



LOS ANGELES UNIFIED SCHOOL DISTRICT

Louis Armstrong Middle School

A DISTRICT AFFILIATED CHARTER SCHOOL

5041 Sunnyslope Avenue

Sherman Oaks, CA 91423

Renewal Charter Petition

Submitted
February 13, 2025

TERM OF CHARTER

JULY 1, 2025 TO JUNE 30, 2030

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Louis Armstrong Middle School (also referred to herein as “Armstrong”, “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>Felicia Drew, Principal</i>
• The contact address of Charter School is:	<i>5041 Sunnyslope Avenue, Sherman Oaks, CA 91423</i>
• The contact phone number for Charter School is:	<i>818-528-1600</i>
• Charter School is located in LAUSD Board District:	<i>3</i>
• Charter School is located in LAUSD Region:	<i>North</i>
• The grade configuration of Charter School is:	<i>6 - 8</i>
• The number of students in the first year of this charter term will be:	<i>1175</i>
• The grade level(s) of the students in the first year will be:	<i>6</i>
• Charter School's scheduled first day of instruction in 2025-2026 is:	<i>August 11, 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>1175</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>8:20 AM - 3:29 PM</i>
• The term of this Charter shall be from:	<i>July 1, 2025-June 30, 2030</i>

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Armstrong's vision is to provide students with a school environment that allows them to become successful lifelong learners with skills in critical thinking and problem-solving and who are college and career ready. Armstrong's goals are: culmination rates of 100%, academic proficiency for all students, 100% attendance, increased parent and community engagement, and total student safety.

Louis Armstrong Middle School was recognized as California School to Watch in 2023 for the sixth time by the California League of Schools. This redesignation was awarded based upon the school's written plan and observation of a faculty that creates an environment of high expectations and opportunities for students to achieve academic excellence. Focused intervention, meaningful classroom curriculum, and our magnet programs and specialized academies allow students to focus on their strengths as a platform for improvement.

Louis Armstrong Middle School has demonstrated success over the last three years in closing opportunity gaps for student subgroups due to the following reasons:

- Targeted intervention after school and during the school day.
- Full implementation of the LAUSD Black Student Achievement Plan.
- School-wide implementation of AVID (the Advancement Via Individual Determination program) strategies and expansion of the AVID elective to all three grade levels;
- Professional development on ELD (English Language Development) standards, addressing the needs of LTELs (long term English Learners) and ELD strategies;
- Professional development focusing on ensuring alignment of instructional tasks with the California Content Standards, creating student centered classrooms, and the social emotional development of the middle school student;
- Increased parent participation and engagement in the educational process through workshops, school wide parent-teacher conferences, and the creation of a dedicated and accessible parent center.
- Increased and improved parent communication through the utilization of Schoology, the school website and Blackboard Connect.
- Various elective course offerings that expand student experiences including instrumental and choral music, visual art, horticulture, yearbook, leadership, drama, computers, dance, play production, AVID, and Spanish.
- After school clubs, course, and extracurricular activities supplement core and elective programs and allow students to pursue specialized interests in greater depth. They include: Subject area tutoring, Games Club, Robotics, Dance, Music, The Pride Club, Speech and Debate, Ceramics, access to community college courses through a dual enrollment program, and Academic Pentathlon.

As the data below demonstrates, we have seen our significant subgroups improve notably. Our significant subgroups are outpacing the whole school in their academic growth. To continue to accelerate the growth of all students and duplicate these

successes, we will engage in the following techniques to address the needs of these students:

- Incorporating STEAM instruction into our school instructional model
- Culturally and Linguistically Responsive strategies
- AVID strategies
- ELD strategies
- Project/problem-based learning
- Engaging in the analysis of student work to plan and design instruction
- Mentoring target populations
- Increased articulation between core content teachers and RSP teachers to better address the needs of special education students

Armstrong Middle School SBAC Summative Data:

	ELA		MATH	
	2023	2024	2023	2024
	DFS	DFS	DFS	DFS
Total	12.6	15.5	-56.6	-40.6
ARMSTRONG MS	-7.2	-1.6	-68.1	-53.5
ARMSTRONG MS PA MAG	34.9	28.8	-45.7	-37.7
ARMSTRONG MS SGE MAG	53.1	50.2	-27.6	1.8

2023-24 SBAC ELA

Ethnicity	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# with Scores	# Tested
ASIAN	13%	7%	7%	50%	37%	87%	30	30
BLACK	43%	20%	23%	35%	22%	57%	93	93
HISPANIC	53%	27%	26%	32%	15%	47%	427	427
WHITE	34%	15%	18%	35%	31%	66%	501	501
FILIPINO	27%	9%	18%	45%	27%	73%	22	22
PACIFIC ISLANDER	100%		100%			0%	1	1
TWO OR MORE	36%	13%	23%	30%	34%	64%	77	77
Overall	41%	20%	22%	34%	25%	59%	1,151	1,151

2022-23 SBAC ELA

Ethnicity	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# with Scores	# Tested
ASIAN	23%	5%	19%	40%	37%	77%	43	43
BLACK	51%	33%	18%	35%	14%	49%	100	100
HISPANIC	55%	25%	30%	31%	14%	45%	428	428
WHITE	35%	16%	19%	37%	28%	65%	585	586
FILIPINO	28%	4%	24%	40%	32%	72%	25	25
PACIFIC ISLANDER	100%		100%			0%	1	1
TWO OR MORE	31%	12%	19%	42%	27%	69%	78	78
Overall	42%	19%	23%	35%	22%	58%	1,260	1,261

2023-24 SBAC Math

Ethnicity	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# with Scores	# Tested
ASIAN	30%	3%	27%	23%	47%	70%	30	30
BLACK	70%	42%	28%	20%	10%	30%	93	93
HISPANIC	73%	50%	23%	16%	11%	27%	428	428
WHITE	54%	25%	29%	20%	25%	46%	514	515
FILIPINO	59%	14%	45%	14%	27%	41%	22	22
PACIFIC ISLANDER	100%	100%				0%	1	1
TWO OR MORE	55%	38%	17%	23%	22%	45%	77	77
Overall	62%	36%	26%	19%	19%	38%	1,165	1,166

2022-23 SBAC Math

Ethnicity	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# with Scores	# Tested
ASIAN	44%	37%	7%	16%	40%	56%	43	43
BLACK	84%	55%	29%	5%	11%	16%	98	98
HISPANIC	79%	55%	24%	13%	8%	21%	430	430
WHITE	63%	33%	30%	15%	21%	37%	597	597
FILIPINO	60%	24%	36%	16%	24%	40%	25	25
PACIFIC ISLANDER	100%	100%				0%	1	1
TWO OR MORE	61%	34%	28%	14%	25%	39%	80	80
Overall	69%	42%	27%	14%	17%	31%	1,274	1,274

STUDENT POPULATION TO BE SERVED

Louis Armstrong serves the neighborhood population of 6-8 grade students from four local feeder elementary schools, students applying to the two magnet programs through LAUSD E- Choices, and students applying through the affiliated charter lottery from throughout Los Angeles County. Our proven record of student achievement as well as our magnet school and academies — performing arts, accelerated math, and SAGE magnet — attracts a diverse group of interested students from across LAUSD.

Our current enrollment is 1174:

- **Grade 6: 382 (reg. school - 206); (PAM - 114); (SAGE magnet - 62)**
- **Grade 7: 378 (reg. school - 207); (PAM - 118); (SAGE magnet - 53)**
- **Grade 8: 414 (reg. school - 232); (PAM - 125); (SAGE magnet - 57)**

According to the Focus Dashboard, more than 13 different languages are spoken by the families of students attending Armstrong Middle School. Approximately 330 students come from homes where English is not the primary language. Some of the more prevalent home languages include Spanish, Armenian, Russian, and Hebrew.

Our racial and ethnic make-up consists of the following:

- White - 40%
- Hispanic - 40%
- Two or More Races - 7%
- Black - 7%
- Asian - 2%
- Filipino - 2%
- Unknown - 2%

Currently, 85 students are identified as English Learners. In addition, 208 students are RFEP students (Reclassified Fluent English Proficient), which means they met the state's criteria for English proficiency. Of these RFEP students, 141 students have reclassified within the last four years.

Approximately 141 students have Individualized Education Plans, 362 students are identified as Gifted and Talented, 137 participate in the Black Student Achievement Plan, and 716 qualify for free and reduced lunches. Through professional development, we will reexamine and refine our practices to maintain a Culturally Linguistically Relevant (CLR) education for all students that reflects our school community and meets each student's needs.

GOALS AND PHILOSOPHY

Mission and Vision

Vision Statement

Louis Armstrong envisions a school community that prioritizes innovative and confident learners who strive for academic excellence, advocate for themselves and their community, while displaying resilience and valuing integrity.

Mission Statement

Louis Armstrong is committed to creating a transformative educational experience for students focused on deep disciplinary knowledge; problem solving; leadership, communication, interpersonal skills, and personal health.

Armstrong students will:

- take risks
- think and speak for themselves
- recognize and respond to individual and institutional prejudices, both overt and subtle. (i.e., gender, race, religion, ethnicity, sexual orientation, socio-economic status, age, and physical and mental ability.)
- recognizing the importance of communication to encourage dialogue among all constituencies by
- promoting intellectual and social growth and development within the school community
- providing a safe, supportive setting so that students can explore and to clarify their own beliefs and values

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

Twenty-first-century learning means that students master content while producing, synthesizing, and evaluating information from a wide variety of subjects and sources with an understanding of and respect for diverse cultures. To be prepared for college and career, students must demonstrate the three Rs, but also the three Cs: creativity, communication, and collaboration. They demonstrate digital literacy as well as civic responsibility. Virtual tools and open-source software create borderless learning territories for students of all ages, anytime and anywhere.

How Learning Best Occurs

We learn through the acquisition of experiences and inquiry; that’s the basis of project-based learning and problem-based learning. The experiences that build up a knowledge base cannot be learned vicariously. Human beings are natural learners and we discover things before we learn from them (Schank, 1995). Learning best occurs when students’ backgrounds are incorporated, classrooms are student-centered and students take responsibility for their own learning (Fisher, 2008). Instructional time is devoted to engaging students in inquiry, collaboration, and discussion.

