



LOS ANGELES UNIFIED SCHOOL DISTRICT

Topanga Elementary Charter School

April 15, 2015

22075 Topanga School Road

TERM OF CHARTER

JULY 1, 2015 TO JUNE 30, 2020

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ASSURANCES AND AFFIRMATIONS

Topanga Elementary Charter School (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. Ed. Code § 47605(d)(1).
- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).
- Admit all pupils who wish to attend the school. Ed. Code § 47605(d)(2)(A).
- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).
- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each 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 ¹

GENERAL INFORMATION

- The contact person for Charter School is Steve Gediman.
- The address of Charter School is 22075 Topanga School Road.
- The phone number of Charter School is (310) 455-3711.
- Charter School is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 4 and Educational Service Center West.
- The grade configuration of Charter School is K - 5th.
- The number of students in the first year of this charter will be 308.
- The grade level(s) of the students in the first year will be K - 5th.
- The scheduled 2015-2016 opening date of Charter School is August 18, 2015.
- The current operational enrollment capacity of Charter School is 374; for all District affiliated charter schools, the District determines each school’s 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).
- The type of instructional calendar will be: Traditional Calendar
- The term of this charter shall be from July 1, 2015 to June 30, 2020.

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Cradled by the Santa Monica Mountains, Topanga Elementary is a small, high-performing community school, offering a well-rounded education strongly focused on the arts and environmental science.

Twenty years ago, Topanga Elementary Charter School became part of the first K-12 charter complex in the nation. Parents at Palisades Elementary and Paul Revere Junior High established the complex in 1993 to articulate local school options to improve stability and predictability, in addition to optimizing new District school reform measures. Two years later, in 1995, Topanga Elementary joined the Palisades Complex.

When speaking before the Board of Education in 1995 before the ultimate unanimous vote, Board president Mark Slavkin reiterated his long-held support of the Palisades school complex:

“I think this as an historic moment for this board . . . to show a thoughtful and positive way that can be achieved right now to provide meaningful local control, without duplicating bureaucracies, without creating new levels of government, but really endorsing the kind of energy and enthusiasm we see [in these schools].”

¹ Provisions pertaining in this element related to decision making and implementation of professional development, budget authority, committees, technology, curriculum, etc., must comply with all applicable collective bargaining agreements or approved waivers.

While we collaborate with the schools in the Palisades Complex to support our common goal of meeting the diverse needs of our student populations, in many ways Topanga is a community like no other. Only minutes away from bustling urban areas, Topanga is nestled within the protected wilderness area of Topanga State Park, where signs of city life quickly disappear as acres of chaparral-covered mountainside rise up on either side of the roadway.

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 special nature of this place. To choose to be in Topanga is to choose a different way of life – exchanging some modern convenience for a tranquil, unspoiled location in which community and nature are of the highest priority.

This natural setting provides an educational opportunity that is truly unique within the nation's second largest school district. The community built around this school boasts a supportive network of parents who are committed to working hand-in-hand with the school to set students up for success. With a focus on academic achievement and an emphasis on environmental science, students learn from their surroundings – bringing lessons to life and adding meaning to their daily interactions with nature. The school's robust selection of arts programs including music, art and theater channels the talent and legacy of the community. The breadth of educational and enrichment offered by TECS allows parents to tap into their own talents and skill sets and to participate and illustrate how greatness can be achieved through collaboration and cooperation.

TECS provides a rigorous integrated core curriculum based on the Common Core State Standards, then communicates that curriculum in the context of our physically and culturally unique setting through methodologies focused on independent thinking, decision making, problem-solving skills and creativity, in a manner designed to allow *all* students to achieve according to their individual abilities and learning styles. Through innovative programs such as our Transitional Kindergarten program and T.R.E.E.S. environmental field study science; enrichment resources, such as our state-of-the-art science and computer labs, and arts and music programs; and student support resources, including on-site counseling programs and enhanced intervention, we strive to promote lifelong learning in a nurturing physical, emotional and academic environment.

As we move forward these next five years, our focus will be to provide the best educational opportunities for our diverse learners. We strive to move our emerging learners to proficiency and our proficient students to advanced, not only on state tests, but, in all curricular, social, and emotional areas.

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.

Topanga Elementary (2014) has 308 students who are:

2%	African American	9%	Gifted And Talented Education (GATE)
1%	Native American	9%	Students with Disabilities
6%	Asian	3%	English Learners
0	Filipino	0%	Reclassification Rate
5%	Latino	4%	Economically Disadvantaged
0	Pacific Islander	12.1%	Students Transiency
86%	White (not Latino)	66.1%	Students with 96% or higher attendance

	API Comparison					
	2011 Base API	2012 Growth API	11-12 Growth	2012 Base API	2013 Growth API	12-13 Growth
Topanga Learn-Charter Elementary	937	939	2	939	951	12
LAUSD Similar Schools from CDE	912	922	10	921	913	-8
Resident Schools Median	864	877	13	877	879	2
Comparison Schools Median	946	954	8	953	961	8
	2012-13 CST Comparison					
	English Language Arts			Mathematics		
	Basic, Below Basic & Far Below Basic	Proficient & Advanced		Basic, Below Basic & Far Below Basic	Proficient & Advanced	
Topanga Learn-Charter Elementary	10%	90%		8%	92%	
LAUSD Similar Schools from CDE	20%	80%		19%	82%	
Resident Schools Median	29%	71%		25%	75%	
Comparison Schools Median	10%	90%		9%	92%	
	AYP Comparison					
	2012 AYP			2013 AYP		
	# Criteria	# Met	% Met	# Criteria	# Met	% Met
Topanga Learn-Charter Elementary	9	9	100%	9	9	100%
LAUSD Similar Schools from CDE	13	13	100%	21	14	67%
Resident Schools Median	17	13	100%	17	10	63%
Comparison Schools Median	9	9	100%	9	9	100%

Topanga Elementary is perhaps the most geographically isolated school in LAUSD, with the nearest school (Marquez Charter Elementary) over seven miles away. Topanga Elementary is most comparable to the other four schools that make up the “Palisades Complex” of affiliated charter elementary schools:

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

Address: 22075 Topanga School Road, Topanga CA 90290

LAUSD Schools	# of Students 2014	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1 White	% Major Ethnicity #2 Asian	% Major Ethnicity #3 Latino	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2011-2013 API 3 Year Average	2013 API Statewide Rank	2013 API Similar Schools Rank	2013 School Performance Framework Classification (SPF)
Topanga Learn - Charter	308	4%	9%	3%	86%	6%	5%	951	Yes	Yes	942	10	10	Achieving
Canyon Charter School	393	2%	9%	2%	79%	10%	4%	978	Yes	Yes	968	10	10	Excelling
Kenter Canyon Charter	545	4%	7%	3%	81%	10%	8%	960	Yes	Yes	927	10	6	Excelling
Marquez Charter School	583	9%	12%	2%	80%	7%	7%	934	Yes	Yes	933	10	3	Achieving
Pacific Palisades Charter	518	7%	9%	3%	78%	10%	5%	953	Yes	Yes	946	10	8	Achieving

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 society in the 21st century is an informational society in which higher levels of literacy, thinking skills, and the ability to process information are required. National and global information interdependence exists in our world, and we will continue to grow more interdependent as technology continues to become 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 a decade, necessitating workers to shift to multiple careers in their work life. In this environment, college readiness is essential. Topanga Elementary will provide our students with not just the knowledge and skills needed to succeed in college, but the motivation to explore opportunities to extend their learning at the college or university of their choice.

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, and 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 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. A balanced program of systematic direct instruction, guided practice, and application of skills with extensive reading is an essential part of instruction in alignment with Common Core curriculum. We believe that all our students should be analytical thinkers who feel confident 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 means 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.

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.

Local Control Funding Formula (LCFF)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), in accordance with District policies and procedures, as they may be amended from time to time.

Teacher Assignments and Credentialing
State Priority #1: Basic Services

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All students will receive instruction from fully credentialed and qualified teachers as required by law.	Topanga Elementary Charter School has a staffing protocol of selecting the most qualified candidates in all job positions. The school will assign 100% of its teachers in accordance with	100%	100%	100%	100%	100%	100%

	<p>their credentials and EL authorizations.</p> <p>All full time classroom teachers must have authorization to instruct English Learner students in accordance with District and State policies.</p> <p>While Topanga elects employees through an interview process, the Los Angeles Unified School District (District) is the employer and all candidates must be processed through the District.</p> <p>As an affiliated Charter School, Topanga Elementary will abide by all present and future employee-related contractual agreements with UTLA, AALA, Local 99 and other collective bargaining units and LAUSD.</p> <p>Annual review in May of criteria, systems and procedures for hiring will ensure compliance.</p> <p>Annual review of teacher assignments in August will ensure compliance.</p>						
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ACCESS TO INSTRUCTIONAL MATERIALS
State Priority #1: Basic Services

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome Method for Measuring Annual Review: Results of the annual Williams instructional materials review and certification process.					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All students will have appropriate access to the instructional materials necessary to participate in the school's programs and services in order to master the state content standards and meet academic performance standards appropriate to their respective grade levels.	The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter. Topanga Elementary will annually evaluate their instructional materials used in its educational program. Topanga Elementary will rely on the professional judgment of its teachers and curricular committees to select educational materials that best meet the needs of students at the different grade levels. Educational materials, which may be selected from state-adopted lists, district-adopted lists, or other sources, will support implementation of CCSS and comply with the Williams Case.	Schoolwide 100%	Schoolwide 100%	Schoolwide 100%	Schoolwide 100%	Schoolwide 100%	Schoolwide 100%
		English Learners 100%	English Learners 100%	English Learners 100%	English Learners 100%	English Learners 100%	English Learners 100%
		Students with IEPs: 100%	Students with IEPs: 100%	Students with IEPs: 100%	Students with IEPs: 100%	Students with IEPs: 100%	Students with IEPs: 100%

FACILITIES MAINTENANCE
State Priority #1: Basic Services

Measurable Outcome
Method for Measuring Annual Review: Internal and/or District annual review(s) or the state and condition of school facilities.

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome Method for Measuring Annual Review: Internal and/or District annual review(s) or the state and condition of school facilities.					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All students will have a clean and safe school campus in good repair as a basic condition of learning, as reflected in law and charter.	<p>Topanga Elementary Charter School will achieve and maintain an overall "good" rating or equivalent on annual review(s) of school facilities.</p> <p>The school, through the activities of its Safety/Emergency Preparedness Committee, shall enforce the practices and procedures of the LAUSD with respect to health, safety, and risk management policies.</p> <p>Topanga Elementary will continue to have monthly Safety Committee Meetings, annual Emergency Preparedness inventory, quarterly safety walks, and monthly safety drills.</p> <p>Topanga Elementary shall maintain ongoing maintenance and repair logs with monthly review by Principal and Plant Manager.</p> <p>Topanga Elementary will rely on LAUSD inspectors, consultants, contractors, or</p>	"Good" Rating on Annual Review	"Good" Rating on Annual Review	"Good" Rating on Annual Review	"Good" Rating on Annual Review	"Good" Rating on Annual Review	"Good" Rating on Annual Review

	others when their expertise is required to inspect, evaluate, and/or correct health and safety conditions at the school.						
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IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS

State Priority #2

Measurable Outcome
Method for Measuring Annual Review: Comprehensive Needs Assessment, the results of the CAASPP SBAC test and further analysis of recent school data, both school-wide and disaggregated by subgroups.

