



LOS ANGELES UNIFIED SCHOOL DISTRICT

Van Gogh Charter

A DISTRICT AFFILIATED CHARTER SCHOOL

17160 Van Gogh Street

Granada Hills, CA 91344

Renewal Charter Petition

Submitted
March 5, 2025

TERM OF CHARTER

JULY 1, 2025 TO JUNE 30, 2030

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Van Gogh Charter (also referred to herein as “Van Gogh”, “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:	Lisa Stevens
• The contact address of Charter School is:	17160 Van Gogh Street Granada Hills, Ca 91344
• The contact phone number for Charter School is:	818.360.2141
• Charter School is located in LAUSD Board District:	3
• Charter School is located in LAUSD Region:	North
• The grade configuration of Charter School is:	TK-5
• The number of students in the first year of this charter term will be:	448
• The grade level(s) of the students in the first year will be:	TK-5
• Charter School’s scheduled first day of instruction in 2025-2026 is:	August 11, 2025
• 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.	477
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Single Track
• The bell schedule (e.g. daily hours) for Charter School will be:	8:01am-2:24pm
• The term of this Charter shall be from:	July 1, 2025-June 30, 2030
• If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved:	July 1, 2025-June 30, 2027

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Van Gogh Charter is an affiliated charter school of the Los Angeles Unified School District (LAUSD), located in the residential community of Granada Hills, in the North San Fernando Valley. The school originally opened in 1968. However, much of the Van Gogh campus was rebuilt after the 1994 Northridge Earthquake.

In the immediate geographic area of Granada Hills, there are many independent charter schools, affiliated charter, and public-school options available to families that reside within the school's boundaries. To effectively compete with these options, Van Gogh Charter must continue to offer the highest quality education available for our community. As we have in the past, we will maintain our culturally and ethnically diverse student enrollment. As a socially inclusive school that embraces children of all ethnic and socio-economic backgrounds, as well as all achievement levels, we foster a deep appreciation for the diversity inherent in Los Angeles and the greater global community. Despite the district-wide enrollment decline, Van Gogh Charter has maintained strong enrollment and its current enrollment is 448. Yearly we have a waitlist above 250 students who apply to attend our school via charter lottery.

At Van Gogh Charter, we continue to strengthen our educational program by integrating technology and data-driven instruction to ensure student success. Every classroom is now equipped with interactive Promethean Boards and one on one devices enhancing engagement and making lessons more dynamic. Our teachers receive ongoing professional development in technology integration, along with district-supported programs such as iReady, Core Knowledge Language Arts (CKLA) and Eureka Math, ensuring that instruction aligns with the evolving world of technology. Weekly grade-level planning allows teachers to collaborate, discuss best practices, and refine instruction based on data and student needs. Through these initiatives, Van Gogh Charter remains a high-performing school within LAUSD, dedicated to innovation and excellence in education.

Van Gogh Charter's successful educational program is built on collaboration, community engagement, and targeted support for all students. Our teachers have dedicated time to plan and collaborate, ensuring high-quality instruction that meets the diverse needs of our students. We actively engage our community by surveying and educating parents, fostering strong partnerships that support student learning. Our full-inclusion special education program, led by two resource specialists, allows students with IEPs to receive small-group instruction while learning alongside their peers. With a growing English Learner (EL) population, our Targeted Student Population Advisor/Coordinator works closely with trained teacher assistants to push into classrooms, providing integrated and designated EL support using University of Florida Literacy Institute (UFLI) and iReady tools. Through these push-in programs, our teachers and staff collaborate to team-teach, raise student achievement, maintain strong reclassification rates, and support both academic and social-emotional growth for all students in our community.

Van Gogh Charter is committed to accelerating learning and ensuring academic excellence, aligning our efforts with Pillar 1 of LAUSD's Strategic Plan. As we continue to recover from COVID-19 learning loss, adapt to our changing community and demographics, and integrate advancing technology into instruction, we recognize the importance of high-quality, culturally responsive teaching and rigorous curriculum for all students. While our end-of-year data shows overall growth,

we have identified areas for improvement, particularly among students in our special education full-inclusion program. To address these challenges, we are expanding technology-driven instruction, implementing targeted small-group support, and providing data-driven professional development that meets the evolving needs of our students. Additionally, we are strengthening community and parent engagement, ensuring families are active partners in their child's education. By focusing on data analysis, equitable learning opportunities, and continuous improvement, we are committed to maintaining high expectations and academic excellence for all students at Van Gogh Charter.

Our school's academic performance for the 2023-2024 SBA end-of-year assessment for grades 3-5 shows that students are currently 45.8 points above the standard in ELA and 35.6 points above the standard in Math. While these results indicate a drop of 6 points in both areas compared to the previous year, our school continues to perform above the district average and is recognized as high performing. Despite this decline, we remain steadfast in our commitment to fostering student success and achievement across all areas.

To support our students in reaching their full potential, we have embedded Social-Emotional Learning (SEL) principles throughout our instructional practices. By promoting the SEL competencies of growth mindset, self-management, self-efficacy, and social awareness, we create a learning environment that is both safe and welcoming. We believe that when students feel emotionally supported and confident, they are more open to learning and better equipped to succeed academically.

Van Gogh's will continue to focus on continuous improvement, utilizing data-driven strategies and a holistic approach to both academic and personal growth personalized with our school community needs. Our school is dedicated to cultivating not only academic excellence but also the emotional resilience necessary for students to thrive in school and beyond. Van Gogh's commitment to academic excellence and student growth is noted on the 2024 California Dashboard data and Whole Child online platform:

- **English Language Arts:** All students scored 45.8 above standard on the California Assessment of Student Performance and Progress Smarter Balanced Assessment (CAASPP SBA) (Green Designation) and 71% of all students met or exceeded according to LAUSD's MyData and Whole Child dashboards.
- **Mathematics:** All students scored 35.6 above standard on the CAASPP SBA (Blue Designation) and 70% of all students met or exceeded according to LAUSD's MyData and Whole Child dashboards.
- **English Learners:** For the 2023–24 data, we did not have enough English Learner (EL) students for all sections of EL data to be reported on the California Dashboard. However, the available data shows that recently reclassified EL students increased by 6.2 points in ELA, scoring 21.9 points Distance from Standard (DFS), and saw a 23.6-point increase in Math, scoring 52.1 points DFS. However, according to Whole Child for grades 3-5, 2 students were testing. In ELA the students were -111 points below distance from standard but made a 36-point increase from the 2022-23 school year. In Math for the 2023-24 school year these students tested at -88 points distance from standard but made a 41-point increase from the 2022-23 school year. Van Gogh's effort in improving student achievement is evident in their growth over the last two years. Our school also met LAUSD's reclassification goal of 25% or more and in the 2023-24 school year 10 students reclassified.

The above snapshot of our school's data shows our unwavering commitment to student achievement and continued improvement. Data above was pulled from and can be verified from LAUSD's MyData and Whole Child dashboards.

STUDENT POPULATION TO BE SERVED

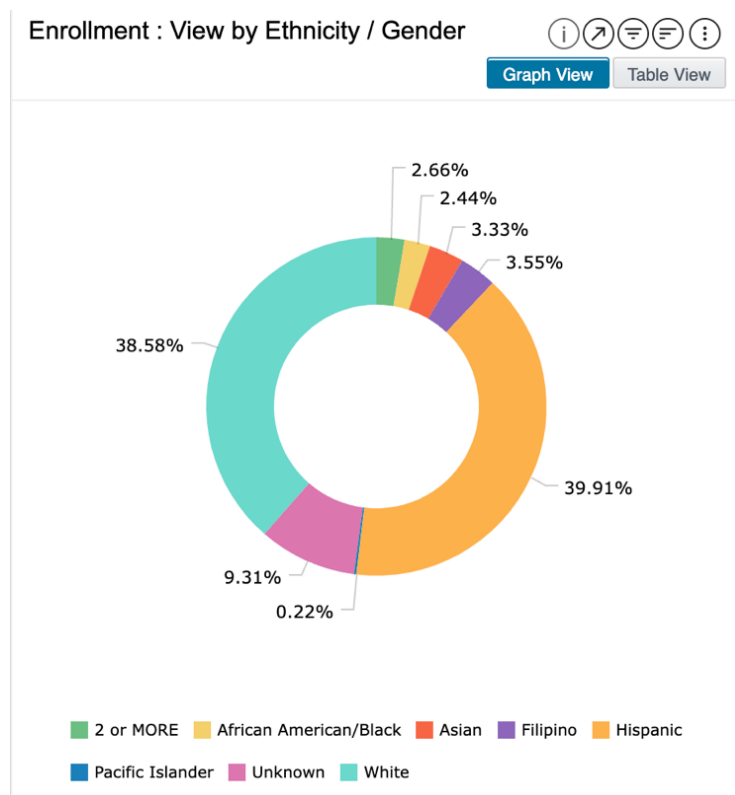
Van Gogh Charter serves Transitional Kindergarten through Fifth grade children. Students at Van Gogh come together with a variety of ethnic backgrounds and traditions. In the last four years our community has been enriched with many families moving into our community from Armenia, Russia, Ukraine, and Israel. Our student population of 448 speaks sixteen different languages and represents six ethnicities, which has changed our EL population needs. A factor that makes our school unique is that we are a high performing Title 1 school with 47% of our families falling in the socio-economic disadvantaged category.

Students that are interested in attending can apply for our annual lottery. Based upon school enrollment we will select students by lottery to fill any available spaces. Those students that are not chosen will remain on a waiting list. Some facts about the current and sub-group population are the school will serve the neighborhood population in the current attendance boundary, and students from surrounding areas of Los Angeles, providing continued integration of the charter school.

Van Gogh Charter has a higher number of identified gifted children than LAUSD average (According to our most current roster of students who are identified as Gifted and Talented 12.8% of our students are identified as of February 2025. Our student population of 451 speaks sixteen different languages and represents six ethnicities. Special Education students make up 9% of the 2024-25 population. We have two Special Education teachers who collaborate and push into all classrooms following a full inclusion model during the school day. During the last five years, our enrollment numbers have grown, and our school currently has 458 students enrolled and is near full compacity.

As of February 2025 (FOCUS report), the school's demographic breakdown is as follows:

- Two or More Ethnicities: 2.66%
- African American: 2.44%
- Asian: 3.33%
- Filipino: 3.55%
- Hispanic: 39.91%
- Unknown: 9.31%
- White (including a significant number of students from Armenia, Russia, and Ukraine): 38.58%



Van Gogh Charter is dedicated to serving a diverse student population, representing a broad spectrum of backgrounds and abilities. Below is a breakdown of our student body, showcasing the various targeted groups we focus on to provide tailored support and resources, ensuring that every student can thrive academically and personally.

As of February 2025 (FOCUS report), below is the school's breakdown:

- Socio-Economic Disadvantage: 47%
- Foster Youth: 0%
- Gifted and Talented: 12.4%
- Special Education: 10.6%
- English Learners: 7%
- Reclassified Fluent English Proficient: 32%

Van Gogh Charter's administration and staff are dedicated to meeting the diverse needs of all students, with a focused approach to driving instruction that supports our target populations. Through data-driven planning, small group instruction, and strong collaboration, we ensure academic excellence, consistently performing above district outcomes. Our commitment to innovation is reflected in the integration of technology and the implementation of engaging

programs that foster a dynamic learning environment. We are equally committed to creating a welcoming school atmosphere that supports students academically and socially, helping them thrive both in and outside of the classroom.

GOALS AND PHILOSOPHY

Mission and Vision

Our Mission

Our mission at Van Gogh Charter is to educate children to be successful, responsible, and respectful individuals. Our school community strives to support and encourage our students to become compassionate and contributing members of society.

Our Vision

Our students will be academically successful, creative, critical thinkers, socially responsible citizens, successful, and motivated.

Our Motto

Believe, Dream, Achieve

Goals of Van Gogh Charter

Van Gogh Charter's primary goal is to provide an innovative, inclusive, and engaging instructional program that empowers all students to reach their highest potential. By integrating technology, the arts, and rigorous academic standards, we prepare students to succeed in a rapidly evolving world.

To achieve this goal, we will:

- Maximize student achievement through a curriculum rooted in the California Common Core Standards and LAUSD expectations, incorporating authentic assessments to measure and enhance student learning.
- Increase interactive, hands-on learning opportunities tailored to meet the diverse needs of all students, with targeted support for students performing below grade level, students with special needs, gifted and talented students, and English Learners (EL).
- Foster innovative teaching practices by providing ongoing, data-driven professional development that supports our teachers in delivering high-quality, differentiated instruction aligned with our community's needs.
- Integrate the arts and technology into daily instruction, ensuring all students have access to enriching experiences in music, dance, theater, visual arts, STEAM, and computer science to develop their creativity and critical-thinking skills.

