



LOS ANGELES UNIFIED SCHOOL DISTRICT

COMMUNITY MAGNET CHARTER ELEMENTARY

A DISTRICT AFFILIATED CHARTER SCHOOL
11301 Bellagio Road, Los Angeles CA 90049

Renewal Charter Petition

Submitted
December 11, 2024

TERM OF CHARTER

JULY 1, 2025 TO JUNE 30, 2031

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Community Magnet Charter Elementary (also referred to herein as “Community Magnet”, “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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

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

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

• The name and title of the contact person for Charter School is:	<i>Toni Klugh, Principal</i>
• The contact address of Charter School is:	<i>11301 Bellagio Road Los Angeles CA 90049</i>
• The contact phone number for Charter School is:	<i>(310) 476-2281</i>
• Charter School is located in LAUSD Board District:	<i>4</i>
• Charter School is located in LAUSD Region:	<i>West</i>
• The grade configuration of Charter School is:	<i>K-5</i>
• The number of students in the first year of this charter term will be:	<i>425</i>
• The grade level(s) of the students in the first year will be:	<i>K-5</i>
• Charter School’s scheduled first day of instruction in 2025-2026 is:	<i>August 12, 2025</i>
• The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.	<i>447</i>
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>
• The bell schedule (e.g. daily hours) for Charter School will be:	<i>8:07am – 2:30pm</i>
• The term of this Charter shall be from:	<i>July 1, 2025- June 30, 2031</i>

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Community Magnet Charter Elementary, a National Blue Ribbon School and a California Distinguished School, has consistently ranked among LAUSD's highest-performing schools. In, 2025, U.S. News & World Report ranked Community Magnet 17th among all LAUSD schools and 17th among all California Charter Elementary schools. In this same year, Community Magnet received the National Merit Award for Academic Excellence from the Magnet Schools of America.

Since becoming an Affiliated Charter School in 2012, Community Magnet has become a highly recognized school of choice for families across the Los Angeles area due to its innovative educational programs, commitment to student success, and ongoing efforts to improve equity in achievement. Academic performance of Community Magnet students has steadily improved schoolwide and among all significant student groups. As the school looks ahead, it continues to refine its approach to ensuring all students thrive and achieve, regardless of background or learning needs.

Community Magnet's focus on humanities-based education fosters creative problem-solving, articulate communication, and engaged citizenship. By integrating literature, the arts, and diverse cultural perspectives, students develop a deeper appreciation for multiculturalism and diversity. This innovative and rigorous academic curriculum has resulted in academic excellence and strong student engagement, contributing to the school's high performance. Additionally, the magnet-affiliated charter model has allowed for greater flexibility in implementing specialized programs tailored to student needs, ensuring a well-rounded, enriched educational experience. In addition to the district-provided curriculum, Community Magnet provides a wide range of arts-focused enrichment, such as vocal and visual arts, dance, drama, musical theater, and digital art.

Data from the Smarter Balanced Assessment (SBA) highlights the success of Community Magnet's initiatives. In the most recent assessment, 82% of students met or exceeded standards in English Language Arts (ELA), an improvement from 78% in 2023. Similarly, 80% of students met or exceeded standards in Mathematics, up from 76% in the previous year. Additionally, the school outperformed both LAUSD and state averages across all student groups, demonstrating strong instructional effectiveness.

SCHOOL-WIDE DATA: ENGLISH LANGUAGE ARTS. <https://caaspp-elpac.ets.org>

ELA	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded
Community Magnet	6%	12%	22%	60%
LAUSD	36%	22%	24%	18%
CALIFORNIA	35%	20%	21%	23%

SCHOOL-WIDE DATA: MATH. <https://caaspp-elpac.ets.org>

MATH	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded
Community Magnet	6%	14%	24%	56%
LAUSD	46%	24%	16%	14%
CALIFORNIA	35%	25%	20%	20%

2023-2024. Data: <https://caaspp-elpac.ets.org>

SUBGROUP	% Standard Met/Exceeded for ELA	% Standard Met/Exceeded for MATH
Asian	84%	84%
Black	63%	50%
Hispanic	67%	68%
White	90%	89%
Two or More Races	86%	86%
Special Education	46%	22%
English Learner	33%	0

2022-2023

SUBGROUP	% Standard Met/Exceeded for ELA	% Standard Met/Exceeded for MATH
Asian	73%	75%
Black	47%	39%
Hispanic	63%	69%
White	92%	85%
Two or More Races	93%	90%
Special Education	46%	31%
English Learner	0	0

Despite these successes, the school recognizes the ongoing challenge of eliminating achievement disparities among student groups. Closing the gap for Black and Hispanic students remains a top priority, with a focus on targeted intervention programs, data-driven differentiated instruction, small-group learning, and culturally responsive teaching strategies. Additionally, Community Magnet is committed to providing professional development for educators to strengthen culturally responsive teaching practices. These efforts have contributed to closing the achievement gap between Black and Latino students and their White and Asian peers, with measurable progress in English Language Arts (ELA) and Mathematics.

To support academic achievement, social-emotional growth, and student engagement for all students, Community Magnet implements the following programs:

Marathon SSPT Meetings:

The teachers and school administrative team review student data (SBA results, report cards, interim assessments, unit assessments, anecdotal notes, observations of student social-emotional well-being) to track student progress throughout the year. Appropriate supports are put into place to help students excel. Internal assessment data collected will be disaggregated by grades and subgroups to aid the quality of analysis and instructional response to the disaggregated data. If students struggle to meet learning objectives, either academic or social/emotional, the team discusses classroom level interventions that teachers can utilize to better support the students. During the next team meeting (typically six weeks), each student that was flagged and results of the interventions are discussed.

Caring Adults Teaching Children How (CATCH):

Any Community Magnet Charter Elementary student requiring ongoing academic remedial support is invited to participate in this one-on-one academic mentoring program. The program's objectives are to increase academic and social achievement, to motivate improved attendance and classroom participation through increased enthusiasm for learning, and to increase self-confidence and community awareness. We believe that no child should slip through the cracks, and that one-on-one, personalized academic tutoring applies targeted assistance where it is most needed. CATCH provides weekly one-on-one assistance for students in phonics, basic math skills and reading comprehension. Teachers are in frequent communication with the CATCH staff to detail student needs and review student progress. Mentors work with individual lesson plans that are written for each student in either reading, writing, or mathematics based on both teacher feedback and mentor comments. The lesson plans utilized intervention components of classroom curriculum, teacher designed practice assignments, as well as computer-based, adaptive programs (i-Ready) that target

specific need. The goal of the program is to provide guided support and extended practice with materials that students are learning during their classroom instructional blocks.

Technology:

At Community Magnet, the staff and parents believe that technology has the potential to make education more meaningful and productive for students, but only when it empowers them to become active learners engaged in real-world tasks. Since becoming an Affiliated Charter, the school has significantly improved its technology access, transitioning from a severe shortage to providing state-of-the-art resources for both students and teachers. As a one-to-one device school, every student is assigned a personal device, fostering a learning environment where technology is seamlessly integrated into the curriculum rather than being the focus itself.

Students have access to a variety of technological tools throughout the school day. Kindergarten and first-grade students use iPads in class and in the school computer lab to engage with learning applications that reinforce phonics, number sense, and basic keyboard skills. In second through fifth grade, students develop a deeper understanding of how technology can enhance their academic experience, both in the classroom and in the computer lab. Older students use MacBook Air laptops and Chromebooks to gain proficiency in programs such as Word, PowerPoint, iMovie, and GarageBand, with the goal of independently creating digital assignments by the time they graduate from Community Magnet.

Humanities-Focused Magnet Emphasis:

Community Magnet follows an enrichment block schedule designed to minimize disruptions to core instructional time for both students and teachers. Each day, the entire grade level participates in a dedicated 45–50-minute enrichment block, ensuring that teachers have the majority of their instructional time uninterrupted. During this period, students engage in a variety of enriching courses, including Visual Arts, Music, Dance, Drama, Technology, Library, and Physical Education, fostering a well-rounded educational experience.

Over the next charter term, Community Magnet Charter Elementary will proudly remain an affiliated charter school within the Los Angeles Unified School District. As a high-quality public magnet school serving students from kindergarten through fifth grade, we anticipate expanding our technology program and continuing professional development in the field of educational technology. To further enrich the student experience, Community Magnet will offer a diverse range of enrichment classes, including visual and performing arts, physical education, and a strong emphasis on

character education. Additionally, the school will continue to serve as a model of innovation for other LAUSD schools, leveraging site-based autonomy to enhance our educational programs and meet the evolving needs of our diverse 21st-century learners.

STUDENT POPULATION TO BE SERVED

We are the only Kindergarten through 5th Grade Humanities Magnet Charter in the Los Angeles Unified School District that provides a free, nonsectarian, public education for students who desire exciting, hands-on, creative learning opportunities in a nurturing, safe, small-school environment where they enjoy a sense of belonging.

Community Magnet Charter Elementary has one of the most diverse populations in the Los Angeles Unified School District and makes every effort to reflect the diversity of the city within our school population. Its students travel by bus or car from approximately 70 different zip codes across Los Angeles to take advantage of the outstanding educational programs offered at Community Magnet. Parents, students, and staff at Community Magnet believe that all students can learn, have the right to learn and should have equal access to the curriculum.

The school serves approximately 450 students from diverse backgrounds: 12% African American, 25% Asian, 2% Filipino, 13% Hispanic, 11% Two or More Races, and 37% White. Community Magnet also supports students of all learning abilities including 5% English Learners, 9% Students with Disabilities, 23% Gifted and Talented (GATE) students, and 24% students from socioeconomically disadvantaged homes from throughout the Los Angeles Unified School District. Since becoming an Affiliated Charter school in 2017, our English Learner populations have spoken at least eleven other languages than English. (<https://www.ed-data.org/school/Los-Angeles/Los-Angeles-Unified/Community-Magnet-Charter-Elementary>)

School Demographics on Census Day

Student Group	Total	Percentage
English Learners	22	4.9%
Foster Youth	2	0.4%
Socioeconomically Disadvantaged	109	24.3%
Students with Disabilities	40	8.9%

Race/Ethnicity	Total	Percentage
African American	52	11.6%
Asian	113	25.2%
Filipino	7	1.6%
Hispanic	58	12.9%
Two or More Races	51	11.4%
White	166	37.1%

(Source: California School Dashboard, 2024)

GOALS AND PHILOSOPHY

Mission and Vision

Mission Statement

We are a diverse school community, committed to providing a safe space where no child is hurt—mind, body, or soul. We develop the character and full learning potential of all students through cooperation among all stakeholders—students, teachers, administrators, parents, and support staff. Community Magnet emphasizes the study of humanities and the social sciences through a multicultural perspective. At Community Magnet Charter Elementary, we are committed to supporting anti-racism, religious acceptance, gender equity, LGBTQIA+ individuals, and neurodivergent students.

Vision Statement

Community Magnet Charter Elementary strives to create kind, empowered, confident, and responsible young people whose self-esteem, interpersonal, and critical thinking

skills prepare them for success in the ever-changing global community. Community Magnet Charter Elementary provides a secure and caring environment, which fosters creativity, mutual respect, and a lifelong love of learning.

We believe:

- Student learning must be the focus of all school activity.
- To ensure a quality program, staff must be provided with time for professional dialogue, professional development, and collaboration.
- Students learn best in small groups with differentiated instruction that caters to individual strengths and needs.
- The Family has a major influence on a child's learning.
- Students can learn, have the right to learn, and should have equal access to the curriculum.
- The school curriculum must reflect the highest standards and expectations for our pupils.
- Each student is unique and can become a responsible and self-motivated individual who respects him/herself, others, and the environment.
- A curriculum that reflects historical and contemporary issues and events will stimulate a child's natural curiosity while developing the life-skills necessary to succeed in our global community.
- Successful cooperation among all stakeholders, with open communication and respect for each other's diversity, will result in improved student achievement.
- To enrich our educational environment, our school must utilize diverse resources from parents, the community, and business partners.
- The optimal learning environment is clean, safe, and aesthetically pleasing. This provides students with a feeling of ownership and pride.
- Every effort should be made to reflect the diversity of our city in the make-up of our school's population.
- Learning should be fun and engaging!

Students will:

- Master the skills and strategies necessary for them to become effective and creative problem-solvers.
- Master the skills and strategies of reading, writing, listening, speaking, and technology in order to enable them to communicate clearly, creatively, and effectively.
- Understand and appreciate the past and present contributions of the diverse cultural groups in their community and in the larger world.