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

The goals of Armstrong will enable students to become self-motivated, competent and lifelong learners by nurturing intellectualism and criticality (Gholdy Muhammad, 2020) by engaging in instruction that is culturally responsive, incorporates student-centered practices such as project-based learning, and directly addresses literacy in all curricular areas.

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	Related State Priorities: <input type="checkbox"/> 1 X 4 X 7 X 2 <input type="checkbox"/> 5 X 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
	Specific Annual Actions to Achieve Goal
<ul style="list-style-type: none">• <i>Armstrong Middle School will provide quality first instruction to all students to reach Academic Excellence.</i>• <i>Armstrong Middle School will engage in a PDSA cycle with problems of practice for schoolwide, mathematics, and English Language Arts goals.</i>• <i>Armstrong Middle School will continue to implement the following magnet programs to support our students: The Performing Arts Magnet provides thematic instruction in the core content courses in addition to the direct instruction in dance, vocal music, instrumental music and theater. The Social and Gender Equity Magnet utilizes a humanities approach to instruction that is inclusive and is designed to ensure that the culture, history and contributions of women, the LGBTQ community, and all ethnic groups are included in the curriculum.</i>	

- Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Armstrong Middle School to provide quality first instruction to all students to reach Academic Excellence.
- Los Angeles Unified will continue to support smaller class sizes and support for English Learners and Socioeconomically Disadvantaged students at Armstrong Middle School.
- Armstrong Middle School will leverage BSAP funds to close equity gaps for Black students.
- Armstrong Middle School, will support student-centered programs to ensure English learners, students with disabilities, and Hispanic students are meeting grade-level standards in English Language Arts (ELA) and math as well as on-track to graduate A-G compliant.
- Armstrong will create a position dedicated to designated ELD instruction.
- The school will ensure that math teachers participate in professional development on Illustrative Math and engage in the design of lessons collaboratively during and outside of the regular school day.
- The school will ensure that language arts teachers, social science teachers and science teachers participate in professional development on designing lessons that are standards aligned and support literacy during and outside of the regular school day.
- Armstrong Middle School will focus on providing culturally-responsive and student-centered instruction through the implementation of a focus on STEAAM, project-based and problem-based learning.
- School counselors and the Intervention/Prevention Support Provider will work to identify students who require access to intervention programs to reach grade level standards, to program all students in the rigorous coursework, identify students who will benefit from participating in dual enrollment programs, and ensure that all students have access to summer bridge programs both when matriculating from elementary school and when matriculating to high school.
- Students who are not meeting grade level standards will be placed in tier two intervention during the school day in small cohorts to receive individualized and small group instruction in mathematics or literacy.
- The school will identify appropriate educational technology and instructional materials that will support teachers in designing and delivering instruction that is culturally relevant, rigorous and impactful.

Expected Annual Measurable Outcomes

Outcome #1:

Smarter Balanced Distance from Standard (DFS) Met in English Language Arts.

Metric/Method for Measuring:

California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
				(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)
All Students (Schoolwide)	+15.8	+20.8	+25.8	+30.8	+35.8	+40.8

English Learners Students	-67.6	-62.6	-57.6	-52.6	-47.6	-42.6
Socioeconomically Disadvantaged Students	-10.5	-5.5	-.5	+4.5	+9.5	+14.5
Foster Youth Students	NA					
Students with Disabilities	-86.5	-81.5	-76.5	-71.5	-66.5	-61.5
African American Students	+10.8	+15.8	+20.8	+25.8	+30.8	+35.8
American Indian/Alaska Native Students	NA					
Asian Students	+82.5	+87.5	+93.5	+98.5	+103.5	+108.5
Filipino Students	NA					
Latino Students	-14.1	-9.1	-4.1	-.9	+4.1	+9.1
Native Hawaiian/Pacific Islander Students	NA					
Students of Two or More Races	+37.5	+42.5	+47.5	+52.5	+57.5	+62.5
White Students	+34	+39	+44	+49	+54	+59

Outcome #2:

Smarter Balanced Distance from Standard (DFS) Met in Math.

Metric/Method for Measuring:

California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	-39.1	-34.1	-29.1	-24.1	-19.1	-14.1
English Learners Students	-111.7	-106.7	-101.7	-96.7	-91.7	-86.7
Socioeconomically Disadvantaged Students	-66.2	-61.2	-56.2	-51.2	-46.2	-41.2
Foster Youth Students	NA					
Students with Disabilities	-148.8	-143.8	-138.8	-133.5	-128.5	-123.5
African American Students	-61.2	-56.2	-51.2	-46.2	-41.2	-36.2
American Indian/Alaska Native Students	NA					
Asian Students	+62.6	+67.6	+72.6	+77.6	+82.6	+87.6
Filipino Students	NA					
Latino Students	-76.6	-71.5	-66.5	-61.5	-56.5	-51.5
Native Hawaiian/Pacific Islander Students	NA					

Students of Two or More Races	-23.1	-18.1	-13.1	-8.1	-3.1	+1.9
White Students	-12.6	-7.6	-2.6	2.4	+7.4	+12.4

Outcome #3:

Smarter Balanced Distance from Standard (DFS) Met on the California Science Test.

Metric/Method for Measuring:

California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	-13.2	-8.2	-3.2	+1.8	+6.8	+11.8
English Learners Students	-31.6	-26.6	-21.6	-16.6	-11.6	-6.6
Socioeconomically Disadvantaged Students	-17.9	-12.9	-7.9	-2.9	2.1	7.1
Foster Youth Students	NA					
Students with Disabilities	-28.2	-23.2	-18.2	-13.2	-8.2	-3.2
African American Students	-19.5	-14.5	-9.5	-4.5	+5	+5.5
American Indian/Alaska Native Students	NA					
Asian Students	No Data					
Filipino Students	NA					
Latino Students	-16.4	-11.4	-6.4	-1.4	+3.6	+8.6
Native Hawaiian/Pacific Islander Students	NA					
Students of Two or More Races	No Data					
White Students	-11.1	-6.1	-1.1	3.9	8.9	13.9

Outcome #4:

Increase the reclassification rate of English learners.

Metric/Method for Measuring:

English learner reclassification rate.

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
English Learners	20.7%	25.7%	27.7%	29.7%	31.7%	33.7%

Outcome #5:

Reduce the number of Long-Term English Learners

Metric/Method for Measuring:

English learner reclassification rate.

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
Long Term English Learners	20.7%	15.7%	12.7%	10.7%	8.7%	6.7%

GOAL #2						
<p>Joy and Wellness In order for all students to attend school and thrive academically in a safe and welcoming environment, Armstrong Middle School identified action steps and strategies to reduce chronic absenteeism, increase excellent attendance, increase students' feelings of safety and provide a culturally responsive environment where our students feel welcome and secure.</p>	<p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> 1</div> <div style="width: 33%;"><input type="checkbox"/> 4</div> <div style="width: 33%;"><input type="checkbox"/> 7</div> <div style="width: 33%;"><input type="checkbox"/> 2</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 5</div> <div style="width: 33%;"><input type="checkbox"/> 8</div> <div style="width: 33%;"><input type="checkbox"/> 3</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 6</div> </div> <hr/> <p>Local Priorities:</p> <div style="display: flex;"> <div style="width: 50%;"><input type="checkbox"/>:</div> <div style="width: 50%;"><input type="checkbox"/>:</div> </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Create a school wide attendance recognition system to encourage students, especially foster youth and socioeconomically disadvantaged students, to attend school. This may include: scheduled monthly assemblies, incentives, positive at-home communications, community partnerships, and school spirit days. Daily Connect Ed calls will be sent home to notify parents of their child's absences and/or tardiness to school. The School Climate Advocate and BSAP Counselor will create a positive school climate by promoting monthly activities such as pep rallies, a kindness challenge, and various sports games between students and faculty to help engage students. Armstrong Middle School will provide school climate support to ensure all students feel safe and welcome at school. To increase student sense of well-being and sense of safety to improve student attendance and engagement, the school will employ full time campus aides. A pupil services and attendance counselor will be funded for three days a week to address and support the needs of students who struggle to attend school regularly. The Pupil Services and Attendance Counselor (PSA) will monitor monthly attendance. Professional Development will be provided during Banked Days to build the capacity of teachers and staff focused on creating a welcoming environment that considers the diverse needs of all students, especially those who demonstrate poor attendance. Armstrong Middle School will fully implement the Black Student Achievement Plan. Armstrong Middle School will engage in restorative justice practices and support and train teachers to engage in trauma-responsive practices. 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: Increase student attendance and decrease chronic absenteeism to foster student engagement and positive student outcomes.</p>						
<p>Metric/Method for Measuring: The percentage of students with proficient attendance</p>						
APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	47.1%	52.1%	55.1%	58.1%	61.1%	64.1%

English Learners Students	34.9%	39.9%	42.9%	45.9%	48.9%	51.9%
Socioeconomically Disadvantaged Students	44.7%	49.7%	52.7%	55.7%	58.7%	61.7%
Foster Youth Students	0%	5%	10%	15%	20%	25%
Students with Disabilities	38.1%	43.1%	46.1%	49.1%	52.1%	55.1%
African American Students	51.9%	56.9%	59.9%	62.9%	65.9%	68.9%
American Indian/Alaska Native Students	NA					
Asian Students	53.9%	58.9%	61.9%	64.9%	67.9%	70.9%
Filipino Students	57.9%	62.9%	65.9%	68.9%	71.9%	74.9%
Latino Students	43.8%	48.8%	51.8%	54.8%	57.8%	60.8%
Native Hawaiian/Pacific Islander Students	NA					
Students of Two or More Races	54.3%	59.3%	62.3%	65.3%	68.3%	71.3%
White Students	48%					

Outcome #2:

Decrease Chronic Absenteeism

Metric/Method for Measuring:

The percentage of students with Chronic Absenteeism.