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p>The school will improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to yield improved academic performance outcomes for all students, including English Learners.</p> <p>Specifically, the school will improve/increase student proficiency outcomes in English Language Arts on state standardized assessments in accordance with state targets and the charter.</p> <p>The school will meet annual AMAO 1 targets for English Learners (ELs).</p>	<p>Consistent with the charter, the school will increase the number of students achieving proficiency level and above on the CAASPP SBAC English Language Arts tests by 1% annually over the benchmark scores established in the 2015-2016 CAASPP SBAC test administration school-wide and, beginning in 2016-17, by 2% for foster youth, low income students, and all numerically significant subgroups.</p> <p>Ongoing review of Common Core State Standards-based curriculum and achievement data will result in high quality delivery for students, set internal achievement performance targets, and</p>	<p>Schoolwide CAASSP Benchmark Levels of Performance</p> <p>English Learners CAASSP Benchmark Levels of Performance</p> <p>Meet or exceed AMAO 1</p>	<p>>=1% above benchmark proficiency levels</p> <p>ELs >=1%</p> <p>Meet or</p>	<p>>=1% above benchmark proficiency levels</p> <p>ELs >=2%</p> <p>Meet or</p>	<p>>=1% above benchmark proficiency levels</p> <p>ELs >=2%</p> <p>Meet or</p>	<p>>=1% above benchmark proficiency levels</p> <p>ELs >=3%</p> <p>Meet or exceed</p>	<p>>=1% above benchmark proficiency levels</p> <p>ELs >=3%</p> <p>Meet or</p>

	<p>design and deliver appropriate professional development. CCSS Professional Development addressing effective implementation of CCSS ELA and Math aligned to 21st Century skills will enhance student learning for ALL students.</p> <p>For English Learners, the school will increase by 1% annually the number of EL students achieving Basic (or equivalent measure determining threshold for EL reclassification) and above on the CAASPP SBAC English Language Arts tests in 2015-2016.</p> <p>With regard to the basic tenets of its language arts curriculum, Topanga Elementary will present a rigorous curriculum that exceeds the state content standards for language arts at each grade level; develop students' reading, writing, listening, and speaking skills to support all academic areas through a balanced language arts</p>	targets	exceed AMAO 1 targets	exceed AMAO 1 targets	exceed AMAO 1 targets	AMAO 1 targets	exceed AMAO 1 targets
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	<p>program. ; The language arts program will also focus on increasing our students' ability to access information electronically and integrate the use of technology in all subject matter areas as well as develop students' skills through direct instruction and vocabulary development as well as integration of curriculum.</p> <p>Annual review and modification of English Learner language acquisition program for English Learners to ensure adequate yearly progress and access to core curriculum.</p>						
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PARENT INVOLVEMENT
State Priority #3

Measurable Outcome
Method for Measuring Annual Review: Results of the District's annual Parent School Experience Survey

Annual Goals <small>(Identify schoolwide and subgroup goals as applicable)</small>	Specific Annual Actions	Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
The school will maintain an effective program for interactive parent and family involvement that includes meaningful opportunities for providing and gathering parental input for decision-making, sharing and receiving information, teaching and learning how to support the educational program,	Topanga Elementary will strive to maintain its meaningful parent involvement by increasing the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops	23%	>=5% increase over prior year average percentage	>=5% increase over prior year average percentage	>=5% increase over prior year average percentage	>=5% increase over prior year average percentage	>=5% increase over prior year average percentage

<p>and expressing and resolving concerns.</p>	<p>annually, including the A-G Requirements, School Experience Report Cards, and two other school-determined areas.</p> <p>School Experience Survey results will indicate that parents can agree to the following statements: 1) I am a partner with this school in decisions made about my child's education. (2) The school provides me with information (verbal and written) I can understand. (3) School staff takes my concerns seriously. (4) This school provides opportunities to help me support my child's learning.</p> <p>Topanga Elementary parents and community provide the support for the extra activities and resources vital to the school's operation and educational program from the following: 1.Strong parental volunteerism in the classroom, 2.Creating and managing the wealth of available enrichment and extracurricular activities, 3. In governance through the Leadership Council</p>						
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	<p>and its many committees and ad hoc task forces, 4. School Site Council, and 5. Fundraising.</p> <p>Parents are encouraged to attend parent workshops at the school and district level; attend Back-to-School Night & Open House; Prep & Polish Day, Parent Conference Week and other such parent activities.</p>						
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STATEWIDE ASSESSMENTS
State Priority #4: Student Achievement

		Measurable Outcome					
		Method for Measuring Annual Review: Comprehensive Needs Assessment for SPSA and recent school data including CAASP SBAC testing.					
Annual Goals <small>(Identify schoolwide and subgroup goals as applicable)</small>	Specific Annual Actions	Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p>The school will identify areas for improvement and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to yield improved academic performance outcomes for all students, including English Learners.</p> <p>Specifically, the school will improve/increase student proficiency outcomes in English Language Arts on state standardized assessments in accordance with state targets and the charter.</p>	<p>Consistent with the charter, the school will increase the number of students achieving proficiency level and above on the CAASPP SBAC English Language Arts tests by 1% annually over the benchmark scores established for each year. Beginning in 2016-17, by 2% for foster youth, low income students, and all numerically significant subgroups.</p> <p>For English Learners, the school will increase by 1% annually the number of EL students achieving Basic (or equivalent measure</p>	Schoolwide CAASSP Benchmark level of performance	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels
		English Learners Benchmark	>=1% above benchmark proficiency levels	>=2% above benchmark proficiency levels	>=2% above benchmark proficiency levels	>=2% above benchmark proficiency levels	>=2% above benchmark proficiency levels
		Foster Youth Benchmark	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels
		Low Income	>=1% above	>=1% above	>=1% above	>=1% above	>=1% above

	<p>determining threshold for EL reclassification) and above on the CAASPP SBAC English Language Arts tests in 2014-2015.</p> <p>With regard to the basic tenets of its language arts curriculum, Topanga Elementary Charter School will present a rigorous curriculum that exceeds the state content standards for language arts at each grade level; develop students' reading, writing, listening, and speaking skills to support all academic areas through a balanced language arts program; use a balanced approach to teaching reading that includes read aloud, choral reading, reader's theater, shared reading, guided reading, independent reading, practice in phonemic awareness, and explicit instruction in phonics; develop students' writing fluency by teaching the writing process and writing genre through shared writing, guided writing, sensory writing, poetry writing, and writer's workshop; increase ability to access information</p>	Benchmark	benchmark proficiency levels	benchmark proficiency levels	benchmark proficiency levels	benchmark proficiency levels	benchmark proficiency levels
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	electronically and integrate the use of technology in all subject matter areas; develop students' grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development as well as integration of curriculum.						
Specifically, the school will improve/increase student proficiency outcomes in mathematics on state standardized assessments in accordance with state targets and the charter.	With regard to the tenets of its mathematics curriculum, Topanga Elementary Charter School will present a rigorous curriculum that goes beyond the Mathematics CCSS at 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; 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	Schoolwide CAASSP Benchmark level of performance	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels
		English Learners Benchmark	>=1% above benchmark proficiency levels	>=2% above benchmark proficiency levels	>=2% above benchmark proficiency levels	>=2% above benchmark proficiency levels	>=2% above benchmark proficiency levels
		Foster Youth Benchmark	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels
		Low Income Benchmark	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels	>=1% above benchmark proficiency levels

	using mathematical tools such as rulers, compasses, protractors, calculators, and computers, including an understanding of their benefits.						
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ACADEMIC PERFORMANCE INDEX (API)
State Priority #4: Student Achievement

Measurable Outcome
Method for Measuring Annual Review: Comprehensive Needs Assessment, in accordance with the charter, charter school law governing renewal, and other applicable law.

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
The school will increase the levels of academic performance in English Language Arts and Mathematics school-wide, for English Learners, low income students, foster youth, and for all numerically significant subgroups in order to maintain or exceed API growth targets or equivalent. ..	The school will use grade-level appropriate internal benchmark assessments (e.g., DIBELS, curriculum-based assessments, and LAUSD interim assessments) described in the charter, together with historical data, to estimate/calculate growth API-equivalents school wide and for all numerically significant subgroups in order to measure progress towards and achievement of this goal in place of state standardized testing data, which is currently under development	The school will meet or exceed its annual API growth targets (or locally determined equivalent targets while state is developing the new API) school-wide, for English Learners, low income students, foster youth, and for all numerically significant subgroups, as required by law and the charter.	Meet or exceed API growth targets schoolwide and for all numerically significant subgroups, set by CDE.	Meet or exceed API growth targets schoolwide and for all numerically significant subgroups, set by CDE.	Meet or exceed API growth targets schoolwide and for all numerically significant subgroups, set by CDE.	Meet or exceed API growth targets schoolwide and for all numerically significant subgroups, set by CDE.	Meet or exceed API growth targets schoolwide and for all numerically significant subgroups, set by CDE.

ENGLISH LEARNER ADEQUATE PROGRESS RATE
State Priority #4: Student Achievement

Measurable Outcome
Method for Measuring Annual Review: Analysis of current and historical AMAO 1 (CELDT) results

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
The school will improve the number of English Learners who make adequate	The school will increase the number of English Learners who make	Increase of >=5%	Increase of >=5%	Increase of >=5%	Increase of >=5%	Increase of >=5%	Increase of >=5%

<p>yearly progress toward language proficiency. CELDT Proficiency: 2011: 76% 2012: 78% 2013: 83% 2014: Not Available</p>	<p>adequate annual progress by 5% each year.</p> <p>Topanga Elementary has English Learners (ELL), ranging from English Language Development (ELD) Levels 1 through ELD 5. EL students receive one hour of daily instruction through the Structured English Immersion Program.</p> <p>Topanga Elementary adheres to all Federal, State and District mandates regarding ELs.</p> <p>Our instructional techniques include whole language instruction, sheltered English activities, cooperative learning groups, and experiential activities.</p> <p>Teachers maintain ELD portfolios and utilize the <u>Treasures Resources</u> as well as teacher created activities for EL instruction.</p> <p>Primary language support is provided by teachers, instructional aides, other students and bilingual parent volunteers.</p>						
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ENGLISH LEARNER RECLASSIFICATION RATE

State Priority #4: Student Achievement

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
The school will increase the number of its English Learners who achieve English language proficiency each year.	The school will annually increase the number of English Learners who reclassify as Reclassified Fluent English Proficient (RFEP) by at least 2%. Ed Code [sections 313, 60810, and 60812] requires Topanga Elementary to administer the California English Language Development Test (CEDLT) to students whose home language is not English.	Method for Measuring Annual Review: Comprehensive Needs Assessment and further analysis of CELDT data (AMAOs 1 and 2), reclassification data.					
		2014: 0% were redesignated	2%	4%	6%	8%	10%

SCHOOL ATTENDANCE RATE

State Priority #5: Student Engagement

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
The school will achieve and maintain the highest levels of student attendance possible in order to support student learning. The school will use student attendance rates to measure progress towards and achievement of this goal. Percentage of students with 96% or Higher Attendance: 2011: 52%	Topanga Elementary shall revise its School Attendance Plan annually to ensure that it maximizes both student learning and the revenues for LAUSD. Topanga Elementary's Admission/ Attendance Committee will recommend a School Attendance Plan to the Topanga	Method for Measuring Annual Review: Student attendance data					
		Students enrolled in 2014 achieve an attendance rate of: 66.1%	67.1% of ALL students will achieve an attendance rate of 96% or higher	68.1% of ALL students will achieve an attendance rate of 96% or higher	69.1% of ALL students will achieve an attendance rate of 96% or higher	70.1% of ALL students will achieve an attendance rate of 96% or higher	71.1% of ALL students will achieve an attendance rate of 96% or higher

<p>2012: 56% 2013: 62.3% 2014: 66.1%</p> <p>The school will increase the number of students that attend 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher) by 1% annually school-wide, by 2% annually for English Learners and low income students, and by 3% annually for African American students, foster youth, and students with disabilities</p>	<p>Elementary Leadership Council for approval each year.</p> <p>Because daily attendance is an important indicator of student success, Topanga Elementary will continue to analyze attendance data and encourage increased daily student attendance. Topanga Elementary will maintain and strive to improve its average attendance rate as determined annually within the School Attendance Plan.</p>						
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CHRONIC ABSENTEEISM RATE
State Priority #5: Student Engagement

Measurable Outcome
Method for Measuring Annual Review: School Attendance Data

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p>The school will decrease by 1% annually the number of students missing 16 days or more each school year (an attendance rate of 91% or lower) for African American students, foster youth, English Learners, and students with disabilities.</p>	<p>Topanga's Attendance Committee meets regularly to review implementation of the school's Admission Plan, plan incentives for improved and excellent attendance, works with parents to improve attendance for all students as it becomes necessary.</p>	<p>All 18% Low Income 14% African American 36% Foster Youth 20% Students with Disabilities 16% English Learners 14%</p>	<p>All 17% Low Income 13% African American 35% Foster Youth 19% Students with Disabilities 15% English Learners 13%</p>	<p>ALL 16% Low Income 12% African American 34% Foster Youth 18% Students with Disabilities 14% English Learners 12%</p>	<p>All 15% Low Income 11% African American 33% Foster Youth 17% Students with Disabilities 13% English Learners 11%</p>	<p>All 14% Low Income 10% African American 32% Foster Youth 16% Students with Disabilities 12% English Learners 10%</p>	<p>All 13% Low Income 9% African American 31% Foster Youth 15% Students with Disabilities 11% English Learners 9%</p>