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

An educated person in the 21st century is someone who possesses the skills, knowledge, and adaptability required to thrive in a rapidly changing world. This individual is proficient in using technology, understanding its role in communication, problem-solving, and innovation. They are prepared for both college and career, equipped with critical thinking skills, the ability to work collaboratively, and the capacity to navigate the challenges of a diverse and globalized society. Strong communication skills, including reading, writing, speaking, and digital literacy, enable them to express ideas clearly and engage with others effectively across various platforms. Additionally, they are global citizens who understand the historical and cultural contributions of different groups and are committed to making informed, ethical decisions that positively impact the world. Problem-solving is a key characteristic, as an educated person is able to think critically, creatively address challenges, and adapt solutions to meet the demands of an ever-evolving society.

At Community Magnet Charter Elementary, our goal is to nurture humanistic thinkers who can respectfully challenge their communities to create positive change while embracing diversity, unity, academic excellence, and humanitarian values. We recognize that schools cannot thrive in isolation from the broader community and society. To achieve this, we actively collaborate with the Bel Air Association, local businesses, higher education institutions, public agencies, and community organizations, pooling our resources to enrich our students' education. Our school's natural environment serves as an essential tool for teaching responsibility and respect for natural resources, integrated across the curriculum. This approach aims to produce students who are engaged in meaningful, adaptable learning, equipping them with genuine skills for lifelong learning.

Our graduates will be world-class problem solvers, communicators, and global citizens with a historical perspective on society. They will understand the interdependence of national and global information systems and recognize how technology is reshaping our interconnected world. As technology becomes more powerful, accessible, and complex, they will be prepared to navigate the evolving landscape. We also acknowledge that knowledge is rapidly advancing, and entire industries may rise and fall within a decade, requiring individuals to adapt and pursue multiple careers throughout their lives. Additionally, we understand that the world is becoming increasingly diverse, with a growing ethnic and cultural mosaic, which is reflected in the diversity of the American family. At Community Magnet Charter Elementary, our graduates will be prepared to thrive as the model citizens of the 21st century, embodying the values of global awareness, adaptability, and leadership.

How Learning Best Occurs

To support our mission of working with all students to create lifelong learners, students are taught how to find and use information effectively from a variety of sources. These sources include an extensive selection of books and periodicals within the classrooms and dedicated technology for students to access. We, at Community Magnet Charter Elementary, recognize that learning best occurs in a safe, nurturing environment . . .

When the STUDENTS:

- Actively participate in the process of learning.
- Have their individual areas of strengths broadened and developed.
- Have their individual areas of need identified, improved, and eliminated.
- Engage in experimentation, exploration and discovery.
- See the connection between what they learn and the real world.
- Work well individually and cooperatively as members of a group.
- Are encouraged to go beyond the standard curriculum and delve more deeply into the various subject areas.
- Are provided with direct instruction using the principles of learning.
- Are presented with challenges in problem solving and critical thinking.
- Develop skills and attitudes for being lifelong learners.

and the TEACHERS:

- Have high expectations for all students.
- Work collaboratively to identify student strengths and areas for improvement in mastering the content for each subject area.
- Use differentiated instruction to address each child's needs and potential.
- Use formative and summative data to drive instruction.
- Believe that learning is the focus of every activity.
- Continue to grow through professional development and remain lifelong learners.

and the PRINCIPAL:

- Has high expectations concerning student behavior, academic development, and the levels of student self-esteem and satisfaction.
- Has a high expectation for teacher and staff professionalism, teacher effectiveness in ensuring that learning takes place for all students, and the levels of teacher and staff self-esteem and satisfaction.
- Supports the efforts of the students and teachers.

- As the academic leader, empowers school community members to identify, articulate, and address a shared vision for the school's educational program.
- Ensures that quality learning is taking place in addressing the content standards through a rigorous program using formative data, teacher input, and current best practices.
- Is a lifelong learner improving his/her skills through professional development, experience, and reflective practices.

and the FAMILIES:

- Are informed about the school's educational program.
- Are involved with the school.
- Understand how to assist their child's learning and are active participants in that learning.
- Support the school's efforts to continually improve to meet the changing needs of their children.

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

The goals of the educational program at Community Magnet Charter Elementary are designed to foster an environment that encourages student autonomy, instill a sense of competence, and promote a passion for continuous learning. By integrating personalized learning experiences, setting clear and achievable objectives, and providing opportunities for self-assessment and reflection, students develop intrinsic motivation and confidence in their abilities. Additionally, incorporating real-world applications and collaborative projects helps students see the relevance of their education, inspiring them to pursue knowledge beyond the classroom and cultivate lifelong learning habits. Overall, these goals aim to create a supportive framework where students are empowered to take charge of their educational journeys and adapt to changing circumstances throughout their lives.

To support our mission of creating lifelong learners, students are taught how to effectively find and utilize information from a variety of sources. These sources include an extensive collection of books and periodicals in classrooms and the library, as well as dedicated classroom technology. All stakeholders continuously seek new and innovative ways to enhance student education.

The certified library aide ensures the library operates smoothly, maintaining access to library media resources and books for all stakeholders throughout the day and after school. The librarian meets with each classroom weekly to promote literacy and

provide access to learning resources. Additionally, the librarian collaborates with grade-level teaching teams to review and update relevant library materials that support the curriculum.

Student groups, such as the Student Body Council, are designed to foster inclusivity within a multicultural and diverse community, develop leadership skills, and equip students with conflict resolution abilities. Following extensive training, students take the initiative to create, build, and maintain meaningful relationships, contributing to a healthier and more supportive community. Their efforts inspire other students to participate, leading to the implementation of an application process for joining these groups.

Local Control Funding Formula (LCFF) Requirements

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

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2025)														
GOAL #1: Academic Excellence														
<ul style="list-style-type: none"> Maintain or increase the number of students, particularly English Learners, socioeconomically disadvantaged students, foster youth, and all numerically significant subgroups, that meet the Distance from Standard (DSF) in English Language Arts and Mathematics on the SBAC assessments. Monitor and increase early literacy rates of primary students. Increase the number of English Learners who achieve full English language proficiency and are ready to be reclassified. Decrease the number of potential Long-Term English Learners 	<p>Related State Priorities:</p> <table> <tr> <td><input type="checkbox"/> 1</td> <td><input checked="" type="checkbox"/> 4</td> <td><input checked="" type="checkbox"/> 7</td> </tr> <tr> <td><input checked="" type="checkbox"/> 2</td> <td><input type="checkbox"/> 5</td> <td><input checked="" type="checkbox"/> 8</td> </tr> <tr> <td><input type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> <td></td> </tr> </table> <p>Local Priorities:</p> <table> <tr> <td><input type="checkbox"/>:</td> <td></td> </tr> <tr> <td><input type="checkbox"/>:</td> <td></td> </tr> </table>	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 3	<input type="checkbox"/> 6		<input type="checkbox"/> :		<input type="checkbox"/> :	
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Specific Annual Actions to Achieve Goal														
<ul style="list-style-type: none"> Provide a rigorous, standards-based instructional program taught by a highly qualified teacher so that all students reach Academic Excellence. 														

- Provide intervention support for targeted students groups, including English Learners, socioeconomically disadvantaged students, foster youth, and all numerically significant subgroups at Community Magnet Charter Elementary.
- Purchase intervention/mentoring support for our Caring Adults Teaching Children How (CATCH) Program to support students in all sub-groups in meeting grade-level targets.
- Provide ongoing Professional Development to further expand instructional strategies and resources to target student needs.
- Provide the services of Instructional Aides in each classroom to support classroom instruction and intervention sessions.
- Utilize data to monitor progress to ensure students are making adequate progress toward Annual Measurable Achievement Objectives (AMAO1) targets and meeting reclassification rates.

Expected Annual Measurable Outcomes

Outcome #1:

Maintain or increase the number of students who move closer to proficiency (DFS points) in English Language Arts on the SBAC assessment.

Metric/Method for Measuring:

Smarter Balanced Assessment Consortium (SBAC), ELA (2024)

APPLICABLE STUDENT GROUPS	Baseline (2023-2024)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	82.4	85	90	95	100	105
English Learners Students	-62.5	-52	-42	-32	-22	-12
Socioeconomically Disadvantaged Students	76.4	80	85	90	95	100
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-2.1	0	10	20	30	40
African American Students	27.5	30	40	50	60	70
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	98.5	100	110	120	130	140
Filipino Students	160	170	180	190	200	210
Latino Students	58.5	60	70	80	90	100
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	84.6	85	95	105	115	125
White Students	93	95	105	115	125	135

Outcome #2:

Maintain or increase the number of students who move closer to proficiency in Mathematics on the SBAC assessment.

Metric/Method for Measuring:*Smarter Balanced Assessment Consortium (SBAC), Math, 2024*

APPLICABLE STUDENT GROUPS	Baseline (2023- 2024)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030
All Students (Schoolwide)	77.5	80	85	90	95	100
English Learners Students	-31.5	-25	-15	-5	0	5
Socioeconomically Disadvantaged Students	85.3	90	100	110	120	130
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-31.9	-25	-15	-5	0	5
African American Students	19.4	25	35	45	55	65
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	112.6	115	125	135	145	155
Filipino Students	97	100	110	120	130	140
Latino Students	52.7	55	65	75	85	95
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	69.2	75	85	95	105	115
White Students	82.7	85	95	105	115	125

Outcome #3:

Monitor and increase early literacy rates of primary students.

Metric/Method for Measuring:*EOY DIBELS, % At and Above Benchmark, Gr. K-2*

APPLICABLE STUDENT GROUPS	Baseline (2023- 2024)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030
All Students (Schoolwide)	93%	95%	97%	99%	100%	100%
English Learners Students	83%	85%	87%	89%	91%	93%
Socioeconomically Disadvantaged Students	91%	93%	95%	97%	99%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	60%	62%	64%	66%	68%	70%
African American Students	91%	93%	95%	97%	99%	100%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	96%	98%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%

Latino Students	86%	88%	90%	92%	94%	96%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	94%	96%	98%	100%	100%	100%
White Students	95%	97%	99%	100%	100%	100%

Outcome #4:

Meet or exceed LAUSD's reclassification target rate of 25%.

Metric/Method for Measuring:

Source: [ELTMR 23-24 EOY](#)

APPLICABLE STUDENT GROUPS	Baseline (2023-2024)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	59%	25+%	25+%	25+%	25+%	25+%
English Learners Students	59%	25+%	25+%	25+%	25+%	25+%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #2: Joy and Wellness

- Increase the percentage of students whose attendance rate is 96% or higher (attending 173-180 days each school year).
- Decrease the percentage of students who are chronically absent (absent 16 days or more in one school year or an attendance rate of 91% or lower).
- Increase the percentage of students who feel safe at school.
- Increase the percentage of students who feel they are a part of the school.

Related State Priorities:

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

Local Priorities:

- ☐:
☐:

Specific Annual Actions to Achieve Goal

- Teach and practice Restorative Justice strategies and Second Step lessons to help students resolve conflicts.
- Review and practice expectations for behavior at Behavior Assemblies/Fairs held each semester.
- Recognize students who have practiced one of the 5 Be's (Be Kind, Be Responsible, Be Respectful, Be Safe, and Be Trustworthy) with Kindness Counts coupons and Bus Boss notes at Friday Morning Assemblies.
- Recognize students who have been selected by their teachers for going Above & Beyond and Students of the Week in the classroom at Friday Morning Assemblies.
- Provide supports and resources to families experiencing chronic absenteeism.
- Provide social-emotional supports by purchasing an extra day of School Psychologist services or West Valley Counseling Center.

Expected Annual Measurable Outcomes

Outcome #1:

Increase the percentage of students whose attendance rate is 96% or higher (attending 173-180 days each school year).

Metric/Method for Measuring:

% Proficient Attendance Rate, 2023-2024 (Open Data)

APPLICABLE STUDENT GROUPS	Baseline (2023- 2024)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030
All Students (Schoolwide)	57.4%	60%	65%	70%	75%	80%
English Learners Students	81.8%	85%	86%	87%	88%	89%
Socioeconomically Disadvantaged Students	54.3%	55%	56%	57%	58%	59%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	61.7%	65%	66%	67%	68%	69%
African American Students	48.1%	50%	51%	52%	53%	54%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	72.6%	75%	76%	77%	78%	79%
Filipino Students	*	*	*	*	*	*
Latino Students	45.8%	46%	47%	48%	49%	50%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	53.3%	55%	56%	57%	58%	59%

Outcome #2:

Decrease the percentage of students who are chronically absent (absent 16 days or more in one school year or an attendance rate of 91% or lower).