- Engage families as active partners in student success by regularly surveying parents, offering targeted workshops, and collaborating with school councils to provide meaningful input on curriculum and programs.
- Strengthen our articulation with community middle and high schools, creating a seamless pathway for students to continue their education in high-performing, innovative learning environments.

At Van Gogh Charter, we believe in fostering a safe, inclusive, and supportive learning environment where students develop the academic, social-emotional, and technological skills necessary for success. By embracing equity, innovation, and community collaboration, we remain committed to providing an exceptional public education that prepares students for a bright and successful future.

Our secondary goal is to leverage Van Gogh Charter's demonstrated success and best practices in fostering academic achievement, social-emotional growth, and community engagement, as a model for elementary schools within the district. Our school's performance and commitment to nurturing students' academic and personal development align with LAUSD's vision of ensuring all students thrive in a safe, supportive, and challenging learning environment.

By maintaining affiliated charter status, Van Gogh Charter can continue to innovate, provide personalized learning experiences, and strengthen partnerships within the community, leading to sustainable, positive outcomes for our students. We believe this status will enable us to effectively contribute to the district's broader goals of educational excellence and equity, particularly by sharing our proven "real-world" models and practices with other schools aiming to close achievement gaps for not just our targeted student populations, but all Van Gogh students.

As we look toward the future, we are confident that maintaining our charter status will provide both immediate and long-term benefits, not only for our school community but also for the district. This alignment ensures that we continue to empower our students with the skills and mindset necessary to succeed in the global economy, while serving as a valuable resource and inspiration for other schools in the district.

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

The 21st century has been an era of ever moving change, which has made drastic effects on society and its progression. To thrive in this modern world, people must adapt and continuously learn everything they can. An educated person is one who is willing to be immersed in an experience in which they will not come out the same. This means they are eager to respond to changes, engaged with the academic and social-emotional spaces, and can enhance their problem-solving approach with critical thinking skills. An educated person is synonymous with a lifelong learner, or student. They also place importance and value education on a level far higher than others, resulting in continuing education beyond a High School Diploma or Under-Graduate Degree. The need to continue progressing in their personal lives will bleed into their professional lives. In the case of education, the knowledge base built will be out-pour into the minds of the upcoming generations.

To be an effective citizen in the 21st Century, students must be able to exhibit a range of functional, critical, and healthy thinking skills related to information, media, and technology. This requires knowledge and expertise that is mastered through problem solving, communication, collaboration, and self-awareness. A student today must be able to adapt efficiently to work and contribute to the ever-changing social and global

society. The new millennium was ushered in by a dramatic technological revolution. We now live in an increasingly diverse, globalized, and complex, media- saturated society. According to Dr. Douglas Kellner at UCLA, this technological revolution will have a greater impact on society than the transition from an oral to a print culture (Kellner, Douglas; *New Media and New Literacies: Reconstructing Education for the New Millennium*). A well-educated person in the 21st Century needs to have the following six survival skills advocated by Tony Wagner in his book, *The Global Achievement Gap*:

- Critical Thinking and Problem Solving
- Collaboration across Networks and Leading by Influence
- Agility and Adaptability Initiative and Entrepreneurialism
- Effective Oral and Written Communication
- Accessing and Analyzing Information
- Curiosity and Imagination

An individual of the 21st century must possess the natural skills of communication, collaboration, critical thinking, and creativity. All human beings are born curious, an educated person differs by seeking out how to develop and hone these skills. Van Gogh believes in the constant and consistent growth and development of their students, staff, and leadership. This is done through engaging everyone through global awareness, civic, health, and environmental literacy. Throughout the course of a school year, meetings, events, and programs are held to reinforce these concepts and build upon the knowledge base of the school and community.

Along with the rapid changes occurring throughout the global community, technology has settled into a commanding position throughout all fields. To keep up with trends, it is imperative for an educated person to maintain an understanding of online tools, applications, laws, and regulations especially when working in a school environment. The future of the world has two parallel paths that humans must be ever-present in life online and life in the real world. The power of an intellectual is their ability to successfully transition between the two. An educator in the modern world is ready to instill academic and social-emotional knowledge on the future generations, however they also have an obligation to foster and inspire the correct usage of technology.

Van Gogh strives to incorporate all the traits of an educated individual in the 21st century into the curriculum. The expectations set in place for the students stem from the brilliant minds of all who have come together to build this school, and those who continue to build this school to its full potential.

How Learning Best Occurs

Van Gogh Charter's administration and staff believe that the most effective learning occurs in engaging, inclusive, and student-centered environments where instruction is designed to meet the diverse needs of all learners. Research-based learning theories such as Constructivism, Universal Design for Learning (UDL), Social-Emotional Learning (SEL), and Culturally Responsive Teaching (CRT) provide the foundation for effective teaching practices that foster academic success for all students, including English Learners (ELs), students from low socio-economic backgrounds, and students with special needs (SPED). These approaches align with LAUSD's Strategic Plan, particularly Pillar 1: Academic Excellence and Pillar E: Engage Parents, Families, and

Communities, ensuring that every child receives a high-quality education that prepares them for lifelong success.

Our highly qualified teachers and staff use the above research based approached in the following ways at Van Gogh:

- **Constructivist Learning Approach:** Students learn best when they are actively engaged through meaningful, hands-on experiences. Lessons are designed to be interactive and inquiry-based, encouraging students to engage in critical thinking and problem-solving. For EL students: Incorporating visuals, real-world connections, and structured academic conversations helps build language proficiency. For SPED students: Scaffolding, differentiated instruction, and support provided by our resource teachers in target instruction to meet their individual IEP goals and instructional strategies.
- **Universal Design for Learning (UDL):** Learning environments are designed with multiple means of engagement, representation, and expression, ensuring equitable access to content. For EL and low socio-economic students, culturally responsive teaching and diverse learning materials provide meaningful connections. Books and materials are available in the library and classrooms to ensure engagement. Teachers have received professional development provided by the district on bank-time Tuesdays. For SPED students: Flexible learning strategies, assistive technology, and individualized supports help remove barriers to learning.
- When using **Social-Emotional Learning (SEL) and Growth Mindset** lessons in the classroom, research shows that students perform best when they feel safe, valued, and supported. SEL competencies, including growth mindset, self-management, self-efficacy, and social awareness, are embedded in daily instruction as well as presented every Monday during our weekly schoolwide Monday assemblies done via Zoom and projected in the classroom on Promethean Boards. For all students, especially ELs and low socio-economic students, SEL in the classrooms foster resilience, confidence, and motivation to succeed in school. For SPED students with the support of our resource teachers SEL provides strategies for self-regulation and social interactions, improving overall learning outcomes. These lessons are done in the classroom with collaboration from the resource teachers and general education teachers. Our school's Psychiatric Social Worker also supports this work through micro and macro lessons with all students on our campus and those with specific needs.
- **Culturally Responsive Teaching (CRT)** at Van Gogh recognizes and values students' cultural backgrounds, languages, and lived experiences, making learning more meaningful and accessible. Instruction incorporates diverse texts from the library and our CKLA reading program, multicultural perspectives, and student-centered learning, allowing students to see themselves reflected in the curriculum.

To ensure high levels of student achievement, **LAUSD's Strategic Plan** has been reviewed and analyzed with our teachers and staff that emphasize equity-based Instruction, differentiating instruction for targeted student populations through small-group learning, personalized interventions, and data-driven decision-making, technology integration through the use of interactive tools, such as Promethean Boards and iReady, in order to make learning engaging and accessible for all students, professional development and family and community engagement . . an Gogh Charter strives to create a dynamic learning environment where all students—regardless of background, language proficiency, or ability—thrive academically and socially.

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

At Van Gogh Charter, our academic program, instructional strategies, and inclusive learning environment are designed to cultivate self-motivated, competent, and lifelong learners. We align our practices with LAUSD's Strategic Plan, focusing on academic excellence, equity-based instruction, and fostering student agency. Our goal is to ensure that all students develop the skills to become critical thinkers, creative problem solvers, socially responsible citizens, and independent learners who can adapt and thrive in a rapidly changing world.

Students at Van Gogh Charter develop self-motivation through goal setting, self-reflection, and a growth mindset. Every grade level engages in data chats, where students collaborate with their teachers to analyze their academic progress, set personalized learning goals, and develop strategies to reach them. In grades 3-5, students take even greater ownership of their learning by setting their own goals, regularly checking in with teachers, and adjusting their strategies based on feedback. These conversations empower students with a sense of agency over their learning journey.

Additionally, our Monday Morning Assemblies reinforce growth mindset, self-efficacy, self-management, and social awareness, providing students with the social-emotional tools needed to persevere, take ownership of their education, and stay motivated. By embedding these concepts into our school culture, students develop the resilience and confidence necessary to become independent, lifelong learners.

At Van Gogh Charter, we use data-driven instruction and the Plan-Do-Study-Act (PDSA) cycle to ensure that every student receives targeted support to maximize growth and achievement. Teachers use formative and summative assessments to inform instruction, analyze student progress, and adjust teaching strategies based on real-time data. The PDSA cycle allows students to:

1. Plan – Identify learning objectives and set personal academic goals.
2. Do – Engage in differentiated and interactive learning experiences.
3. Study – Reflect on progress through student-teacher data chats.
4. Act – Adjust strategies and set new goals to ensure continuous growth.

By following this continuous improvement cycle, students learn the value of self-reflection, perseverance, and adaptability, essential skills for lifelong learning.

A welcoming and inclusive learning environment is key to helping students reach their full potential. At Van Gogh Charter, teachers and staff nurture the whole child by providing:

- Hands-on, cooperative learning experiences that encourage peer collaboration and active engagement.
- Differentiated instruction tailored to each student's strengths, needs, and learning style.
- Technology-integrated learning, including interactive Promethean Boards and digital tools, to make lessons engaging and accessible.

By empowering students to take charge of their education, equipping them with essential learning skills, and fostering a supportive environment, Van Gogh Charter ensures that all students are prepared to be lifelong learners who thrive academically and socially.

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														
<p>To ensure that 100% of students in Los Angeles Unified are prepared to graduate, they must be nurtured as scholars from the beginning. Los Angeles Unified and its Affiliated Charter Schools, including Van Gogh Charter, will provide a personalized educational experience to support student needs and aspirations. Early success builds the foundation for continued proficiency and ultimate achievement in life. Students with disabilities are inspired to reach their maximum potential as productive and responsible citizens. High-quality instruction is aligned with the needs of students, with clear performance expectations. Student choice and access to visual and performing arts is part of a well-rounded education. Consistent with its charter, the school will annually maintain or increase the number of students achieving proficiency level or above as measured by the CAASPP SBA English Language Arts and Mathematics assessments. The school will meet or exceed state targets schoolwide for English Learners, low-income students, foster youth, and for all numerically significant student groups as required by law and charter.</p>	<p>Related State Priorities:</p> <table><tr><td><input type="checkbox"/> 1</td><td><input checked="" type="checkbox"/> 4</td><td><input checked="" type="checkbox"/> 7</td></tr><tr><td><input checked="" type="checkbox"/> 2</td><td><input checked="" type="checkbox"/> 5</td><td><input type="checkbox"/> 8</td></tr><tr><td><input type="checkbox"/> 3</td><td><input type="checkbox"/> 6</td><td></td></tr></table> <p>Local Priorities:</p> <table><tr><td><input type="checkbox"/>:</td><td></td></tr><tr><td><input type="checkbox"/>:</td><td></td></tr></table>	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 8	<input type="checkbox"/> 3	<input type="checkbox"/> 6		<input type="checkbox"/> :		<input type="checkbox"/> :	
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<input type="checkbox"/> :														
Specific Annual Actions to Achieve Goal														
<ul style="list-style-type: none">• The school will annually maintain or increase the number of students achieving “proficiency” or equivalent on CAASPP English Language Arts and Mathematics assessments.• The school will meet or exceed state targets for English Learners, low-income students, foster youth, and for all numerically significant subgroups.• For English learners, the school will meet annual LCAP targets.• The school will increase the number of English learners who make adequate annual progress by 10% each year. As measured by district expectations and in comparison to previous/historical data.														

- The school will increase the number of English learners who reclassify as Reclassified Fluent Proficiency (RFEP) by at least 2% each year.