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	23.1%	18.1%	15.1%	12.1%	9.1%	6.1%
English Learners Students	34.9%	29.9%	26.9%	23.9%	20.9%	17.9%
Socioeconomically Disadvantaged Students	23.8%	18.8%	15.8%	12.8%	9.8%	6.8%
Foster Youth Students	83.3%	78.3%	75.3%	72.3%	69.3%	66.3%
Students with Disabilities	29.5%	24.5%	21.5%	18.5%	15.5%	12.5%
African American Students	19%	14%	11%	8%	5%	2%
American Indian/Alaska Native Students	NA					
Asian Students	23%	18%	15%	13%	10%	7%
Filipino Students	10.5%	5.5%	4.5%	3.5%	2.5%	1.5%
Latino Students	27.2%	22.2%	18.2%	15.2%	12.2%	9.2%
Native Hawaiian/Pacific Islander Students	N/A					
Students of Two or More Races	22.2%	17.2%	14.2%	11.2%	8.2%	5.2%
White Students	20.7%	15.7%	12.7%	9.7%	6.7%	3.7%

Outcome #3:

Sustain the low number of student suspensions while providing for targeted reductions in student suspension.

Metric/Method for Measuring:

Single student suspension rate.

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students	4					

Outcome #4:

Percentage of students who feel safe at school.

Metric/Method for Measuring:

School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students	58%	68%	73%	78%	83%	88%

Outcome #5:

Percent of Parents who Feel Their Child is Safe on School Grounds

Metric/Method for Measuring:

School Experience Survey

APPLICABLE PARENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All parents	78%	83%	86%	89%	92%	95%

Outcome #6:

Percent of Staff who Feel Safe at School

Metric/Method for Measuring:

School Experience Survey

APPLICABLE STAFF GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term

	available)			(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)
All staff	90%	92%	94%	96%	98%	100%

Outcome #7:

Percent of students who feel they are a part of their school.

Metric/Method for Measuring:

School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All students	51%	61%	66%	71%	76%	81%

Outcome #8:

Percent of staff who feel their school is supportive and inviting place to work.

Metric/Method for Measuring:

School Experience Survey

APPLICABLE PARENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All staff	52%	62%	67%	72%	77%	82%

GOAL #3	
Engagement and Collaboration Armstrong Middle School recognizes that parent engagement and student engagement are critical to student achievement. Our goals are designed to increase parent engagement and to provide them engagement and support. Student engagement and addressing school climate are critical to improving attendance and academic achievement.	Related State Priorities:
	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 X 5 <input type="checkbox"/> 8 X 3 X 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal
<ul style="list-style-type: none"> <i>English Learners and low-income students have lower parent participation, higher absenteeism rates and lower achievement scores than the school as a whole. Increased effort towards the engagement of their parents is a significant need. The strategies employed will benefit all students but especially the needs of English Learners and Low-income students.</i> <i>The school will provide instructional materials for parent education opportunities and engagement in parent workshops in our parent center; the school will support parent attendance at conferences such as the Title I conference; advisory committee expense will provide resources to support parent and community engagement activities.</i> <i>Parent participation in the school experience survey and attendances at parent education programs will be used to monitor the effectiveness of these actions.</i>

Expected Annual Measurable Outcomes						
Outcome #1: This school includes me in important decisions about my child's education.						
Metric/Method for Measuring: School Experience Survey						
APPLICABLE PARENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Parents	66%	76%	81%	86%	91%	96%

Outcome #2: I can easily find information about parent workshops or other programs offered at this school						
Metric/Method for Measuring: School Experience Survey						
APPLICABLE PARENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Parents	78%	83%	88%	93%	95%	100%

Outcome #3:

This school provides instructional resources to help me support my child's

Metric/Method for Measuring:

School Experience Survey

APPLICABLE PARENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Parents	75%	80%	85%	90%	95%	100%

Outcome #4:

This school provides me with information I can understand.

Metric/Method for Measuring:

School Experience Survey

APPLICABLE PARENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Parents	87%	92%	97%	100%	100%	100%

GOAL #4							
Operational Effectiveness and Investing in Staff Armstrong Middle School strives to provide a safe and clean learning environment. We will ensure that all teachers are appropriately credentialed and all students will have access to standards-based instructional materials. The administrative team will evaluate the progress towards this goal within the first week of school through a review of teacher credentials and a survey of school materials.						Related State Priorities: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%; text-align: center;">X 1</div> <div style="width: 33%; text-align: center;"><input type="checkbox"/> 4</div> <div style="width: 33%; text-align: center;"><input type="checkbox"/> 7</div> <div style="width: 33%; text-align: center;">X 2</div> <div style="width: 33%; text-align: center;"><input type="checkbox"/> 5</div> <div style="width: 33%; text-align: center;"><input type="checkbox"/> 8</div> <div style="width: 33%; text-align: center;"><input type="checkbox"/> 3</div> <div style="width: 33%; text-align: center;">X 6</div> </div>	
						Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :	
Specific Annual Actions to Achieve Goal							
<ul style="list-style-type: none"> As an Affiliated Charter School in Los Angeles Unified, Armstrong Middle School will continue to receive centralized support for the operation of our school and its facilities. Armstrong Middle School will invest in additional personnel for buildings and grounds as funding permits to ensure that the school grounds are clean and safe. The school will invest in professional development for faculty and staff and on staff wellness. 							
Expected Annual Measurable Outcomes							
Outcome #1: Percent of Facilities in Good Repair.							
Metric/Method for Measuring: Percent of Facilities in Good Repair							
APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>	
Schoolwide	100%	100%	100%	100%	100%	100%	

Outcome #2:

Percent of teachers are appropriately credentialed for the students they are assigned to teach.

Metric/Method for Measuring:

Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
Schoolwide	100%	100%	100%	100%	100%	100%

Outcome #3:

Percent of schools providing students with standards-based instructional materials by meeting Williams Act requirements.

Metric/Method for Measuring:

Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
Schoolwide	100%	100%	100%	100%	100%	100%

INSTRUCTIONAL DESIGN

Armstrong's educational program is designed based on the California Content Standards and informed by the LAUSD Teaching and Learning Framework to best meet the academic needs of our student body. There will be a continued focus on addressing literacy across the curriculum and utilizing the strategies learned through our participation in the Literacy Design Collaborative, an approach that centers reading and writing standards in instruction in English Language Arts, social science and science.

Our highly qualified faculty are credentialed in the subject areas they teach and placed within the master schedule where they will best meet student needs based on their experience and expertise. Students are assigned to the same counselor for their three years at Armstrong to support relationship building and continuity.

Instruction by teachers allows for differentiation of lessons (Kaplan, Benjamin), as well as remediation appropriate to grade levels. The other main methodologies include, but are not limited to: Close Reading (Paul and Elder), Text-dependent Questioning (Fisher and Fry), Collaborative Learning (Kagan), Interdisciplinary Teaching (Humanitas), Inquiry-Based Learning (Brooks), experimentation, Intervention (Dufour), performance activities, technology-based instruction, problem-based (Nilson) and project-based learning (Zhang and Ma). Data-driven professional development supports teaching strategies and methodologies.

STEAM Program and Pathways

Armstrong will incorporate STEAM (Science, Technology, Engineering, Arts, Athletics, Math) into the school learning environment in order to increase student engagement by connecting all subjects to real world applications. This helps students develop critical thinking, problem-solving, and teamwork skills.

The STEAM Program serves as an umbrella to support various innovative pathways to address the academic and emotional needs of our students.

- STEAAM principle will be incorporated across the curriculum.
- Accelerated Math Academy will offer advanced math courses for those students who are highly proficient in mathematics.
- School for Advanced Studies program available to all gifted students.
- Athletics via intramural sports and afterschool programs available to all students.
- Performing Arts Academy makes dance and arts electives available to interested students.
- The Social and Gender Equity Magnet will provide a small learning community that focuses on integrating a humanities approach to instruction and that center underrepresented populations in the curriculum.
- The Performing Arts Magnet will continue its strong tradition of providing integrated opportunities for students who have an interest in the arts to perform and learn instrumental music, dance, vocal music and theater arts, while receiving strong instruction in the core content areas.

As much as possible, teachers will be teamed to create student cohorts that are scheduled to travel in grade level groups throughout their classes to build trust and camaraderie. Armstrong teachers will participate in dedicated professional development and collaborative instructional design in order to facilitate connections between course content and STEAAM integration.

Our teachers will use Backward Lesson Design (Wiggins and McTighe). By establishing essential questions as student learning objectives and connecting the CCSS to real world issues, teachers develop assessments that evaluate student learning of the standards and the essential questions. They also develop and structure units/lessons in ways that best prepare the students for these assessments.

In an effort to emphasize writing across the curriculum, Armstrong teachers instruct students in the use of CER/RACE format when answering text-dependent prompts. This supports students in critical thinking and prepares them to use multiple sources to answer an overarching prompt.

In addition to the general approaches noted above, Armstrong teachers utilize many more instructional strategies including, but not limited to, the following:

- BSAP lessons and supports
- Culturally relevant content and instruction
- The use of technology in the classroom for both information delivery and independent student mastery of concepts and project completion
- Project-based instruction
- Problem-based instruction
- Intervention techniques for struggling students, such as small group instruction and tier two intervention support through Advisory period, elective periods and after school
- Differentiated instruction for gifted learners (Kaplan)
- Differentiated instruction for English learners

- Integrated instruction between classroom teaching and experiential learning, such as field-trips and assemblies
- Arts integration strategies
- Strategies for multiple modalities, including for visual, kinesthetic, and auditory learners
- Analysis of achievement data with students, and discussion of implications for student learning and goals
- Modeling/emulating study skills and habits of highly effective students
- Reading groups and literature circle
- Peer feedback and partner/small group work in the classroom
- Reciprocal teaching in partner teams and whole-class discussions Socratic seminar
- A focus on building academic language skills through a focus on student-led discussion techniques

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.

The Educational Program

Science

Armstrong teachers are committed to providing their students with a rigorous and relevant academic program including thought-provoking and engaging experiments, discussions, activities, and projects as evidenced by our science classes. Our science program, implementing the Next Generation Science Standards (NGSS) and incorporating culturally relevant pedagogy, encourages students to make hypotheses, conduct laboratory investigations, and record and analyze data while making use of inquiry-based learning. Teachers utilize methods such as Socratic Seminar to help students learn to discuss and debate scientific theories while using data to support their assertions. The incorporation of technology, concrete measurement skills, and critical thinking helps prepare our students for college and career. Science teachers will address literacy by designing instructional units that address content area standards and reading and writing anchor standards.