Metric/Method for Measuring:

% Chronic Absenteeism Rate, 2023-2024 (Open Data)						
APPLICABLE STUDENT GROUPS	Baseline (2023-2024)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	12.1%	10%	9%	8%	7%	6%
English Learners Students	9.1%	8%	7%	6%	5%	4%
Socioeconomically Disadvantaged Students	13.8%	12%	11%	10%	9%	8%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	10.6%	9%	8%	7%	6%	5%
African American Students	20.4%	19%	18%	17%	16%	15%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	5.3%	4%	3%	2%	1%	0
Filipino Students	*	*	*	*	*	*
Latino Students	20.3%	19%	18%	17%	16%	15%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	11.5%	10%	9%	8%	7%	6%

Outcome #3: Increase the percentage of students who feel they are a part of the school.						
Metric/Method for Measuring: 2024 School Experience Survey, Open Data						
APPLICABLE STUDENT GROUPS	Baseline (2023-2024)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	80.7%	85%	87%	89%	91%	95%
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	74.5%	75%	80%	85%	90%	95%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	80%	85%	87%	89%	91%	95%
African American Students	77.8%	80%	85%	90%	95%	95%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	67.6%	70%	76%	82%	88%	95%
Filipino Students	*	*	*	*	*	*
Latino Students	85.7%	86%	88%	90%	92%	95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

Students of Two or More Races	88.5%	91%	92%	93%	94%	95%
White Students	83.3%	84%	87%	90%	93%	95%

Outcome #4:

Increase the percentage of students who feel safe at school.

Metric/Method for Measuring:

2024 School Experience Survey, Open Data

APPLICABLE STUDENT GROUPS	Baseline (2023- 2024)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030
All Students (Schoolwide)	84.6%	86%	89%	91%	93%	95%
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	80.9%	82%	85%	88%	91%	95%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	94.7%	95%	95%	95%	95%	95%
African American Students	83.3%	84%	87%	89%	92%	95%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	70.6%	71%	77%	83%	89%	95%
Filipino Students	*	*	*	*	*	*
Latino Students	86.4%	87%	89%	91%	93%	95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	84.6%	85%	87%	90%	92%	95%
White Students	91.7%	92%	93%	94%	95%	95%

GOAL #3: Engagement and Collaboration

- Increase the % of Parents who report: "This school includes me in important decisions about my child's education".
- Increase the % of Parents who report: "I can easily find information about parent workshops or other programs offered at this school".
- Increase the % of Parents who report: "This school provides instructional resources to help me support my child's education".
- Increase the % of Parents who report: "This school provides me with information (verbal and written) I can understand".

Related State Priorities:

- ☐ 1 ☐ 4 ☐ 7
☐ 2 ☒ 5 ☐ 8
☒ 3 ☒ 6

Local Priorities:

- ☐:
☐:

Specific Annual Actions to Achieve Goal

- Maintain an annual school calendar/schedule of events on school website.
- Seek input from parents about topics they would like covered at Teatime with Toni and Parent Workshops.

- Purchase the services of a translator to connect and communicate with Korean families.
- Provide support to families to register for Parent Portal.
- Receive monthly updates of parent concerns from parent representatives serving on Community Council.
- Hold two Town Hall meetings per year to hear and address parent concerns.

Expected Annual Measurable Outcomes

Outcome #1:

Increase the % of Parents who report: "This school includes me in important decisions about my child's education".

Metric/Method for Measuring:

2024 School Experience Survey, Open Data

APPLICABLE GROUP	Baseline (2023-2024)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Parents who report: "This school includes me in important decisions about my child's education."	86.6%	87%	89%	91%	93%	95%

Outcome #2:

Increase the % of Parents who report: "I can easily find information about parent workshops or other programs offered at this school".

Metric/Method for Measuring:

2024 School Experience Survey, Open Data

APPLICABLE GROUPS	Baseline (2023-2024)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Parents who report: "I can easily find information about parent workshops or other programs offered at this school".	93.4%	94%	95%	95%	95%	95%

Outcome #3:

Increase the % of Parents who report: "This school provides instructional resources to help me support my child's education".

Metric/Method for Measuring:

2024 School Experience Survey, Open Data

APPLICABLE STUDENT GROUPS	Baseline (2023-2024)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Parents who report: "This school provides instructional resources to help me support my child's education".	89.8%	90%	92%	94%	95%	95%

Outcome #4:

Increase the % of Parents who report: “This school provides me with information (verbal and written) I can understand”.

Metric/Method for Measuring:

2024 School Experience Survey, Open Data

APPLICABLE STUDENT GROUPS	Baseline (2023- 2024)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030
Parents who report: “This school provides me with information (verbal and written) I can understand”.	95%	95%	95%	95%	95%	95%

GOAL #4: Operational Effectiveness and Investing in Staff

- *Maintain a 100% of all teacher assignments in accordance with their credentials, including subject matter, EL authorizations, and GATE recency.*
- *Maintain the percentage of teachers completing the Teacher Growth and Development Cycle.*
- *Increase the percentage of school-based staff attending at 96% or above.*
- *Provide 100% of our students with sufficient access to all standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.*
- *Maintain an overall rating of “exemplary” on annual reviews of school facilities.*

Related State Priorities:

- ☒ 1 ☐ 4 ☐ 7
☒ 2 ☐ 5 ☐ 8
☐ 3 ☒ 6

Local Priorities:

- ☐:
☐:

Specific Annual Actions to Achieve Goal

- Review teacher credentialing to maintain 100% compliance.
- Work with Human Resources office to ensure teachers have appropriate credentials.
- Provide each student with access to state-adopted materials and complete an annual review in accordance with District policy.
- Conduct regular inspections of classroom and common areas necessary to maintain a safe campus. Inspections will be conducted by the principal, plant manager, and assisted by the Safety Committee.
- Submit work orders for problems and issues in relation to facilities.

Expected Annual Measurable Outcomes**Outcome #1:**

Maintain a 100% of all teacher assignments in accordance with their credentials, including subject matter, EL authorizations, and GATE recency.

Metric/Method for Measuring:
School Accountability Report Card

APPLICABLE STUDENT GROUPS	Baseline (2023- 2024)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030
All Teachers (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #2:

Provide 100% of our students with sufficient access to all standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.

Metric/Method for Measuring:
Williams Certification

APPLICABLE STUDENT GROUPS	Baseline (2023- 2024)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #3:

Maintain an overall rating of “exemplary” on annual reviews of school facilities.

Metric/Method for Measuring:
School Accountability Report

APPLICABLE STUDENT GROUPS	Baseline (2023- 2024)	2025- 2026	2026- 2027	2027-2028	2028- 2029	2029- 2030
Facilities Inspections	exemplary	exemplary	exemplary	exemplary	exemplary	exemplary

INSTRUCTIONAL DESIGN

At Community Magnet Charter Elementary, the humanities serve as the foundation of the classroom curriculum, organized around overarching themes. This approach prevents fragmentation by integrating subjects into cohesive thematic units. While this method is more commonly found at the high school level, we believe a humanities-based education is equally valuable in an elementary setting.

A Humanities Program combines historical thinking with literary analysis and writing, moral character development with civic education, and the exploration of values with critical questioning—examining the rightness or wrongness of ideas. In *Fire in the Eyes of Youth: The Arts and Humanities in American Education*, Judith Renyi describes a program that helps students make interdisciplinary connections in their learning.

Central to the humanities are texts and cultures—expressions of human thought, creativity, and achievement. A "text" in a humanities-centered classroom is not limited to a textbook; it can be a poem, a novel, or a historical document, such as a Native American diary recounting experiences with European settlers or the Declaration of Independence. A text can also be a work of art, Confucian proverbs, or a ceremonial dance. The humanities explore humanity's greatest achievements and how they connect across time and cultures, fostering a deeper understanding of the world.

The humanities model reflects our desire to connect learning across the curriculum and the need to ensure that every child is able to meet learning standards. Our program creates a community within a school to provide students with opportunities to develop critical thinking, writing and discussion skills and to give them a sense of ownership in the learning process.

The program thrives because of three vital inputs: a large measure of ownership and dedication on the part of the teachers, time and flexibility in the school schedule, and an unobtrusive administrative environment.

Our humanities program is a teacher run program. Teachers form teams and collaborate closely to develop a set of core courses with a thematic, interdisciplinary curriculum. Although the themes are aligned with the mandated language arts and mathematics We believe that learning is best accomplished in an enriched humanities-focused multicultural environment that nurtures multiple intelligences and encourages open-ended inquiry. This environment will enhance student engagement, improve learning outcomes for all students, and incorporate current research-based teaching strategies in a balanced program of systematic direct instruction, guided practice, and applied skills. This combination of teaching methodologies is in alignment with state and District standards, initiatives and curriculum.

Liberal Arts Magnet with Humanities Emphasis:

At Community Magnet Charter Elementary, the humanities organize the classroom curriculum around overarching themes. The humanities are designed to prevent the fragmentation of the curriculum by creating thematic units. Although this approach is typically found at the high school level or higher, we believe that a humanities approach

to education is ideal in an elementary setting as well. A Humanities Program combines Historical Thinking with Literary Analysis and Writing, Moral Character and Civic Education of Values with Hubris – questioning the rightness or wrongness of things. In her book *Fire in the Eyes of Youth: The Arts and Humanities in American Education* Judith Renyi describes a program designed to help students make connections in learning across disciplines. Texts and cultures are central to the Humanities – they have to do with the products of the human minds, things humans have made, done, constructed or written. Humanities centered classrooms have as their hallmark the study of “texts” and a text is not a textbook. A text can be a poem, a novel or a historical document such as a Native American diary recording personal views on the onslaught of the European settlers, or it can be the Declaration of Independence. A text might be a work of art, Confucian proverbs, or a ceremonial dance. Humanities are the study of great human achievements and how they relate to one another.

The humanities model reflects our desire to connect learning across the curriculum and the need to ensure that every child is able to meet learning standards. Our program creates a community within a school to provide students with opportunities to develop critical thinking, writing and discussion skills and to give them a sense of ownership in the learning process.

The program thrives because of three vital inputs: a large measure of ownership and dedication on the part of the teachers, time and flexibility in the school schedule, and an unobtrusive administrative environment.

Our humanities program is a teacher run program. Teachers form teams and collaborate closely to develop a set of core courses with a thematic, interdisciplinary curriculum. Although the themes are aligned with the mandated language arts and mathematics curriculum, the focus and goals of each theme remain flexible and follow the interest of the students.

While team collaboration has been an essential aspect of our educational program, this strategy is well-supported by current research. John Hattie’s research on effect size (*Visible Learning for Teachers*, 2011), delineates specific strategies school can use to effectively promote student academic achievement. Utilizing the research on effect size, Peter DeWitt (*Collaborative Leadership*, 2016) focuses on the importance of the collective effort of all stakeholders in building trust and responsibility within the learning community.

In line with DeWitt’s research, we believe collective efficacy is a powerful tool in supporting the achievement of all students. In order to utilize this leverage point, we must

allow time for teachers to work together to plan units of study, review student data, and reflect on instructional practices to support each student. Providing time for team collaboration is imperative. Our school accommodates the need for teacher meetings by providing a well-structured physical education program that the students attend while the teachers meet for grade level planning. Without this accommodation, the program could not exist.

The innovative components of Community Magnet's educational program focus on enhancing student engagement, improving learning outcomes, and incorporating 21st Century teaching strategies.

One key innovation is personalized learning, where instruction is tailored to meet the individual needs, strengths, and learning styles of each student through adaptive technology, differentiated instruction, and competency-based progression. Teachers also integrate project-based learning (PBL), which emphasizes hands-on, real-world applications of knowledge, fostering critical thinking, creativity, and collaboration.

Another innovative approach is the incorporation of technology-driven instruction, with a state-of-the art technology lab and instruction that enhances classroom instruction.

Social-emotional learning (SEL) is another crucial component, embedding skills like growth mindset, social awareness, self-efficacy, self-management, and responsible decision-making to support students' overall well-being. Community Magnets teachers also focus on interdisciplinary and thematic learning, breaking down traditional subject barriers and integrating subjects to create more meaningful and connected learning experiences.

Finally, culturally responsive teaching ensures that instruction is inclusive and reflective of diverse student backgrounds, making learning more relevant and engaging. Another forward-thinking design is the use of flexible learning spaces, where classrooms are reimaged to promote collaboration, movement, and various learning modalities, moving away from the traditional rows of desks.