Expected Annual Measurable Outcomes

Outcome #1:

The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to (1) yield improved performance academic outcomes for all students, including English learners; (2) meet district benchmark performance targets, and (3) design and deliver appropriate professional development.

The school will provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.

The school will continue to use the Smarter Balanced Summative Assessments for ELA, Math, and Science. Results from these assessments are just one piece of information to help our teachers and staff understand how well our students are mastering grade level standards. Our data is regularly compared to our similar affiliated charter schools as well as our local resident schools.

Metric/Method for Measuring:

CAASSP SBA Data - ELA

APPLICABLE STUDENT GROUPS	Baseline 2023- 2024 (Based on most recent data available)	2025- 2026	2026- 2027	2028- 2029 (Not applicable if categorized as Low Performing)	2028- 2029 (Not applicable if categorized as Low Performing)	2029- 2030 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	71%	72%	73%	74%	75%	76%
English Learners Students	69%	70%	71%	72%	73%	74%
Socioeconomically Disadvantaged Students	68%	69%	70%	71%	72%	73%
Foster Youth Students						
Students with Disabilities	18%	19%	20%	21%	22%	23%
African American Students	94%	95%	96%	97%	98%	99%
American Indian/Alaska Native Students						
Asian Students	78%	79%	80%	81%	82%	83%
Filipino Students	94%	95%	96%	97%	98%	99%
Latino Students	70%	71%	72%	73%	74%	75%
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races	60%	61%	62%	63%	64%	65%
White Students	74%	75%	76%	77%	78%	79%

[Click or tap here to enter text.](#)

Metric/Method for Measuring:

CAASSP SBA Data - Math

APPLICABLE STUDENT GROUPS	Baseline 2023- 2024 (Based on most recent data available)	2025- 2026	2026- 2027	2028- 2029 (Not applicable if categorized as Low Performing)	2028- 2029 (Not applicable if categorized as Low Performing)	2029- 2030 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	70%	71%	72%	73%	74%	75%
English Learners Students	59%	60%	61%	62%	63%	64%
Socioeconomically Disadvantaged Students	65%	66%	67%	68%	69%	70%
Foster Youth Students						
Students with Disabilities	35%	36%	37%	38%	39%	40%
African American Students	88%	89%	90%	91%	92%	93%
American Indian/Alaska Native Students						
Asian Students	89%	90%	91%	92%	93%	94%
Filipino Students	94%	95%	96%	97%	98%	99%
Latino Students	63%	64%	65%	66%	67%	68%
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races	50%	51%	52%	53%	54%	55%
White Students	65%	66%	67%	68%	69%	70%

Outcome #2:

The school will meet or exceed LAUSD's reclassification target rate of 25%.

The school will conduct an annual review of English learners to ensure adequate yearly progress and access to core curriculum. The school will ensure programs for English learners are designed to include the California English Language Development Standards.

The school currently has a 10% reclassification rate and will work to meet and exceed LAUSD's reclassification target of 22%

Metric/Method for Measuring:

ELPAC Data and Reclassification Rates

APPLICABLE STUDENT GROUPS	Baseline 2023- 2024 (Based on most recent data available)	2025- 2026	2026- 2027	2027- 2028 (Not applicable if categorized as Low Performing)	2028- 2029 (Not applicable if categorized as Low Performing)	2029- 2030 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	10%	13%	16%	19%	22%	25%
English Learners Students	10%	13%	16%	19%	22%	25%
Socioeconomically Disadvantaged Students						
Foster Youth Students						

Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #3:

The school will continue to maintain the percentage of LTELs to 15% of less of all ELs (LCAP Target)
 The school currently has no Long-Term English Language Learners (LTEL) students. The school will conduct an annual review of Potential Long-Term English Learners (P-LTELs) to ensure adequate yearly progress and access to core curriculum. The school will ensure programs for English Learners are designed to include the California English Language Development Standards and that P-LTEL students have access to interventions to help them access the California English Language Development Standards.

Metric/Method for Measuring:

Percentage of LTEL Students

APPLICABLE STUDENT GROUPS	Baseline 2023- 2024 (Based on most recent data available)	2025- 2026	2026- 2027	2027- 2028 (Not applicable if categorized as Low Performing)	2028- 2029 (Not applicable if categorized as Low Performing)	2029- 2030 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners Students	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

GOAL #2						
<p>100% Attendance</p> <p>The school will annually increase the number of students that attend 173-180 days each school year (i.e., achieve individual attendance of 96% or higher)</p> <p>The school will decrease by 1% annually the number of students missing 16 days or more each school year or an attendance rate of 91% or lower schoolwide</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 type="checkbox"/> 6</div> </div> <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"> Increase annually the percent of students attending 173-180 days with the penultimate goal of 100%. Maintain attendance incentive programs Utilize district Pupil Service Attendance (PSA) counselors, school site attendance team, and school Psychiatric Social Worker (PSW) to contact families whose student is absent more than 7 days during the school year Decrease the number of students missing 16 or more school days each year 						
Expected Annual Measurable Outcomes						
<p>Outcome #1:</p> <p>The school will annually increase the number of students achieving an individual attendance rate of 96% or higher.</p>						
<p>Metric/Method for Measuring:</p> <p>Percent of Students with Attendance Rate of 96% or above</p>						
APPLICABLE STUDENT GROUPS	Baseline 2023- 2024 <small>(Based on most recent data available)</small>	2025- 2026	2026- 2027	2027- 2028 <small>(Not applicable if categorized as Low Performing)</small>	2028- 2029 <small>(Not applicable if categorized as Low Performing)</small>	2029- 2030 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	52%	53%	54%	55%	56%	57%
English Learners Students	43%	44%	45%	46%	47%	48%
Socioeconomically Disadvantaged Students	47%	48%	49%	50%	51%	52%
Foster Youth Students						
Students with Disabilities	48%	49%	50%	51%	52%	53%
African American Students	57%	58%	59%	60%	61%	62%
American Indian/Alaska Native Students						
Asian Students	66%	67%	68%	69%	70%	71%
Filipino Students	68%	69%	70%	71%	72%	73%
Latino Students	47%	48%	49%	50%	51%	52%
Native Hawaiian/Pacific Islander Students						

Students of Two or More Races	58%	59%	60%	61%	62%	63%
White Students	53%	54%	55%	56%	57%	58%

Outcome #2:

The school will decrease by 1% annually the number of students missing 16 days or more each school or an attendance rate of 91% or lower school wide.

Metric/Method for Measuring:

Percent of Students with Attendance Rates of 91% or Lower

APPLICABLE STUDENT GROUPS	Baseline 2023- 2024 <small>(Based on most recent data available)</small>	2025- 2026	2026- 2027	2027- 2028 <small>(Not applicable if categorized as Low Performing)</small>	2028- 2029 <small>(Not applicable if categorized as Low Performing)</small>	2029- 2030 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	18%	17%	16%	15%	14%	13%
English Learners Students	28%	27%	26%	25%	24%	23%
Socioeconomically Disadvantaged Students	24%	23%	22%	21%	20%	19%
Foster Youth Students						
Students with Disabilities	24%	23%	22%	21%	20%	19%
African American Students	29%	28%	27%	26%	25%	24%
American Indian/Alaska Native Students						
Asian Students	4%	3%	2%	1%	0%	0%
Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students	22%	21%	20%	19%	18%	17%
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races	25%	24%	23%	22%	21%	20%
White Students	16%	15%	14%	13%	12%	11%

GOAL #3						
Parent, Community, and Student Engagement • Increase the number of parents completing the School Experience Survey • Train parents on academic initiatives by providing a minimum of six workshops annually	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> Related State Priorities: <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 </div> <div style="display: flex; justify-content: space-between;"> <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 </div> </div> <div style="padding-top: 5px;"> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> The school will increase the number of parents completing the School Experience Survey The school will increase the percentage of parents who agree/strongly agree in the prompts for Parent Engagement. The school will increase the percentage of parents who agree/strongly agree in the prompts for Parent Engagement Involvement. Maintain an effective program for interactive parent and family involvement that includes meaningful opportunities for providing and gathering parental input for decision-making, sharing and receiving information, and teaching and learning how to support the educational program. Provide guidelines for parents to express and resolve concerns, in accordance with the charter 						
Expected Annual Measurable Outcomes						
Outcome #1: Maintain the number of parents completing the School Experience Survey to be 100%.						
Metric/Method for Measuring: LAUSD Parent School Experience Survey						
APPLICABLE STUDENT GROUPS	Baseline 2023- 2024 <small>(Based on most recent data available)</small>	2025- 2026	2026- 2027	2027- 2028 <small>(Not applicable if categorized as Low Performing)</small>	2028- 2029 <small>(Not applicable if categorized as Low Performing)</small>	2029- 2030 <small>(Not applicable if categorized as Low Performing)</small>
Parents Completed	100%	100%	100%	100%	100%	100%
Overall Parent Engagement	100%	100%	100%	100%	100%	100%
Overall Parent Involvement	100%	100%	100%	100%	100%	100%

GOAL #4						
Ensure School Safety • Strive to achieve zero suspension incidents • Maintain the number of expulsion incidents at 0% • Increase the percentage of students who feel safe on school grounds	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 </div> <div style="padding-top: 5px;"> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>					
Specific Annual Actions to Achieve Goal						
• The school will continue to implement positive behavior plans and social emotional learning activities • The school will continue to promote and strengthen home-school partnerships to manage discipline. • The school will increase the percentage of students who feel safe on school grounds. • Safety Committee consisting of all stakeholders meets monthly to discuss safety concerns and implement increased safety measures.						
Expected Annual Measurable Outcomes						
Outcome #1: Strive to achieve zero suspension incidents for all student groups.						
Metric/Method for Measuring: School Suspension Data						
APPLICABLE STUDENT GROUPS	Baseline 2023- 2024 <small>(Based on most recent data available)</small>	2025- 2026	2026- 2027	2027- 2028 <small>(Not applicable if categorized as Low Performing)</small>	2028- 2029 <small>(Not applicable if categorized as Low Performing)</small>	2029- 2030 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners Students	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth Students	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%

Students of Two or More Races	0%	0%	0%	0%	0%	0%
White Students	0%	0%	0%	0%	0%	0%

Outcome #2:

Maintain the number of expulsion incidents at 0% across all student groups.

Metric/Method for Measuring:

School Expulsion Data

APPLICABLE STUDENT GROUPS	Baseline 2023- 2024 <small>(Based on most recent data available)</small>	2025- 2026	2026- 2027	2027- 2028 <small>(Not applicable if categorized as Low Performing)</small>	2028- 2029 <small>(Not applicable if categorized as Low Performing)</small>	2029- 2030 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners Students	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth Students	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	0%	0%	0%	0%	0%	0%
White Students	0%	0%	0%	0%0%	0%	0%

GOAL #5						
Provide For Basic Services • Maintain the number of teachers that are appropriately credentialed for the students they are assigned to teach at 100% • Maintain the percentage of teachers completing the Teacher Growth and Development Cycle • Continue to grow the percentage of school-based staff attending 96% or above • Maintain the percentage of schools providing students with standards-based instructional materials by meeting Williams Act requirements at 100%. • Reach 100% of facilities that are in good repair.	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> <div style="padding-top: 5px;"> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>					
Specific Annual Actions to Achieve Goal						
• Family counselors will continue to be purchased to provide counseling services for all students in need of social emotional assistance • Continue purchasing general supplies and instructional materials. • Centralized support from the District provided to the school						
Expected Annual Measurable Outcomes						
Outcome #1: Maintain the percentage of teachers that are appropriately credentialed for the students they are assigned to teach at 100%.						
Metric/Method for Measuring: Annual review of school compliance with credentialing and assignments requirements.						
APPLICABLE STUDENT GROUPS	Baseline 2023- 2024 <small>(Based on most recent data available)</small>	2025- 2026	2026- 2027	2027- 2028 <small>(Not applicable if categorized as Low Performing)</small>	2028- 2029 <small>(Not applicable if categorized as Low Performing)</small>	2029- 2030 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%

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

Outcome #2:

- School will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the charter.
- Each EL student will have full access to ELD program materials, and any supplemental materials needed to provide the student access to core instruction.
- Each student with an IEP will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP.

Metric/Method for Measuring:

Annual Williams instructional materials review and certification process; annual budget review; annual inventory.