STUDENT SUSPENSION RATE
State Priority #6: School Climate

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p align="center">Method for Measuring Annual Review: District goals and data analysis, school-level data analysis, and school suspension data.</p>							
The school will maintain the zero number of student out-of-school suspensions and maintain the zero suspensions for African American students, foster youth, and students with disabilities.	<p>Topanga Elementary will continue to fully implement the District's School-Wide Positive Behavior Support framework.</p> <p>The school will use its <i>Second Step Program, Character Education Program</i> and Life Skills lessons to instill values that promote a healthy lifestyle that eliminates the need for suspension for all students.</p> <p>The school will use school suspension data to measure progress towards and achievement of this goal.</p>	All -0-	All -0-	All -0-	All -0-	All -0-	All -0-

STUDENT EXPULSION RATE
State Priority #6: School Climate

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcome					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p align="center">Method for Measuring Annual Review: School expulsion data, District goals and data analysis, and school-level data analysis.</p>							
The school will maintain the zero number of expulsions and maintain the zero number of expulsions for African American students, foster youth, and students with disabilities.	<p>Topanga Elementary will continue to fully implement the District's School-Wide Positive Behavior Support framework.</p> <p>Use Second Step Program, Character Education Program and Life Skills lessons to instill values that promote a healthy life style</p>	All -0-	All -0-	All -0-	All -0-	All -0-	All -0-

	that eliminates the need for expulsion for all students.						
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OTHER LOCAL MEASURE OF SCHOOL CLIMATE

State Priority #6: School Climate

		Measurable Outcome					
		Method for Measuring Annual Review: School Experience Survey Participation Rate					
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
School Experience Survey Participation Rates will increase by at least 2% each year for three stakeholder groups (parents, students, staff).	Topanga Elementary will strive to maintain its meaningful parent involvement by increasing the number of parents, students and staff completing the School Experience Survey by at least 2% a year.	Parents: 23% Students: 77% Staff: 65%	Parents: 25% Students: 79% Staff: 67%	Parents: 27% Students: 81% Staff: 69%	Parents: 29% Students: 83% Staff: 71%	Parents: 31% Students: 85% Staff: 73%	Parents: 33% Students: 87% Staff: 75%

BROAD COURSE OF STUDY

State Priority #7

		Measurable Outcome					
		Method for Measuring Annual Review: Competency in the school's academically rigorous core curriculum that shall be aligned to CCSS					
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
The school will provide a sufficiently broad course of study to all students in order for all students to be college and career ready in the 21 st Century, as reflected in applicable law and the charter. As delineated in the California Ed.Code, subjects include English, mathematics, social science, science, visual and performing arts, health and physical education. The school will conduct an annual review of daily	The school will offer a broad course of study to 100% of its students every year. The adopted course of study for grades K to 5, inclusive, shall include instruction, beginning in grade K and continuing through grade 5, in the following areas of study: (a) English, including knowledge of, and appreciation for literature and the language, as well as the skills of speaking, reading, listening, spelling, handwriting, and	100% of students have access to the courses and programs described in the charter	100% of students have access to the courses and programs described in the charter	100% of students have access to the courses and programs described in the charter	100% of students have access to the courses and programs described in the charter	100% of students have access to the courses and programs described in the charter	100% of students have access to the courses and programs described in the charter

<p>schedules for each grade level and other information to measure progress towards and achievement of this goal.</p> <p>Students matriculating from fifth grade at Topanga Elementary will be prepared in terms of academic achievement, character development, and life-long learning skills to continue their education at middle school.</p>	<p>composition.</p> <p>(b) Mathematics, including concepts, operational skills, and problem solving.</p> <p>(c) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils.</p> <p>(d) Science with emphasis on the processes of experimental inquiry and environmental science – utilizing our unique location and nature trails.</p> <p>(e) Visual and performing arts, aimed at the development of aesthetic appreciation and the skills of creative expression.</p> <p>(f) Health, including instruction in the principles and practices of individual, family, and community health.</p>						
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OTHER STUDENT OUTCOMES
State Priority #8

Measurable Outcome
Method for Measuring Annual Review: Evaluation of student projects and applications in the classroom as well as the Technology Lab

Annual Goals <small>(Identify schoolwide and subgroup goals as applicable)</small>	Specific Annual Actions	Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<u>Educational Technology Program</u> Topanga Elementary's goal is to educate our students to participate fully in the	Teachers and students will use the Internet and World Wide Web to develop activities that will enrich the conceptual learning	100% School wide participation In Topanga Elementary's Educational Technology Program	100% School wide participation In Topanga Elementary's Educational Technology Program	100% School wide participation In Topanga Elementary's Educational Technology Program	100% School wide participation In Topanga Elementary's Educational Technology Program	100% School wide participation In Topanga Elementary's Educational Technology Program	100% School wide participation In Topanga Elementary's Educational Technology Program

<p>new information age.</p> <p>Our goal is to achieve the effective integration of technology into instruction.</p>	<p>aligned to CCSS as well as learn how to use electronic devices to enhance and expand learning opportunities. Teachers will model information processing using the most current tools.</p> <p>Topanga Elementary's Educational Technology program begins at the earliest age so that students feel in command of this type of learning. Topanga Elementary provides a weekly Technology Lab experience for all learners in grades K-5.</p> <p>We provide a safe, nurturing, challenging learning environment for urban students in grades K-5. The intent is to develop a strong foundation of both academic and social competencies that prepare students for their continued education leading towards college and career readiness in the 21st century. The intent is to produce successful, responsible, caring, and respectful human beings capable of participating at a high level in a diverse and changing world.</p>	<p>100% School wide participation In Topanga Elementary's Character Education Program</p>	<p>100% School wide participation In Topanga Elementary's Character Education Program</p>	<p>100% School wide participation In Topanga Elementary's Character Education Program</p>	<p>100% School wide participation In Topanga Elementary's Character Education Program</p>	<p>100% School wide participation In Topanga Elementary's Character Education Program</p>	<p>100% School wide participation In Topanga Elementary's Character Education Program</p>
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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. The second grade hikes the property to integrate the study of animal habitats and tracking local wildlife. Our third grade students hike above the school property to identify native and non-native vegetative as they study their community. Our fourth and fifth graders perform social study content plays in our outdoor amphitheater.

T.R.E.E.S.

During this school year (2014-2015), we have initiated a long-term partnership with the Resource Conservation District of the Santa Monica Mountains (RCDSMM) as headed by Rosi Dagit, a Topanga School alumni and the Senior Conservation Biologist for the team. The program is called T.R.E.E.S – which stands for **Topanga Resource Ecosystem Exploration for Students**. This is a long term partnership that will continue beyond the initial 2014-2015 school year.

T.R.E.E.S. programming 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 instruction will be led by Resource Conservation District of the Santa Monica Mountains (RCDSMM) naturalists and field biologists under the supervision and with the collaboration of the fully credentialed classroom teacher. 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's curriculum is based on the California Common Core State Standards 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's 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 implementation of the Common Core State Standards requires that teachers come together to construct or deconstruct standards, lessons, units, and assessments, as

well as to review student results from CCSS aligned formative assessments for the purpose of planning CCSS instructional delivery (Plan-Deliver-Reflect-Refine or Revise). This requires deep knowledge and understanding of students' current state and needs, defining the end goal of instruction, and creating some "intervention" to insure instruction that is culturally and linguistically relevant and rigorous.

Topanga Elementary collaborative goals as a Professional Learning Communities (PLC) and from its committed Instructional Leadership Team (ILT) has a deep understanding of the following elements:

- **Plan:** Teachers work collaboratively to plan CCSS units, lessons and instructional strategies designed for all students. Pacing plans will be monitored by grade level teacher teams reviewing student work and data at regularly scheduled grade level meetings, and assessed with a backwards planning approach.
- **Deliver:** Teachers implement the planned CCSS units. CCSS still be grouped into units around big ideas and essential understandings. Implementation is monitored for the purpose of providing feedback and support.
- **Reflect:** Teachers work collaboratively to examine the CCSS implementation. This reflection includes analysis of student work and learning results as well as the degree to which the strategies were implemented as planned. Measurable objectives will be written to teach each standard for each grade level.
- **Revise:** Teachers use what they've learned during delivery and reflection to cycle back to the planning phase, either to plan for a new CCSS unit or lesson, or to refine and improve the strategies or their implementation in the current CCSS unit or lesson. Authentic assessments will be developed for each learning objective and unit of study.

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 at Topanga have at least ten years of experience working in education, and all teachers participate in ongoing professional development to Topanga Elementary teachers collaborate 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.
- Criteria Charts: Students work with their teachers to help develop criteria charts 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.

The teachers at Topanga Elementary deliver a comprehensive academic program that is Common Core (California) standards-based, rigorous, and age-appropriate. Teachers at all grade levels continually monitor and evaluate the effectiveness of their grade level's instructional program.

Curriculum and Instruction

Charter School shall transition to and implement the Common Core State Standards and CAASPP in accordance with District policy and timelines.

English / Language Arts

With regard to the basic tenets of its language arts curriculum, Topanga Elementary will strive to:

- Present a rigorous curriculum that Common Core State Standards (California) for language arts at each grade level.
- Develop students' reading, writing, listening, and speaking skills to support all academic areas through a balanced language arts program.
- Use a balanced approach to teaching reading that includes reading aloud, choral reading, reader's theater, shared reading, guided reading, independent reading, practice in phonemic awareness, and explicit instruction in phonics.
- Employ alphabet and sound spelling cards, predecodable/decodable books and phonemic awareness skills in an explicit and systematic manner.
- Develop students' writing fluency by teaching the writing process and writing genre through shared writing, guided writing, sensory writing, poetry writing, and writer's workshop.
- Increase ability to access information electronically and integrate the use of technology in all subject matter areas.
- Develop students' grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development as well as see integration of Language Arts embedded across curriculum.
- Use Core Literature selections in grades 2, 3, 4, and 5 to enable students to have exposure to rigorous literature.
- Use *Notice and Note* in grades 3,4,5 to give structure to the multiple close readings that CCSS reading standards demand.
- Teach the following eight strategies as developmentally appropriate during reading instruction: Decoding and fluency; Visualize; Connect; Decide What's Important; Question; Infer and Predict; Synthesize; Repair (decoding and fluency.) These reading strategies will be explicitly be taught during self-selected reading, guided reading, and when integrated through science and social sciences lessons.

Mathematics

With regard to the basic tenets of its mathematics curriculum, Topanga Elementary 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 students 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

With regard to the basic tenets of its science curriculum, Topanga Elementary will strive to:

- Make science relevant, aligned to grade level standards, and provide the opportunity for discovery and inquiry.
- Present a rigorous curriculum that explores the state content standards in depth for science at each grade level.
- Utilize the *Next Generation Science Standards*, in order to identify content and science and engineering practices that all students should learn from kindergarten to high school graduation.

- Align our science curriculum with the *Next Generation Science Standards*, which recognizes the need for students to have a rigorous science background in order to succeed in college and the vast majority of careers that will be available to them.
 - Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels.
 - Develop students' ability to apply the scientific processes of inquiry, hypothesis testing, observation, prediction, communication, comparison, ordering and categorization, and inference.
 - Provide students with an opportunity to research and conduct a "science experiment"
 - Teach students to use scientific processes to help themselves evaluate the world in which they live.
 - Integrate the outdoor science experiences students are presented with as part of the T.R.E.E.S. program into both classroom activities (language arts, math and visual arts), as well as a starting point for further exploration in the science lab.
 - 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 which are restocked annually. 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 inquiries.
 - Specific expository reading strategies and skills at all grade levels, such as vocabulary development and reading comprehension, will be infused throughout the science curriculum to address literacy needs of all students and help develop mastery of science concepts.

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's 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's 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 classes 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

- The curriculum will be aligned with the Visual and Performing Arts Framework for California Public Schools and will include dance, theater, music and visual arts.
 - This program will be designed to develop aesthetic perception and judgment, and creative expression in the context of our diverse historical and cultural heritages.
 - The arts have a unique ability to communicate the ideas and emotions of the human spirit. Connecting people to history, traditions, and heritage, the arts have a beauty and power unique in culture. At the same time, a growing body of research indicates that education in the arts provides significant cognitive benefits and bolsters academic achievement, beginning at an early age and continuing through school.
 - Instructional materials are included in the school's budget to facilitate this goal.
 - All students, including ELL, Gifted, and Special Education will have equal access to the visual and performing arts core curriculum, with modifications to meet their individual needs.
 - Integrated instruction will be delivered by the regular classroom teacher, as well as by the enrichment staff.
 - The Arts are powerful avenues for creative self-expression and self-discovery as our program strives to channel emotions into creative forms.
 - Visual and performing arts instruction enhances student understanding and enjoyment of learning.
 - Topanga Elementary's Visual and Performing Arts incorporates five components of arts education:

- 1.) Artistic perception: processing, analyzing, and responding to sensory information through the language and skills unique to the arts;
- 2.) Creative expression: creating and performing in the arts;
- 3.) Historical and Cultural Context: understanding historical and cultural contributions and cultural dimensions of the arts;
- 4.) Aesthetic valuing: responding to, analyzing, and making judgments about art
- 5.) Connections, Relationships, Applications: connecting and applying what is learned in the arts to other art forms, subject areas, and to careers.