Math

The depth of knowledge demanded by the California Common Core State Standards is clearly evident when entering our math classrooms. The math program is based on effective implementation of Illustrative Mathematics (IM) curriculum which provides a consistent problem-based lesson structure, ensuring coherence with and across all grade levels. Students are engaged in hands-on, collaborative, and inquiry-based learning activities that encourage problem-solving and critical thinking. The instructions

are tailored to meet the diverse needs of students by offering varying levels of support, and gradually releasing responsibility from teacher-guided to student-led learning, using worked examples and structured support. By using various instructional and math language routines (MLRs) such as “Think- Pair- Share”, “Stronger and Clearer each time” and “Clarify, Critique, Correct”, teachers create a dynamic environment where students explain, justify, and refine their understanding. This not only deepens their comprehension of mathematical concepts but also builds essential skills for lifelong learning and problem-solving. In addition, teachers will be integrating Project Based Learning (PBL) that will allow them to connect math to real-world applications and ensure the content is culturally relevant and meaningful to students. In order to make math instructions more accessible and effective for students in our special day math classes students use adaptive tools and access the curriculum through the use of iPads and Chromebooks hereby providing the means for all students to work to their greatest potential.

Social Studies

Armstrong students will travel through time in Social Studies classes in a student-centered, higher-order thinking environment which challenges them to make cultural connections. Teachers weave together students’ cultural language and background information on new material to build deeper understanding of content and text. Using lessons provided by the Stanford History Education Group, students will interact with primary and secondary sources as they learn to cite evidence and analyze text for credibility and accuracy. As well, students will learn through essential questions, guided class discussion, close reading, tableau, experiential scenarios, compare/contrast activities, graphic organizers, and text-dependent questions to reveal the significant influence of various cultures and people, and how history has helped to shape modern life. In Social Science, addressing both reading and writing anchor standards will be integral components of the curriculum. CER and RACE strategies will be used in content-based writing.

English Language Arts

ELA teachers will design instructional units based on formative data and these units will incorporate small group instruction to maximize tier one instruction within the regular class period. In English Language Arts (ELA), students may also be observed working in collaborative groups on a variety of reading, writing, and research-based assignments. Collaborative grouping is used to motivate students, encouraging them to support one another’s learning style and strengths, and promotes discussion leading to learning at a deeper and more complex level. Students may also be seen annotating text, novels, short stories, poetry, or complex non-fiction text. Students will read and dissect informational texts, relevant to STEAAM and cross-curricular materials, illustrating to students the relevance and real-world application of their learning experiences. Through such cross curricular activities, teachers guide students through a more in-depth intellectual experience. Use of Academic Language Development is evidenced as students use knowledge and tools learned in the classroom to connect conceptual knowledge, bridging academics with language from outside influences, thus showing an increased ability for students to communicate their ideas orally and in writing.

English Language Development

The English Language Development (ELD) program leads students as they progress towards being proficient English speakers, readers, writers and listeners. The students learn rigorous linguistic, academic, socio- cultural, and creative critical thinking skills, and work with people who speak or learn differently than they do through modeling. These skills are essential to achieving success in our complex, global, and interconnected world. The ELD program options guarantee access to a full, comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. Some of these supports include schema-building, modeling, and bridging. Students are taught how to utilize sentence starters, thinking maps, and graphic organizers to promote active learning. Students use their prior knowledge through think-pair-share and quick-writes to establish a link to the material. Teachers provide students with engaging text to increase their ability to participate in structured discussions, read complex texts, and generate questions and assertions using academic language. Technology is used to enhance understanding and give students alternate means of presenting their knowledge.

Physical Education/Dance

Armstrong students participate in the Physical Education/Dance curriculum prescribed by the California State Standards. Students participate in dance, racquetball, soccer, flag football, basketball, volleyball, softball, and track and field among other sports and fitness activities. Through Physical Education/Dance, students set cardiovascular goals, learn about sportsmanship, develop their gross and fine motor skills, and take part in team and individual sports. At the close of each sports unit, students enjoy healthy interclass competitions to demonstrate skills learned. Students are encouraged further to develop their sports and dance skills through school-wide sports tournaments and events. Students in Dance are exposed to different cultures through each dance unit, creating a dynamic environment that honors the cultural and social significance of each style. Dance students demonstrate the technical skills developed throughout the school year in culminating performances. Teachers facilitate multiple leadership opportunities throughout the year, including captain positions in team sports and generating their own choreography for the 8th Grade Choreography Showcase.

Visual and Performing Arts and Electives

Armstrong students have the opportunity to explore other areas of interest through numerous elective course opportunities. The Visual and Performing Arts curriculum requires performance-based assessment and evaluation, using projects, exhibitions, performances, and presentations. In addition, many of these courses compete in local, state, national, and international competitions in which our students regularly receive accolades and awards.

World Languages

Armstrong students in the resident program have the opportunity to take Spanish I, an A-G course, during the eighth-grade year.

Intervention and Enrichment Programs

- Armstrong Middle School will continue to expand and refine our tier one and tier two interventions to help all students reach their full academic potential.
- The math and English/Language Arts teachers can provide timely intervention to their own students on the standards they have not mastered, using formative assessments provided by i-Ready to determine which students need such intervention.
- The Student Support and Progress Team process will be utilized to develop and evaluate individualized intervention strategies. Mentoring programs will be put into place for students who need additional support.
- Armstrong Middle School will address the instructional needs of students who are working below grade level by placing them in tier three intervention in language arts or tier two intervention in Mathematics and English/Language Arts. Utilizing the District criteria, students who score in the intensive range on District placement tools will be placed in tier three intervention for Language Arts. Students who are working below grade level in language arts but who don't meet the criteria for tier three and those who are below low grade level in math will have access to tier two intervention. These students are placed in a reading class or mathematics support class in place of a traditional elective. Students will be placed in these intervention classes based on their SBAC scores, academic grades from the previous school year, and i-Ready scores. At the conclusion of the first semester, the intervention team which consists of the intervention teachers and the administrators of the English and Math departments, determine which students will remain in the class for the second semester using grades and diagnostic test results. Intervention teachers will utilize Zearn and i-Ready resources for instruction in these courses. The math coach and reading interventionist will meet every ten weeks with the intervention teachers to monitor progress, evaluate the program and develop action steps as needed. For those students who are not placed in tier two intervention, SBAC data, progress reports, and interim assessment data will be used to place students in after school tutoring additionally academic teams working in concert with the counseling staff will develop individualized interventions for struggling students including the use of Student Support and Progress Team, use of the daily agenda planners, weekly progress reports, and intervention during the advisory period.
- Assuring that students have learning experiences beyond classroom instruction through exposure to guest speakers, field trips, service-learning experiences, and access to extensive enrichment through electives and after school clubs
- Enrichment opportunities are available during the school day and after school. On a typical day students can participate in clubs such as the Academic Pentathlon team, robotics, Reading Decathlon, the Black Student Union, Jazz Band, the Armstrong Dance Troupe, coding class, ceramics or take a college course through Mission College.
- After school tutoring opportunities include Carnegie Learning High Dose Tutoring and locally designed tutoring programs.

Instructional Materials

Grade Six

Course	Textbook Publisher	Text(s)
English 6 A/B	College Board	<ul style="list-style-type: none">• <i>Springboard English Language Arts</i> Grade 6• <i>Springboard Writing Workshop</i> Grade 6• <i>Springboard Close Reading</i> Grade 6 All materials are available in print and online. Core Literature: <i>Walk Two Moons</i> <i>Flipped</i> <i>A Long Walk to Water</i>
CC Math 6 A/B HGH ACC CC Math 6/7 A/B	Illustrative Mathematics	<ul style="list-style-type: none">• <i>Grade 6</i>• <i>Accelerated 6</i> All materials are available in print and online.
Integrated Science 6 A/B	Houghton Mifflin Harcourt	<ul style="list-style-type: none">• <i>California HMH Science Dimensions: Grade 6</i>
WHG: Anc Civ A/B	National Geographic	<i>World History: Ancient Civilizations</i>

Grade Seven

Course	Textbook Publisher	Text(s)
English 7 A/B	College Board	<ul style="list-style-type: none">• <i>Springboard English Language Arts</i> Grade 7• <i>Springboard Writing Workshop</i> Grade 7• <i>Springboard Close Reading</i> Grade 7

		All materials are available in print and online. Core Literature: <i>Tangerine</i> <i>The Giver</i>
CC Math 7 A/B ACC Math 7 A/B H ACC CC Alg 1 A/B	Illustrative Mathematics	<ul style="list-style-type: none"> • <i>Grade 7</i> • <i>Accelerated 7</i> • <i>Accelerated Algebra</i> All materials are available in print and online.
Integrated Science 7 A/B Health	Goodheart-Willcox Houghton Mifflin Harcourt	<ul style="list-style-type: none"> • <i>Essential Health Skills for Middle School</i> • <i>California HMH Science Dimensions: Grade 7</i>
WHG:MED/MOD A/B	National Geographic	<i>World History: Medieval and Early Modern Times</i>

Grade Eight

Course	Textbook Publisher	Text(s)
English 8 A/B	College Board	<ul style="list-style-type: none"> • <i>Springboard English Language Arts, Grade 8</i> • <i>Springboard Writing Workshop, Grade 8</i> • <i>Springboard Close Reading, Grade 8</i> All materials are available in print and online. Core Literature: <i>Fahrenheit 451</i> <i>The Outsiders</i> <i>The Hunger Games</i>
CC Math 8 A/B H ACC CC ALG 1A/B CC Geometry A/B	Illustrative Mathematics	<ul style="list-style-type: none"> • <i>Grade 8</i> • <i>Algebra 1</i> • <i>Geometry</i> All materials are available in print and online.