APPLICABLE STUDENT GROUPS	Baseline 2023- 2024 (Based on most recent data available)	2025- 2026	2026- 2027	2027- 2028 (Not applicable if categorized as Low Performing)	2028- 2029 (Not applicable if categorized as Low Performing)	2029- 2030 (Not applicable if categorized as Low Performing)
Williams Instructional Materials	100%	100%	100%	100%	100%	100%
Budget Review	100%	100%	100%	100%	100%	100%
Inventory	100%	100%	100%	100%	100%	100%

Outcome #3:

The school will achieve and maintain an overall “good” rating or better on annual review(s) of school facilities.

Metric/Method for Measuring:

Internal and/or District annual review(s) of the state and condition of its facilities; ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and Principal.

APPLICABLE STUDENT GROUPS	Baseline 2023- 2024 (Based on most recent data available)	2025- 2026	2026- 2027	2027- 2028 (Not applicable if categorized as Low Performing)	2028- 2029 (Not applicable if categorized as Low Performing)	2029- 2030 (Not applicable if categorized as Low Performing)
Facility Inspections	100%	100%	100%	100%	100%	100%

GOAL #6						
Broad Course of Study • In addition to the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science, the school will offer a comprehensive enrichment program (Science, Tech Lab, Dance, Music, Art, and Physical Education) to 100% of its students every year. • All students will use the schoolwide Eureka Math Program. • All students will use the i-Ready Reading and Math MyPath Program to supplement and support targeted reading instruction.	Related State Priorities: <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 checked="" type="checkbox"/> 7</div> <div style="width: 33%;"><input type="checkbox"/> 2</div> <div style="width: 33%;"><input type="checkbox"/> 5</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 8</div> <div style="width: 33%;"><input type="checkbox"/> 3</div> <div style="width: 33%;"><input type="checkbox"/> 6</div> </div> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :					
Specific Annual Actions to Achieve Goal						
• Conduct an annual review of the school's master schedule, student schedules, and other information • Provide off-site professional development for both Lucy Calkins Writing Program and Cognitive Guided Instruction for newer teachers, as school budget allows. • Continue the on-site training of teachers and paraprofessionals in Write from the Beginning Writing Program • Provide professional development for the iReady Reading Program for teachers and paraprofessionals.						
Expected Annual Measurable Outcomes						
Outcome #1: The school will provide a comprehensive enrichment program including Science, Tech Lab, Dance, Art, Music, and Physical Education to 100% of students.						
Metric/Method for Measuring: Annual review of master schedule and student schedules for all applicable subgroups.						
Baseline	Baseline 2023-2024 <small>(Based on most recent data available)</small>	2025-2026	2026-2027	2027-2028 <small>(Not applicable if categorized as Low Performing)</small>	2028-2029 <small>(Not applicable if categorized as Low Performing)</small>	2029-2030 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%

Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Outcome #2:

Maintain 100% of students using i-Ready Reading and Math MyPath Program.

Metric/Method for Measuring:

Review of iReady usage reports.

APPLICABLE STUDENT GROUPS	Baseline 2023- 2024 <small>(Based on most recent data available)</small>	2025- 2026	2026- 2027	2027- 2028 <small>(Not applicable if categorized as Low Performing)</small>	2028- 2029 <small>(Not applicable if categorized as Low Performing)</small>	2029- 2030 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Outcome #3:

Maintain training of all teachers and paraprofessionals in state and district priorities and initiatives.

Metric/Method for Measuring:

Review of school professional development schedules

APPLICABLE STUDENT GROUPS	Baseline 2023- 2024 <small>(Based on most recent data available)</small>	2025- 2026	2026- 2027	2027- 2028 <small>(Not applicable if categorized as Low Performing)</small>	2028- 2029 <small>(Not applicable if categorized as Low Performing)</small>	2029- 2030 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

INSTRUCTIONAL DESIGN

Van Gogh Charter's curriculum aligns with the California Common Core Standards (CCSS), Next Generation Science Standards (NGSS), and LAUSD initiatives/instruction programs.

Administration and staff create a learning environment that is centered on account research-based approaches that are student centered and data driven. All instruction uses data, the analyzing of student work and process through instructional cycles such as the Plan, Do Study, Act (PDSA) cycle. Students are assessed periodically throughout the school year using district provided tools as well as in class assessments by the classroom teachers. All assessments are designated to look at targeted student populations, inform instruction and track student progress. Our program and instructional design ensure effective instruction for all students and the identification for the strategies that will work best for our diverse learners.

Our school's use the principles of backwards planning and Understanding by Design, Van Gogh Charter carefully structures its curriculum to provide students with a solid path to achievement. Our educators and leadership team collaborate to innovate and adapt, incorporating evidence-based strategies such as Dr. Kaplan's Icons for Depth and Complexity, Thinking Maps, and concept-based math instruction to ensure all students master the Common Core Standards. All research-based strategies and best practices are shared during professional developments and grade level planning among teachers and our SPED team. We uphold our professional and ethical duty to deliver daily instruction that encompasses the following elements:

- **Clear expectations**

- o State standards are conveyed in student-friendly language in the classrooms.
- o Rubrics and criteria charts, developed by both teachers and students (grades 3-5), align with state and district expectations.
- o Conceptual knowledge (understanding what needs to be done) is clearly defined and discussed and language understood by students.
- o Procedural knowledge (grasping how to do it) is clearly explained in a variety of ways based on student need.

- **Challenging curriculum**

- o Critical thinking is embedded in all subject areas through: Scholarly Behaviors (Depth and Complexity), Bloom's Revised Taxonomy, Webb's Depth of Knowledge, and EL strategies and district provided resources.

- **Opportunities for collaboration and interaction**

- o Partner discussions and cooperative learning is encouraged and practiced in all grade levels.
- o Literature circles and discussions and Math chats
- o Writing workshops incorporating peer revision and editing

- **Tailored curriculum**

- o Assignments that vary by skill level
- o Compacting content for advanced learners
- o independent study options
- o Scaffolding techniques such as Thinking Maps, Accountable Talk, and pre-teaching strategies

- **Adaptive instruction**

- o Instruction is delivered through whole group, small group, and individualized methods
- o Technology and multimedia enhance learning experiences
- o Team teaching for enriched support
- o Use of graphic organizers and mind maps
- o Specially Designed Academic Instruction in English (SDAIE)
- o Explicit teaching and guided practice

- **Hands-on learning experiences**

- o Student-driven exploration
- o Time for independent research and projects
- o Use of manipulatives and real-world materials
- o Inquiry-based learning through experiments and simulations
- o Digital collaboration and online learning
- o Field trips for experiential learning

- **Arts integration**

- o Dedicated music, visual arts, theater, and Dance classes provided by LAUSD's arts funding and our Parent Teacher Organization (PTO)

- o Visual arts incorporated during the school day and after school
- o Theater and dramatic expression in learning activities included in our CKLA reading program

Van Gogh Charter's instructional philosophy is centered on dynamic, student-focused learning that aligns with California CCSS, NGSS, and LAUSD priorities. Our commitment to continuous improvement is reflected in data-driven instruction and the Plan-Do-Study-Act (PDSA) model, which ensures our teaching evolves to meet the diverse needs of students. Through backward planning and Understanding by Design, we deliver a structured, evidence-based curriculum that fosters in-depth understanding and skill mastery. Our instructional model emphasizes high expectations, engaging curriculum, collaboration, individualized learning, hands-on experiences, and artistic expression. By implementing Depth and Complexity strategies, Thinking Maps, cooperative learning, and inquiry-based exploration, we empower students to develop critical thinking, problem-solving, and communication skills. Our dedication to excellence ensures all learners receive equitable access to a rigorous and engaging education.

Curriculum and Instruction

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

English Language Arts

- Deliver a rigorous curriculum aligned with the Common Core State Standards (CCSS) to ensure students develop strong literacy skills.
- Cultivate proficiency in reading, writing, speaking, and listening to support learning across all subject areas.
- Utilize a variety of CCSS-aligned programs and resources, such as CLKS Amplify Reading, Core Literature, iReady, 95% Phonics Intervention, UFLY, Orton-Gillingham, and Heggerty, to meet diverse student needs.
- Promote critical thinking through in-depth analysis, evidence-based writing, and conceptual reasoning.
- Strengthen grammar, spelling, oral communication, and active listening skills through direct instruction and integrated language activities.
- Expand vocabulary through meaningful writing and speaking experiences.
- Encourage higher-order thinking using Bloom's Taxonomy, Kaplan's Depth and Complexity, and Webb's Depth of Knowledge.
- Implement a schoolwide writing initiative with Write from the Beginning and Beyond/Thinking Maps.
- Integrate technology to enhance student learning through presentations, and projects.
- Inspire creativity through storytelling, poetry, and imaginative writing opportunities.
- Dedicate a minimum of two hours daily to English language arts instruction in grades K-5.

Universal Transitional Kindergarten (UTK):

- Introduce and reinforce letter recognition and phonemic awareness through music, movement, and interactive play.
- Utilize hands-on, multisensory activities such as playdough, shaving cream, and salt trays to support letter formation.

- Develop phonological awareness through whole-body engagement, incorporating total physical response (TPR), rhythm sticks, musical instruments, and sensory activities.

Math

- Deliver a rigorous, standards-aligned curriculum that challenges students and fosters mathematical excellence.
- Build strong mathematical foundations by applying concepts and computational skills to a variety of problem-solving scenarios.
- Utilize research-based instructional programs such as Eureka Math, Model Draw for Word Problems, and Great Minds In-Sync to enhance conceptual understanding and fluency.
- Develop critical thinking and lifelong problem-solving skills through a deep understanding of mathematical practices.
- Strengthen proficiency across key mathematical domains, including operations, algebraic reasoning, patterns, functions, geometry, statistics, and probability.
- Emphasize real-world applications of math to reinforce relevance and promote critical thinking.
- Support logical reasoning by helping students analyze information, verify solutions, and apply appropriate strategies for word problems.
- Integrate math across multiple disciplines—including music, dance, science, art, technology, and history—to deepen understanding and connections.
- Engage students with hands-on learning experiences using tools and manipulatives such as protractors, computers, rulers, compasses, place value blocks, and fraction tiles.

Grade-Level Enrichment Activities:

- 100th Day of School: Celebrate place value with hands-on counting activities, and sequencing exercises to reinforce concepts of tens and hundreds.
- Pi Day Exploration: Investigate the concept of Pi through hands-on measurements, literature connections, and collaborative circle-themed art projects in grades 2-5.
- Robotics Challenge Grades 4-5: Design and construct a paper robot, calculating the area of each body part using composite figures and total area calculations with the support of our contracted computer classes during the school day.
- Fraction Art & Storytelling: Create a class zoo where students design an animal using fractions of different colors, incorporating fractions greater than one whole and writing a short story to accompany their creation.

History/Social Studies

- Develop students' understanding of their role in society by exploring communities, cities, states, and nations within historical and geographical contexts.
- Teach critical thinking by analyzing historical events, identifying trends, and making meaningful connections across time periods.
- Strengthen research skills by examining primary sources, historical artifacts, and firsthand accounts to develop a deeper understanding of different perspectives.
- Foster analytical skills by interpreting maps, timelines, and historical data to recognize cause-and-effect relationships.
- Bring history to life through interactive role-playing, simulations, and hands-on activities.

- Promote cultural awareness by studying global agriculture, climate, and the influence of diverse civilizations.
- Celebrate and respect students' native languages through inclusive discussions and classroom routines.
- Recognize cultural heritage with holiday performances, school-wide initiatives, and cross-cultural studies.
- Expand global awareness by helping students see connections between their local community and the broader world.
- Encourage civic responsibility through community service projects, including hunger relief efforts, recycling programs, and clothing donations.

Grade-Level Enrichment Activities:

- Friendsgiving: A social-emotional learning experience centered on gratitude, empathy, and cultural traditions.
- Winter Holiday Program: A celebration of global traditions featuring performances in music, dance, and poetry from diverse cultures.
- Native American Storytelling: Students craft their own Native American-inspired stories using symbolic "hieroglyphics" on bear-skin-style paper, sharing them in the school's Habitat space.
- California Native American Basket Weaving/Mission Projects: Third graders create small baskets while exploring the materials, techniques, and significance of traditional California Native American craftsmanship.
- Multicultural Art Projects: Students design artwork inspired by cultural heritage celebrations, including Native American Heritage Month, Black History Month, and Hispanic Heritage Month.