The curriculum is designed to develop aesthetic perception and judgment, and creative expression in the context of our diverse historical and cultural heritages. Instructional materials have been purchased to facilitate this goal. All students, including ELL, gifted, and special education enjoy equal access to the visual and performing arts core curriculum, with modifications to meet their individual needs. Integrated instruction is delivered by the regular classroom teacher, as well as by the enrichment staff.

Dance

Topanga Elementary students are involved in dance and movement education. They engage in activities that encourage them to respond to sound through movement, strengthen motor efficiency and control, communicate ideas through movement, acknowledge the multicultural heritage of dance, and develop an appreciation for its aesthetic value. Dance opportunities facilitate student fitness, health, social interaction, and cultural understanding.

Theater

Topanga Elementary is known for a major play production that has taken place for the last ten years. Parents and teachers volunteer time outside of school hours to develop and rehearse a major theatrical production that is usually performed on a stage away from campus. This play offers many opportunities for students to develop skills associated with the theater, and it is a great community event and fund raiser for the school.

Additionally, students are provided numerous opportunities to explore language and concepts, refine communication skills, develop self-esteem, and further investigate their world and themselves through experiences in theater. Students are exposed to drama through the development of skills in storytelling and playwriting and acting. Students are afforded the opportunity to participate in classroom skits, school productions, talent show, poetry recitations, and dramatic play used to reinforce and teach social science, science, and language arts concepts.

Music

Topanga Elementary students learn many aspects of music. Music is an avenue that enriches the social studies program and reinforces mathematics and language arts skills. Students learn about sound, pitch, harmony, form, tempo, rhythm and notation by participation in weekly music classes in orchestra. Students enjoy viewing performances at special assemblies and field trips as well as engaging in their own performances.

Commitment to the Arts

TECS is committed to a comprehensive arts program consistent with our Arts Education Plan. The school has been a participating school in the District Arts Program (formerly Arts Prototype) for the past eleven years. All teachers currently on staff have acquired the necessary expertise to deliver effective arts instruction through this program. We have also purchased extensive resources to support the arts. Although the District Arts Program was scaled down to allow for participation in some form for all District elementary schools, District arts specialist teachers in visual, dance, and theater arts continue to visit the school and work with all teachers and classes on a rotational basis. They provide staff development through weekly lessons with individual classes. Teachers are provided with standards-based lesson plans and appropriate student assessment activities and scoring rubrics to evaluate student progress. A vocal music teacher provides instruction to all grades once weekly in accord with the Standards. Students also have the opportunity to participate in a weekly instrumental program provided by the award winning Children's Music Workshop. As this is a fee-based program, scholarships are readily available upon request by the participating provider. The arts are integrated in all areas of the curriculum. Students dramatize "conflict" in stories, or sing about historical events in the musical, "Gold Dust or Bust."

TECS arts education program is firmly rooted, based upon the benefits to all students. The arts program supports our commitment to differentiated instruction and provides an alternative means for assessment. Students can demonstrate their knowledge using multiple intelligences. The arts have shown to increase student achievement in all areas.

The parent body and local community at large are active participants in arts education at TECS. Art Trek, a parent-driven arts program in visual arts, utilizes parent volunteers trained by Art Trek specialists to teach multimedia, standards based arts lessons in the classroom across all grade levels on a six year cycle. Students participate in activities at the nearby Theatricum and exhibit at the local Topanga Art Gallery, a cooperative of community artists who share their space with us once a year. Parent/community artists and musicians perform at school wide assemblies. Each year, under parent direction and support, numerous students are able to participate in an all school musical. TECS has drawn much support from the local artistic community and appreciates their talents to enhance the arts for all students.

Technology Program

- Topanga Elementary provides Technology Lab experience for all students with a highly qualified instructor to teach technology skills that can be applied to classroom assignments, projects, and research.
- Teachers will use the information available to them via the World Wide Web.
- Topanga's technology goal is to provide a technology curriculum that promotes safety, awareness, efficiency, and integrity.

- 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 (for elementary schools only)

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

Academic Calendar and Schedules

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

The State of California requires that public schools annually deliver 180 instructional days and a minimum of 55,100 instructional minutes. Topanga Elementary Charter School will follow the LAUSD calendar for single track schools as adopted by the LAUSD board of education. The school year calendar begins in August and ends in June.

Regular Daily Schedule:

7:55 AM	First Bell
8:00 AM	Second Bell / Instruction Begins
10:00 – 10:20 AM	Recess
11:25 AM – 12:05 PM	Lunch – Kindergarten
11:50 AM – 12:30 PM	Lunch – Grades 1 to 5
2:40 PM	Dismissal

Shortened School Days

Topanga Elementary Charter School uses a shortened day schedule for parent-teacher conferences and other parent outreach events. The following bell schedule is used on shortened school days.

Bell Schedule – Shortened Days

7:55 AM	First Bell
8:00 AM	Second Bell / Instruction Begins
10:00 – 10:20 AM	Recess
11:25 AM – 12:05 PM	Lunch – Kindergarten
11:50 AM – 12:30 PM	Lunch – Grades 1 to 5
1:35 PM	Dismissal

The total number of shortened school days for the school year is 20. On all shortened school days, students in Grades K-5 receive 4 hours and 44 minutes (284 minutes) of instructional time. The total number of instructional minutes from shortened school days during the course of the school year is 5,680.

PROFESSIONAL DEVELOPMENT

Our school supports its staff and teachers by providing opportunities for high-quality professional development and the opportunity to belong to a community of educational professionals committed to being life-long learners.

- Our most effective professional development relies on internal expertise, shared and refined by Topanga's outstanding faculty. While some of our teachers attended external professional development opportunities, the power of our professional learning communities has actively fostered a results-oriented, collaborative professional environment.
- 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:

- Encouraging participation in the National Board Certified program,
- 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.
- Banked Time Tuesdays and Thursday has been a successful model for Topanga Elementary as well as the other schools in the Palisades Complex for the past ten years. Banking time on these days and extending school hours on Monday, Wednesday, and Fridays has provided weekly opportunities for grade level planning, committee meetings, and networking/conferencing with parents/guardians, as well as time to attend training workshops/sessions addressing a myriad of topics, including mandated administrative requirements such as Child Abuse, Smarter Balanced Assessment Training, etc.
- Banked Time Tuesdays and Thursdays provide time to enable all faculty and staff to participate in outdoor science workshops, develop safety and discipline protocols, and establish a school-wide positive discipline plan.
- Banked Time Tuesdays and Thursdays provide time to analyze assessments and identify strengths and deficits for grade level work samples/lessons, units of study, interim assessments, DIBELS, and create differentiated lessons for students who are not meeting grade level benchmarks.

Topanga Elementary will apply for a waiver in accordance with BUL-6029.3 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.

- A waiver will be submitted to the Superintendent of Educational Service Center West by May 1, 2015.
- The waiver will include a statement that certifies that the waiver complies with District and State instructional minutes mandates.
- The number of instructional minutes in the 2015-2016 Banked Time Waiver request for Topanga Elementary Charter School meet both District and State requirements. This will be certified by the Principal.
- The waiver will become a part of the Topanga Elementary Single Plan for Student Achievement (SPSA)
- The waiver must be approved by two-thirds of United Teachers Los Angeles (UTLA) bargaining unit members.
- The approval process will be a formal voting process similar to that used for School Site Council.
- Formal approval of 50% + 1 of classified staff, in a formal voting process similar to that used in School Site Council must also be conducted.
- Formal approved of 50% + 1 of parent/community members, in a formal voting process similar to that used for School Site Council must be conducted.
- Approval by the Principal is required when submitting the waiver.

For the 2015-2016 school year, the following Tuesdays and Thursdays will adhere to the following schedule:

Instruction Begins: 8:00 a.m. Dismissal Bell Rings: 1:35 p.m.

Topanga Elementary will offer 180 instructional days and a minimum of 55,100 annual instructional minutes. The daily minutes required for compliance with the annual minutes requirement is as follows:

- Regular School Day: 319 minutes
- Shortened Day: 284 minutes
- Minimum Day: 249 minutes

Professional Development Schedule 2014 - 2015

Tues Date	Topic		Thurs Date	Topic
8/12	Staff Meeting – District Procedures		8/14	Technology
8/19	Staff Meeting		8/21	Record Keeping – Opening Cums
8/26	Back to School Night		8/28	Planet Bravo Tech Overview
9/2	Committee Meetings – Goal Setting		9/4	Committees/Planet Bravo
9/9	Grade Level Meetings		9/11	Raz-Kids (Weisberg)
9/16	SSC/Leadership Council		9/18	Common Core: Planning Instructional

				Shifts
9/23	Grade Level Meetings		9/25	Unassigned Day – No School
9/30	Staff Meeting		10/2	MiSiS Gradebook Training (Saporta/Galindo)
10/7	Committee Meetings		10/9	Grade Level Meetings
10/14	Blood Borne Pathogens / First Aid		10/16	Common Core: Instructional Shifts, pt. 2
10/21	SSC/Leadership Council		10/23	LASW – Looking at Student Work
10/28	T.R.E.E.S. with Rosi Dagit		10/30	Report Cards, Grades and MiSiS
11/4	Committee Meetings		11/6	Record Keeping
11/11	Veteran’s Day – No School		11/13	Parent Conferences
11/18	SSC/Leadership Council		11/20	ELD Standards – pt. 1 (De La O)
11/25	School Closed		11/27	School Closed
12/2	Staff Meeting		12/4	Peter Alsop – Behavior Management & Song
12/9	Math w/ Henrietta Fai		12/11	ELD Standards – pt. 2 (De La O)
12/16	Goal Setting for Next Year		12/18	Grade Level Meetings
1/13	Staff Meeting		1/15	Grade Level Meetings
1/20	Committee Meetings		1/22	Cross Grade Articulation
1/27	SSC/Leadership Council		1/29	ELD Standards – pt.3
2/3	Spring Child Abuse Awareness Training		2/5	Grade Level Meetings
2/10	Committee Meetings		2/12	T.R.E.E.S.
2/17	SSC/Leadership Council		2/19	ELD Standards – p.4
2/24	Record Keeping		2/26	Grade Level Meetings
3/3	Parent Conferences		3/5	Parent Conferences
3/10	GATE & Special Ed		3/12	CCSS – Questioning Strategies
3/17	SSC/Leadership Council		3/19	T.R.E.E.S. - PowerPoint Presentation
3/24	T.R.E.E.S. – Hiking Day!		3/26	Grade Level Meetings
4/7	Reviewing the Charter Petition		4/9	SBAC Training
4/14	Committee Meetings		4/16	Grade Level Meetings
4/21	SSC/Leadership Council		4/23	Notice and Note – Close Reading
4/28	Intervention Planning		4/30	Open House
5/5	Assessment Review		5/7	Grade Level Meetings
5/12	Committee Meetings		5/14	T.R.E.E.S. across the curriculum
5/19	SSC/Leadership Council		5/21	Reorganization
5/26	Goal Setting for the Next Year		5/28	Grade Level Meetings
6/2	Cumulative Records		6/4	Record Keeping

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

The process for identifying and serving English Learners is as follows:

Step 1. Identification of English Learner students: Home Language Survey

- A Home Language Survey is included on the standard enrollment form that all entering students must complete to officially enroll at Topanga Elementary Charter School. This data is used to identify students who may not be proficient in English.

Step 2. Preliminary Evaluation: Academic History

The student's academic history is thoroughly assessed by the site administration including:

- Academic records from within or outside of the United States
- Course grades which, in relation to the student's grade level, indicate that lack of progress is due to limited English language acquisition
- Information on everyday classroom performance
- If the classroom teacher's observations coupled with poor academic performance indicate that there is a possible language barrier, then students is formally screened.
- If the student's academic performance is on par with grade level peers, and there are no indications that limited English proficiency has been a barrier to the student's learning, then this student does not need further evaluation of the English language proficiency.