At Community Magnet, we believe what we cannot find, we create. After a fruitless nationwide search for a model elementary humanities program, we agreed to invent the elementary humanities model. The following list reflects the key features at the core of our humanities program:

- Collaborative leadership that includes the teachers, administration, and support staff.
- Heterogeneous grouping that reflects school demographics.
- Teachers working as grade level teams with common planning periods for team collaboration.
- The incorporation of technology-driven instruction
- Team-developed thematic units that are engaging to students, intellectually significant, and incorporate important works drawn from the disciplines being taught.
- Pedagogy that addresses multiple intelligences and culturally responsive teaching.
- Strong community and family partnerships

Curriculum and Instruction

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

We plan to implement the school’s instructional program in a manner consistent with our current implementation and timeline. Our faculty and staff reflect on our scope and sequence, the timing of our benchmark assessments, and our desired student achievement outcomes. Considering these factors, we pace our instruction to maximize our students’ ability to internalize the key content standards, concepts and skills required in each content area and at each grade level. We align our activities, co-curricular electives and school wide celebrations with our instructional priorities to ensure that we do not compromise the delivery of our instructional program.

English Language Arts

Materials: Amplify Core Knowledge Language Arts (CKLA); “Core Literature”

Community Magnet Charter Elementary utilizes Amplify CKLA, a sequential and well-balanced language arts program with the goal of producing confident communicators. Instruction in Language Arts builds on students’ interests, skills, experience, and prior knowledge. Students study significant literary works throughout the grade levels. Quality multicultural literature, representing a variety of genres, serves as a central focus of the language-arts program. Through the district’s ELA curriculum and teacher-selected core literature, English Language Arts instruction

aligns with Common Core Reading standards while developing students' listening, speaking, reading, and writing skills.

Our students have demonstrated high performance in ELA, thus allowing for differentiation and within the instructional program. The main components of the adopted curriculum are through the grade levels. Supplemental resources will be used to enhance and extend the ELA curriculum.

- Students will integrate critical thinking skills into the District's state adopted reading program, supplemented with core literature, and will use reading, writing, and thinking strategies throughout their day.
- Students will develop writing fluency utilizing the Amplify CKLA writing program as they respond with persuasive/opinion, narrative, and informational writing for a variety of purposes, audiences, and topics.
- Students will use various reading resources (such as core literature, journals, charts, schedules, periodicals, and primary-source documents) to gather, organize, and interpret data and to communicate ideas and information.
- Students will use a variety of critical thinking skills as they read, write, listen, and discuss the ideas and themes that they discover in literature and works of art.
- Students will develop proficiency in language mechanics and usage and will use spelling and vocabulary development to express ideas with clarity and accuracy.

Each class has its own library of appropriate literature. Oral language is integrated throughout the curriculum. Students participate in presentations, speeches, discussions, oral reports, reader's theater and debates. Writing occurs daily and in every classroom in a variety of ways such as literature response journals and morning journal writing.

English Language Development

***Materials:** Amplify Core Knowledge Language Arts (CKLA)*

Instructional support for English Learners is fully embedded in the English Language Arts curriculum and is implemented during designated English Language Development blocks consistent with LAUSD policy. We firmly believe that all students, regardless of home language, deserve a rigorous and enriched learning environment. Teachers use a variety of strategies to equip English Learners with the tools they need for successful participation in academic tasks in all subject areas.

As stated in the Master Plan, our school provides various instructional program options tailored to meet the diverse needs of ELs and the educational preferences of the parents of ELs. All program options guarantee access to a full, comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. The ultimate goal of each program option is for ELs to prepare to participate fully in A-G courses and to graduate from high school ready for college and careers. Structured English Immersion (EL Levels 1-3) and Mainstream English (EL Level 4-5, RFEP, IFEP and EO) are the current program options at Community Magnet. Additional program options may be added if necessary requirements are met as stated in district policy.

Services and supports to aid in English Learners' achievement with English Language Development and access to Common Core standards 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

Mathematics

Materials: *Great Minds, “Eureka Math”*

Mathematical thinking and problem solving is a core focus at Community Magnet. We believe students learn best when they develop a deep conceptual understanding of mathematical concepts and practices. Eureka Math, the mathematics curriculum at Community, reflects the need for students to think, talk, draw, and write to develop a deep understanding of grade level Common Core Math standards and practices.

By the end of kindergarten, students will understand small numbers, quantities, and simple shapes in their everyday environment. They will count, compare, describe, and sort objects, and develop a sense of properties and patterns.

By the end of grade one, students will understand and utilize the concept of ones and tens in the place-value number system. Students will add and subtract small numbers with ease. They will measure with simple units and locate objects in space. They will describe data and analyze and solve simple problems. Students will be able to translate abstract written questions into concrete numerical equations.

By the end of grade two, students will understand place-value and number relationships in both addition and subtraction and use simple concepts of multiplication. They will measure quantities with appropriate units. They will classify shapes and see relationships among them by paying attention to their geometric attributes. They will collect and analyze data and verify the answers.

By the end of grade three, students will have deepened their understanding of and ability to use place-value, addition, subtraction, multiplication, and division, using whole numbers. Students will estimate, measure, and describe objects in space. They will use a variety of strategies and manipulatives to solve problems. They will apply their mathematical knowledge to real-world situations. Students will work in cooperative groups to conduct mathematical investigations. Students will demonstrate their math knowledge through journals, oral presentations, and informal discussions.

The fourth grade's math curriculum is divided into four quarters. Each quarter will address successive skills and provide a depth of understanding of previous concepts. Math instruction will be administered through a combination of appropriate resources including, but not limited to, math texts, instructional guides, supplemental instructional guides, and student needs. The overall curriculum will be informed by and adjusted according to student needs and interests.

By the end of the Fifth grade, students will have increased their facility with the four basic arithmetic operations, as applied to positive and negative integers, fractions, decimals. They will understand and use common measuring units to determine length and area. They will know and use formulas to determine the volume of simple geometric figures. Students will know the concept of angle measurement and use a protractor and compass to solve problems. They will use grids, tables, graphs, and charts to record and analyze data. The goal of our math program is to provide a thorough mastery of each 5th grade math standard so that each child can apply these skills and develop a foundation to be applied to future concepts and skills.

History-Social Studies

Materials: McGraw Hill, “Impact”

As a Liberal Arts Magnet, students at Community Magnet Elementary are provided with a rich and exciting experience that increases social responsibility and awareness. The curriculum focuses on personal experience, historical understanding, civic pride, geographic knowledge, and multiple cultural and historical perspectives. The content of the curriculum is presented in such a way that the experience comes alive for every child as their family and cultural backgrounds are explored. Teachers create learning environments in which students read, write, and analyze important concepts that are vital to their becoming productive citizens. Hands-on activities, simulations, role-playing and oral presentations are used to enrich the social science curriculum. Students read charts and graphs, construct timelines, draw maps, and analyze both historical trends and current events. Literature selections at each grade level are chosen to enhance the curriculum. Through the use of these materials and instructional practices, students are prepared to meet or exceed Common Core State Standards.

A full, balanced, integrated, literature-enriched history and social science curriculum will draw upon students’ experiences and incorporate goals that promote (1) raw knowledge and cultural understanding, (2) democratic principles and civic values, and (3) the academic proficiency and social skills necessary for successful participation in a diverse society.

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); math (graphs, practical problem-solving, timelines, measuring for cooking indigenous food); art (many hands-on projects, artistic rendering, three-dimensional works); and music and dance (i.e., the cultural and ethnic aspects of these performing arts) and technology (researching, exploring, and presenting cultural and ethnic information).

Teachers will build upon students’ curiosity about themselves and their world by presenting history as an exciting and dramatic series of events and issues. Students will engage in problem-solving as they acquire, evaluate, and utilize information in different ways. Students from all ethnic groups, including English Language Learners of all backgrounds, will be provided with frequent opportunities to share their native 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.

Geography, a critical component of the social science curriculum, is a basic building block of informed citizenship and environmental awareness. Its study provides students with the economic, political, and environmental context for learning about people and cultures in different parts of the world. Geography is the portal to numerous subject areas, including geology, biology, demography, history, culture, and physical science. Geography helps students develop a better understanding of the relationship of all life forms (including ourselves) to the earth. Given the transnational economy and complicated politics of the modern world, students need to know the locations and attributes of important places and understand the impact of the geography on different countries, as well as on the interrelationships among countries, in order for them to have a sufficiently global orientation and sensibility.

- Students will be able to relate to people and events from the past through the study of history and geography and through participation in the performing arts.
- Students will be able to examine and evaluate various primary sources, such as photographs, journals, and documents, in order to make sense of historical events.
- Students will become comfortable in accessing primary sources and reference materials to gain an authentic sense of other times and places.
- By studying, writing about, and performing authentic multicultural material, students will gain understanding, appreciation, and respect for the ideas, customs, and values of the many diverse cultural groups throughout the world.
- Students will demonstrate an ability to use maps and employ other cartographic skills.
- Students will realize the importance of civic responsibility -- including a sense of duty, respect for others, resourcefulness, integrity, honesty, sincerity, and loyalty.
- Students will use a multicultural perspective to consider the experiences of different ethnic groups, both in our community and in the world at large.
- Students will demonstrate the ability to research and write reports and term papers.

Science

Materials: Amplify Science and Mystery Science

All students will learn about the natural world by using the methods of science as extensions of their own curiosity and wonder through exploration and mastery of the Next Generation Science Standards. Students will acquire knowledge of the life, earth, and physical sciences from a balanced curriculum, which includes building on their understanding of science concepts to learn about the logic of the scientific method and the application of science to the world around them. Students will develop the critical thinking skills of scientists: observing, comparing, organizing, inferring, relating, and applying.

The science curriculum will be implemented through a variety of materials, including both state-adopted and staff-selected textbooks. In addition, the science program will be expanded and enriched by giving teachers the flexibility to incorporate supplementary materials into the curriculum.

Students will work individually and in groups, using hand-on materials to reinforce their understanding of scientific concepts. Every student will strive toward mastering the content standards set forth in the science standards.

- Students will discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder.
- Students will acquire knowledge of the biological and physical sciences from a balanced curriculum, which includes building on their understanding of science concepts to learn about the logic of the scientific method and the application of science to the world around them.
- Students will develop scientific thinking habits, such as observing, comparing, organizing, inferring, relating, and applying.
- Students in grades K through 5 will be exposed to life, earth, and physical sciences in a curriculum that is based on the State Framework and State Standards. All students, including ELL, Gifted, and Special Education student, will have access to the core science curriculum, with modifications to meet their individual needs.
- Students will work in cooperative groups, using hands-on materials to reinforce their understanding of scientific concepts. Follow-up activities will include making graphs, charts, and drawings to illustrate their findings.
- Students in all grade levels will be exposed to literary works that support concepts related to science.

Visual and Performing Arts

The visual and performing arts are at the heart of Community Magnet Charter Elementary. They are an essential part of the school's curriculum. As a humanities magnet, we integrate all the domains of art into core curriculum. Further, we explore the visual and performing arts as separate subjects within the classroom. Teachers collaborate with music, drama, and art instructors to provide students with a cohesive and balanced education in the visual and performing arts.

Evidence integration of the visual and performing arts into the life of our school can readily be seen as you walk through our campus. Children at every grade level have participated in painting murals, building totem poles, and collecting items used to create the mosaic pathway leading to the school office. These projects were funded through L.A. City Grants and were a collaborative effort by students, teachers, parents, and professional artists.

Community Magnet Charter Elementary hires instructors from the arts department to provide high-level arts instruction each school year. Because students can use the arts to demonstrate their knowledge and skills in a variety of ways, this program supports our commitment to differentiated instruction and provides our teachers with alternate means for promoting and assessing student achievement.

A district-hired music specialist works with all students on a weekly basis using the Orff Music Curriculum. The school has purchased a complete set of Orff marimba type instruments that students play during each class session. Students learn to read music, and understand tempo, harmony, and rhythm. Students also learn songs that express what they are learning in science, social science, math, and language arts.

Community Magnet Charter Elementary has placed the arts at the center of the curriculum. We are happy to know that our students learn in and through the arts every day.

Health, Physical Education, Character Education

Materials: The Children's Health Market, Inc., "The Great Body Shop", "Second Step"

We believe that a positive, health-oriented school environment is intimately linked to successful learning. According to the Health Framework for California Public Schools,

children may make lifestyle choices that adversely affect their current and future health. At Community Magnet Elementary, we take the kind of active role set forth in the Framework by developing and promoting the physical, mental, emotional, and social health of our students. Every student receives a monthly health issue, each covering a specific topic, to use during Health instruction. Teachers integrate into the curriculum District-adopted Health Education programs and participate in special health-awareness activities. Students learn to foster a positive self-image as a learner through mindfulness lessons taught by teachers and engaging in character conversation rooted in the character development program at school

Teachers also acknowledge both the immediate and the lifelong benefits of physical education for children. The Physical Education Framework for California Public Schools (CA Dept. of Education, 1994) states that the “child who is well educated physically is likely to become a healthy adult who is motivated to remain healthy” (p.1). The Framework further states that “the healthy, physically active child is more likely to be academically motivated, alert, and successful” (p.2). Accordingly, physical education at Community Magnet School focuses on helping students to develop the necessary skills identified in the framework: movement skills and movement knowledge, self-image and personal development, and social development. Our physical education curriculum is integrated into regular classroom planning and satisfies the State requirement of 100 minutes of instruction per week. We are fortunate to have a Physical Education teacher on staff that provides direct support for teachers to implement PE instruction.