Science

- Inspire curiosity and scientific inquiry by providing hands-on, exploratory learning experiences.
- Utilize FOSS Science Kits to engage students in interactive, inquiry-based investigations that promote a deep understanding of scientific concepts.
- Support the curriculum with Mystery Science, fostering critical thinking through engaging lessons, real-world scenarios, and thought-provoking questions.
- Develop students' understanding of key scientific disciplines, including life science, earth science, physical science, and engineering.
- Encourage students to apply the scientific method by making observations, forming hypotheses, conducting experiments, and analyzing data.
- Strengthen STEM education by integrating technology, engineering challenges, and problem-solving tasks into the curriculum.
- Promote environmental awareness and sustainability through studies on ecosystems, conservation, and human impact on the planet.
- Foster cross-curricular connections by integrating science with literacy, math, and the arts.
- Engage students in collaborative learning through discussions, group projects, and hands-on experimentation.

Grade-Level Enrichment Activities:

- Ecosystem Exploration: Using FOSS Science Kits, students investigate habitats, food chains, and biodiversity through hands-on experiments and nature observations.

- Weather and Climate Investigations: Students analyze real-world weather patterns, explore climate change concepts, and conduct experiments on air pressure, water cycles, and extreme weather.
- Engineering Design Challenges: Students apply physics and engineering principles to build structures, test forces and motion, and solve design-based problems.
- Mystery Science Investigations: Students engage in interactive lessons that spark curiosity and scientific reasoning through open-ended exploration.
- Space and Solar System Studies: Students explore celestial bodies, planetary motion, and the impact of space exploration through multimedia resources and model creation.

This curriculum ensures that students at Van Gogh Charter develop a love for science, curiosity about the world, and the skills needed for future scientific exploration.

Technology

At Van Gogh Charter we integrate technology into all areas of learning to prepare students for an increasingly digital world. Our approach emphasizes creativity, collaboration, and problem-solving through hands-on experiences and structured instruction.

- Standards-Based Computer Instruction: A contracted technology program is on campus three days a week, ensuring all TK-5 students receive structured, standards-aligned computer education.
- Robotics & Programming: Students in grades 3-5 engage in robotics building and coding, applying engineering principles through hands-on projects.
- After-School Robotics Club: A free robotics program for 4th and 5th graders offers additional opportunities for innovation and teamwork beyond the school day.
- Interactive Learning Environments: Every classroom is equipped with Promethean interactive boards, enhancing student engagement through interactive lessons.
- One-to-One Devices: Each student has access to a personal Chromebook, supporting research, collaboration, and project-based learning.
- Develop foundational keyboarding skills with a focus on accuracy, speed, and home key placement.
- Learn internet research skills, emphasizing online safety and digital responsibility.
- Introduce tables, spreadsheets, and word processing to support early digital literacy.
- Create multimedia presentations, fostering creativity and communication skills.
- Begin early exposure to coding and robotics, progressing from basic programming in kindergarten to more complex applications by fifth grade.
- 1:1 Chromebook Program: Blended learning approach that combines traditional instruction with digital integration.
- Google Classroom & Google Apps for Education: Students use Drive, Docs, Sheets, and Slides to collaborate on projects and assignments.

At Van Gogh Charter we ensure students develop the skills needed to think critically, work collaboratively, and engage confidently in a technology-driven world.

Visual and Performing Arts

At Van Gogh Charter we believe in the power of the arts to enhance creativity, self-expression, and interdisciplinary learning. Through a well-rounded arts program,

students develop skills in music, theatre, visual arts, and dance, fostering a lifelong appreciation for artistic expression.

Music

- Develop students' ability to process, analyze, and interpret sensory information through music.
- Provide hands-on experience with class sets of instruments and portable keyboards to build instrumental skills.
- Expose students to a diverse selection of recorded music to foster an appreciation for musical traditions and historical contributions.
- Encourage students to connect musical concepts to other areas of learning, reinforcing cross-curricular understanding.

Theatre

- Offer students a platform to express themselves and showcase their knowledge through classroom performances.
- Engage students in interactive drama lessons led by a traveling theatre teacher, focusing on the six elements of drama.
- Integrate theatre skills into literature, science, and social studies, deepening comprehension through performance-based learning.

Visual Arts

- Provide instruction using Arts Attack programs to introduce artistic techniques and principles.
- Expose students to global artistic masters, encouraging them to recognize and replicate different artistic styles.
- Offer hands-on opportunities for students to create art in the classroom, Art Studio, and outdoor spaces.
- Enhance learning through lessons from a traveling art teacher, who models the seven elements of art in group sessions.
- Utilize Van Gogh's state-of-the-art kiln to bring students' clay sculptures to life.
- Encourage the application of visual arts skills across multiple subjects, enriching learning through creativity.
- After School arts enrichment is offered to students in the area of Visual Arts

Dance

- Develop movement skills by exploring the fundamental elements of time and space in dance.
- Guide students in creating and expressing meaning through movement and performance.
- Promote cross-disciplinary learning by integrating dance concepts into other subject areas.
- Engage students in interactive movement lessons led by a traveling dance teacher.

At Van Gogh Charter our arts program nurtures creativity, confidence, and a deeper understanding of academic content through engaging, hands-on experiences in music, theatre, visual arts, and dance.

Health and Physical Education

At Van Gogh Charter we believe in nurturing students' overall well-being through a comprehensive physical education program that promotes physical fitness, teamwork, and healthy lifestyle habits. Our program aligns with LAUSD requirements, ensuring students engage in structured physical activity to support their academic, social, and emotional growth.

Health & Wellness

- Emphasize the three interconnected aspects of health—mental/emotional, physical, and social/family well-being—to foster lifelong wellness.
- Encourage students to develop healthy habits that promote both physical fitness and emotional resilience.
- Kindergarten through 5th grade use the LAUSD provided health program Body Works, to lead students in Health instruction.

Physical Education Program

- Provide LAUSD-mandated PE instruction, ensuring students in grades 1-6 receive 200 minutes of physical education every 10 school days, led by trained educators.
- Develop motor skills, movement knowledge, and self-confidence through structured activities and exercises.
- Reinforce teamwork, sportsmanship, and fair competition, helping students build cooperation and leadership skills.

Supplemental & Enrichment Programs

- PTO.-Funded YMCA Psychomotor Program:
 - The YMCA psychomotor program, funded by the Van Gogh PTA, provides additional physical activity for students in grades K-5.
 - This program supplements Common Core State Standards (CCSS) in PE, reinforcing movement fundamentals and physical fitness.
 - Classroom teachers integrate psychomotor activities into their lessons, ensuring all students benefit from structured, developmentally appropriate movement exercises.

At Van Gogh Charter we are committed to ensuring students develop lifelong fitness habits, teamwork skills, and a positive mindset toward health and wellness through a well-rounded and engaging physical education program.

Social-Emotional Learning

At Van Gogh Charter, we are committed to fostering a positive school culture that promotes social responsibility, emotional well-being, and strong character development. Through intentional SEL instruction, character education, and wellness initiatives, we ensure that students build the skills necessary to thrive in both school and life.

Psychiatric Social Worker (PSW) Support

- Van Gogh Charter allocates funding to provide a Psychiatric Social Worker (PSW) on campus two days a week to enhance student support services.

- The PSW plays a key role in leading school-wide wellness activities, facilitating spirit days focused on mental health, and guiding SEL discussions that promote emotional awareness and resilience.
- Provides both micro and macro instruction, supporting individual students while also implementing broad social-emotional programs for the entire school community.

Character Education & School Culture

- Reinforce being respectful, responsible, and Safe as a foundation for schoolwide social responsibility.
- Recognize students who exemplify strong character and present them with awards presented at monthly assemblies.
- Supplement character education through structured SEL programs such as Second Step and Focus, helping students develop empathy, self-awareness, and responsible decision-making.
- Encourage effective conflict resolution by teaching students to communicate using "I" messages, fostering open and respectful dialogue.
- Implement restorative practices like the Restorative Rainbow, guiding students to work through conflicts in a constructive and reflective manner.
- Empower students to take an active leadership role in environmental health initiatives, inspiring them to contribute to their school and community.

Through dedicated SEL instruction, character-building experiences, and mental health support, Van Gogh Charter creates a safe, inclusive, and nurturing environment where students develop the emotional and social skills needed to succeed.

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.

Our Transitional Kindergarten (TK) program provides a strong foundation for early learners by preparing them for kindergarten over a two-year period. Emphasis is placed on fostering oral language development, social-emotional learning, and essential academic skills through an engaging, play-based curriculum.

Our program follows California's Preschool Learning Foundations and the California Transitional Kindergarten Learning and Development Guidelines, ensuring that students receive developmentally appropriate instruction tailored to their needs. It is designed to bridge the gap between preschool and kindergarten, supporting young learners as they build self-regulation, independence, and a love for learning.

The daily schedule includes whole-group and small-group instruction in both indoor and outdoor environments, offering rich, hands-on experiences. Instruction is integrated across key areas, including:

- Language and Literacy Development (English Language Development for multilingual learners)
- Mathematics (Early number sense, problem-solving, and spatial reasoning)
- Science and Social Science (Exploration, inquiry, and discovery-based learning)
- Creative Arts (Art, music, and movement to foster creativity and expression)
- Physical Education (Development of fine and gross motor skills through active play)

Students engage in structured and unstructured play, which promotes collaboration, curiosity, and problem-solving. The program supports growth mindset, self-management, self-efficacy, and social awareness, aligning with LAUSD's commitment to social-emotional learning (SEL).

Our TK classes may sometimes integrate with kindergarten classes during recess and lunch, fostering peer interaction and social development. By the end of the program, students are well-prepared to transition into kindergarten with confidence and enthusiasm.

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.

As an LAUSD affiliated charter school, Van Gogh Charter follows LAUSD's academic calendar. All district-recognized holidays are observed, aligning with the schedule of a traditional-track elementary school. Students in Transitional Kindergarten through 5th grade receive 323 instructional minutes on Monday, Wednesday, Thursday, and Friday. On Tuesdays, which are designated as banking days, students have 263 instructional minutes. For Minimum Days, students receive 253 instructional minutes. For Shortened Days, students receive 288 instructional minutes. Our instructional schedule is carefully structured to ensure compliance with California Education Code 47612.5, meeting or exceeding the state's minimum instructional time requirements.

Regular Day Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Recess 2 Start	Recess 2 End	Dismissal	Instruction Mins	Required Mins	Difference
Grades K	08:01 AM	10:20 AM	10:40 AM	12:00 PM	12:20 PM	12:20 PM	12:40 PM	02:24 PM	323	323	0
Grades 1,2,3	08:01 AM	10:00 AM	10:20 AM	12:00 PM	12:20 PM	12:20 PM	12:40 PM	02:24 PM	323	323	0
Grades 4,5	08:01 AM	10:00 AM	10:20 AM	12:20 PM	12:40 PM	12:40 PM	01:00 PM	02:24 PM	323	323	0

Professional Development Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Recess 2 Start	Recess 2 End	Dismissal	Instruction Mins	Required Mins	Difference
Grades K	08:01 AM	10:20 AM	10:40 AM	12:00 PM	12:20 PM	12:20 PM	12:40 PM	01:24 PM	263	263	0
Grades 1,2,3	08:01 AM	10:00 AM	10:20 AM	12:00 PM	12:20 PM	12:20 PM	12:40 PM	01:24 PM	263	263	0
Grades 4,5	08:01 AM	10:00 AM	10:20 AM	12:20 PM	12:40 PM	12:40 PM	01:00 PM	01:24 PM	263	263	0

Minimum Day Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Recess 2 Start	Recess 2 End	Dismissal	Instruction Mins	Required Mins	Difference
Grades 1,2,3,4,5	08:01 AM	10:00 AM	10:20 AM	10:20 AM	10:40 AM			12:54 PM	253	253	0
Grades K	08:01 AM	09:40 AM	10:00 AM	10:00 AM	10:20 AM			12:54 PM	253	253	0

Shortened Day Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Recess 2 Start	Recess 2 End	Dismissal	Instruction Mins	Required Mins	Difference
Grades K	08:01 AM	10:20 AM	10:40 AM	12:00 PM	12:20 PM	12:20 PM	12:30 PM	01:39 PM	288	288	0
Grades 1,2,3	08:01 AM	10:00 AM	10:20 AM	12:00 PM	12:20 PM	12:20 PM	12:30 PM	01:39 PM	288	288	0
Grades 4,5	08:01 AM	10:00 AM	10:20 AM	12:20 PM	12:40 PM	12:40 PM	12:50 PM	01:39 PM	288	288	0