Step 3. Screener Evaluation for Instructional Placement

Since the population of English Learners at Topanga Elementary has historically been small, a classroom teacher who serves as the ELD coordinator is charged with initially screening a student as follows:

- Students with limited English language skills who have recently arrived in the United States, or are newly enrolled in the school and are potentially EL's, are formally screened to help determine whether or not the student is need of a language instruction educational program.
- The CELDT test is used to assist in determining the student's initial English language development level and class placement.
- As part of the implementation of the state's new ELD standards, the ELPAC (English Language Proficiency Assessment for California) will be phased in as the new assessment tool in place of the CELDT.

- If the student is identified as an English Learner, this information is reported to the site level records clerk who enters the student into MiSiS.

Step 4. Placement in Language Instructional Program

Once identified, placements decisions are based on a holistic profile that:

- Summarizes the results of multiple assessments including CELDT scores, classroom level assessments, teacher observations, and conversations with the students as well as parental input.

Step 5. Required Notification

Topanga Elementary EL placement decisions are communicated to parents in a timely and standardized manner. The process follows:

- The school notifies parents within no more than 30 days after the start of the school year.
- Parents of students who are identified as English Learners after the start of the school year must be notified within two weeks.
- Schools attempt to schedule individual meetings to discuss this information with parents and also mail a letter informing parents of the placement.

Step 6. Ongoing Assessment

All Topanga Elementary students classified as English Learners must:

- Take the CELDT each year.
- Be assessed on the English language development standards via ELD benchmarks and portfolio work throughout the year until they meet the re-designation criteria outlined by the State of California.

Targeted Instruction for English Learners

In order to achieve our instructional vision and meet state requirements, we focus teacher professional development and collaborative work around instructional strategies that work for English Learners, specifically providing English Language Development (ELD) instruction for emergent language learners. For the past three years, professional development at Topanga concerning ELD instruction has focused on the new state ELD standards. Our staff (as well as the District at large) has moved through the stages of *Awareness*, *Transition* and now *Implementation* of the new standards.

Students are grouped and taught at their assessed ELD proficiency level. These ELD classes take place school-wide first thing in the morning, and are separate from core content to ensure a focus on language development. ELD lessons include:

- Clearly stated language objective based on a scope and sequence of language skills, and focus on the language form and function
- Language patterns and vocabulary
- Structured language practice, or student talk, at least 50% of the time
- Engaging topics and instructional practices

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
- School Site Council 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.

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

Process of Annual Evaluation of EL/RFEP students includes:

- English Learner Progress Monitoring using measures such as grades, CELDT, DIBELS, curriculum-based assessments and student work samples
- Redesignated as Fluent in English Proficiency (RFEP) monitoring
- Language Appraisal Team (LAT) meetings: Initial and Follow-up as necessary for the purpose of informing parents of identified areas for growth as well as to design an action plan to resolve linguistic and academic concerns
- Students are provided supports and targeted interventions such as classroom scaffolds, small groups based upon academic needs, before/after

school tutoring, 1:1 targeted instruction, connecting to community based resources & supports, and parent training for instructional home activities.

Process of Reclassification of English Learner students occurs when the following criteria are met:

- English Learner has CELDT scored proficient or advanced in all four domains (Listening, Speaking, Reading, Writing)
- English Learner has achieved proficiency with a grade of 3 or 4 in ELA domains (Listening, Speaking, Reading, and Writing)
- Direct Indicators of Basic Early Literacy Skills (DIBELS) scores reaching Benchmark
- Parent notification and consultation.

Process for Monitoring Progress and Supports for Long Term English Learners (LTELs):

Even though Topanga Elementary, because of our low English Language Learner population and effective monitoring program, has not had any Long Term English Learners (LTELs), our school recognizes that LTELs often require additional supports. These are students who are entering middle school still with a language level classification. Research from LAUSD indicates that LTELs are at increased risk of dropping out or not graduating college ready due to the limitations of their language. Therefore at the middle school level, all English Learners are carefully monitored and supported towards reclassification. Students are empowered to understand the reclassification criteria and track their own progress in all four areas. In addition to targeted ELD classes and core content, Long Term English Learners at Topanga Elementary may be supported with explicit, strategic CELDT-aligned instruction to prepare them for the summative assessment. Additionally, teachers strive to integrate research-based SDAIE strategies and language scaffolds throughout the instructional day.

Gifted and Talented Students and Students Achieving Above Grade Level

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: Gifted, Highly Gifted, Highly Gifted Applicable, High Achievement, Drama, Dance, Music and Art. 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 student 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

The LCFF section in Element 1 within the petition provides goals and objectives for Socio-Economically Disadvantaged Students, English Learners, and Foster Youth.

As part of Topanga Elementary's 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 to Topanga Elementary's Success Team (SST), or the school's Language Acquisition Team (LAT) for students not making adequate progress as an English Learner.

Classroom/instructional aides in grades K-5 will work with classroom teachers to insure 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 Success Team is made.

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 SST 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 SST may review records and other screening information and make a decision about the appropriateness of the referral. The SST 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.

Socio-Economically Disadvantaged Students

Four percent of the Topanga Elementary Charter School's student population is identified as being socioeconomically disadvantaged. Students from such backgrounds often come to school with less academic and social preparedness. Furthermore, students from socioeconomically disadvantaged families may have less access to enrichment activities outside of school hours that can support academic achievement.

One of the greatest assets of Topanga Elementary Charter School is its location in a protected wilderness area (the State Park). By integrating the instructional program with the school's environment, students from all backgrounds, including those identified as

being socioeconomically disadvantaged, participate in the enriching activities of this natural environment. Our instructional program strategies concentrate on a student's opportunity to learn, restructuring classroom organization and human relations to support culturally relevant education, and the use of authentic and varied assessment and data to inform instruction. Since this is a small subgroup without a classroom teacher assigned as coordinator of services, the administrator will use relevant data to assess the progress of student in this subgroup, and present this data to the curriculum committee for further review.

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 meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

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 adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District's request.

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. The District Affiliated Charter

School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

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 Success Team (SST) 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 MCD 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 or the Modified Consent Decree.

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.

***Modified Consent Decree Requirements**

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

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from any schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- # The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.

- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

Schools that are currently on MiSiS can disregard the above data requests.

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within 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”

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 is at 2:40 p.m. and 1:35 p.m. on Tuesday and Thursday. Students receive language arts, library skills, ELD instruction, and mathematics during the morning hours. Throughout the rest of the day students receive standards-based science with our science teacher, physical education with our coach, technology with Planet Bravo, Art Trek lessons with our devoted parents, or extended activities with teachers in the areas of art, social studies and health. Flexibility is encouraged in order to accommodate the enrichment schedule.

Students and teachers can be seen utilizing technology on a daily basis. We have a computer lab consisting of 26 iMac computers, digital projector, laser printer as well as two Apple Mobil Laptop carts, which are used by grades 4-6 to meet the State technology standards. Our Transitional Kindergarten students can be seen accessing the curriculum on their Apple Mac Mini computer lab in their classroom. Each teacher has been given an iPad for classroom support and we have one cart of iPads for student use as well. Additionally, each classroom has a Samsung 65in Smart TV monitor along with Apple TV to be used for classroom instruction.

The school is an extension of the artistic Topanga Canyon community offering participation in the LAUSD Arts Program in which visiting specialists in music, theater arts, visual arts and dance provide standards-based instruction integrated across the curriculum. Children are offered an opportunity to participate in an instrumental music program in grades 1-5. Parents are trained as docent-teachers for our Art Trek program, which is taught twice a month in all grades. Our fourth and fifth grade classes infuse standard-based curriculum with the arts presenting musicals about the gold rush and the constitution.

On a typical day, students will engage in whole group instruction along with small group activities, working individually with a teacher, instructional aide, or parent volunteer, as well as partner work with peers. Kindergartens will also have the opportunity to work with 5th grade big buddies. A variety of materials such as math manipulatives, instructional games, and learning and listening centers utilize the different learning modalities to enable all students to access the curriculum.

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School will work toward meeting the student outcome goals set forth in the LAUSD's Performance Meter, as it may be amended, updated, and/or replaced by the District, during the term of the charter.

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

At TECS, every student is encouraged to strive towards mastery of essential skills including: reading, writing, speaking, listening, English language proficiency, quantitative skills, reasoning and problem solving, and technology skills. These essential skills are measured through teacher-developed tests, District assessments, and statewide assessments. Additionally, as part of our school's vision and mission, we integrate character education and socialization into our school's instructional program. Through *Second Step*, *Too Good for Drugs*, our use of the Six Pillars of Character Education focus area, and an enriched curriculum, TECS has maintained its excellence. TECS students learn positive problem solving strategies and empathy skills. Pupil success towards these outcomes will be measured through positive interactions with others, reduced office referrals, respect and appreciation of others, appropriate use of both conflict resolution and anger management strategies, and increased participation in social responsibility causes. "Student outcomes" means to the extent to which all students at Topanga Elementary demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's education program and LCFF section within Element 1.

TECS uses assessment to support and guide the +learning process. Assessment will be a significant tool for teachers and administrators to evaluate trends, review curriculum, and revise instruction for targeted students, whole group, or even the grade level.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Measurable achievement goals and outcomes at Topanga Elementary shall include competency in the school's academically rigorous core curriculum that shall be aligned to

² Provisions pertaining in this element related to decision making and implementation of professional development, budget authority, committees, technology, curriculum, etc., must comply with all applicable collective bargaining agreements or approved waivers.

CCSS as adopted by the State Board of Education pursuant to Education Code Section 60605 [Education Code 47605((b)(5)(ii)]. See Element 1.

Topanga Elementary will administer the Smarter Balanced Assessments to students in grades 3-5 to assess mastery of skills and strategies for language arts and mathematics. Grade 5 students will be assessed using California Standards Test for Science. Mastery will be measured by results of students scoring at proficient and advanced levels on these assessments. During the year, teachers will analyze interim assessment data three times a year, class work on a daily basis, and grade-level designed tests to ensure students are above the 85% range with classmates, which are analyzed by grade level teams at regular grade level meeting, where teacher use grade level appropriate protocols to analyze assessment results, which in turn guides future instruction in order to more closely meet the differentiated needs of the students.

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.

CCSS standards serve as the basis for our formative assessment system. Assessments may include traditional examination methods, such as state proficiency assessments, teacher-developed tests, special needs assessments, interim assessments, and self-assessment checklists for students.

Teachers will use a wide range of ongoing, formative assessments tools to measure student outcome for English/Language Arts, including daily informal assessment, quizzes, reading/writing journals, reading/writing conferences, and unit tests. Other assessments will include written responses to literature, vocabulary tests, and spelling and phonics assessments. Teachers will administer assessments to track progress in fluency, decoding, and reading level using CORE phonics, DIBELS, High Frequency Words, and leveled reading assessments.

Mathematic assessments will range from publisher-designed unit tests to teacher created unit tests. Students in all grades, K-5, will be assessed using the LAUSD Interim Assessments administered three times annually. The interim assessment results will be used to adjust pacing plans to re-teach standards and identify interventions to students in need. Other assessments will include quizzes, daily informal assessment strategies such as “choral response,” thumbs-up check, white board responses, and exit slips.

For Science concepts, student progress will be measured through a variety of formative and summative assessments. Formative assessments will be conducted throughout a unit include quizzes, teacher or publisher designed assessments, vocabulary quizzes, teacher observations, background knowledge from a KWL chart, portfolio, and oral presentations. Summative assessments include Science Lab write-ups, science investigations, and

presentations. Writing will also be an integral aspect of assessment for increasing content literacy.

Assessment of Social Sciences content knowledge will be both formative and summative. Informal assessments, such as teacher observations, student participation, journal writing, and student discussions will assist teachers in understanding students' progress and where interventions will be necessary. Formal assessments will include performance tasks at the end of specific units, student presentations, collaborative group tasks, self-assessments, peer assessments, and other response writing tasks. Performance tasks will be evaluated on a holistic rubric, which will be provided to students prior to each project. Work samples maintain in a portfolio will also provide evidence of student mastery of Social Science concepts.