Teachers encourage all students to participate in physical education and to develop their sportsmanship skills. Our curriculum eschews traditional approaches to physical education that emphasized “competition, games, sports, and native athletic ability” (p.1); instead, our curriculum in this area supports our belief that “physical education promotes the social skill and cooperation that are increasingly viewed by educators today as essential for success in school.” (p.2)

Character Education - The Vision of Community Magnet School states that we are a diverse, cooperative, and caring community committed to developing the character and full learning potential of all students. Our Mission goes on to state that Community Magnet Elementary strives to create confident, responsible young people whose self-esteem, interpersonal skills, and critical thinking abilities prepare them for success in the ever-changing global community. To this end, our school focuses on character development as an essential part of our curriculum.

The entire school gathers for an assembly each Friday morning. The principal begins the assembly with a character conversation focused on one of the school norms, Be Safe, Be Respectable, Be Responsible, Be Trustworthy, and Be Kind. The students engage in a brief conversation about a recent occurrence related to the school norms and discuss a behavior goal for the week and any kudos (or critiques). The principal follows with a comment to the parent community on the weekly blog postings.

Even though becoming an International Baccalaureate school is no longer a goal, we believe the learning profiles have great value in our educational program. Our teaching develops students who have positive attitudes towards people, towards their environment and towards learning. Students at Community Magnet Charter Elementary work with their teachers and peers to develop these important traits:

- **Caring** Students who are CARING want people around them to be happy and are sensitive to their needs. They think about the world and work to take care of their community and the environment. They remember to treat others how they themselves would like to be treated. Caring people make friends easily.
- **Communicator** Students who are Communicators can think and communicate in more than one language. They can express their ideas by speaking, drawing and writing. They can also communicate using mathematical language and symbols.
- **Inquirer** Students who are Inquirers are curious about the world. They can conduct research independently. They love learning and discovering new things and will carry this love of learning with them throughout life.
- **Knowledgeable** Students who are knowledgeable have explored relevant and significant concepts and can remember what they have learned. They can draw on this knowledge and apply it in new situations.
- **Open-Minded** An Open-Minded student knows that all people are different. They listen to the points of view of others and consider many possibilities before making a decision. They celebrate the differences that make all people unique.
- **Principled** Students who are principled have a sense of fairness and are honest with themselves and with others. They understand that sometimes there are rules, and they follow them. They have an understanding of moral reasoning.
- **Reflective** Students who are Reflective know what their strengths and areas to improve are. They try to think about these things, and they make changes where they can. They give thoughtful consideration to their own learning and consider their personal strengths and weaknesses in a constructive manner.

- **Risk-Taker** Students who are Risk-Takers have the confidence to try new things. They try to solve problems in a lot of ways. They have the courage to tell people what they think is right.
- **Thinker** Students who are thinkers work to solve problems. They can imagine many solutions to a question or challenge. Thinkers make good decisions and can predict the outcomes of their actions. They think creatively and critically.
- **Balanced** Students who are balanced are healthy and are aware that eating properly and exercising is important in their lives. They understand that it is important to have a balance between the physical and mental aspects of their bodies. They spend time doing many different things.

Both in and outside of the classroom, our teaching develops students who have positive attitudes towards people, towards their environment and towards learning by using the Second Step curriculum and by using classroom discussion circles to reiterate and reinforce lessons.

Intervention Programs

The goal of our intervention programs is to ensure all students meet or exceed Common Core State Standards in ELA and Math.

Caring Adults Teaching Children How (CATCH):

Any Community Magnet Charter Elementary student requiring ongoing academic remedial support is invited to participate in this one-on-one academic mentoring program. The program's objectives are to increase academic and social achievement, to motivate improved attendance and classroom participation through increased enthusiasm for learning, and to increase self-confidence and community awareness. We believe that no child should slip through the cracks, and that one-on-one, personalized academic tutoring applies targeted assistance where it is most needed. CATCH provides weekly one-on-one assistance for students in phonics, basic math skills and reading comprehension. Teachers are in frequent communication with the CATCH staff to detail student needs and review student progress. Mentors work with individual lesson plans that are written for each student in either reading, writing, or mathematics based on both teacher feedback and mentor comments. The lesson plans utilized intervention components of classroom curriculum, teacher designed practice assignments, as well as computer-based, adaptive programs (i-Ready) that target specific need. The goal of the program is to provide guided support and extended practice with materials that students are using during their classroom instructional blocks.

After-School Intervention

Each semester, Community Magnet provides students who have demonstrated skill deficits after-school opportunities to receive intense instruction in ELA and/or Math. Teachers from each grade level support this after-school program by providing data-driven targeted instruction to small groups of 4-8 students. Each intervention session is approximately 8 weeks long which enables teachers to utilize the Plan-Do-Study-Act Cycle, which includes regular progress monitoring.

Enrichment Programs

Enrichment Programs are an important component of instruction at Community Magnet Charter Elementary. A wide variety of enrichment classes are offered to nurture creativity, choice, and individuality in all students.

Technology

Technology has great potential for making education meaningful and productive for students, but only if students are allowed to become active learners in real-world tasks. Technology access at Community Magnet Charter Elementary is intended to enhance learning throughout the curriculum and emphasize learning with technology, rather than about technology. In other words, learning how to use the tools of technology is important, but only with the intent that students will be able to use the technology as a tool to further their learning. The focus of the technology curriculum and materials is to lead students to mastery of the International Society of Technology in Education (ISTE) Standards.

Community Magnet Charter Elementary integrates the use of technology to support teaching and learning by enhancing student performance, fostering exploration and creativity, promoting better communication and collaboration with colleagues and parents, and providing access to data to improve instruction.

Natural consequences of technology include increased access to information and resources, productivity, efficiency, and communication. Ultimately, through “visual literacy”, instructional technology will lead to higher achievement across the curriculum in Kindergarten through Fifth grade, including:

- Providing a safe, flexible, and effective learning environment for all students.
- Engaging students in acquiring meaningful curricular content through the purposeful and effective use of technology.
- Affording students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings.

- Providing students with access to authentic and appropriate tools to gain knowledge, develop skills, and create and disseminate artifacts that demonstrate their understandings.
- Using technology to efficiently support a culture of data-driven decision-making that relies upon data to evaluate and improve teaching and learning.

Library Science

Community Magnet Charter Elementary's Library Media Center is a book- and technology-focused learning environment. Students visit the library on a weekly basis. There, they learn how to treat books properly and how to behave appropriately in a library environment. It is an ideal place to teach such concepts as "fiction" and "non-fiction". Of course, our children also use the library to develop their skills in obtaining information and conducting research, whether through in-house reference books and other school-owned media or with the on-line resources available on the internet. However, the main purpose of our Library is to impart to our students the joys of good literature: they hear stories and they have the opportunity to check out books to read at home. For the future, literature will continue to be a major focus of activities in the library and the building of the school's book collection. We hope that our library's resources will continue to grow -- allowing us to maintain and increase our catalogue of classics, to provide appropriate and necessary books for both our classroom curriculum and standards-based research, and to offer our students new, award-winning books and high-quality stories for them to read. As technology advances, it is our ambition to improve our technological access to information and to further our students' skills in mining the vast resources of the internet. We will need to engage and educate our students so that they are comfortable with and enthusiastic about using new technologies to further their knowledge and enrich their lives.

Book Buddies

Each fifth-grade student partners with a kindergarten student on a weekly basis to read together to promote literacy and develop a love for reading. This also provides students with mentorship opportunities and increased sense of community and belonging.

Student Council

Students in fourth and fifth grades participate in student council. At the beginning of each year, interested students join student council. Those who choose to "run" for student council office and are elected by their schoolmates lead school-wide projects, issues, and events. Meetings are held monthly and facilitated by fourth and fifth grade teachers.

Dance

All fifth-grade students learn social dances of the African Diaspora in lessons which utilize a framework of social and emotional learning and the core values of respect, community, inclusivity, and teamwork. Select students are invited to complete in an annual celebration of dance with other students from schools across Los Angeles.

Math Kangaroo

Students of all grades are welcome to participate in a weekly math club which focuses on teaching strategies to solve word and logic problems while helping students develop a love for math. The program is facilitated by a group of teachers and parents through a partnership to teach the weekly lessons and prepare students for the annual Math Kangaroo Competition.

Musical Theater

Students are invited to participate in musical theater which prepares student, K-5, for a culminating presentation of a musical, such as SING, Grease, and Willie Wonka. The goal is to introduce kids to the fundamentals of theatre and acting technique through fun-filled classes in a real theatre setting, while encouraging social skills, collaboration, and creativity.

Enrichment Classes

Community Magnet offers its students a variety of enrichment classes held after school and during enrichment blocks throughout the school week. Students are introduced to chess, yoga, robotics, drama, vocal music, dance, science, math club, sports, and visual or digital art.

Transitional Kindergarten

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

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, Title 5, section 11960. Charter School shall comply with all applicable District policies and procedures and provisions of LAUSD collective bargaining agreements

(CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

Community Magnet Charter Elementary will follow the State requirements for the number of instructional days and minutes for our students, K-3= 50,000 minutes, 4-5= 55,100 minutes delivered in 180 instructional days. Community Magnet will follow the LAUSD yearly calendar concerning instructional days, pupil free days, recess breaks, holidays, beginning and ending dates. Our school favors a time-banking system of instructional time keeping. At present, our bell schedule for regular, minimum, shortened, and professional development banked days provide for the required number of instructional minutes grades K-5 as required by state law and for one professional development time-banked day a week. This “time-banking” provides the staff with invaluable time to meet as a whole group to discuss all pertinent educational issues and participate in professional development. It also provides time to meet at grade level to address formative data, interventions, and ongoing lesson unit coordination. Future bell schedule changes addressing regular, minimum, shortened, and professional development banked days, while ensuring the required number of instructional minutes as set by the State, will be at the discretion of the Community Magnet Charter Elementary Community Council and subject to LAUSD policy and collective bargaining agreements. Bell schedules and reporting forms will be submitted to the district each year.

Instructional Calendar

Community Magnet Charter School

2025 - 2026 Instructional Calendar (tentative)

August '25						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September '25						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October '25						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November '25						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

December '25						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January '26						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February '26						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March '26						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April '26						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May '26						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June '26						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July '26						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

First Day of Instruction	August 12, 2025
Invitational Conferences	September 15-26
Fall Conferences	November 10-14
Thanksgiving Break	November 24-28
Winter Recess	December 22-January 9
Spring Conferences	March 9-13
Spring Recess	March 30-April 3
Last Day of Instruction	June 8, 2026

	Instructional Days, 2:30 PM Dismissal
	Shortened Days, 1:30 PM Dismissal
	Minimum Days, 12:45 PM Dismissal
	School Closed
	Optional Teacher Preparation Day
	Summer Break

Back-to-School Night	TBD
Open House	TBD

BELL SCHEDULE 2025-2026

Basic Daily Schedule

Regular Days

No. of Days: 134 days

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes
Kindergarten	8:07am	10:00am	10:20am	12:00pm	12:20pm	2:30pm	323
Grades 1-3	8:07am	9:40am	10:00am	12:00pm	12:20pm	2:30pm	323
Grades 4-5	8:07am	10:10am	10:30am	12:20pm	12:40pm	2:30pm	323

Professional Development Banked Days Schedule

Shortened Days

No. of Days: 36 days

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes
Kindergarten	8:07am	10:00am	10:20am	12:00pm	12:20pm	1:30pm	263
Grades 1-3	8:07am	9:40am	10:00am	12:00pm	12:20pm	1:30pm	263
Grades 4-5	8:07am	10:10am	10:30am	12:20pm	12:40pm	1:30pm	263

Minimum Days Schedule

Regular Days

No. of Days: 10 days

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes
Kindergarten	8:02am	NA	NA	10:40am	11:00am	12:50pm	253
Grades 1-3	8:02am	NA	NA	11:00am	11:20am	12:50pm	253
Grades 4-5	8:02am	NA	NA	11:20am	11:40am	12:50pm	253