Integrated Science 8 A/B	Houghton Mifflin Harcourt	<ul style="list-style-type: none"> <i>California HMH Science Dimensions: Grade 8</i>
US Hist G&C A/B	National Geographic	<i>American Stories: Beginnings to WWI</i>
Spanish 1 A/B	Vista Higher Learning	<ul style="list-style-type: none"> <i>Encuentros 1</i>

English Language Development (ELD)

Course	Textbook Publisher	Text(s)
Middle School International Newcomer ELD	Cengage	<ul style="list-style-type: none"> <i>Inside the USA</i>
ELD 6, 7, & 8	College Board	<ul style="list-style-type: none"> <i>Springboard English Language Development</i> (Grades 6, 7 and 8) <i>Springboard Writing Workshop</i> (Grades 6, 7 and 8) <i>Springboard Close Reading</i> (Grades 6, 7 and 8)

Louis Armstrong MS | Course of Study

Subject Area	6th	7th	8th
Social Science	<ul style="list-style-type: none"> Whg: Anc Civ B H Whg: Anc Civ 	<ul style="list-style-type: none"> Whg: Med/Mod H Whg: Med/Mod 	<ul style="list-style-type: none"> Us Hist G&C B H Us Hist G&C B
English	<ul style="list-style-type: none"> English 6 H English 6 	<ul style="list-style-type: none"> English 7 H English 7 	<ul style="list-style-type: none"> English 8 H English 8
EL	<ul style="list-style-type: none"> ELD 6 MS INT NEW ELD 	<ul style="list-style-type: none"> ELD 7 MS INT NEW ELD 	<ul style="list-style-type: none"> ELD 8 MS INT NEW ELD
Mathematics	<ul style="list-style-type: none"> CC Math 6 H CC Math 6 	<ul style="list-style-type: none"> CC Math 7 H CC Math 7 	<ul style="list-style-type: none"> CC Math 8 H CC Math 8

	<ul style="list-style-type: none"> • H HGH Acc Cc Math 6 	<ul style="list-style-type: none"> • H ACC CC Math 7 • H HGH Acc Cc Math 8/Alg1A 	<ul style="list-style-type: none"> • H HGH Acc Cc Math 8/Alg1 • CC Geometry
Science	<ul style="list-style-type: none"> • Integr. Science 6 • H Integr. Science 6 	<ul style="list-style-type: none"> • Integr. Science 7 • H Integr. Science 7 	<ul style="list-style-type: none"> • Int Science 8 • H Int Science 8
Elective	<ul style="list-style-type: none"> • Acad. Lit MS • Computer Science Discovery • General Art • Aleks Math Intervention • Avid Elective 6 	<ul style="list-style-type: none"> • Acad. Lit MS • Computer Science Discovery • General Art • Film Appr/An & Scr Wri 1 • Yearbook Jh • College Ed • Avid Elective 7 • Hort Ms 	<ul style="list-style-type: none"> • Acad. Lit MS • Computer Science Discovery • General Art • Film Appr/An & Scr Wri 1 • Yearbook Jh • Ethnic Studies-Idty&Cmty • College Ed • Avid Elective 8 • Service Ms • Library Practice Ms • Hort Ms • LEADER JH
VPA Electives**	<ul style="list-style-type: none"> • Thea Intro • Thea Expl Ms • Strings Ms • Choir Ms 1 • Wind Perc Ms 	<ul style="list-style-type: none"> • Thea Adv Prod/Mus Thea • Th Media Ms • Thea Prod Ms • Gen Music • Adv Orch Ms • Choir Ms 2 	<ul style="list-style-type: none"> • Thea Adv Prod/Mus Thea • Th Media Ms • Thea Prod Ms • Stage Ms • Gen Music • Adv Orch Ms • Choir Ms 2
LOTE			<ul style="list-style-type: none"> • Spanish 1
PE	<ul style="list-style-type: none"> • Intro to PE 	<ul style="list-style-type: none"> • Beg PE 	<ul style="list-style-type: none"> • Int PE
Health		<ul style="list-style-type: none"> • Health JH 	
Homeroom Advisory	<ul style="list-style-type: none"> • Homeroom Advisory 	<ul style="list-style-type: none"> • Homeroom Advisory 	<ul style="list-style-type: none"> • Homeroom Advisory
Total Classes Per Semester	23	30	34

Louis Armstrong MS | Course of Study

Performing Arts Magnet

Subject Area	6th	7th	8th
Social Science	<ul style="list-style-type: none"> Whg: Anc Civ B H Whg: Anc Civ 	<ul style="list-style-type: none"> Whg: Med/Mod H Whg: Med/Mod 	<ul style="list-style-type: none"> Us Hist G&C B H Us Hist G&C B
English	<ul style="list-style-type: none"> English 6 H English 6 	<ul style="list-style-type: none"> English 7 H English 7 	<ul style="list-style-type: none"> English 8 H English 8
EL	<ul style="list-style-type: none"> ELD 6 MS INT NEW ELD 	<ul style="list-style-type: none"> ELD 7 MS INT NEW ELD 	<ul style="list-style-type: none"> ELD 8 MS INT NEW ELD
Mathematics	<ul style="list-style-type: none"> CC Math 6 H CC Math 6 H HGH ACC CC Math 6 	<ul style="list-style-type: none"> CC Math 7 H CC Math 7 H ACC CC Math 7 H HGH ACC CC Math 8/Alg1A 	<ul style="list-style-type: none"> CC Math 8 H CC Math 8 H HGH ACC CC Math 8/Alg1 CC Geometry
VPA Elective**	<ul style="list-style-type: none"> Thea Intro Thea Expl Ms Strings Ms Choir Ms 1 Wind Perc Ms 	<ul style="list-style-type: none"> Thea Adv Prod/Mus Thea Th Media Ms Thea Prod Ms Gen Music Adv Orch Ms Choir Ms 2 	<ul style="list-style-type: none"> Thea Adv Prod/Mus Thea Th Media Ms Thea Prod Ms Gen Music Adv Orch Ms Choir Ms 2 Stage Ms
PE	<ul style="list-style-type: none"> Intro to PE - Dance 	<ul style="list-style-type: none"> Beg PE - Dance 	<ul style="list-style-type: none"> Int PE - Dance
Health		<ul style="list-style-type: none"> Health JH 	
Homeroom Advisory	<ul style="list-style-type: none"> Homeroom Advisory 	<ul style="list-style-type: none"> Homeroom Advisory 	<ul style="list-style-type: none"> Homeroom Advisory
Total Classes Per Semester	16	19	19

Louis Armstrong MS | Course of Study

Social and Gender Equity Magnet

Subject Area	6th	7th	8th
Social Science	<ul style="list-style-type: none"> Whg: Anc Civ B H Whg: Anc Civ 	<ul style="list-style-type: none"> Whg: Med/Mod H Whg: Med/Mod 	<ul style="list-style-type: none"> Us Hist G&C B H Us Hist G&C B
English	<ul style="list-style-type: none"> English 6 H English 6 	<ul style="list-style-type: none"> English 7 H English 7 	<ul style="list-style-type: none"> English 8 H English 8
EL	<ul style="list-style-type: none"> ELD 6 MS INT NEW ELD 	<ul style="list-style-type: none"> ELD 7 MS INT NEW ELD 	<ul style="list-style-type: none"> ELD 8 MS INT NEW ELD
Mathematics	<ul style="list-style-type: none"> CC Math 6 H CC Math 6 H HGH ACC CC Math 	<ul style="list-style-type: none"> CC Math 7 H CC Math 7 H ACC CC Math 7 H HGH ACC CC Math 8/Alg1A 	<ul style="list-style-type: none"> CC Math 8 H CC Math 8 H HGH ACC CC Math 8/Alg1 CC Geometry
Science	<ul style="list-style-type: none"> Integr. Science 6 H Integr. Science 6 	<ul style="list-style-type: none"> Integ. Science 7 H Integ Science 7 	<ul style="list-style-type: none"> Int Science 8 H Int Science 8
Elective	<ul style="list-style-type: none"> Humanit Ms H Humanit Ms 	<ul style="list-style-type: none"> Film Appr/An & Scr Wri 1 General Art 	<ul style="list-style-type: none"> Film Appr/An & Scr Wri 1 LEADER JH General Art
PE	<ul style="list-style-type: none"> Intro to PE - Yoga 	<ul style="list-style-type: none"> Beg PE - Yoga 	<ul style="list-style-type: none"> Int PE - Yoga
Health		<ul style="list-style-type: none"> Health Jh 	
Homeroom Advisory	<ul style="list-style-type: none"> Homeroom Advisory 	<ul style="list-style-type: none"> Homeroom Advisory 	<ul style="list-style-type: none"> Homeroom Advisory
Total Classes Per Semester	15	17	17

Instructional Strategies and Methodologies

Armstrong teachers will participate in focused professional development and common planning time that has been designed to address the problem of practice identified during the PDSA cycle. All lesson planning and selection of methodologies will be supported by formative assessments, reviewing student work (including performance tasks in all departments), CAASPP interim and summative assessments, observation,

and i-Ready diagnostics. Teachers design lessons incorporating brain-based teaching strategies to help students with various learning modalities access deeper understanding of the curriculum and develop critical thinking skills to solve a variety of problems with depth and complexity. Students are required to utilize the highest stages of Costa's Levels of Inquiry, such as synthesis, analysis, and evaluation and other higher order thinking skills. In addition, teachers encourage students to make connections between CCSS and NGSS and real-world issues. This allows students to explore a variety of topics and texts and provides a space for them to evaluate information and come to their own understandings. Furthermore, it encourages students and enables them to become lifelong learners by preparing them to be competent 21st Century citizens and achieve success through high school, college, career, and beyond.

We believe that by taking into consideration our varied student population we are best able to plan a high-quality, balanced curricular program. We focus our student-centered, standards driven curriculum through systematic direct instruction, student collaboration, and guided practice. The educational program incorporates a variety of teaching methodologies allowing teachers to deliver instruction in an engaging manner. Some of these methodologies include, but are not limited to:

- Direct Instruction- Teachers use carefully planned direct instruction to teach standards-based lessons which includes a focus on literacy across the curriculum.
- Use of small group instruction.
- Guided & Independent Practice- Students are provided with adequate time to demonstrate successful understanding of the concepts or skills being taught.
- Differentiated Instruction- Teachers provide lessons and assignments within the core curriculum which allow students to perform at their appropriate academic levels while maintaining or exceeding state standards.
- Project-based and Problem-based learning.
- Experiential Learning - Students make connections to the curriculum through real life experiences such as plays, field trips, labs, simulations, and experiments in an effort to learn through doing. It is through these activities that students will process, analyze, and conceptualize their understanding.
- Peer Instruction – Students have the opportunity to use the “union of knowledge principle” that allows the students to engage in discussions of reasoning and deeper understanding of the curriculum.
- Criteria Charts and Rubrics - These tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and high expectations for the student.
- Purposeful and Productive Instructional Groups -
- Inquiry-based Discussion and Research - Instead of teachers just presenting the facts, they may use questions, problems, and scenarios to

help students learn through their own thought processes, research, and investigation.