Measurable Student Outcomes for Identified Curricular Areas include:

English Language Arts

- Recognize the correlation between letters, words, sounds
- Listen and respond orally to a variety of stories
- Write and speak with a command of standard English conventions
- Develop good reading habits while understanding the purpose of reading
- Read grade level text fluently with basic fact comprehension
- Understand the basic features of reading by decoding and word recognition
- Understand how spoken language works by using phonics, syllabication, and word parts
- Read and respond to a variety of genres
- Write clear and coherent sentences and paragraphs that develop a central idea/consistent focus
- Describe and explain familiar objects, events, and experiences
- Use writing and reading to exhibit command of standard American English
- Write a paragraph with a main idea and supporting details
- Write formal and informal letters
- Learn to think critically and respond orally in class discussions related to literature and other core subject matter
- Deliver brief oral presentations using grade level speaking standards.
- Use appropriate reading strategies when reading for different purposes
- Use multiple readings of a text in order to gather evidence for textual analysis which encompasses but is not limited to grammatical, rhetorical, and thematic structures
- Identify, respond to and use compare and contrast themes in reading and composition
- Distinguish between cause and effect

- Write multi-paragraph expository and narrative essays and compositions
- Write clear, coherent narratives, expository, persuasive, and descriptive texts
- Write and speak with a command of standard English conventions as well as deliver focused oral presentations

Math

- Understand the relationship between numbers and quantities
- Understand and describe simple addition and subtraction
- Understand properties such as length and weight
- Count, compare, describe, sort objects and develop a sense of properties and patterns
 - Make decisions about how to set up a problem and the describe the steps to reach a solution
 - Understand the relationship between numbers and quantities
 - Understand and describe simple addition and subtraction
 - Understand the properties such as length, weight, capacity
 - Count, compare, describe, sort objects and develop a sense of properties and patterns
 - Make decisions about how to set up a problem and reason their answer.
 - Understand place value and number relationships between numbers, quantities, and place value in whole numbers through 1,000
 - Estimate, calculate, and solve two and three digit addition and subtraction problems
 - Solve simple problems involving multiplication and division
 - Memorize 2s, 5s, and 10s multiple patterns.
 - Know that fractions and decimals may refer to parts of a whole; model, represent, and interpret number relationships to create and solve problems involving addition and subtraction
 - Understand the place value system of whole numbers; calculate and solve problems involving the four mathematical operations
 - Understand the relationship between whole numbers, simple fractions, and decimals
 - Select appropriate symbols, operations and properties to represent, describe, simplify and solve simple number relationships
 - Choose and use appropriate units and measurement tools to quantify the properties of objects
 - Describe and compare attributes of plane and solid geometric forms
 - Perform double digit multiplication and single division through the millions place value
 - Describe and compare simple fractions and decimals

- Understand properties of and relationship between plane and solid geometric figures
 - Collect, represent, and analyze data; understand algebraic equations and expressions
 - Increase skills using the four basic arithmetic operations (addition, subtraction, multiplication, division) applied to fractions, decimals, and positive and negative numbers
 - Use common measuring units to determine length and area
 - Use formulas to determine volume of simple geometric figures; demonstrate the concept of angle measurement and use a protractor and compass to solve problems

Science

- Demonstrate that properties of materials can be observed, measured, and predicted
 - Examine different types of plants and animal habitats on Earth
 - Asking meaningful questions and conduct careful investigations make scientific progress
 - Explain that matter exists in three states: solid, liquid, or gas.
 - Model that plants and animals meet their needs in different ways.
 - Demonstrate that weather can be observed, measured, and described;
 - Ask meaningful questions and demonstrate that conducting investigations leads to scientific progress.
 - Use technological models (under the direction of Planet Bravo) to create electronic presentations of experiments conducted in the Science Lab or in the field.
 - Model and describe the sequential cycles of living organisms
 - Describe and model that energy and matter have multiple forms and can be changed from one form to another
 - Explain that adaptations in physical structure or behavior may improve an organism's chance for survival
 - Model and describe how objects in the sky move in regular and predictable patterns
 - Form hypothesis, develop investigations, make observations, collect data, and state conclusions
 - Be able to write and discuss about the following life science topics: biomes, food webs, decompositions, and adaptations
 - Model and describe how plants and animals have structures for respiration, digestion, waste disposal, and transport of materials
 - Describe and model how the water on Earth moves between the oceans and land through the processes of evaporation and condensation.
 - Implement the scientific method through investigation and experimentation

- Be able to describe in grade level appropriate language the scope and importance of the Next Generation Science Standards to the environmental science program at Topanga Elementary (T.R.E.E.S.)

Social Sciences

- Understand the character values that are desirable in a good citizen.
- Learn national and state symbols and icons (US Flag, Presidential Seal, Washington on a quarter, etc.)
 - Sequence events in temporal order by using a calendar, placing days, weeks, months in order
 - Understand that history relates to events, people, and places of the past
 - Understand the concept of history by exploring “family” using primary and secondary sources
 - Demonstrate knowledge of map skills
 - Demonstrate knowledge of basic economic concepts
 - Be prepared to write an essay on American heroes who made a difference in others’ lives as well as the contribution of minority groups in the construction and advancement of the United States
 - Using maps, tables, graphs, charts, visuals; draw from historical and community resources to organize the sequence of events in local history
 - Use resources to identify customs and cultures of California Indians in our region, settlers/ explorers; historical landmarks and symbols
 - Demonstrate basic economic reasoning skills and an understanding of the economy in their local region
 - Demonstrate an understanding of elements of geography
 - Demonstrate appreciation of key cultures and events to California’s history;
 - Apply knowledge of United States geography, history from pre-Columbian settlements, regional American Indian people; about the early explorations of the Americas
 - Explain about the political, religious, social and economic institutions that evolved in the Colonial era, including the causes, course, and consequences of the American Revolution
 - Be able to retell the people and events that led to the development of the US Constitution and analyze its significance as the foundation of the American Republic

DATA ANALYSIS AND REPORTING

A balanced, integrated approach is preferred with appropriate interventions applied as necessary. Classroom instruction is based on individual learning styles through cooperative and collaborative learning, direct instruction, and independent practice. An integrated, thematic approach to instruction enables Topanga Elementary's teachers to address many curricular areas and demonstrate the interrelationship of different academic subject areas. This approach is balanced by using direct teaching techniques to focus student learning.

Through the process of data analysis, Topanga Elementary will continue over time to examine and refine its educational goals and measurable student outcomes to reflect the school's mission and any changes in statewide content standards.

Measurable achievement goals and outcomes at Topanga Elementary shall include competency in the school's academically rigorous core curriculum that shall be aligned to Common Core State Standards (California) for English Language Arts and Mathematics, and history/social science, and science as adopted by the State Board of Education. Page 89 to 122.

Topanga Elementary shall certify, as a condition of apportionment of state funding [Education 47612.5(a)(3)], that its students have participated in the state testing programs mandated as part of the California Assessment of Student Performance and Progress (CAASPP).

Assessment methods for students with special needs will be adapted as appropriate according to a student's Individualized Educational Program.

Additionally, Topanga Elementary will administer the California English Language Development Test (CELDT) to assess the English fluency of all students whose primary language is not English.

Topanga Elementary will carefully review the disaggregated test results for Special Education Students, English Learners, students participating in the free/reduced lunch program, and minority students to gauge the annual progress (AMO and AYP) of all subgroups and to develop intervention plans as needed.

Topanga Elementary is already a high-achieving school that meets all school district and state-wide performance standards. The primary means of monitoring Topanga Elementary's academic performance in future years will be Smarter Balanced standardized test scores and the API and AYP accountability system. During the transition period to state standardized assessments based on CCCSS, Topanga Elementary will use other data such as interim assessments, DIBELS, teacher and/or published designed assessments to measure student progress. The same data will be used to measure goals for grades K-2 where standardized assessments are not administered. Regardless of the test or system used, Topanga Elementary will constantly and consistently use data to monitor and improve the school's educational program and operations. Data is also used to inform stakeholders of our school's performance.

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.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. As a District affiliated charter school, Charter School will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

ELEMENT 4 – GOVERNANCE ³

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 petition and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Any governance 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, including but not limited to provisions related to Local School Leadership Council composition and responsibilities and provisions regarding existing councils and committees that have an independent statutory basis (e.g., Title I School Site Councils).

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

All employees and representatives of Charter School, including members of Charter School's local governing council, members of school committees, 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 Local School Leadership Council are and remain consistent with applicable laws, District policy, any applicable District-UTLA waiver(s), and the provisions of this Charter.

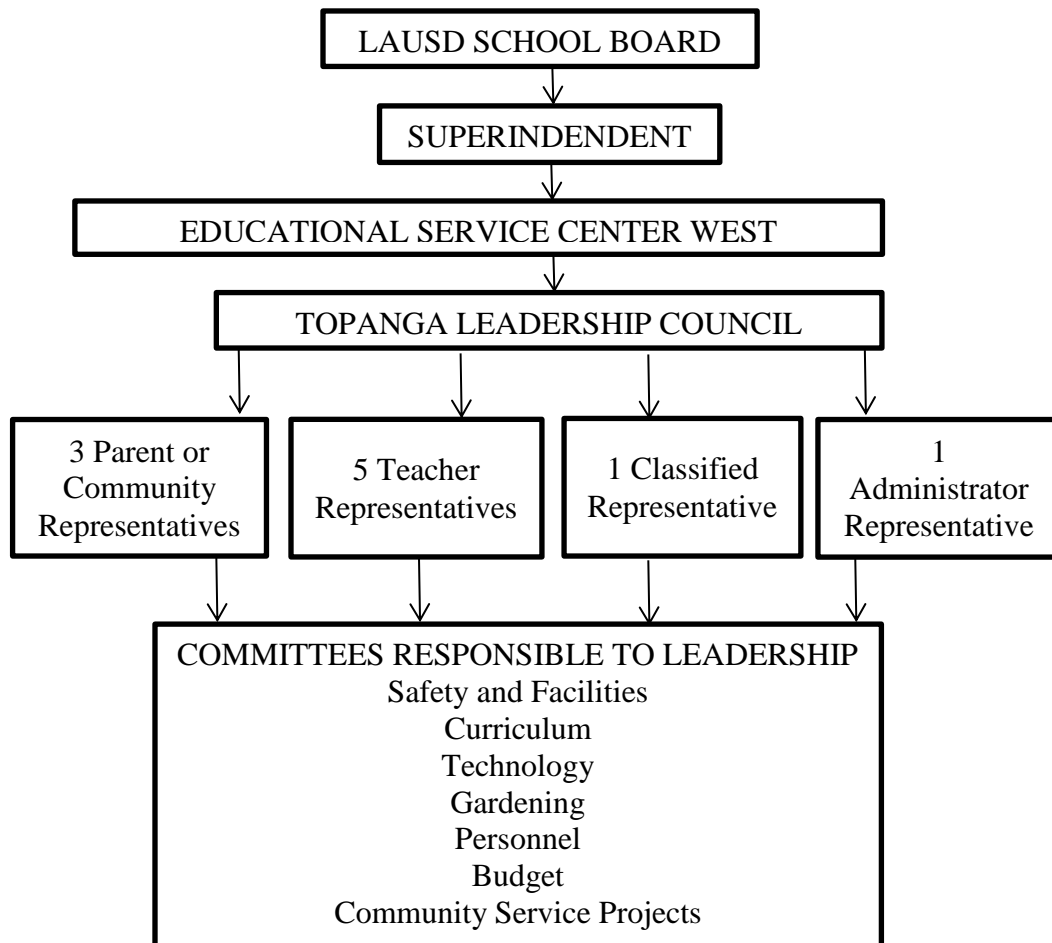
The District reserves the right to appoint a non-voting single representative to Charter School's local governing council.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and regulations, and District policies, including BUL-5439.0, *Affiliated Charter Schools*, as they may be changed from time to time.

³ The composition of the governance council and election process is subject to an approved waiver from the UTLA collective bargaining agreement. Absent a waiver, the governance council's composition and election process must abide by Article XXVII of the CBA.

LOCAL GOVERNANCE STRUCTURE, PROCEDURES, AND OPERATIONS ⁴



Topanga Elementary Charter School is an affiliated charter school. Its chief decision-making body shall be the Topanga Elementary Leadership Council. The Council shall be governed in its operations and its actions by the Bylaws of the Leadership Council of Topanga Elementary, which shall be revised as needed to be consistent with the terms of the Charter, the Charter Schools Act, and Article XXVII of the U.T.L.A. bargaining unit agreement.

The Topanga Leadership Council conducts its business by consensus, but shall employ *Robert's Rules of Order* and take votes on issues as the need arises. All teachers, parents, and community members are encouraged to attend Leadership Council Meetings, but only elected representatives can vote.

⁴ Provisions pertaining in this element related to decision making and implementation of professional development, budget authority, committees, technology, curriculum, etc., must comply with all applicable collective bargaining agreements or approved waivers.