Sample Daily Schedules

Kindergarten	
Monday, Wednesday, Thursday, Friday	Tuesday Only
8:07 a.m. Instruction Begins 8:07-8:30- Morning Business 8:30-9:15- Language Arts 9:15-9:40: Arts/Technology Enrichment 9:40-10:00 Nutrition / Recess Time	8:07 a.m. Instruction Begins 8:07-8:30 Morning Business 8:30-9:15 Language Arts 9:20-9:40: Arts/Technology Enrichment 9:40-10:00: Recess

10:00-10:30 Designated ELD 10:30-11:30 Mathematics 11:30-12:00 Mixing (ELA, Math, Science) 12:00-12:40: Lunch 12:45-1:15 Second Step/Health 1:15-1:45 Independent Work Time 1:45-2:15 Physical Education 2:15-2:30 Library / Read Aloud/Closure 2:30 Dismissal	10:10-10:30: Designated ELD 10:30-11:30 Mathematics 11:30-12:00- Social Science 12:00-12:40: Lunch 12:40-1:15: Second Step/Health 1:15-1:30: Art/Music/Closure 1:30 Dismissal
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First, Second, & Third Grade	
Monday, Wednesday, Thursday, Friday	Tuesday Only
8:07 a.m. Instruction Begins 8:07-8:20- Morning Business 8:20-9:40- Language Arts 9:40-10:00: Recess 10:00-10:50: Arts/Technology Enrichment 10:10-10:30 Designated ELD 10:30-11:30 Mathematics 11:30-12:00 Social Studies 12:00-12:40: Lunch 12:45-1:15 Second Step/Health 1:15-1:45 Mixing (ELA, Math, Science) 1:45-2:15 Physical Education 2:15-2:30 Library /Homework/Closure 2:30 Dismissal	8:07 a.m. Instruction Begins 8:07-8:20 Morning Business 8:20-9:40 Language Arts 9:40-10:00: Recess 10:00-10:50: Arts/Technology Enrichment 9:50-10:30 Designated ELD 10:30-11:30 Mathematics 11:30-12:00- Social Studies 12:00-12:45 Lunch 12:45-1:00 Silent Reading 1:00-1:30 Physical Education or Mixing 1:30 Dismissal

Fourth and Fifth Grade	
Monday, Wednesday, Thursday, Friday	Tuesday Only
8:07 a.m. Instruction Begins 8:07-8:20- Morning Business 8:20-9:40-Language Arts -9:40-10:10: Designated ELD 10:10-10:30: Recess 10:30-11:30 Mathematics 11:30-12:20 Mixing (ELA, Math, Science) 12:20-1:00: Lunch 1:00-1:45 Social Studies/Arts Rotation 1:45-2:15 Physical Education 2:15-2:30 Library / Homework/Closure 2:30 Dismissal	8:07 a.m. Instruction Begins 8:07-8:20 Morning Business 8:20-9:40 Language Arts 9:40-10:10 : Designated ELD 10:10-10:30: Recess 10:30-11:30 Mathematics 11:30-12:20- Mixing (ELA, Math, Science) 12:20-1:00: Lunch 1:00-1:30: Health/Social Studies 1:30 Dismissal

Instructional Days and Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	134	323	0	0	10	253	36	263	180	36000	55280	19280
1	Yes	134	323	0	0	10	253	36	263	180	50400	55280	4880
2	Yes	134	323	0	0	10	253	36	263	180	50400	55280	4880
3	Yes	134	323	0	0	10	253	36	263	180	50400	55280	4880
4	Yes	134	323	0	0	10	253	36	263	180	54000	55280	1280
5	Yes	134	323	0	0	10	253	36	263	180	54000	55280	1280
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

Mathematics Placement Act

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

COMMUNITY MAGNET CHARTER SCHOOL

2025-2026 PROFESSIONAL DEVELOPMENT CALENDAR

The following PD topics will be covered during Professional Development in 2025-26:

- **Data-Driven Decision-Making**
- **Assessments Informing Instruction**
- **Deepening Knowledge of Evidence-Based Writing Strategies**
- **Optimizing Data and Small Group Instruction**
- **Science of Reading**
- **Multilingualism**
- **Core Knowledge Language Arts – Language Comprehension**
- **Eureka Math- Numeracy: Integrating Real-Life Applications**
- **Interleaved Math Activities**

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

Professional development is an integral part of our school program. It is thoughtfully planned, supported with adequate time and resources and valued by all stakeholders. Our teachers set learning target each year and work as a team to develop a school-wide professional development plan. The plan is designed to address the needs of all stakeholders gained from end-of-the-year staff evaluations, school survey data, and student achievement results. After reviewing our data for 2023-2024 teachers were anxious to receive professional development to deepen our knowledge in unpacking and prioritizing Common Core State Standards, using data to plan instruction, differentiated small group instruction, using English Language Development (ELD) standards, and positive behavior support. The plan is implemented and monitored by the teacher leaders and the school principal.

Making time to provide effective professional development results in long-lasting, positive changes. We “bank time” every Tuesday of the year to provide regular, weekly session for professional dialogue and development. These bank-time Tuesday PD

sessions no longer require a district waiver. The resulting Tuesday afternoon is organized to provide staff development, grade-level planning, and time for staff to participate in study groups and meetings. Each year, two to three pupil-free staff development days are scheduled in August to jump start our learning before the start of the school year. The entire staff participates in a series of staff development activities that are planned by the principal and focused on unpacking and prioritizing the ELA standards and how to effectively plan for the school year.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

Community Magnet will use LAUSD's process for initial identification, parent notification, assessment and program placement of ELs standardized for consistency and equity throughout the District. This process is responsive to the educational needs of ELs and the preferences of parents and guardians. The District's overall goal is to ensure consistency in enrollment, assessment, and sharing of information regarding the instructional programs, services, and program placement options so that all parents can make informed decisions.

The District provides various instructional program options tailored to meet the diverse needs of ELs and the educational preferences of the parents of ELs. All program options guarantee access to a full, comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. Each option ensures that ELs with disabilities have an equal opportunity to participate in a program consistent with their IEP. All program options also allow for equal access to gifted and talented program opportunities and do not exclude ELs based solely on their English language proficiency level.

Community Magnet currently offers two programs for English Learners, Structured English Immersion and Mainstream English in the classroom by the general education teachers at each grade level. The program options could change based on parent interest and enrollment.

Structured English Immersion

The goal of the Structured English Immersion (SEI) program is acquisition of English language skills and access to core content so that ELs can succeed in a Mainstream English classroom. This program option is designed to ensure that ELs meet ELD and grade-level standards through high-quality instruction. In addition to ELD, students are provided grade-level core content instruction that is appropriately differentiated and scaffolded in English, with primary language support for clarification throughout the day. The focus of the SEI program is to accelerate English Language Development in order to minimize academic deficits that may occur, as students are not yet proficient in the language of instruction. ELs that are “less than reasonably fluent” are placed in the SEI program, unless another instructional program option is requested by the parent/guardian.

Mainstream English Instructional Program

The goal of this program is to ensure that ELs that have transitioned from a SEI (or have been opted into the mainstream program via a parental withdrawal from services) continue to progress linguistically and academically to meet ELD and grade-level content standards. These students receive appropriately differentiated ELD instruction and scaffolded academic content instruction and support. This program option also meets the needs of reclassified students to ensure that their linguistic and academic skills are comparable to the performance of their native English-proficient peers.

Mandated instructional minutes are delivered as stated in district policy for both programs.

Community Magnet is committed to monitoring the implementation of our EL policies, programs and services, and to evaluating their implementation as well as their effectiveness in order to continuously improve them and to hold ourselves accountable. Teachers, along with the administrative team, review the outcomes of EL, LTELs, and recently reclassified student performance (ELPAC data, grades) relative to expected linguistic and academic progress. In grade level teams, we discuss student work and identify areas of instructional practice that need strengthening based on student performance evidence. Key points of discussion include effective feedback to students, and the effective use of observational protocols (e.g., Teaching and Learning Framework rubrics, ELD observation tools, SDAIE/access to core instructional observation tools) as a way to continually strengthen instructional practice. Priorities for professional development will be identified, with support requested of Local Educational Service Center as needed.

Accountability for Implementation of Instruction

In order to ensure accountability for implementing effective instructional services for ELs, Community Magnet will do the following:

Teachers

- Consistently implement with fidelity the ELD curriculum as outlined in the English Learner Master Plan and any other Central Office directives regarding ELD instruction
- Provide instruction during core classes using research-based strategies and SDAIE methodology to ensure students are able to access grade level instruction and do not incur academic deficits while they learn English
- Attend all professional development and professional learning community sessions.
- Monitor student progress in ELD for progress towards expected benchmark achievement
- Refer to SSPT for intervention when students do not make adequate progress; participate in SSPT process and implement SSPT recommendations
- Maintain contact with the students' families and keep them apprised of their children's progress
- Maintain a system of information on student progress that is well organized, efficient, and tracks student progress towards learning language outcomes. System allows for tracking individual student growth over time and communication with parents.
- Participate in maintaining records and in communicating with parents

Principal

- Supervise classroom instruction for content and pedagogy to ensure the delivery of ELD through SDAIE support.
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of LTELs, ELs, and recently reclassified students.
- Conduct regular classroom walkthroughs to ensure that ELD and SDAIE support are being delivered in the manner outlined in the English Learner Master Plan
- Evaluate program objectives and outcomes of all relevant staff using the Teaching and Learning Framework Identify, design and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement.
- Utilize multiple sources of data to monitor EL program implementation

EL Coordinator

- Provide professional development to all stakeholders, which support the Master Plan program implementation. This may include but is not limited to:
 - Identification and placement of ELs
 - Effective instruction and intervention services for ELs
 - Effective ELD, SDAIE, and access to core methodologies
 - Use of ELD Assessment Profiles
 - Reclassification criteria process and procedures
- Collaborate with teachers and principal to ensure that the professional development plan and intervention services are aligned with the SPSA and address the linguistic and academic needs of ELs
- Facilitate grade-level team/department meetings to analyze EL assessment data, review student work, debrief classroom observations and best practices, identify student needs, and plan differentiated instruction
- Facilitate peer coaching by working with teachers to plan, deliver, and analyze lessons
- Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs
- Serve as faculty member designated to monitor the language status, test results, goals for meeting grade level standards and reclassification for assigned LTEL student.

Convene and participate in SSPTs for students not making adequate progress.

Community Magnet Charter Elementary will continue to follow California state guidelines, the LAUSD Master Plan (2024), and current legislation for the identification, instruction, and redesignation of all ELL students. We will comply with all laws regarding meeting the needs of these students as required. The EL Coordinator oversees English Language Development program and ensures the Master Plan is followed and accountabilities are met. We monitor the progress of our English Learners to ensure their progress is on par with those of their fluent English peers. Intervention programs support our ELs in meeting all Common Core standards.

Community Magnet follows a structured process for the annual evaluation of our English Learner (EL) program. The program is assessed for compliance with both state and federal requirements, ensuring adherence to mandates set by the California Department of Education and the U.S. Department of Education. Our school's English Language Development (ELD) Coordinator collects data on student performance, including standardized test scores and the English Language Proficiency Assessments

for California (ELPAC). The ELD coordinator and/or principal observes EL services provided in the classroom to assess the quality and effectiveness of instructional strategies used by the teacher. This review also ensures that the curriculum aligns with the specific needs of EL students in both content areas and language development. The EL Coordinator monitors the reclassification rates and uses those to set annual goals to increase reclassification rates and decrease the number of Long-term English Learners.

The progress of EL students is closely monitored by the EL Coordinator, with a focus on their language acquisition, as measured by the ELPAC, and their academic achievement to ensure they are making comparable gains to their peers. The performances of EL students on other standardized assessments, such as DIBELS and iReady Reading assessments and progress monitoring using these assessment tools, are closely monitored throughout the year to ensure these students are making adequate progress in mastering Common Core State Standards. Even after a student has reclassified, progress of that student is monitored to ensure they continue to make steady progress in all subject areas. If a reclassified student begins to show a decrease in academic performance, the EL Coordinator will arrange for an SSPT meeting to be held to address the needs of that student and help them get back on a positive track learning and achievement.

The EL Coordinator and classroom teachers monitor the progress of Long-Term English Learners throughout the year and necessary supports, such as after-school intervention, participation in the CATCH program, and small group or one-on-one instruction. These avenues of support are also monitored to ensure that they are meeting the needs of all participating students and to make adjustments to the program when necessary.

Gifted and Talented Students and Students Achieving Above Grade Level

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

Community Magnet follows the district's goal to identify Gifted and Talented students, including those from diverse racial, socioeconomic, linguistic, and cultural backgrounds, and provide high-quality differentiated opportunities for learning that meet students' particular abilities and talents.