<p align="center">Van Gogh Charter Daily School Wide Schedule Regular Dismissal Day 2:24pm Tuesday Dismissal 1:24 Shortened Day Dismissal 1:39pm</p>
<p align="center"><u>Gate Schedule</u></p> Main Gate/Valet Gates Open.....7:30 am Kindergarten Gate Open.....7:45 am Warning Bell.....7:56 am
<p align="center"><u>Dismissal Times</u></p> UTK-5th Grade Instructional Day...8:01am-2:24 pm Tuesday Dismissal.....1:24 pm Shortened Day.....1:39 pm Minimum Day.....12:54 pm
<p align="center"><u>Recess Schedule</u></p> <p align="center"><u>UTK/K</u></p> UTK (K1).....9:40-10:00 am UTK (K2).....10:00-10:20 am K (Room 44).....10:00-10:20 am K (Rooms 45&46)....10:20-10:40 am <p align="center"><u>Grades 1-5</u></p> All Classes.....10:20-10:40 am
<p align="center"><u>Lunch Schedule</u></p> <p align="center"><u>UTK/K</u></p> UTK (K1).....11:40-12:20 pm UTK (K2).....12:00-12:40 pm K (Room 44, 45 & 46).....12:00-12:40 pm <p align="center"><u>Grades 1-5</u></p> Grades 1, 2, 3.....12:00-12:40 pm Grades 4 & 5.....12:20-1:00 pm

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	134	323	39	263	10	253			183	36000	56069	20069
1	Yes	134	323	39	263	10	253			183	50400	56069	5669
2	Yes	134	323	39	263	10	253			183	50400	56069	5669
3	Yes	134	323	39	263	10	253			183	50400	56069	5669
4	Yes	134	323	39	263	10	253			183	54000	56069	2069
5	Yes	134	323	39	263	10	253			183	54000	56069	2069
6	No												
7	No												
8	No												
9	No												
10	No												
11	No												
12	No												

Sample Daily Schedules

Regular Days:

TK & Kindergarten

8:01	Breakfast in the Classroom Attendance Calendar Math
8:20	English Language Arts
9:40	Recess
10:00	English Language Arts continued; English Language Development - Integrated
10:30	iReady MyPath - Reading
10:45	English Language Development - Designated
11:15	Mathematics
11:40	Lunch & Lunch Recess
12:20	Mathematics continued
1:30	Science / Social Studies / Health / Art
2:10	iReady MyPath - Math
2:24	Dismissal

Grades 1-3

8:01	Breakfast in the Classroom Attendance Daily Spiral Review – Math / ELA
8:20	Mathematics
9:20	iReady MyPath - Math
9:40	Recess
10:00	English Language Arts; English Language Development - Integrated

11:15	iReady MyPath - Reading
11:35	English Language Development - Designated
12:05	Lunch and Lunch Recess
12:50	English Language Arts continued
1:30	Physical Education / Science / Health / Social Studies/ Art
2:24	Dismissal

Grades 4-5

8:01	Physical Education
8:20	Breakfast in the Classroom Attendance
8:45	English Language Arts; English Language Development - Integrated
10:05	Recess
10:25	English Language Development - Designated
10:55	Mathematics
12:00	iReady MyPath – Math & Reading
12:30	Lunch and Lunch Recess
1:10	Science / Social Studies/ PE / Health / Art
2:24	Dismissal

Early Dismissal Days:

TK/Kindergarten

8:01	Breakfast in the Classroom Attendance Calendar Math
8:20	English Language Arts
9:40	Recess
10:00	English Language Arts continued; English Language Development - Integrated
10:30	iReady MyPath - Reading
10:45	English Language Development - Designated
11:15	Mathematics
11:40	Lunch & Lunch Recess
12:20	Mathematics continued
1:24	Dismissal

Grades 1-3

8:01	Breakfast in the Classroom Attendance Daily Spiral Review – Math / ELA
8:20	Mathematics
9:20	iReady MyPath - Math
9:40	Recess

10:00	English Language Arts; English Language Development - Integrated
11:15	iReady MyPath - Reading
11:35	English Language Development - Designated
12:05	Lunch and Lunch Recess
12:50	English Language Arts continued
1:24	Dismissal

Grades 4-5

8:01	Physical Education
8:20	Breakfast in the Classroom Attendance
8:45	English Language Arts; English Language Development - Integrated
10:05	Recess
10:25	English Language Development - Designated
10:55	Mathematics
12:00	iReady MyPath – Math & Reading
12:30	Lunch and Lunch Recess
1:10	Physical Education
1:24	Dismissal

Minimum Days:

TK/Kindergarten

8:01	Breakfast in the Classroom Attendance Calendar Math
8:20	English Language Arts
10:00	Brunch
10:35	English Language Arts continued; English Language Development - Integrated
11:00	English Language Development - Designated
11:30	iReady MyPath - Reading
11:45	Mathematics
12:54	Dismissal

Grade 1

8:01	Breakfast in the Classroom Attendance Daily Spiral Review – Math / ELA
8:20	Mathematics
9:20	iReady MyPath - Math
9:35	iReady MyPath - Reading

10:00	Brunch
10:35	English Language Arts
11:35	English Language Arts; English Language Development - Integrated
12:05	English Language Development - Designated
12:35	iReady MyPath - Reading
12:54	Dismissal

Grades 2-3

8:01	Breakfast in the Classroom Attendance Daily Spiral Review – Math / ELA
8:20	Mathematics
9:20	iReady MyPath - Math
9:35	iReady MyPath - Reading
9:55	English Language Development - Designated
10:25	Brunch
11:00	English Language Arts
12:30	English Language Arts; English Language Development - Integrated
12:54	Dismissal

Grades 4-5

8:01	Physical Education
8:20	Breakfast in the Classroom Attendance
8:45	English Language Arts; English Language Development - Integrated
10:00	iReady MyPath – Reading
10:25	English Language Development - Designated
10:55	Brunch
11:30	Mathematics
12:30	iReady MyPath – Math
12:54	Dismissal



INTEROFFICE CORRESPONDENCE
Van Gogh Charter ES
Shortened/Minimum Days 2025-2026 (TENTATIVE)

TO: Teachers, Staff, Youth Services, Transportation, and Enrichment Groups

FROM: Lisa Stevens, Principal

RE: 2025-2026 Shortened & Minimum Days, Back to School Night, and Open House

Shortened Days (4) - Dismissal 1:39pm

Professional Development: August 12, 2025

Instructional Communication: September 24, 2025

Instructional Communication: September 25, 2025

Professional Development: November 7, 2025

Minimum Days (8) - Dismissal 12:34pm

Professional Development: October 31, 2025

Parent Teacher Conferences: November 10, 2025

Parent Teacher Conferences: November 12, 2025

Parent Teacher Conferences: November 13, 2025

Parent Teacher Conference November 14, 2025

Professional Development: December 12, 2025

Professional Development: April 10, 2026

Professional Development: June 8, 2026

Back to School Night

Tuesday, August 26, 2025

Open House

Tuesday, April 7, 2026

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.

Van Gogh Charter does not serve students in grades 9-12

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.

At Van Gogh Charter, professional development is a collaborative and continuous process designed to enhance teaching and learning, ensuring our students receive the highest quality education. The Instructional Leadership Team (ILT), Professional Development Standing Committee, Local School Leadership Council, and school principal work together to identify, plan, and implement professional development that meets the evolving needs of our students and staff. Weekly banked-time professional development serves as a critical tool for refining instructional strategies, aligning curriculum with California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and the new English Learner Standards, and ensuring that teaching practices remain innovative, inclusive, and data-driven.

Our ILT members attend external professional development sessions and bring back valuable insights to share with staff. They work closely with grade-level chairs to determine focus areas for weekly grade-level meetings, ensuring that professional learning remains targeted and effective. Professional development is tailored to student data, addressing specific needs in curriculum, technology, character education, intervention, Emerging Bilinguals, differentiation strategies, and Special Education. The Professional Development Standing Committee surveys staff at the start of each year to assess professional learning needs based on student population trends, new curriculum adoptions, and instructional priorities. Using this feedback, the committee and principal collaborate to secure resources, schedule professional development, and bring in outside experts when necessary.

As an LAUSD-affiliated charter school, Van Gogh Charter complies with District policies and expectations for professional development. Aligned with LAUSD's Strategic Plan, our professional learning supports data-driven instruction, equity-based teaching, and whole-child development including SEL. Teachers engage in collaboration, after-school learning communities, and instructional coaching to elevate teaching and learning with newly hired teachers. Additionally, professional development integrates iReady diagnostic assessments and MyPath for individualized instruction, Great Minds, Thinking Maps, technology literacy, differentiation strategies, and social-emotional learning. The use of both qualitative and quantitative student data ensures that

professional development remains responsive and effective, empowering teachers to continuously refine their practice. For our first year of the new charter, our school will continue looking and learning about iReady assessments and small group tools. Small group instruction strategies/approaches, writing programs to support English Language Arts, SEL strategies that can be incorporated into instruction and on the playground.

At Van Gogh Charter, we believe that adult learning and reflection are critical to student success. Our commitment to ongoing professional growth ensures that our educators are equipped with the knowledge and skills to provide engaging, high-quality instruction that supports all students, including those needing accommodations, English Learners, and students with special needs. By aligning our professional development priorities with student achievement goals, we continue to foster an innovative, inclusive, and high-performing learning environment where all students thrive academically, socially, and emotionally.

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*.

Van Gogh Charter provides English Learners (ELs), Emergent Bilinguals (EBs), and bidialectal students with rigorous, grade-level academic discourse through culturally and linguistically responsive pedagogy (CLRP). Our growth-oriented educators ensure alignment with district-wide goals for multilingual learners, focusing on language proficiency, academic language use, and active student engagement.

Van Gogh's goal is for ELs to meet or exceed grade-level standards and English proficiency, comparable to their English-speaking peers. During enrollment, EL students are identified via the Home Language Survey and given the Initial ELPAC to determine their level of English proficiency. LAUSD's student information system supports tracking and verifying initial placement. Parents have multiple opportunities to learn about instructional program options and make informed decisions about their child's placement. The EL Designee oversees program implementation, ensuring adherence to the LAUSD Master Plan for English Learners and Standard English Learners and accountability requirements. Van Gogh follows LAUSD's guidelines when informing parents of ELs about LAUSD program options, assessments, and reclassification criteria. Following LAUSD policies, classrooms are structured to meet the needs of English Learners with students grouped heterogeneously (ELs, English Only, IFEPs, RFEPs, and SELs) with English

Learners grouped according to their overall proficiency levels in order to target their specific English proficiency needs.

Teachers of English Learners receive ongoing professional development in English Language Development standards, including designated and integrated ELD strategies. The EL Designee facilitates EL-specific training to enhance instructional effectiveness. The professional development is focused on understanding the unique needs of ELLs, by incorporating strategies like differentiated instruction, building academic vocabulary, fostering cultural sensitivity, and practicing effective instructional strategies including hands-on practice, collaboration with peers, and conversation skills. Key areas include deepening knowledge of language acquisition theories, culturally responsive teaching, translanguaging practices, effective assessment strategies for ELLs, and strategies to integrate content areas with language development.

EL students receive instruction from certificated teachers in both Structured English Immersion and Mainstream English programs. Instruction focuses on grammar, vocabulary development, and academic English proficiency across subjects, using SDAIE strategies such as scaffolding, collaborative learning, visual aids, and graphic organizers. Classroom learning for English Learners consists of both Designated ELD and Integrated ELD instruction. Teachers plan and organize lessons to support the differentiated needs of each student. Levels of English proficiency and academic growth are monitored frequently using progress monitoring tools in DIBELS iReady and LAUSD Interim Assessments for ELA, Math, and ELPAC. Teachers utilize paraprofessionals to provide targeted small-group instruction. Intervention opportunities are available during and after school to support student success.

The teachers, principal, and EL Designee regularly review assessment data such as DIBELS, iReady Reading, curriculum-based assessments, report cards, and state tests (SBA, ELPAC) to monitor student progress. Meetings with teachers help set goals and develop action plans to support reclassification. Data from the Summative ELPAC is analyzed to identify specific domains for targeted support with the goal of moving students a minimum of ELPAC level each year. The LAUSD Focus Dashboard provides detailed data on student ELPAC results that also include data for monitoring areas needed for reclassification. Additionally, this data can identify students that are classified as Potential Long-Term English Learners and Long-Term English Learners who have not made growth or progress in proficiency within the expected timeframe. The goal is to minimize the number of Long-Term English Learners and maximize rapid reclassification, aiming for students identified in kindergarten to reclassify by the end of second or early third grade.