Notice of regular meetings will be set at the beginning of the school year and be a part of the school calendar. Leadership Council members will receive the minutes and agenda 72 hours in advance of the next meeting by email or fax and posted on the Leadership Council bulletin at the entrance to the school. Leadership Council records are filed in the Leadership Binder in the office, Principal's office and posted for the public view. The Recorder will prepare the minutes and agenda for the next month's meeting and serve as the Facilitator. The Recorder will post the minutes and agenda 72 hours prior to the next month's meeting.

The Leadership Council shall consist of a total of ten (10) members: the Principal; five (5) teachers, one of whom shall be the teacher union chapter chair; one classified representative; and three parents/guardians of students attending the school or community representatives. Any teacher member who is unable to attend a Leadership Council meeting shall designate an elected alternate to attend such meeting, which designee shall have all of the rights and duties of a regular Leadership Council member for such meeting, except with regard to a voting issue (see Article V Section 4). The parent candidates receiving the third and fourth highest number of votes shall serve as parent alternates 1 and 2, respectively. During the absence of a parent member from a Leadership Council meeting, parent alternates 1 and 2, in that order, shall have all of the rights and duties of a regular Leadership Council member. All members (except the Principal and the teacher union chapter chair) shall be elected by their constituency through elections held once a year in May or Prior to the start of the following school year. Notice of the election and a listing of the various candidates running for office shall be set forth in a bulletin, newsletter or other communication distributed through the school office and distributed by the teachers via the students in a manner to assure that each person entitled to vote will receive a copy, and posted on the bulletin Leadership Council at the entrance to the School, at least seven (7) calendar days prior to the election. Election will be by secret ballot, with ballots distributed, one per family, at the spring 'Open House' in a manner to assure that each family is entitled to vote will receive a ballot. Ballots will be counted by two Leadership Council members and the Principal, and will be available for review until the next year's election. Each elected parent/guardian/community member elected member shall serve for a one year term or until his or her successor has been elected. No elected parent/guardian/community member elected member may serve for three consecutive terms (six years). All other elected members shall serve for a one-year term, with no limit on consecutive terms of office. Any Leadership Council member may resign by filing a written resignation with the Leadership Council. Any member may be removed by a quorum of any composition of the total voting membership of the Leadership Council where a Leadership Council member has missed three (3) consecutive regular Leadership Council meetings. Notice of such intended action shall be included in the agenda of the meeting at which such action is to take place.

Each Leadership Council member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Leadership Council. When consensus cannot be met, decisions will be made by majority vote. With respect to procedures governing voting matters, Robert's Rules of Order shall be applicable to issues not addressed herein. The presence of a majority of the total voting membership shall be required in order to

constitute a quorum necessary for the transaction of the business of the Leadership Council at any regular or special Leadership Council meeting. As aligned with contractual obligation, each stakeholder group must be represented by a majority of its Leadership Council representatives with membership of 10- 3 teachers, 2 parents, 1 administrator and 1 classified.

Leadership Council Committees

Role of Committees

The work of the Leadership Council normally shall be accomplished through the activities, reports, and recommendations of its various committees. Issues arising before the Leadership Council normally will be referred to the appropriate committee for consideration and the formulation of recommendations and resolutions that shall be presented in writing to the Leadership Council for final approval. No committee may exercise the authority of the Leadership Council.

Standing and Special Committees

The standing committees shall include but not be limited to:

- Personnel Committee- with Administrator and UTLA
- Curriculum Committee
- Budget Committee- with Administrator and UTLA
- Safety and Facilities Committee
- Technology/Library Committee
- Long Range Planning
- Green Team (Gardening)

Committee Membership

The standing committees shall have both parent and staff representation. All teachers shall be an integral part of at least one component of the Curriculum Committee to ensure that grade level classroom practices and needs are represented at all grade levels and all areas that are part of the Curriculum Committee. Committee membership is also open to classified staff and community members. Committee membership and committee chairs shall be open to all interested persons regardless of Leadership Council membership except each voting council member shall be on at least one standing committee. The Principal shall be an ex officio member of each standing committee. The Leadership Council shall assure that each standing committee has a chair or co-chairs at all times who will staff the committee, organize meetings, and report to the Leadership Council as necessary.

School Site Council (SSC)

As an affiliated charter school within the Los Angeles Unified School District, Topanga Elementary is required to form School Site Councils based on the District's classification of our school as an elementary school. Since our affiliated charter now has fewer than twenty English Learners, we have not established an English Learner Advisory Committee (ELAC) at this time. If our numbers of English Learners rises to twenty or more, however, we will establish an ELAC as required by the District.

The School Site Council (SSC) as the decision-making council for all programs funded through categorical programs, such as funding to assist English Learners. Further, the SSC is responsible for all federal parental involvement mandates, specifically, the updating of the Single Plan for Student Achievement (SPSA), and the proposed expenditure of all categorical funds.

The SSC will consist of no fewer than ten (10) members and be constituted to ensure parity. Half of the membership will be staff, including the principal, classroom teachers and other school personnel (classroom teachers must be the majority); and the other half will be parents or legal guardians and other community members elected by parents.

STAKEHOLDER INVOLVEMENT

The success of Topanga Elementary Charter School is dependent on local school control through shared governance between the educators and the parents who have a stake in the school. A meaningful partnership involves the Principal and the teachers being responsive to the concerns of parents about the educational program of the school. In turn, parents have the responsibility to respect the professional experience and expertise of the Principal and the teachers. Parental involvement in the decision-making process is crucial in order to strengthen the connection between home and school, ensuring that families become active participants in their child's educational progress. Parents will also continue their primary responsibility for planning, organizing, and conducting the broad range of extracurricular and enrichment activities made available to students at Topanga Elementary.

A central tenet of Topanga Elementary Charter School's philosophy is that students are best able to reach their full potential when there is a high level of parental involvement in the education of their children both at home and at school. Moreover, research has shown that stakeholder involvement is important to the success of a program and to the satisfaction of the participants.

Another tenet of the school's philosophy is that parents choose to send their children to Topanga Elementary Charter School, because they have high expectations of the school and the benefits that they and their children will receive. In turn, the school has high expectations of parents to contribute to the team effort needed to fulfill those expectations. Excellence in Topanga Elementary Charter School cannot be maintained without the active participation of the parents of enrolled students.

A third tenet of the school's philosophy regarding parental involvement is that diversity in the parent population is a great strength that improves the educational program for all. Parents have different philosophies and approaches to their involvement in their children's education outside of school. Likewise, parents may contribute in many different ways to the collective responsibility of Topanga Elementary Charter School.

Recognizing that each parent, like each child, is unique in terms of background, experience, and ability, parents are asked to contribute to the school's success by volunteering their skills, time, resources to the extent that they are able. Parental participation is not mandatory and there are no consequences for non-participants. It is intended, however, that parents will participate in their children's education, the school's operation, and the school's educational program in any of the following ways:

- Attend an orientation meeting for each newly enrolled child to learn about charter schools, the school's educational program, and ways in which parents can contribute to the success of both their child and the school.
- Complete and return all forms, questionnaires, and other requests for information that may be required by the school.
- Reinforce at home the importance of education on a daily basis and discuss with children what they learned at school daily.
- Understand and reinforce the District's Positive Behavior Discipline Policy.
- Attend one Parent-Teacher conference each year for each child.
- Attend Back-to-School Night and Open House each year.
- Keep informed about the school by reading the school's weekly email newsletter (The Friday Focus), Principal's Update, and reading materials distributed and sent home weekly with each student. Additionally, Topanga uses the Connect-Ed Voice System to make contact via telephone and/or email to families of all students about various school events.
- Attend at least one parent education event each year that deals with the school's curriculum, child development, parenting skills, and other relevant topics.
- Volunteer during school hours, weekends, or evenings to participate in a school project, event, or classroom activity.
- Participate as a family in extracurricular school events such as Book Fairs, Theatrical Productions, Science Fair, Great American SpellCheck, and School Fundraising activities.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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.

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 charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall provide the appropriate Educational Service Center 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 Educational Service Center 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, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Educational Service Center in writing of any internal investigations within one week of commencing investigation.

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.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to an applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, 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.

Certificated Personnel

Selection of certificated staff shall comply with current California Education Code, District policy, and applicable collective bargaining agreements. 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 Human Resources, 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 where no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

Classified Personnel

Selection of classified staff shall be in compliance with the current merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

Professional Development

Charter School shall comply with and implement any District-mandated professional development. Otherwise, Charter School shall have full autonomy in the selection and implementation of professional development programs for its employees to meet its site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by Charter School will be funded by the District consistent with its practice for other District schools.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergencies, 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 employee-to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergencies, including but not limited to the creation, maintenance, and implementation of a 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 Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other employees, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to fingerprinting and criminal background checks.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to tuberculosis 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 pupils as a condition of attendance and screening for vision, hearing, and scoliosis.

SAFE PLACE TO LEARN ACT

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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. Integration Program resources currently provided to certain District affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and/or other reasons.

NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS

As a District affiliated charter school, Charter School shall continue to support the District's commitment to provide all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement.

FEDERAL PROGRAM COMPLIANCE

As part of the District, which is a recipient of federal funds, Charter School shall meet all programmatic, fiscal, and other regulatory requirements of the Elementary and Secondary Education Act.

ELEMENT 8 – ADMISSION REQUIREMENTS

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Education Code § 47605(d)(2)(A)). As an existing District school that has converted to 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 Education Code § 47605(d)(1)). If the number of students who wish to attend Charter School exceeds its capacity, as determined annually by the District, the school will conduct a public random drawing/lottery. (Education Code § 47605(d)(2)(B)). Currently enrolled 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 shall have first admission preference and are thus deemed exempt from the lottery as well. (See Education Code § 47605(d)). The school will provide an admission preference for prospective students residing within LAUSD boundaries, but not residing within the attendance area of Charter School. (Education Code § 47605(d)(2)(B)).

Students who participate in the lottery but are not selected will be placed on a waitlist. 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.

In the event that Charter School reaches capacity and appears unable to enroll new students who reside within the former attendance boundary of the school, Charter School shall consult and coordinate with its Education Service Center administration as well as the District's School Management Services and Student Integration Services, to manage its enrollment so that the school remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, the school is able to enroll every student who resides within the school's former attendance boundaries who wishes to attend.

If Charter School determines that any student/parent used fraudulent address information to establish resident status in the attendance area 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, the student may be withdrawn and the student will be referred back to his/her school of residence in accordance with District policy.

Admission to Topanga Elementary will prioritize its applicants as follows:

1.) Residential students

a. Continuing students are exempt from a lottery. Regarding lottery preferences, the Charter School's first priority is to admit those who reside in the former attendance boundary of the school.

2.) Public Random (Lottery) Participants

Children of employees will have priority among lottery participants, pursuant upon evaluation of the capacity of the school. Preference is given to students who live within the boundaries of Los Angeles Unified School District over those who do not.

Lottery forms for non-resident students will be available at the end of January and accepted through the month of March. If the number of lottery form applications exceeds the available seats, a public random lottery drawing will be held at the end of March. At the time of application for the lottery, the rules will be communicated in written form to all families applying via email and U.S. mail or by phone. An administrator, a parent and a teacher representative of the Leadership Council will be present to monitor lottery procedures to ensure that they are properly executed. The lottery will be held in March in order to establish a wait list. The lottery will occur on the school campus and all parents whose children are entered in the lottery will be encouraged to attend. Every name of a child applying at the grade level will be drawn to establish a priority list, but only those children whose priority numbers fit within the existing number of openings will be offered admittance at the time of the drawing. Those students selected in the lottery will be notified by phone and U.S. mail within twenty-four hours of the offer of admission and must accept by responding either by phone or email within one week of receiving the notification to secure a spot at the school. Documentation of acceptance is recorded in a binder which is kept in the main office.

Topanga Charter School will retain the records pertaining to the lottery, including all lottery applications acceptance documentation, meeting notices, priority list according to the order in which names were drawn, and notifications of acceptance from the waiting list, for five years from the date of the lottery.

By the end of January of each academic year, Topanga Charter School will produce and make available to the public (at the Topanga Charter School office) an application to enter the above-described lottery. The lottery application will include a deadline date – approximately one week prior to the actual scheduled lottery date – by when the completed application must be received at the Topanga Charter School office. Lottery applicants are required to return their completed applications to such office during its normal business hours (7:30 a.m. – 4:30 p.m., Monday-Friday); Topanga Charter School cannot and will not be responsible for any lost, delayed, misdirected, mutilated, indecipherable or illegible lottery applications, regardless of whether caused by the reason of a force majored event, the conduct of any Topanga Charter personnel or the conduct of the U.S. Postal Service or any other third party.

