- Siblings

- Prospective students who (a) are siblings of students enrolled in grades [insert school’s grade span minus the highest grade served, e.g., for a school that serves K-5, insert “K-4”] at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have *second* admission preference.

- Other LAUSD Students

- All other prospective students who reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have *third* admission preference.

- **California Students**

- Siblings

- Prospective students who (a) are siblings of students enrolled in grades x-y at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have *fourth* admissions preference.

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. As seats become available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

⁸ For all District affiliated charter schools, which are conversion charter schools, the term “former attendance boundaries” includes those sending areas designated under the District’s PWT and CAP programs.

During the month of February, after receiving the list of interested applicants from Unified Enrollment, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School’s website and made readily available in the main office.

Charter School shall hold its lottery in the [insert on-campus location, e.g., auditorium, multipurpose room, etc.], or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, [insert description of how the school will conduct the lottery]

Parents of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission within one month following the lottery, and will be provided three weeks to accept the offered seat.

Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child’s priority number on the waitlist. Parents of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

If Charter School offers an SAS Program, it shall not consider any student’s eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

MAGNET PROGRAM

If Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District’s Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered “resident students” of Charter School for purposes of admission and enrollment.

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. Charter School shall comply with all applicable federal and state laws and related District policies and procedures 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.

NON-DISCRMINATION

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, immigration status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

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

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

DOCUMENTATION OF ADMISSIONS AND ENROLLMNET PROCESSES

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

Element 9 – Annual Financial Audits

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

As a District affiliated charter school, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior, suspension, and expulsion.

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

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

Charter School acknowledges that the District’s Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION STUDENT’S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District’s Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

READMISSION

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to

salaries, unemployment benefits, retirement systems and benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

As LAUSD employees, Charter School's administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

Element 12 – Public School Attendance Alternatives

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

Students 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 student residing within the territorial boundaries of the District who chooses not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school's charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending Charter School may attend a public school within the student's school district of residence in accordance with applicable law and that school district's policies and procedures, or seek enrollment at another charter public school pursuant to applicable law and the terms of that school's charter.

Element 13 – Rights of District Employees

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

As a District affiliated charter school, all administrators, faculty and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

Element 14 – Mandatory Dispute Resolution

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

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school. state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

REVOCAION OF THE CHARTER

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

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

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, or otherwise takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of

Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the affiliated charter school at the time of reversion, who reside outside of resident school boundaries, will be entitled to continuous enrollment through permits, as applicable

CLOSURE PROCEDURES

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Local District Superintendent and Charter School's assigned Charter Schools Division administrator.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or 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.

Additional Provisions

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

FISCAL MATTERS

As a District affiliated charter school, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services

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).)