- Oral and Visual Presentations - Teachers can teach and have students use technology and visual media to prepare and enrich oral presentations.
- Thematic Units - Teachers organize curriculum around a central theme as a series of lessons that integrate subjects across the curriculum that all tie into one main theme.

Technology

Armstrong is committed to ensuring that all students have the opportunity to learn and thrive in a technology-rich environment and will:

- Provide students and teachers with access to high-quality educational technology resources and tools.
- Support the integration of technology into the curriculum in meaningful and effective ways.
- Promote equitable access to technology for all students, regardless of their background or circumstances.
- Provide professional development opportunities for teachers on how to use technology to enhance student learning.
- Collaborate with other stakeholders, such as parents and community members to support the use of educational technology in our school.

Educational technology can be a powerful tool for transforming learning, and when used effectively it can help all students to reach their full potential. Armstrong is committed to working with our students, teachers, and community to create a technology-rich learning environment where all students can succeed. To achieve these objectives, Armstrong will:

- Ensure that all students have access to a laptop or tablet to use in school and at home.
- Provide students with opportunities to learn about and use different types of educational technology tools, such as learning management systems, interactive whiteboards, and coding software.
- Support teachers in developing and implementing technology-enhanced lesson plans and assessments.
- Work collaboratively with parents and community members to provide students with access to technology outside of school hours.
- Advocate for increased funding for educational technology in our school and district.

Armstrong believes all students deserve to have access to the latest and greatest educational technology tools. We are committed to working with the school community to make this a reality for all students and teachers.

Transitional Kindergarten

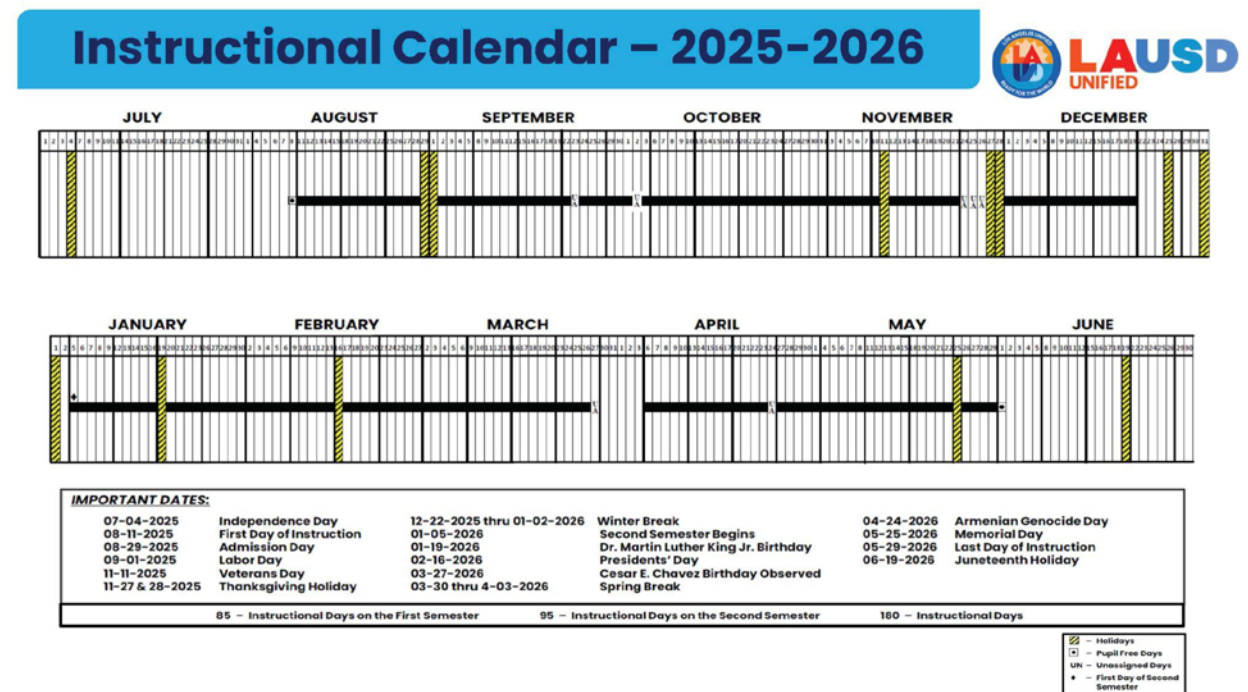
Charter School shall comply with all applicable requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled

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.

Armstrong Middle School will follow the LAUSD instructional calendar and LAUSD requirements for instructional minutes.



Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Select Y/N									0	36000	0	-36000
1	Select Y/N									0	50400	0	-50400
2	Select Y/N									0	50400	0	-50400
3	Select Y/N									0	50400	0	-50400
4	Select Y/N									0	54000	0	-54000
5	Select Y/N									0	54000	0	-54000
6	Yes	134	384	36	324	10	253			180	54000	66650	11650
7	Yes	134	384	36	324	10	253			180	54000	66650	11650
8	Yes	134	384	36	324	10	253			180	54000	66650	11650
9	Select Y/N									0	64800	0	-64800
10	Select Y/N									0	64800	0	-64800
11	Select Y/N									0	64800	0	-64800
12	Select Y/N									0	64800	0	-64800

All instructional days will be regular school days with the following exceptions:

1. All Tuesdays are shortened days for faculty professional development and common planning time.
2. Up to ten Minimum Days will be determined by the Local School Leadership Council.

Armstrong Middle School will implement a rotating bell schedule beginning in the 2025 - 2026 school year. Each day of the week will start with a different instructional period (i.e., Monday starts with period one, Tuesday starts with period two, etc.). The intent is to improve student learning outcomes by avoiding the end of the day slump that many students experience. The goal is to enhance student engagement, optimize learning, and address various logistical and pedagogical challenges associated with traditional fixed schedules.

Louis Armstrong Middle School

Bell Schedule 2025-2026



Grade 6

REGULAR BELL SCHEDULE MON, WED, THURS, FRI

Period 1	8:20 AM	63	9:23 AM
Period 2	9:29 AM	51	10:20 AM
Break	10:20 AM	15	10:35 AM
Period 3	10:41 AM	51	11:32 AM
Period 4	11:38 AM	51	12:29 PM
Advisory	12:35 PM	30	1:05 PM
Lunch	1:05 PM	30	1:35 PM
Period 5	1:41 PM	51	2:32 PM
Period 6	2:38 PM	51	3:29 PM



Grades 7/8

REGULAR BELL SCHEDULE MON, WED, THURS, FRI

Period 1	8:20 AM	63	9:23 AM
Period 2	9:29 AM	51	10:20 AM
Break	10:20 AM	15	10:35 AM
Period 3	10:41 AM	51	11:32 AM
Period 4	11:38 AM	51	12:29 PM
Lunch	12:29 PM	30	12:59 PM
Advisory	1:05 PM	30	1:35 PM
Period 5	1:41 PM	51	2:32 PM
Period 6	2:38 PM	51	3:29 PM

TUESDAY SCHEDULE

Period 1	8:20 AM	59	9:19 AM
Period 2	9:25 AM	47	10:12 AM
Break	10:12 AM	15	10:27 AM
Period 3	10:35 AM	47	11:20 AM
Period 4	11:26 AM	47	12:13 PM
Lunch	12:13 PM	30	12:43 PM
Period 5	12:49 PM	47	1:36 PM
Period 6	1:42 PM	47	2:29 PM

MINIMUM DAY SCHEDULE

Period 1	8:20 AM	48	9:08 AM
Period 2	9:14 AM	35	9:49 AM
Period 3	9:55 AM	35	10:30 AM
LUNCH	10:30 AM	20	10:50 AM
Period 4	10:56 AM	35	11:33 AM
Period 5	11:39 AM	35	12:14 PM
Period 6	12:20 PM	35	12:53 PM

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.

The Armstrong Instructional Leadership Team (ILT) will determine Professional Development at Armstrong. All mandated LAUSD professional development topics are presented to all faculty and staff as required throughout the school year. These topics range from implementation of the California State Standards in ELA, mathematics, History/Social Sciences, NGSS Science Standards, Technical Subjects, and English Language Development, improving instruction through the implementation of the English Learner (EL) Master Plan, the use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district, and the use of progress monitoring, and diagnostic assessments, such as i-Ready to drive instruction and intervention.

Full day professional development will be scheduled for teachers on school days to increase engagement in professional development and support full implementation of the school's instructional goals. Weekly Professional Development on shortened Tuesdays will rotate through various faculty groupings including department, grade level, and whole faculty. Teachers are provided release time upon request to observe others within their department or grade level. Additional professional development on minimum days and optional after school and weekend/summer opportunities will be developed based on faculty need as determined through an Armstrong Needs Survey administered at the beginning of the school year. This needs assessment asks faculty about areas of weaknesses and strengths. In addition, ILT will analyze data as another tool to determine areas for additional professional development. Armstrong faculty's professional development sessions will include topics such as:

- Best practices
- Data Analysis
- Analyzing instructional tasks for standards alignment and rigor
- Analyzing student work
- Differentiating instruction for gifted learners

- Differentiating instruction for English learners
- Engaging in Universal Design for Learning
- Using technology in the classroom
- Share best practices
- Involving parents and community members in student achievement
- Improving parent-teacher communication
- Intervening for struggling students
- Creating common assessments
- Equitable Grading Practices
- Creating pacing plans in horizontal teams
- Creating curricular steps and unit plans in vertical teams
- Innovating in the classroom
- Teaching strategies for multiple modalities
- Creating interdisciplinary projects
- To support the SAS program, teachers will be provided opportunities to focus on Kaplan strategies

As Armstrong moves forward to develop the STEAAM program, we will research and implement PD opportunities that revolve around Project Based Learning, inquiry-based learning, STEAM integration, and arts integration. We will also implement PDs that incorporate BSAP, as well as thematic integration for both of our Magnets, Performing Arts and SAGE (Social and Gender Equity).

At Armstrong, we take advantage of the professional experts within our faculty, especially our National Board Certified Teachers, to provide professional development. Further, teachers who attend conferences are encouraged to share their learning with others. Such local professional development opportunities may focus on building teacher capacity to use technology to plan and strengthen instruction, and to improve student understanding and use of technology for learning. When appropriate, Armstrong invites LAUSD specialists and other professional experts to present on various topics. To support new teachers, Armstrong provides paid after school hours to collaborate with master teachers on topics such as lesson development, technology, analyzing data, and parental involvement.