Fully completed, timely received and cross-checked (i.e. to ensure compliance with the first bullet point in this subsection) lottery applications will be divided into 2 groups: one for students residing in LAUSD and one for students residing elsewhere within the State of California. Within each of these groups, the students will be subdivided by the grade that they will be entering during the ensuing academic year. On the date of the lottery at Topanga Charter School, a minimum of three persons – a school administrator, a parent and a teacher from the Leadership Council– will conduct and supervise the random drawing of names, in accordance with the following procedure:

- a. First, all the names from each grade level in Group No. 1 will be drawn randomly and placed in order of drawing on the appropriate grade level list (e.g. the first name drawn of an entering kindergarten student will be No. 1 on the kindergarten lottery list; the second name drawn of an entering kindergarten student will be No. 2 on the kindergarten lottery list; the first name drawn on an entering first grade student will be No. 1 on the first grade lottery list: etc.); b. Secondly, all of the names from each grade level in Group 2 will be drawn randomly and placed next, in order of drawing, on the same grade level lists set forth in subsection (a) above (e.g. if five names from Group No. 1 have been placed on the kindergarten lottery list, then the first name drawn of an entering kindergarten student from Group No. 2 will be No. 6 on the kindergarten lottery list; etc.); The public shall be permitted to observe the lottery in person. The number of lottery applicants to be offered such admission at Topanga Charter School shall be based upon Topanga Charter School's enrollment projections for the ensuing academic year. For example, If Topanga Charter has determined that there are six slots available at the kindergarten level for the ensuing academic year, then Topanga Charter School will notify the families of No.'s 1 through 6 that their children are being offered admission at Topanga Charter for the fall. In such initial notification, the Topanga Elementary Charter School administration representative shall advise the family of each admitted student as to (a) the date by when such family must notify the school of their acceptance of Topanga Elementary Charter School's offer of admission to the family's child and (b) the date that the enrollment forms must be completed and returned to Topanga Charter School in order for the family's acceptance of such admission offer to be deemed effective. Once families have notified the school of their acceptance of the offer of admission, they are given additional time to complete the enrollment paperwork.

The remaining lottery applicants who are not offered admission in the notification will be placed on a waiting list for each of their respective grade levels (i.e., in the order in which their names were drawn at the lottery). To the extent that (1) a lottery applicant(s) declines an offer of admission at Topanga Charter and/or (2) a new classroom space(s) opens up at a particular grade level (s) for the ensuing academic year, additional lottery applicants may be offered admission at Topanga Charter School.

SCHOOL FOR ADVANCED STUDIES (SAS) PROGRAM

If Charter School offers a SAS Program, it shall not consider any student's interest in the program in determining admission to the 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 admission guidelines.

MAGNET PROGRAM

Indicate below whether Charter School offers a Magnet Program.
No, Charter School does not offer a Magnet Program.

If Charter School offers a Magnet Program, Charter School shall continue to provide admission preference to pupils from LAUSD as determined by the Magnet Program and consistent with Crawford v. Board of Education court order.

McKINNEY-VENTO HOMELESS ASSISTANCE ACT

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

NON-DISCRIMINATION

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

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

GENERAL PROVISIONS

The fiscal operations of an Affiliated Charter School will be supervised by LAUSD. The Affiliated Charter School will not have a separate audit but will be a part of the annual audit for LAUSD. The Affiliated Charter School will follow all financial procedures and financial policies of LAUSD. This shall include, but not be limited to, purchasing, student body funds, student store, payroll, imprest funds, payment approval for goods and services, and follow guidance from the Educational Service Center.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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.

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 comply with and implement the District’s Discipline Foundation Policy and/or current equivalent policy.

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

Charter School knows and 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 due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

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

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

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

B. Was the misconduct a direct result of the Charter School's failure to implement 504?

NOTIFICATION OF 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).

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 the school.

GUN FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

Employees of 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, salaries, unemployment benefits, retirement benefits, including organizations such as STRS/PERS, 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

A student residing within the territorial boundaries of the District who opts not to attend Charter School may contact the appropriate District Educational Service Center to seek assistance in enrolling in another District school. Alternatively, the student may pursue an inter-district transfer in accordance with current enrollment and transfer policies of the District, or seek enrollment at another charter public school.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

As a District affiliated charter school, all administrators, faculty and staff of Charter School are LAUSD employees. All Charter School employees will 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

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 Educational Service Center 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
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 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

The Los Angeles Unified School District is the exclusive public school employer of the employees of Charter School for the purposes of the Educational Employee Relations Act (EERA).

ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

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 Superintendent or his/her designee approves Charter School’s request to revert to a District traditional school.

In the event of a Closure Action, unless express LAUSD Board action directs otherwise, Charter School shall revert to a District traditional school.

REVOCAION OF THE CHARTER

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

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

Pursuant to AB 97, 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 Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request authorization to revert voluntarily to a District traditional school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for processing a request to revert to a District traditional school.

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. 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 District traditional 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 how to enroll or transfer the student to an appropriate school. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

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 CSD.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

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 will adhere to all applicable district, state, and federal laws, policies and regulations regarding facilities.

ADDENDUM

ASSURANCES AND AFFIRMATIONS

Topanga Elementary Charter School (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. Ed. Code § 47605(d)(1).
- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).
- Admit all pupils who wish to attend the school. Ed. Code § 47605(d)(2)(A).
- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).
- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).

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

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each 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

GENERAL INFORMATION

- The contact person for Charter School is Steve Gediman.
- The address of Charter School is 22075 Topanga School Road.
- The phone number of Charter School is (310) 455-3711.
- Charter School is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 4 and Educational Service Center West.
- The grade configuration of Charter School is K - 5th.
- The number of students in the first year of this charter will be 308.
- The grade level(s) of the students in the first year will be K - 5th.
- The scheduled 2015-2016 opening date of Charter School is August 18, 2015.
- The current operational enrollment capacity of Charter School is 374; for all District affiliated charter schools, the District determines each school’s 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).
- The type of instructional calendar will be: Traditional Calendar
- The term of this charter shall be from July 1, 2015 to June 30, 2020.

Local Control Funding Formula (LCFF)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), in accordance with District policies and procedures, as they may be amended from time to time.

INSTRUCTIONAL DESIGN

Curriculum and Instruction

Charter School shall transition to and implement the Common Core State Standards and CAASPP in accordance with District policy and timelines.

Transitional Kindergarten (for elementary schools only)

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

WASC Accreditation

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

Academic Calendar and Schedules

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

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, the Charter School shall implement the provisions of the District’s *English Learner Master Plan* 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 Students Achieving Above Grade Level

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.

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 meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

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 adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District's request.

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. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

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 Success Team (SST) 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 (Rtl) 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 MCD 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 or the Modified Consent Decree.

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.

***Modified Consent Decree Requirements**

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

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from any schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- # The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.

- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

Schools that are currently on MiSiS can disregard the above data requests.

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School will work toward meeting the student outcome goals set forth in the LAUSD’s Performance Meter, as it may be amended, updated, and/or replaced by the District, during the term of the charter.

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

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.

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.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. As a District affiliated charter school, Charter School will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

ELEMENT 4 – GOVERNANCE

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 petition and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Any governance 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, including but not limited to provisions related to Local School Leadership Council composition and responsibilities and provisions regarding existing councils and committees that have an independent statutory basis (e.g., Title I School Site Councils).

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

All employees and representatives of Charter School, including members of Charter School's local governing council, members of school committees, 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 Local School Leadership Council are and remain consistent with applicable laws, District policy, 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 local governing council.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and regulations, and District policies, including BUL-5439.0, *Affiliated Charter Schools*, as they may be changed from time to time.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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.

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 charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall provide the appropriate Educational Service Center 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 Educational Service Center 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, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Educational Service Center in writing of any internal investigations within one week of commencing investigation.

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.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to an applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, 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.

Certificated Personnel

Selection of certificated staff shall comply with current California Education Code, District policy, and applicable collective bargaining agreements. 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 Human Resources, 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 where no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

Classified Personnel

Selection of classified staff shall be in compliance with the current merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

Professional Development

Charter School shall comply with and implement any District-mandated professional development. Otherwise, Charter School shall have full autonomy in the selection and implementation of professional development programs for its employees to meet its site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by Charter School will be funded by the District consistent with its practice for other District schools.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergencies, 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 employee-to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergencies, including but not limited to the creation, maintenance, and implementation of a 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 Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other employees, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to fingerprinting and criminal background checks.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to tuberculosis 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 pupils as a condition of attendance and screening for vision, hearing, and scoliosis.

SAFE PLACE TO LEARN ACT

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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. Integration Program resources currently provided to certain District affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and/or other reasons.

NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS

As a District affiliated charter school, Charter School shall continue to support the District’s commitment to provide all students with quality educational alternatives in compliance with

all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement.

FEDERAL PROGRAM COMPLIANCE

As part of the District, which is a recipient of federal funds, Charter School shall meet all programmatic, fiscal, and other regulatory requirements of the Elementary and Secondary Education Act.

ELEMENT 8 – ADMISSION REQUIREMENTS

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Education Code § 47605(d)(2)(A)). As an existing District school that has converted to 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 Education Code § 47605(d)(1)). If the number of students who wish to attend Charter School exceeds its capacity, as determined annually by the District, the school will conduct a public random drawing/lottery. (Education Code § 47605(d)(2)(B)). Currently enrolled 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 shall have first admission preference and are thus deemed exempt from the lottery as well. (See Education Code § 47605(d)). The school will provide an admission preference for prospective students residing within LAUSD boundaries, but not residing within the attendance area of Charter School. (Education Code § 47605(d)(2)(B)).

Students who participate in the lottery but are not selected will be placed on a waitlist. 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.

In the event that Charter School reaches capacity and appears unable to enroll new students who reside within the former attendance boundary of the school, Charter School shall consult and coordinate with its Education Service Center administration as well as the District's School Management Services and Student Integration Services, to manage its enrollment so that the school remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, the school is able to enroll every student who resides within the school's former attendance boundaries who wishes to attend.

If Charter School determines that any student/parent used fraudulent address information to establish resident status in the attendance area 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, the student may be withdrawn and the student will be referred back to his/her school of residence in accordance with District policy.

SCHOOL FOR ADVANCED STUDIES (SAS) PROGRAM

If Charter School offers a SAS Program, it shall not consider any student's interest in the program in determining admission to the 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 admission guidelines.

MAGNET PROGRAM

If Charter School offers a Magnet Program, Charter School shall continue to provide admission preference to pupils from LAUSD as determined by the Magnet Program and consistent with Crawford v. Board of Education court order.

McKINNEY-VENTO HOMELESS ASSISTANCE ACT

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

NON-DISCRIMINATION

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

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

GENERAL PROVISIONS

The fiscal operations of an Affiliated Charter School will be supervised by LAUSD. The Affiliated Charter School will not have a separate audit but will be a part of the annual audit for LAUSD. The Affiliated Charter School will follow all financial procedures and financial policies of LAUSD. This shall include, but not be limited to, purchasing, student body funds, student store, payroll, imprest funds, payment approval for goods and services, and follow guidance from the Educational Service Center.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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.

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 comply with and implement the District’s Discipline Foundation Policy and/or current equivalent policy.

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

Charter School knows and 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 due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

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

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

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

B. Was the misconduct a direct result of the Charter School's failure to implement 504?

NOTIFICATION OF 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).

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 the school.

GUN FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

Employees of 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, salaries, unemployment benefits, retirement benefits, including organizations such as STRS/PERS, 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

A student residing within the territorial boundaries of the District who opts not to attend Charter School may contact the appropriate District Educational Service Center to seek assistance in enrolling in another District school. Alternatively, the

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 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

The Los Angeles Unified School District is the exclusive public school employer of the employees of Charter School for the purposes of the Educational Employee Relations Act (EERA).

ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

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 Superintendent or his/her designee approves Charter School’s request to revert to a District traditional school.

In the event of a Closure Action, unless express LAUSD Board action directs otherwise, Charter School shall revert to a District traditional school.

REVOCATION OF THE CHARTER

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

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.

- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Pursuant to AB 97, 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 Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request authorization to revert voluntarily to a District traditional school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for processing a request to revert to a District traditional school.

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. 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 District traditional 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 how to enroll or transfer the student to an appropriate school. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

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 CSD.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

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 will adhere to all applicable district, state, and federal laws, policies and regulations regarding facilities.