The philosophy of Gifted/Talented Programs is integrally connected to the district's mission for all students. The district's instructional programs for gifted and talented students are based on the principles that all students are to receive an education

appropriate to their individual capabilities, interests, and needs, and that students have learning opportunities that help develop their abilities to the highest level. Because gifted and talented students generally demonstrate high performance or capacity for high performance beyond age/grade expectations, they are atypical learners who require specialized learning experiences beyond the regular curriculum to ensure their success.

Many students demonstrate an ability to achieve beyond grade level in various subject areas. The GATE program at Community Magnet provides differentiated instruction by GATE to students who have been identified as gifted and talented and to students who are working above grade level through small group instruction by GATE certified teachers. Community Magnet Charter Elementary School is committed to providing these students with opportunities to study core curriculum in-depth and at an accelerated pace as necessary. Because identified GATE students comprise approximately 30% of the school population, qualitatively differentiated instruction occurs school-wide according to California State Guidelines. Open-ended, inquiry-based instruction ensures that the full potential of each GATE student is maximized. The Gate Program is integrated throughout the curriculum, including in language arts, mathematics, science, technology, and visual and performing arts.

Seek and Serve Process for GATE Identification

Student referrals for GATE eligibility are managed by the GATE Screening Committee. The GATE Screening Committee, which consists of an administrator, the school coordinator, and teachers, use data to determine if students should be referred for GATE identification in the intellectual ability, high achievement, Intellectual Ability, High Achievement Ability, Specific Academic Ability, Creative Ability, Leadership Ability, Visual Arts Ability, and Performing Arts Ability.

To support equitable access to gifted identification, student eligibility for gifted/talented programs is based upon multiple criteria with evidence attained from a variety of sources. Data sources typically include SBAC, report cards, OLSAT (data as applicable), and the teacher referral checklist. Classroom performances and student artwork are considered for referrals to categories in the arts. Students referred for identification are pre-screened with a multi-dimensional instrument(s) that acknowledges a range of abilities and cultural, linguistic and socioeconomic backgrounds.

The GATE Screening Committee at Community Magnet must ensure there is an equitable referral and identification process in place that results in gifted/talented

identification reflecting the demographics of the school. To support the equitable participation of African American and Latino student populations, including students of low socio-economic status, it is District policy that schools identify as gifted a minimum requirement of 6% of the total population of students across all ethnic groups. If an ethnic group is less than 15% of total population, it is not considered “statistically significant” for reporting purposes. Nevertheless, schools should actively screen all potentially gifted learners.

Differentiated instruction is an essential part of ensuring that the unique educational needs of gifted/talented students are addressed. Genuine differentiated programming is not “more of the same” or simply acceleration of pacing/content, but also includes depth, complexity, and novelty.

To address the needs of our GATE students, we provide:

- Differentiated instruction in all curricular areas
- Use of technology
- Flexible student grouping
- Curriculum compacting (as necessary).
- Multiple measures of student performance

GATE students and students working above grade level are monitored by the GATE Committee on an annual basis to be sure they make adequate progress within each year. Data related to the percent of students referred for identification, the percent of students (by subgroup) currently identified as gifted, instruction and academic achievement of GATE Learners, and verification of professional development are discussed in the school’s Annual GATE Report.

Students Achieving Below Grade Level

Students Achieving Below Grade Level are initially targeted during the Fall Marathon SST meeting. Each year teachers, along with the school administrative team, review student data (SBAC, report cards, unit assessments, anecdotal notes) to track student progress throughout the year at Marathon SST meetings. The team reviews each student’s academic achievement marks as well as social/emotional well-being to determine if extra supports are needed to help the child excel. Students who scored “red” on DIBELS assessments, score a 1 or 2 on their report card, or score “Standard Not Meet” or “Standard Nearly Met”, are flagged as achieving below grade level. Their progress is monitored through Marathon SST meetings every six weeks.

Students achieving below grade level standards are fully supported at Community Magnet in a variety of ways. The structure of the curriculum and the structure of our small group rotations are designed to increase the learning opportunities for low-achieving students will help to close the achievement gap. Our practice is to fully integrate these students with the entire student body at the school, so that the students participate fully in all aspects of the curriculum.

A support structure for low-achieving students on campus are as follows:

- Individual and small instruction at all grade levels.
- Differentiated instruction: reteaching, intervention, and lesson extension.
- Improved teacher/student ratio through the use of instructional aides and classroom volunteers.
- Ongoing assessment and data driven instruction to monitor progress and ensure growth.
- CATCH Mentoring Program
- Student Success and Progress Team (SSPT)
- After-School intervention groups
- Tutoring programs
- Arts Prototype Grant integrated curriculum

Socioeconomically Disadvantaged

Community Magnet Charter Elementary offers a rigorous academic environment with the proper supports for all students. We believe a strong school culture with high academic expectations paves the way to success for socioeconomically disadvantaged students. Our program is designed to foster confidence in students and expose students to an enriched curriculum so they may find their areas of strength and challenge themselves to be their best selves. Each year teachers, along with the school administrative team, review student data (SBAC, report cards, unit assessments, anecdotal notes) to track student progress throughout the year at Marathon SST meetings. The team reviews each student's academic achievement marks as well as social/emotional well-being to determine if extra supports are needed to help the child excel. While socio-economically disadvantaged students do not always present with the need for additional support to access the curriculum, the Marathon SST team pays careful attention to students who receive free and reduced lunch to be sure students in this category meet grade or exceed grade-level expectations. We also believe that a parent involvement is key for all students. The school offers "Coffee with the Principal" to inform parents of school activities and how to prepare their students for success in school. All school communications and information from meetings will be shared via email and/or blog posts so all parents have access to pertinent information.

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

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

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

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

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

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

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. All employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools. 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

Unless circumstances indicate otherwise, the referral process shall include Student Support and Progress Team (SSPT) meetings to review prior interventions, accommodations, and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a teacher or other staff member's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

Upon a parent/guardian's request for assessment, the District Affiliated Charter School will either (1) develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or (2) within 15 days convene an SSPT meeting to review and discuss the request in light of student records, acquired data and student performance. If at the end of the SSPT meeting parent/guardian agrees to waive the request for assessment, the District Affiliated Charter School shall document the agreement in writing and may attempt general education interventions through the SSPT process. If the parent/guardian does not agree to waive the request for assessment, then the District Affiliated Charter School shall 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. Inclusion

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 and may not refuse or require waiver of enrollment rights based on a student's eligibility for special education. The District will make available to the District Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

g. 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 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.

h. Student Discipline

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 as 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.

2. Procedural Safeguards/Due Process Hearings

The District on behalf of and/or in conjunction with the District Affiliated Charter School 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 determine that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, the District will be named as respondent-s. 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.

At its discretion, the District will make available training opportunities and/or information regarding special education to District Affiliated Charter Schools.

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

Students in Other Student Groups

“Students with More Than One Race” is a significant student subgroup now reporting on the summative data profile for the school and is a reflection of our beautifully diverse school community. These students are identified based on the student's race indicated by parents on their enrollment forms.

Currently, the number of foster youth and students experiencing homelessness at Community Magnet is minimal. These students are identified through the “Student Residency Questionnaire (SRQ),” which all students complete during enrollment. Community Magnet offers a range of support services and opportunities for foster youth, students experiencing homelessness, and other groups through our Student Support and Progress Team (SSPT). This team, which meets weekly, includes key school staff, such as an administrator and the student's parent. Referrals are made to the SSPT for review, and the team provides recommendations for counseling, intervention, or special education services tailored to the student's needs.

Each year teachers, along with the school administrative team, review student data (SBAC, report cards, unit assessments, anecdotal notes) to track student progress throughout the year at Marathon SST meetings. The team reviews each student's

academic achievement marks as well as social/emotional well-being to determine if extra supports are needed to help the child excel. Currently, the “Two or More Races” subgroup meets and/or exceeds grade level standards as indicated on SBAC in ELA and Math at 86% and 86% respectively. The Marathon SST team will carefully the academic achievement of students in these subgroups to be sure these students continue to make progress in all subject areas.

Sharing Promising Practices of a High-Performing Charter School

Community Magnet Charter Elementary will share its promising practices with other traditional and charter public schools through open classrooms and site visits, allowing educators to observe best practices in action. Visiting teachers and administrators will have the opportunity to interact with staff, engage in discussions about effective instructional strategies, and explore ways to implement these methods in their own classrooms. Additionally, the school will host regular community engagement and stakeholder meetings, bringing together parents, community leaders, and education professionals to discuss successful practices and innovative approaches. These meetings will serve as a platform for exchanging ideas, fostering collaboration, and strengthening partnerships to enhance student learning across multiple educational settings.

“A TYPICAL DAY”

If you pay a visit to Community Magnet on a typical day, you will find an environment that reflects a long history of dedication to diversity and academic excellence. Vibrant art is interspersed throughout the campus as homage to the creative collaboration between the school and the surrounding city. It is an educational community whose members all believe that real learning requires a continually interactive exchange of ideas, thoughts, and energy.

You will find the Arts, Humanities, Global Awareness, and Social Responsibility creatively woven into and throughout the curriculum. At any given time, the highly skilled staff, an involved parent, a knowledgeable community member, or the students themselves, may be seen volunteering in a classroom by reading, sharing experiences and expertise, or offering assistance to others – this truly creates a partnership in learning.

As a Liberal Arts humanities-focused program, you will hear joy, music, laughter, rich classroom discussions, and student presentations throughout the campus. As you wander around you may see students working independently with CATCH (Caring Adults Teach Children How) mentors or other volunteers. This is one way we ensure

that the vision of having ALL children reach their full learning potential is being realized. You will also hear parents who volunteer or visit the school to assist with learning activities. You will see teachers collaborating with each other during their free time; you will observe how they departmentalize the teaching of certain aspects of the core curriculum – such as Math/Science enrichment & the Arts -- so that the students can benefit from each teacher's particular passions and interests, enabling those parts of the curriculum to be studied in even more depth.

Many of our grade levels employ team-teaching with the purpose of providing all students access to a fully developed instructional program. We call this process “mixing”. Classes rotate among the three grade-level teachers, each of whom specializes in particular area of instruction. This method of organization allows each teacher to teach to his or her strengths and reflects our school's mission to develop the full learning potential of all students in an integrated liberal arts/humanities curriculum. We believe that this approach also facilitates small flexible groupings that address specific skills that need further development.

While visiting Community Magnet Charter Elementary, you may notice that no problem goes undiscussed and no good deed goes unrewarded. You will see students find lost items and graciously return them to their rightful owners. You will see students who practice “Kindness Counts” are surprised with a thank you coupon from staff members. You might also see one of our Above & Beyond Club meeting where students from each class are invited to have lunch with the principal, select a special book, receive an award, and have a fun activity to acknowledge their amazing character or academic achievement. When you leave the school at the end of the day, the sound of children's laughter and the warmth of caring adults will resonate in your mind forever. In a word, Community Magnet Charter Elementary is unforgettable.

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

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

As a LAUSD Magnet school with affiliated charter status, Community Magnet Charter Elementary School's achievement shall be measured and scrutinized in the same manner as any typical elementary school that is part of LAUSD using SBAC as a measure to determine growth and achievement. Curricular-based and teacher created periodic assessments are used to evaluate student learning in both English Language Arts and in Mathematics.

MEASURABLE PUPIL OUTCOMES:

SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Community Magnet will administer the Smarter Balanced Assessments (or other State Assessment) to students in grades 3-5 (or other grades as required) to assess student mastery of grade-level standards.

Students in fifth grade will be assessed using the science assessment select by the state. As with Smarter Balanced Assessments, 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, class work, and teacher created assessments to ensure students are making progress throughout the school year. Criteria charts and rubrics, developed by teachers at each grade level, will denote the expectation for earning scores.

Feedback such as comments/scores on assessments, one-on-one writing and math conferences with students, and exit tickets that occur on a continuous basis allow students to effectively understand their proficient and deficit skills towards mastery of the Common Core State Standards and provide teachers with data to guide instructional needs.

The LCFF tables in Element One show student performance targets by subgroup.

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.

Community Magnet will utilize a combination of formal and informal, or authentic, formative assessments to evaluate student progress on a consistent basis. Formative

assessments are used to track student progress toward mastery of learning targets in all areas of the core curriculum. The data gathered by formative assessments allows teacher teams to review instructional strategies and offer additional lessons to ensure students meet and exceed grade level expectations. Assessment data collected will be disaggregated by grades and subgroups to aid the quality of analysis and instructional response.