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*.

Louis Armstrong English Language Development (ELD) program aims to develop students' English language fluency while fostering creative and critical thinking skills. The goal is for English Learners (ELs) to achieve proficiency in English and access grade-level, standards-based content instruction.

Armstrong has a diverse multicultural setting with many students from different backgrounds who speak a second language. EL student achievement has generally improved annually, Armstrong's reclassification rate as of 2024 has risen to 28.%.

To assess students for ELD, ELPAC scores and time spent in the United States inform placement. Based on this data, students are placed in appropriate EL courses, ranging from ELD 1-4 and grade level ELD courses (6 A/B, 7 A/B, 8 A/B) in accordance with District policy and individual needs.

ELD instruction addresses the four language domains: listening, speaking, reading, and writing. Because language barriers and English reading levels can impact ELs' performance in the core curriculum, ELD instruction implements transferable strategies and reading comprehension skills to support student language proficiency. Our program utilizes data-supported teaching strategies (SDAIE methods), required instructional materials, use of technology, close monitoring by the EL Coordinator, individual student goal setting by the ELD teacher and the EL Coordinator, and intensive language intervention through in-class and after-school tutoring sessions. These efforts have resulted in a declining number of Long-Term English Learners (LTELs) and an increasing EL reclassification rate. A single teacher for Designated ELD instruction will be employed as well as a teaching assistant to support ELD students in the ELD classroom and in the other content area classrooms.

The EL Coordinator meets with EL students at least twice a year to review their grades, redesignation status, and testing data. This data guides professional development and tier two interventions. Professional development activities, during common planning time or after school, may cover topics such as Designated and Integrated English Language Development instruction, building academic language, small group instruction, Socratic Seminars/literacy circles, project-based learning, literacy across different core curriculums, and integrating technology, research opportunities, realia, visuals, media, and graphic organizers.

The EL Coordinator regularly observes EL students in both ELD and core curriculum classes, providing feedback to teachers on instructional strategies to promote student success. The ELD program's overall effectiveness is measured by continued improvement in EL students' grades and redesignation rates, as well as the outcomes of LTELs. This data is monitored biannually by the EL Coordinator and supervising administrators.

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.

Armstrong Middle School follows LAUSD's GATE identification process and policy, and it will reimburse the District for testing on a per student basis. To ensure underrepresented students are referred for identification, Armstrong Middle School will utilize subjective indicators (i.e., Teacher checklists and parent inventories), professional judgment, and formal and informal assessments as part of the screening procedures. The GATE coordinator and administrator will facilitate this program.

Armstrong will maintain federal, state, and district mandated educational services and support for identified gifted, talented, and high achieving students. GATE students participating in the School for Advanced Studies (SAS) program have access to enroll in honors courses. To support each student's particular academic needs, SAS students will be provided with a curriculum that reflects rigor and differentiation. Curriculum differentiation for these advanced learners will include accelerated pacing, novelty, and increased depth and complexity that are appropriate to meet individual needs, interests, and abilities. To teach GATE students, teachers are required to participate in 16 hours of annual training specific to working with GATE students. GATE students will also have access to college courses during the school year through a collaboration with Mission College and enrichment programs provided by our Cultural Arts Passport after school programs.

With the presence of the Math Academy at Armstrong, an Accelerated Math assessment is offered at the beginning of the year. Armstrong students who demonstrate above grade level achievement in Math are also eligible to enroll in the Accelerated or Highly Accelerated Pathways.

Identified talented students' needs are also supported through elective classes. Varied levels of elective classes, as well as dance, allow for talented students to focus on their specific aptitudes. Eligible students who choose to participate in the District's Saturday Conservatory of the Arts may do so at the expense of Armstrong Middle School.

The quality and effectiveness of the GATE program will be monitored through the analysis of the students' grades and SBAC results. The administrator, counselor, and GATE coordinator will analyze student data to determine strategies for addressing underachieving GATE students. Students who do not demonstrate advanced level performance will be provided with opportunities to participate in the various intervention programs that are available to all students.

Students Achieving Below Grade Level

Students who struggle to meet grade level standards, as measured by the SBAC, report card grades, and teacher feedback, are provided with various forms of intervention. Teachers and counselors will collaboratively identify struggling students and refer them to the Student Support and Progress Team (SSPT). Academic support is available as high-dose tutoring after-school Mondays, Wednesdays, and Thursdays, teacher office hours before or after school, and during Advisory. During Advisory, students are completing at least 2 ELA, and 2 Math lessons on the i-Ready platform. Teachers administer Beginning, Middle, and End of Year Diagnostic tests in ELA and Math using i-Ready. Data collected from these tests are used to facilitate student goal-making for progress and future instruction. PD's time is given for teachers to plan lessons that provide Literacy across the curriculum.

Socioeconomically Disadvantaged

Students will be identified as socioeconomically disadvantaged based on whether they qualify for free- or reduced-price lunch through the federally funded School Lunch Program, teacher referrals, as well as through self-identification. The Library Media Center provides support to all students, but is especially important to socioeconomically disadvantaged students as free computer use and printing services are provided, as well as information literacy and digital citizenship instruction, which students may not have at home. A school issued Chromebook is also provided for each student, for school to home support. Student Leadership and the PTSA, through food drives, and a gardening elective are creating a food pantry which will be open to Armstrong families in need. After School enrichment programs are also offered to students. These students will be monitored by counselors and coordinators through IGP meetings, grades, testing data, and the after school High Dose Tutoring.

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

Within its diverse student population, Armstrong's other significant subgroups include many different ethnicities including Latino, African-American, Armenian, Russian, Ukrainian, Asian and several others. These subgroups benefit from access to all the different programs and the interventions listed previously. Restorative Justice is a program adopted by the District to promote and strengthen positive school culture. In addition, many enrichment activities are offered to affirm the value and experiences of all of the students' different backgrounds.

Armstrong also has small subgroups that include our homeless youth and foster students. Although it is currently a group of fewer than 20, our administration, counselors and teachers monitor the academic and social progress of these students and, as previously mentioned, are able to provide them with access to resources in addition to ensuring that they benefit from the intervention programs Armstrong uses to ensure their overall well-being. In addition, homeless and foster students are provided with a District designated counselor to address their individual needs.

Louis Armstrong also has a BSAP program, which has developed to address the individual needs of our African-American student population. The on-campus BSAP counselor meets one-on-one with our African-American students to provide specialized support and counseling services. This helps identify and address barriers to their academic achievement and promotes a healthy learning environment. The BSAP Counselor also uses culturally responsive practices and interventions. Monthly BSAP social events invite these students to connect with their community on campus. Teachers are also given the opportunity to plan BSAP lessons to add to their curriculum.

"A TYPICAL DAY"

A typical day at Louis Armstrong Middle School encompasses numerous opportunities for students to engage in a highly academic and rigorous instructional program which challenges students to master the California Common Core State Standards within a safe, cooperative, communicative, and creative environment. The faculty, administration, and staff work together to meet the individualized needs of our students, and challenge student learning by involving them in many engaging and differentiated activities requiring the ability to synthesize, analyze, critique, and integrate higher-level

thinking and questioning, critical thinking which helps prepare our students for college and career. In this way we help students to reach their greatest potential. We encourage students to take academic risks and celebrate their failures as well as their successes. Evidence of student engagement is clearly visible to all who visit the school.

Each day begins with students arriving, either by foot, car, bicycle, public or school bus prior to our 8:20 am start time. Once at school, students are able to visit their lockers to drop off books or pick up supplies needed for the day. Then they proceed to their first class, where they receive Breakfast in the Classroom (BIC) for the first 10 minutes of the day. During this time, designated students lead the Pledge of Allegiance over the Public Address system. Any important school announcements may also be heard at this time so as to avoid interrupting instruction throughout the day.

Following BIC, instruction begins and students then proceed through the day guided by their individual programs: English Language Arts, Mathematics, Science, Social Studies, Physical Education/Dance, and elective courses (ELD and SDC classes when appropriate). This is also the time when students leaving for field trips will meet to begin their experiential, real world learning. Throughout the day, students are developing skills in collaboration, perseverance, reasoning, and providing evidence to support conjectures. The instructional design/model, innovative component(s), and key instructional strategies of the educational program are laid out in the Instruction Design component of this plan.

At Louis Armstrong Middle School, we create a rigorous and challenging academic program for all students, and bring the school community together to support all aspects of student life. This provides a safe, comfortable, and welcoming educational environment which allows each individual the opportunity to achieve their greatest potential. On any given day there are numerous parent and community volunteers working throughout our school. In addition to assisting in our classrooms, they work on planning and participating in our various school-wide or SLC events: Pi Day, canned food drives, Holiday Baskets for Armstrong families in need, campus beautification days, science fairs, STEAM showcase events, pancake breakfast, Garden Day, and numerous community performances.

To further prepare Louis Armstrong Middle School families for the rigors of high school, we have an annual High School Night. Forty-five high schools, including private and charter schools, come to our campus to offer parents and students the chance to hear about what is available to them after they leave our hallways. They are able to ask questions of the staff, become familiar with various programs that support specific strengths and interests, learn about individual application needs, and leave with a better overall understanding of what high schools require and have to offer, today and for the future.

Open communication is extremely important to Louis Armstrong Middle School staff members, which is evidenced in our faculty's consistent use of online grading and informational websites such as MiSiS and Schoology. This allows for instant grade reporting and for assignments to be transparent and immediately accessible. Parents

are able to monitor their child's progress and intervene as necessary. In some cases, students are not only able to access their individual grades and progress, but are now fully engaged in online assessments and assignments that provide instant feedback.

For a half hour of the school day, either preceding or following lunch (excluding Tuesdays), students attend their advisory period. Advisory periods are utilized to allow students daily access to independent intervention or enrichment via i-Ready. Students also engage in social-emotional learning activities via the Second Step program or Inner Explorer. Our special education population also has access to various additional academic supports within this time.

Various lunchtime activities are offered to all students at Louis Armstrong Middle School. One such activity is our Intramural Sports program, in which students at all three grade levels are able to compete in a variety of sports and activities, including basketball, soccer, football, volleyball and other sports.