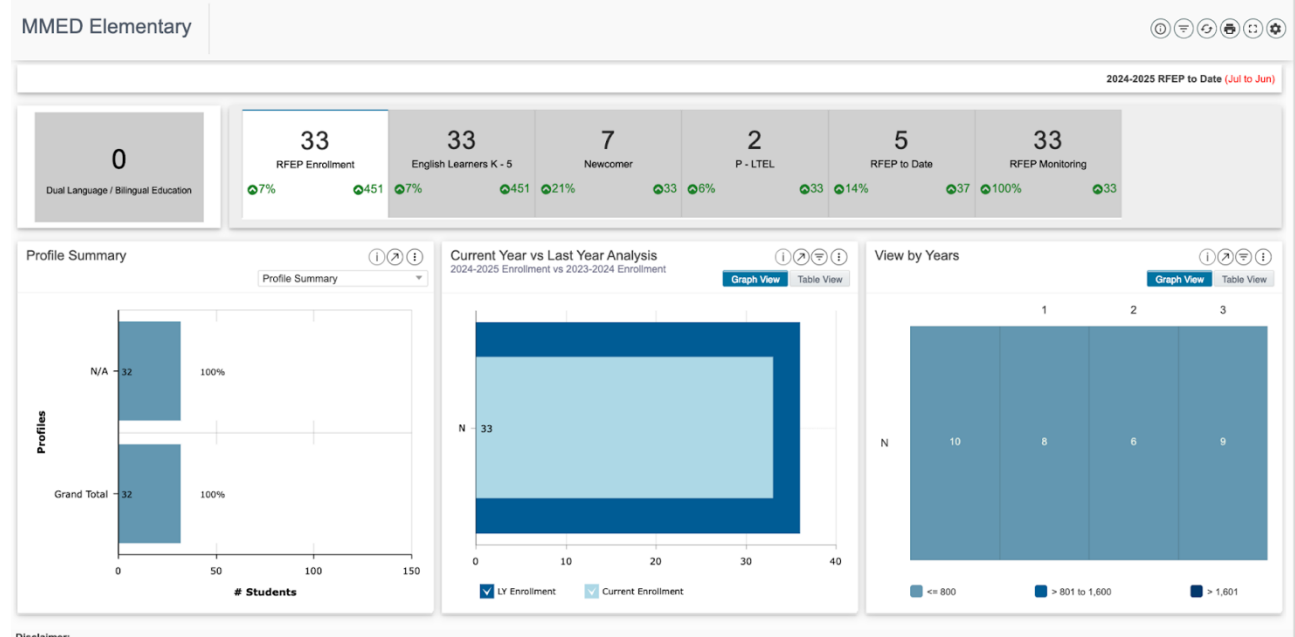
With continued monitoring of data, students that are not making adequate progress are referred to the Student Success and Progress Team (SSPT). The SSPT, which includes the teacher, EL Designee, the parent/guardian, the student, and other support staff, work collaboratively to review progress, reclassification criteria, and any concerns. Additionally, 4th and 5th-grade EL students receive guidance on their progress and the benefits of reclassification with teacher and EL Designee led data chats. Parents participate in meetings with the classroom teacher to discuss student progress.

Once students meet reclassification criteria and become Reclassified English Language Proficient (RFEP) students, Van Gogh continues to monitor them according to district guidelines to ensure they maintain grade-level academic progress using data from progress reports, assessments, and progress monitoring tools such as DIBELs and iReady. Students showing ineffective progress are referred to the SSPT and an academic plan is developed.

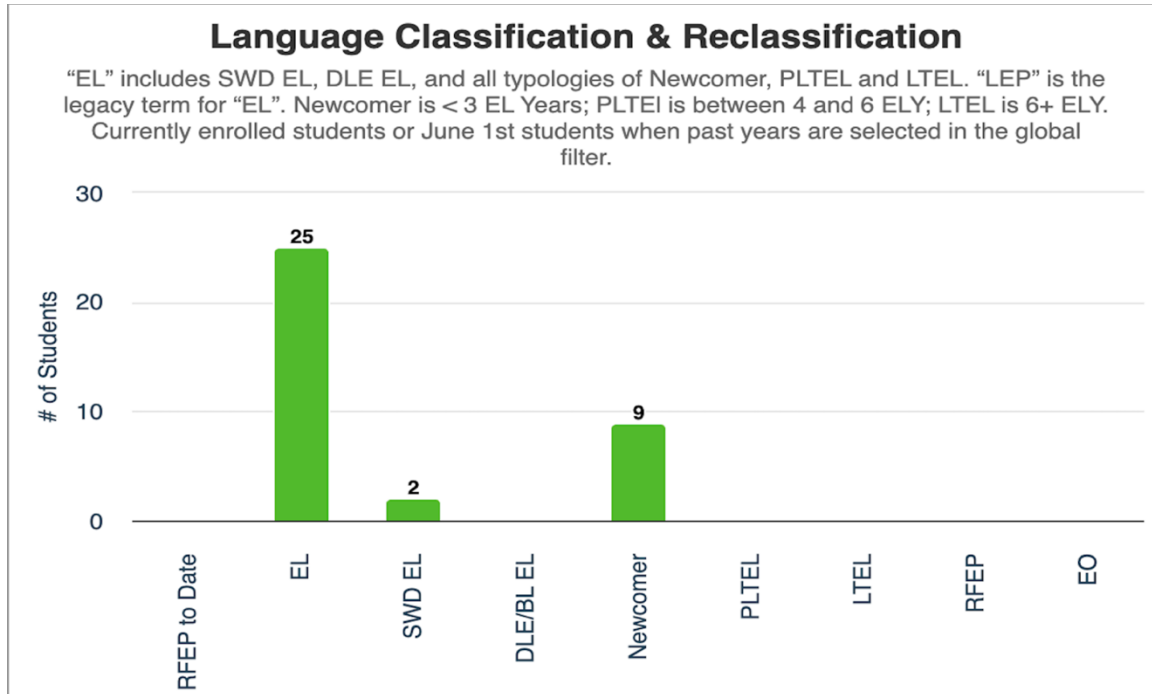
Annual parent meetings are held at the school site and virtually to review program options and reclassification criteria. Parents also meet with the classroom teacher to review grade level progress as well as progress towards English proficiency. Data is reviewed with all stakeholders throughout the school year and a comprehensive needs assessment survey is given to monitor program outcomes. This information is also shared at English Language Advisory Committee and School Site Council meetings.

Van Gogh Charter's EL program is designed to provide rigorous, culturally responsive, and standards-based instruction that ensures English Learners develop language proficiency, achieve academic success, and reclassify in a timely manner. By integrating designated and integrated ELD, leveraging data-driven instruction, and fostering strong family engagement, we create an inclusive learning environment where all students can thrive.

Van Gogh Charter School Data from LAUSD's Focus Dashboard (MMED Elementary)



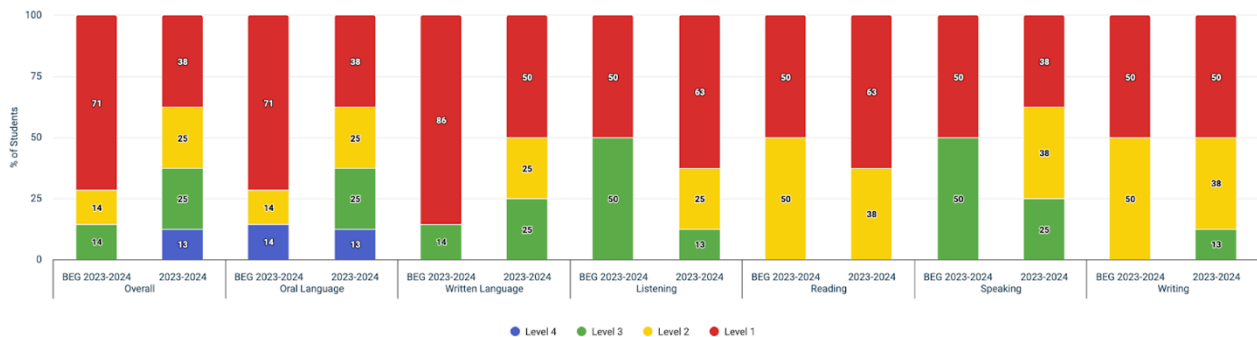
The charts below represent the Language Classification and Reclassification numbers at Van Gogh Charter:



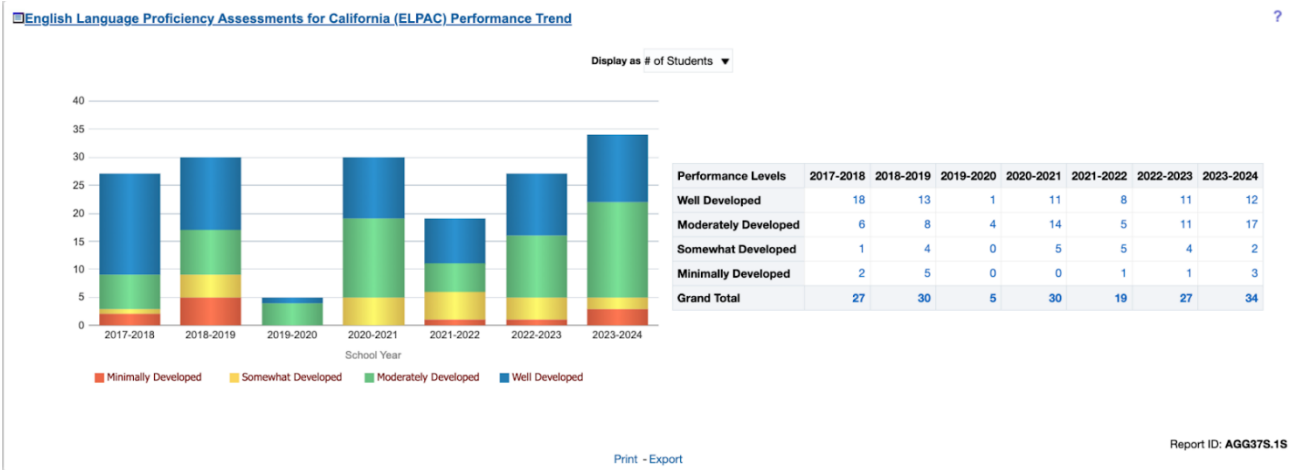
The chart below represents the 2023-2024 Beginning-of-Year and End-of-Year ELPAC Summative Overall Performance Levels

Beginning-of-Year and End-of-Year ELPAC Summative Overall and Claims Performance Levels

Within which ELPAC Summative performance level are students beginning the year? Within which ELPAC Summative performance level did students end the year?



The chart below represents our school’s ELPAC Performance trends of EL students from 2017-2024. This shows our growth over time since our last charter renewal up until our most current year’s summative date in 2023-24.



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.

Van Gogh Charter is committed to fostering the academic success and intellectual growth of our gifted and high-achieving students. Our school follows LAUSD’s cluster model, in which identified GATE students are placed within general education classrooms led by teachers trained in Gifted and Talented Education (GATE) strategies and differentiation. This model allows for a rigorous and enriched learning experience tailored to students’ advanced cognitive abilities. Through a combination of data-driven instruction, project-based learning, and teacher observations, Van Gogh ensures that students working above grade level receive the appropriate level of challenge and support to maximize their potential.

Van Gogh adheres to LAUSD’s GATE identification process, utilizing multiple measures such as standardized assessments, teacher referrals, and classroom performance data. All second-grade students take the Otis-Lennon School Ability Test (OLSAT-8), a nationally normed assessment measuring verbal and non-verbal reasoning, to determine eligibility for the high-achievement category. Additionally, teachers identify students who demonstrate advanced abilities in class or through SBAC and CAASPP results and refer them for further intellectual testing. To ensure timely identification, referrals are initiated upon receiving OLSAT-8 results, and additional referrals are accepted throughout the year. The school leadership team, in collaboration with the Gifted and Talented Education (GATE) Coordinator and teachers, monitors the progress of identified students through a combination of district and internal assessments, project-based learning evaluations, and regular classroom performance reviews.

At Van Gogh, differentiated instruction is at the core of our GATE and advanced learner program. Teachers implement research-based strategies such as Sandra Kaplan's Depth and Complexity Prompts, Bloom's Taxonomy, and Depth of Knowledge levels to extend learning beyond the core curriculum. Instruction is designed to promote critical thinking, problem-solving, and creativity through acceleration, enrichment, and independent study projects. Additional strategies include:

- Enriched lessons and assignments that challenge students' cognitive skills.
- Acceleration/Deceleration strategies that allow students to progress at an individualized pace.
- Student-led inquiry and project-based learning, fostering real-world problem-solving.
- Technology integration, including coding, robotics, and STEM initiatives, through a contracted standards-based computer program

Van Gogh's GATE-trained teachers continuously engage in professional development to refine their instructional strategies for gifted learners. The GATE Coordinator, school leadership team, and Local School Leadership Council collaborate to ensure that weekly professional development sessions align with LAUSD's priorities. This includes training in differentiation, technology integration, STEM methodologies, and social-emotional support for gifted students. Teachers also participate in weekly grade-level meetings to analyze student data, share best practices, and refine their instructional approaches to meet the diverse needs of their students.