Formal formative assessments used to track student progress include DIBELS reading assessments for Grades K-2, i-Ready reading assessments for Grades 3-5, and i-Ready math assessments for Grades K-5. Administered three times per year, these diagnostic assessments help teachers tailor instruction to meet individual student needs and ensure they are meeting grade-level expectations. Additionally, teachers use curriculum-based assessments such as CKLA Reading, Eureka Math, and Amplify Science, along with tools like exit tickets. These assessments provide immediate feedback on recent lessons, allowing teachers to adjust their approach to better support students in reaching learning targets.

Teachers also incorporate "authentic" formative assessments to gauge student proficiency in real-world tasks. Examples include student writing journals, math journals, vocabulary videos, and responses during classroom discussions. The data from these assessments help determine how well students are progressing toward mastering learning targets.

Finally, the California Assessment of Student Performance and Progress (CAASPP) is administered to students in Grades 3-5 at the end of each academic year. This assessment provides a more comprehensive evaluation of both teacher effectiveness and the overall success of educational programs.

DATA ANALYSIS AND REPORTING

Student outcomes are measured through ongoing diagnostic, formative and summative data (SBAC, CELDT, My Data, curriculum-based assessments, teacher assessments). Diagnostic Assessments, such as DIBELS and iReady, are administered at the beginning, middle, and end of each academic year to assess student progress in Math and Language Arts. Teachers may also begin each year by assessing the skills the students have at the beginning of the year using inventory tests which include a combination of teacher created materials, LAUSD adopted materials, and commercially available materials related to specific units of study, or skill development. The results are evaluated by the classroom teachers during grade level meetings and are analyzed with emphasis on the grade level standards and performance

on the state assessment. A course of action and response is identified as a way to map the curriculum units to meet the identified needs of the students and monitor their progress throughout the school year during professional development meetings, both at grade level, and school wide. This information will be used in addition to performance on additional teacher created tests, commercially available tests, publisher tests, portfolio assessments, rubrics, projects and IEP goals to determine student progress before each reporting period to determine whether students are meeting grade-level expectations in the mastery of Common Core State Standards.

In an effort to ensure success for all students, the principal will compile a longitudinal study of students at risk, scoring below the standards on state summative assessments. The principal will also use information gleaned from data chats to add detail to student assessment scores. This study will be used to determine the students targeted for intervention. The data will be used by teachers to help support student learning, apply appropriate teaching methodologies, and to be a guide in monitoring progress. It is the goal of the instructional program to have all students make progress each year with appropriate supports. Students will be graded using the LAUSD scoring guides for kindergarten through 5th grade. Community Magnet will use a District approved report card. Parents will be informed of student achievement with progress reports five weeks before each report card. Reports cards will be distributed three times a year. Formal parent conferences will be held once a year and as needed to support academic progress, social well-being and student responsibilities. Parents will learn about grade level and teacher expectations during the scheduled Back to School Night at the beginning of the academic year. Parents will be informed by emails, phone calls and informal conferences when a child needs more support.

Community Magnet regularly reviews key data, including assessment scores, attendance records, and behavior referrals, to identify the needs of students and families. Diagnostic assessments are conducted three times a year, and the results are analyzed to determine which students may benefit from additional academic support or enrichment. Based on these findings, students may be placed in after-school enrichment and intervention programs or provided with supplemental curriculum to enhance their achievement.

Attendance and disciplinary data play a crucial role in shaping school programs, such as counseling services, which are factored into the annual school budget. Additionally, school-wide stakeholder surveys and feedback help assess satisfaction with enrichment programs, parent workshops, and campus safety, ensuring that the school meets the needs of its community effectively.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

If the charter school has a separate charter school Governing Council: Community Council.

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

STAKEHOLDER INVOLVEMENT

Parents have been instrumental in developing the goals and philosophy of Community Magnet Charter Elementary since day one, when parents developed the original Community School thirty years ago. Parents are essential partners in meeting the needs of our students. And our parents have been instrumental in working with staff to develop and manage programs that support our instructional program. Curriculum and textbooks are reviewed by Community Council, which is composed of parents and staff. Parents actively participate in the instructional program by volunteering in the classrooms and as CATCH mentors. Parents are also key members in decision-making process at Community Magnet. Community Council will provide budget updates at all meetings and include the entire parent committee in the development of the school budget and Local Control Accountability Plan (LCAP). The Community Council will utilize online surveys, paper comment sheets, and in-person meetings to gain input from families and make necessary adjustments throughout the process.

At least two times a year, school-wide Town Hall meetings are held to share information about the educational program and get input from families regarding school programs. The parent representatives of the Council communicate on a regular basis with the parents at their grade level through Town Hall Meetings, notices, surveys, phone calls and grade level meetings. Teacher representatives communicate on an ongoing basis with all other teachers at Faculty Meetings. Classified Representative communicates in an ongoing basis with classified staff at monthly Classified Staff Meetings.

At the beginning of each school year, all parents are encouraged to join a parent committee at our Back-to-School Night event. Parents can sign up to be classroom helpers and volunteer to assist teachers at their request. They are also encouraged to join one or more of the committees to support the school program.

Community Magnet's website, communitymagnet.org, also supports stakeholder involvement. The website is the important mode of communication where all school

news, announcements, and events are posted weekly in the Community Corner blog. Parents visit our website to learn how to access resources, and their students' progress, and how to get involved in volunteer events. Resources and staff contact information are also posted on the website for stakeholders.

TITLE IX, SECTIONS 504 AND 508, AND UNIFORM COMPLAINT PROCEDURES

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Sections 504 and 508 of the Rehabilitation Act of 1973 ("Section 504" and "Section 508"), and the District's Uniform Complaint Procedures.

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

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

Certificated Personnel

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

Classified Personnel

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other staff, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 *et seq.*, as well as applicable District policy, at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

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

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

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

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

GENERAL PROVISIONS

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

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

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

Student Recruitment

School Admission Policy: Prior to Community Magnet Charter Elementary's conversion into a District-affiliated charter school, Community Magnet was an all-site LAUSD magnet program that served students from all over LAUSD. As a full-site District-approved Magnet Program, admission to Community Magnet shall continue to be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order.

As a magnet school, Community Magnet reaches out to communities that have been historically underrepresented. Recruitment strategies include:

- hosting informational sessions and tours for interested families including those from socioeconomically disadvantaged neighborhoods
- distributing promotional materials in multiple languages
- engaging in community outreach programs to connect with parents
- collaborating with local organizations that serve families from disadvantaged backgrounds

Our program also offers free lunch, transportation as well as free counseling and academic support programs to support students.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (boundaries¹) of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The Charter School will follow LAUSD’s Choices process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below.

Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Choices Process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

Lottery Preferences and Procedures

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

- **LAUSD Students**

¹ For all District Affiliated Charter Schools, which are conversion charter schools, the term “former attendance area (boundaries)” includes those sending areas designated under the District’s Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

- Siblings

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

- Other LAUSD Students

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

- **California Students**

- Siblings

Prospective students who (a) are siblings of students enrolled in grades K-4 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

- Other California Students

Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

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

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

Charter School shall hold its lottery in the [INTENTIONALLY OMITTED], or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, [INTENTIONALLY OMITTED].²

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parent/guardians of student applicants on the waitlist who are offered

² Charter School shall hold its lottery in alignment with the Office of Student Integration's process for magnet schools.

admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

If an affiliated charter school is a full magnet or has a District-approved Magnet Center, selection to the Magnet Program (school or center) shall be determined in accordance with the rules and procedures established by District's Student Integration Services.

Students enrolled in the magnet program may take part in all programs and activities available to students at the Affiliated Charter school where they are enrolled.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and Regional Center meetings, that notifies parents/guardians that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state laws and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

NON-DISCRIMINATION

Charter School shall not require a parent/guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, immigration status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration

status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

School's administrator will convene a Section 504 Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOL ZONE ACT

Charter School shall comply with the Gun-Free School Zone Act and other applicable state and federal law.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Students of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in a Charter School, except to the extent that such a right is extended by the school district.

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the appropriate Region 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:	Community Magnet Charter Elementary c/o School Principal 11301 Bellagio Road Los Angeles, CA 90049
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To District:	LAUSD Attn: Director, Charter Schools Division Los Angeles Unified School District 333 South Beaudry Avenue, 20th Floor Los Angeles, California 90017
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- 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 5:00 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.

- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

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

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

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

CLOSURE PROCEDURES

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

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

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student

residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

Additional Provisions

FACILITIES

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

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

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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

ADDENDUM

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Community Magnet Charter Elementary (also referred to herein as “Community Magnet”, “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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil

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

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

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

Local Control Funding Formula (LCFF) Requirements

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

Curriculum and Instruction

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

Transitional Kindergarten

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

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, Title 5, section 11960. Charter School shall comply with all applicable District policies and procedures and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

Mathematics Placement Act

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

Gifted and Talented Students and Students Achieving Above Grade Level

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

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

2. District Affiliated Charter School's Special Education Responsibilities

e. General Requirements

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

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

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

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

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

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. All employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

f. Transferring Students

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

g. Assessments

Unless circumstances indicate otherwise, the referral process shall include Student Support and Progress Team (SSPT) meetings to review prior interventions, accommodations, and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a teacher or other staff member's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

Upon a parent/guardian's request for assessment, the District Affiliated Charter School will either (1) develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or (2) within 15 days convene an SSPT meeting to review and discuss the request in light of student records, acquired data and student performance. If at the end of the SSPT meeting parent/guardian agrees to waive the request for assessment, the District Affiliated Charter School shall document the agreement in writing and may attempt general education interventions through the SSPT process. If the parent/guardian does not agree to waive the request for assessment, then the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents'

written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

h. Alternative Placements

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

f. Least Restrictive Environment

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

f. Inclusion

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 and may not refuse or require waiver of enrollment rights based on a student's eligibility for special education. The District will make available to the District Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

g. 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 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.

h. Student Discipline

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 as 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.

2. Procedural Safeguards/Due Process Hearings

The District on behalf of and/or in conjunction with the District Affiliated Charter School 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 determine that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, the District will be named as respondent-s. 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.

At its discretion, the District will make available training opportunities and/or information regarding special education to District Affiliated Charter Schools.

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

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

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), 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.

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

If the charter school has a separate charter school Governing Council: Community Council.

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

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Governing Council are and remain consistent with applicable laws, District policy, the

provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

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

LEGAL AND POLICY COMPLIANCE

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

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

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

TITLE IX, SECTIONS 504 AND 508, AND UNIFORM COMPLAINT PROCEDURES

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Sections 504 and 508 of the Rehabilitation Act of 1973 ("Section 504" and "Section 508"), and the District's Uniform Complaint Procedures.

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

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

Certificated Personnel

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

Classified Personnel

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other staff, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq., as well as applicable District policy, at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

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

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

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

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

GENERAL PROVISIONS

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

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

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

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (boundaries³) of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The Charter School will follow LAUSD’s Choices process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below.

Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Choices Process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

Lottery Preferences and Procedures

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

- **LAUSD Students**

- **Siblings**

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

- **Other LAUSD Students**

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

- **California Students**

- **Siblings**

³ For all District Affiliated Charter Schools, which are conversion charter schools, the term “former attendance area (boundaries)” includes those sending areas designated under the District’s Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

Prospective students who (a) are siblings of students enrolled in grades K-4 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

□ Other California Students

Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

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

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

Charter School shall hold its lottery in the [INTENTIONALLY OMITTED], or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, [INTENTIONALLY OMITTED].⁴

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parent/guardians of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

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

⁴ Charter School shall hold its lottery in alignment with the Office of Student Integration's process for magnet schools.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

If an affiliated charter school is a full magnet or has a District-approved Magnet Center, selection to the Magnet Program (school or center) shall be determined in accordance with the rules and procedures established by District's Student Integration Services.

Students enrolled in the magnet program may take part in all programs and activities available to students at the Affiliated Charter school where they are enrolled.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and Regional Center meetings, that notifies parents/guardians that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state laws and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

NON-DISCRIMINATION

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

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF STUDENT’S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOL ZONE ACT

Charter School shall comply with the Gun-Free School Zone Act and other applicable state and federal law.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Students of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in a Charter School, except to the extent that such a right is extended by the school district.

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

- 4) 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:	Community Magnet Charter Elementary c/o School Principal 11301 Bellagio Road Los Angeles, CA 90049
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To District:	LAUSD Attn: Director, Charter Schools Division Los Angeles Unified School District 333 South Beaudry Avenue, 20th Floor Los Angeles, California 90017
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- 5) 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 5:00 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.
- 6) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

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

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

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

CLOSURE PROCEDURES

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

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

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

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

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

ADDITIONAL PROVISIONS

FACILITIES

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

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

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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