Once students have been dismissed for the day, 3:29 pm Monday, Wednesday, Thursday, Friday and 2:29 pm on Tuesdays, they still have many options. Many go home for the day, leaving the same way they came by either foot, bicycle, car, or bus, but there are a great number of students who remain on campus with the Beyond the Bell program. It provides a safe and supervised environment for students to participate in until they are picked up or able to go home. Students may also participate in after school enrichment classes, such as coding, ceramics, Spanish club, mural art, or participate in high dose tutoring provided by Carnegie Learning or our locally designed tutoring.

Each day is unique at Louis Armstrong Middle School, where all students are encouraged to develop a love for learning and critical thinking that will help them succeed in the 21st Century.

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.

LAMS guiding goals are to have or students meet LAUSD's Performance Meters including by not limited to: 100% culmination rate with preparation of college and career readiness, academic proficiency, 100% attendance, new opportunities for all stakeholders, i.e., parents, students, community members, to show increased engagement and participation, while continuing to provide a safe school environment and facility.

Measurable goals and objectives for every LAMS student are based on the mastery of California Common Core State Standards (CCSS) measured by the California Assessment of Student Performance and Progress (CAASPP) summative assessments, 8th grade Science Assessment, additional diagnostic assessments such as i-Ready, as well as additional subject/class specific assessments. Mastery of standards is a goal of the Every Student Succeeds Act (ESSA). This legislation reaffirms that every child regardless of race, income, background, or zip code deserves the chance to make the most of their education through LAMS and our continued commitment to equal opportunity for all students.

In compliance with ESSA legislation, LAMS provides an educational learning environment where continued progress is made toward equity and excellence with the goal that all students score proficient or advanced on the above assessments to prove mastery in English Language Arts and Mathematics. Specific subject interventions are determined based on the CAASPP; students scoring Not Met or Nearly Met are eligible for school based intervention opportunities as well as students scoring two grades below grade level on i-Ready Diagnostic Assessments. Supports such as intervention classes after school, intervention focused electives, advisory classes engaged in reading and math intervention through the i-Ready platform. In addition, LAMS students will continue to be provided with strategies, skills, and support to be creative, collaborative, effective communicators and critical thinkers.

In addition to our school-wide goals, LAMS has goals for student growth and improvement in subgroups listed in the Eight State Priorities of the Local Control [Education Code § 52060(d)] and Accountability Plan (LCAP) Element 1 goals [Education Code § 47605(b)(5)(A)(ii).] LAMS's focus will be improvements that exceed school-wide academic progress for students in designated subgroups [Education Code § 52052] (as measured by the CAASPP) for ELA/Math in students with disabilities, Hispanic, and English Learners. Improvement in increased student attendance and parent involvement is also a goal in working to achieve 0% suspension rates.

MEASURABLE PUPIL OUTCOMES: **SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

Refer to chart in element 1 "Local Control Funding Formula Requirements"

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.

The growth and development achievement outcomes to be measured are in the areas of the arts, languages, social science, English Language Arts, physical fitness and development, health, and science. Outcomes, which include knowledge acquisition, problem solving, and reasoning skills, will be aligned with CCSS. Student performance and teaching methods and strategies will be evaluated by the following measures:

- Using baseline data from the Expected Annual Measurable Outcomes in Element 1 and i-Ready BOY data, teachers will use assessment data to help plan curriculum to work toward meeting outcome goals
- Evaluation of CAASPP summative assessments and i-Ready diagnostics to track trends and identify instructional needs to guide future professional development to improve student learning
- Analysis to determine if transitional English Language Learners are passing English proficiency meeting the baseline criteria and determination of academic and instructional needs to assist students in being successful
- Culmination rate evaluation between years looking at the number of eligible students with the goal being to achieve 100% culmination rate
- Classroom observation by administrators and/or teachers
- Analyzing student work including performance assessments

The Instructional Leadership Team will engage in the PDSA cycle at predetermined times to our areas of need. Departments will analyze student work by specific subject area and grade level. Teachers will then present “Best Practices,” collaboratively work on lesson/unit design, and establish criteria/rubric for lesson evaluation.

Assessments to be reviewed:

- CAASPP – Summative – Spring (April/May)
- CAST – 8th grade Science
- i-Ready Diagnostics - (BOY, MOY, EOY)
- ELPAC
- End-of-Year Math Assessments to determine eligibility for accelerated math pathway

Other professional settings where student data is evaluated are through our department meetings and our grade level meeting, looking at how to support teacher instruction and student, group and individual, progress.

DATA ANALYSIS AND REPORTING

LAMS’s Instructional Leadership Team (ILT) reviews and analyses data as it becomes available: after each grading period and when scores are released for the various assessments. Assessment data is also presented to the faculty as a whole as it

becomes available, and teachers are provided instruction in accessing this school and class-level data in LAUSD's My Data. Monthly department meetings and grade level sessions give teachers time to review assessment data which they will use to inform instruction and intervention needs. In department meetings, teachers present student work based on shared curriculum (LDC module lessons) to analyze for next steps on implementing targeted instruction and support. Based on these analyses across departments, recommendations can be made to ILT. Additionally, the School Report Card is disseminated annually to all stakeholders, and presented to parents during an annual workshop through the Parent Center.

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 **N/A**

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and 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

Broad-based involvement by different stakeholder constituencies at Armstrong has been and continues to be crucial to its leadership, management and governance. On-going and consistent stakeholder involvement will enable Armstrong to continue to implement its educational mission, vision, strategic plan and school-wide goals in accordance with its governance structure. Armstrong will continue to encourage families and members of its extended community to participate in Armstrong's governance councils and to be involved in a myriad of school site activities that meaningfully impact the school-wide community.

Armstrong will run both a Local School Leadership Council (LSLC) and a School Site Council (SSC) per Title 1 mandates.

LSLC will be one of our governing bodies that involves parents, teachers, and other school staff. The LSLC's goal is to make decisions that benefit the school community by considering the perspectives of all stakeholders. LSLC meets regularly to plan staff professional development, sets student discipline guidelines, schedules school activities and events, determines how school equipment is used, makes decisions about local budgets, advises on the development of the Armstrong Local Control and Accountability Plan (LCAP) each year. The LSLC meets regularly to discuss and make decisions that consider the perspectives of various stakeholder groups, soliciting advice from both classified and certificated staff, students, and parents, to reach consensus and make decisions in the best interest of Armstrong Middle School. Armstrong Local School Leadership Council (ALSLC) meetings work to address:

- School-wide professional development
- Scheduling of school-wide activities and events
- Adoption of textbooks and curricular materials
- Student discipline guidelines
- Local budgetary matters including instructional material account
- Bell Schedules

The LSLC compositions will comply with the LAUSD-UTLA collective bargaining agreement. 50% of the Council shall be comprised of the UTLA Chapter Chair and certificated employees elected by the certificated bargaining unit employees at the site the other 50% shall be comprised of the principal, elected parent/community representatives, an elected non-certificated employee representative and one student representative. The principal and UTLA chair will serve as co-chairs.

SSC meets multiple times each year and is composed of representatives from all stakeholder groups and takes recommendations from the various committees, making decisions to further the school's educational program and support the LCAP goals. The English Learner Advisory Committee (ELAC) is composed of parents of English Language Learners. ELAC meets six times per year and makes recommendations to the SSC regarding mandated District topics.

Communication between stakeholders about Armstrong and their representatives' involvement in governance and the work undertaken by LSLC and SSC will keep the various constituencies' members informed. Stakeholder representatives to LSLC and SSC will communicate with their constituents in several ways to ensure Armstrong's compliance with the Brown Act, Public Records Act and various other applicable laws, regulations and District policies. Communications methods will include one or more of the following: Schoology posts, emails, Connect Ed, marquee listings, PA announcements at the school site, announcement boards outside Armstrong's Main Office, flyers on campus and/or in the main office, email, Armstrong website, and in-house mail to various constituents. Armstrong's Instructional Leadership Team (ILT), composed of a representative from each department, administrators, and other interested stakeholders, meets before and/or after governance committees to offer suggestions for professional development and disseminate information to be shared with the rest of the faculty.

Having Armstrong's consensus-based decision-making process at the heart of its governance structure will continue to increase participation by all stakeholder constituency groups. ALSLC and SSC's major role is facilitating the implementation and/or approval of successful educational and operational policy initiatives brought to the ALSLC/SSC by the various committees. Armstrong's constituencies remain involved in and dedicated to a school-wide community, which strives to continue to improve, by all measurable criteria, while maintaining compliance with the District's overall policies, regulations, legal commitments and applicable laws.

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 to 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

In order to recruit a diverse student community, all fifth graders, in all programs at our feeder schools will receive recruitment materials and be invited to visit our campus during elementary articulation events during the spring semester. Additionally, school administrators and coordinators present outreach to many elementary schools throughout the year, reaching far beyond the neighborhood feeder schools. They attend

District “Meet the Middle School” nights, parent events at numerous elementary schools, and host on campus tours. Each spring Armstrong hosts a Community Pancake Breakfast in the fall and an Enrollment Fair in the spring to give incoming students and parents the opportunity to experience our campus, meet faculty, learn about our programs and participate in a variety of activities. Invitations to these events are extended to students from all student groups through direct email communication, advertisement on our website and invitations that are extended to all students at our feeder schools.

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**

- **Siblings**

Prospective students who (a) are siblings of students enrolled in grades [6 - 7] 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.

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.

- 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 [6 - 7 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 [library, 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, Armstrong will use a digital randomizer application to conduct the lottery.

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.

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:

Louis Armstrong Middle School
c/o School Principal
5041 Sunnyslope Ave.
Sherman Oaks, CA 91423

To District:

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

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 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

Louis Armstrong Middle (also referred to herein as "Armstrong", "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

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.

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 **N/A**

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and 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 (boundaries²) 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 6 - 7 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 6 - 7 at Charter School at the time of the lottery and (b) reside in the State of

² 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.

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 library, 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, Armstrong will use a digital randomizer application to conduct the lottery.

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.

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:

- 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:

Louis Armstrong Middle School
c/o School Principal
5041 Sunnyslope Ave.
Sherman Oaks, CA 91423

To District:

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

- 2) A written response ("Written Response") shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 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).)