Van Gogh values the partnership between school and home in supporting the academic and social-emotional growth of our gifted learners. Parents are invited to two annual GATE meetings, where they receive information on LAUSD's GATE identification process, the school's instructional model, and strategies to nurture their child's abilities at home. The school maintains open communication with families, providing regular progress updates and resources to support their child's learning.

To ensure the effectiveness of the GATE program, student progress is monitored annually using LAUSD assessments, including DIBELS, iReady, and SBA. The GATE Coordinator oversees student achievement data, collaborating with teachers to track growth through report cards, internal assessments, and classroom evaluations. The annual GATE Program Review is submitted to LAUSD to assess the program's impact and identify areas for improvement. All program documents are available for public review in the Main Office, ensuring transparency and alignment with LAUSD's GATE policies.

Van Gogh Charter remains dedicated to fostering an environment where gifted and high-achieving students thrive academically, socially, and emotionally. By integrating research-based instructional strategies, providing rigorous learning opportunities, and maintaining a strong support system, we prepare our students for a lifetime of intellectual curiosity, self-motivation, and academic excellence.

Students Achieving Below Grade Level

Students performing below grade level are identified through a combination of classroom assessments, anecdotal records, classroom observations, and district and state standardized assessments. Van Gogh Charter uses a variety of standardized summative and formative assessments to identify students in need of support, including:

- CAASPP/SBA for Grades 3-5 (yearly)
- Summative ELPAC (yearly)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Reading Assessments (beginning, middle, and end of year)
- i-Ready Reading and Math Diagnostic Assessments (Beginning, Middle, and End of Year)
- Eureka Math Assessments (Beginning, Middle, and End of Year)
- Science CST (5th grade only – yearly)

Teachers independently review and analyze data from these assessments. They also meet weekly in grade-level team meetings to discuss student performance. Additionally, the administration reviews the data and collaborates with teachers to determine ongoing strategies for using the data throughout the year.

Once students are identified, they are referred to the Student Support and Progress Team (SSPT), where their educational goals and intervention plans are discussed and developed. The following intervention programs and support services are offered to meet the educational needs of these students:

- Full Inclusion Program: A team of teacher and paraprofessionals provide small-group instruction to help students master specific skills. Programs like Orton-Gillingham, 95%, and Heggerty Phonemic Awareness and Phonics are used to offer individualized reading instruction. These interactive programs engage students to foster success in reading.
- After School Intervention: Teachers provide small-group instruction to reinforce basic skills. This research-based intervention program is designed in collaboration with classroom teachers and specialists. Pre-and post-tests are used to monitor student progress. Data from these assessments is analyzed at the end of each session to adjust intervention groups and inform SSPT meetings for further support if needed.
- Daily Intervention: Teacher assistants work in small groups with students by grade level to help them master ELA and Math skills. Short, focused intervention periods are based on student needs as identified through data analysis.

The progress of students performing below grade level is closely monitored throughout the year. Teachers regularly assess students using the various assessments mentioned earlier. Data from these assessments is reviewed and analyzed to inform the grouping of students for interventions and identify areas of improvement.

The administration, in collaboration with teachers, regularly discusses student progress and adjusts intervention strategies as needed. Additionally, the SSPT continues to track progress and may modify goals or interventions based on individual student needs.

Through these continuous monitoring practices, the charter school ensures that students achieving below grade level receive the support they need to make academic progress and meet grade-level expectations.

Socioeconomically Disadvantaged

Van Gogh Charter identifies socio-economically disadvantaged students through the LAUSD More Than a Meal Campaign to gather eligibility for free and reduced-price meals.

To meet the unique needs of socio-economically disadvantaged students, Van Gogh Charter provides a comprehensive approach that includes academic support, enrichment opportunities,

and access to essential services. These students, like all students, benefit from an enriched curriculum that includes music, dance, art, science, physical education, theater, and media lab, all of which broaden their education and life experiences.

Academic support is provided through the intervention programs described previously, which include:

- Small Group Instruction with a team of teachers and paraprofessionals provide small-group instruction to help students master specific skills.
- After School and Daily Intervention: Teachers and assistants work with small groups to reinforce core academic skills in ELA and Math, tailoring interventions to meet individual needs.
- In addition to academic support, socio-economically disadvantaged students are given access to events and services designed to address their broader needs, such as:
- Basic Supplies Distribution: In collaboration with the LAUSD School Mental Health department, students and their families are offered access to events for the distribution of essential supplies.

Van Gogh's Standards and Conduct Committee has established a program called Van Gogh Gives Back in which the committee reaches out to community sponsors and our parent community to support those in need.

The progress of socio-economically disadvantaged students is closely monitored in the same way as all students at Van Gogh Charter. Teachers and staff regularly review assessment data, including standardized tests, classroom assessments, and anecdotal records, to identify academic progress and areas needing additional support.

Through regular collaboration between teachers, specialists, and administration, students' academic growth is evaluated during grade-level meetings and bi-weekly check-ins. Socio-economically disadvantaged students are specifically monitored to ensure they are receiving all necessary interventions and services. The success of their participation in enrichment programs, as well as their overall engagement in school events, is also tracked to ensure they are benefiting from a holistic educational experience.

Additionally, the school administration continues to work closely with parents/guardians to ensure that students' needs are addressed comprehensively, and that no student is excluded from any school event or program. Through these measures, the school ensures that socio-economically disadvantaged students are supported academically, socially, and emotionally, and that they have the resources needed to thrive in their education.

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

At Van Gogh Charter, we are committed to ensuring that all students, regardless of their living situation, receive equitable access to education, resources, and support services. Our school follows LAUSD's Homeless Education Program to identify, monitor, and assist students experiencing homelessness or housing instability. Each year, during student enrollment and at the beginning of the school year, all families receive the Student Residency Questionnaire (SRQ). This form helps identify students who may be experiencing homelessness or transitional housing situations. Once returned, all identified students are documented confidentially in MISIS, and forms are securely stored in a confidential binder in the main office.

Additionally, students who are identified as homeless or in other vulnerable subgroups through the Department of Child and Family Services (DCFS) are assigned a Licensed Clinical Social Worker (LCSW) by LAUSD. This student support specialist closely monitors student progress and collaborates with school administrators to ensure that students receive necessary resources and interventions.

Homeless and socioeconomically disadvantaged students receive targeted support tailored to their educational and social-emotional needs. In collaboration with LAUSD's Homeless Education Program, Van Gogh provides:

- Access to school curriculum, enrichment programs, and intervention services to ensure academic success.
- Meal program access, ensuring students receive breakfast and lunch daily.
- School supplies, clothing, and additional resources as needed.
- Counseling services to support mental health and emotional well-being.
- Referrals to community agencies for housing assistance, food banks, and healthcare services.

The LCSW student support specialist conducts monthly check-ins with school administrators to discuss student progress, challenges, and additional needs. As needed, the LCSW works with DCFS caseworkers to coordinate mental health referrals, housing resources, and family support services. The school administration is responsible for ensuring that the Homeless Education Program is effectively implemented. This includes:

- Working with the LCSW and district support services to ensure all identified students receive necessary assistance.
- Monitoring student attendance, engagement, and academic progress to identify early signs of struggle.
- Ensuring equal access to school programs, extracurricular activities, and special services.

- Providing referrals and advocacy services to families experiencing housing instability.

Van Gogh Charter remains committed to fostering a supportive learning environment where all students, regardless of economic status, can succeed academically, socially, and emotionally. By working closely with district specialists, teachers, families, and community partners, we strive to provide a stable and nurturing educational experience for our students in transition.

As a high-performing school, Van Gogh Charter is committed to ensuring that our students' academic and social-emotional needs are met. Research shows that when students feel safe, welcomed, and supported, they are more engaged and open to learning (Durlak et al., 2011). Our Leadership Team and staff work diligently to create an environment where students thrive both academically and emotionally.

To enhance best practices and professional growth, Van Gogh actively collaborates with local schools through district-led professional development sessions and inter-school partnerships. According to Hargreaves & Fullan (2012), collaboration among educators strengthens instructional practices and improves student outcomes. Once a year, Van Gogh organizes a collaboration with our feeder middle school, allowing 5th-grade students to connect with their future teachers and programs. This transition support has been shown to improve students' confidence, sense of belonging, and academic success in middle school (Akos & Galassi, 2004). By fostering these professional learning communities and cross-school collaborations, Van Gogh continues to refine its instructional strategies, support student success, and maintain its high-performance standards.

“A TYPICAL DAY”

At 8:01 a.m., as the second bell rings at Van Gogh Charter, a sense of excitement fills the air as students settle into their classrooms, ready for a day of rigorous, standards-based learning. Visitors immediately notice the trusting, encouraging, and safe environment, where a focus on lifelong problem-solving leads to academic excellence. On any given day, teachers, administrators, parents, staff, and community members work collaboratively to meet the individualized needs of all students.

On Monday mornings, the principal, assisted by the Student Council, leads the weekly morning assembly. This assembly provides an opportunity to share important announcements, highlight schoolwide positive behavior interventions and supports (PBIS), and discuss relevant school matters. The flag is saluted, the Pledge of Allegiance is recited, and a patriotic song—which changes monthly—is performed. Additionally, the assembly recognizes character traits aligned with the Pillars of Character and seasonal themes. Parents and community members are encouraged to attend and celebrate student accomplishments.

Throughout the day, classrooms are buzzing with engaged, active learners. Students participate in activities spanning all curricular areas, integrating one-on-one technology devices, Promethean Boards, Google Suite, and PowerPoint presentations. Hands-on learning is evident as students use manipulatives, engage in small, flexible learning groups, and incorporate art and music into core content areas.

At Van Gogh Charter, we recognize and nurture the unique gifts and talents of all students, fostering an inclusive and accepting environment. With specialists and additional adult support

readily available, small-group instruction is seamless and flexible, allowing students with special needs and English Learners to fully integrate with their peers.

As you walk past our Parent Center, you will find a dedicated group of volunteers planning and preparing for schoolwide events while supporting teachers in the preparation of instructional materials. Our community representative actively organizes parent workshops, providing families with valuable resources and support.

The Van Gogh campus is both beautiful and well-maintained, featuring Native California gardens and clean facilities. Student work is proudly displayed on bulletin boards throughout the school. Students take pride in maintaining their school environment by participating in recycling programs and contributing to a clean campus.

Van Gogh Charter is dedicated to keeping the arts alive through a rich variety of on- and off-campus activities. Our school features specialized arts teachers in Music, Drama, Dance, and Visual Arts who rotate throughout the campus. Each grade level showcases a music performance, and in the weeks leading up to winter break, students rehearse songs and dances to be performed for family and friends.

Blended learning plays a vital role in elevating student achievement at Van Gogh. Each student is issued a Chromebook or iPad, which they use to engage with learning applications through Schoology. These tools support students in improving writing skills, preparing for the SBAC, conducting research, and citing sources for academic projects.

Teachers at Van Gogh also benefit from collaborative technology tools. The principal maintains a Schoology Course for teachers, where important updates such as weekly bulletins, periodic assessments, and GATE training opportunities are shared.

Students at Van Gogh engage in YMCA PLAY with their grade-level peers, guided by trained coaches who support teachers in delivering instruction aligned with Physical Education standards. Daily activities include jogging, skill drills, and preparation for the 5th-grade Physical Fitness Test.

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.

At Van Gogh Charter we believe that high expectations, a consistent and cohesive curriculum, ongoing professional development, collaborative teacher planning, data-driven instruction, and strong family-school partnerships create a high-quality educational experience for all students. By embracing these key components, we ensure a strong academic foundation while addressing the eight state priorities outlined in California Education Code § 52060(d). Our annual goals for all student groups, as required by Ed. Code § 52052, are detailed in our school charter.

In addition to state priorities, Van Gogh Charter is committed to developing student leaders who collaborate, think critically, and engage with their peers in meaningful ways. Students are encouraged to adopt a growth mindset in both academic and social settings, preparing them to navigate and contribute to an ever-evolving global society. Through our Social-Emotional Learning (SEL) curriculum and schoolwide initiatives promoting kindness, inclusivity, and diversity, students develop the essential skills needed to lead with empathy and resilience.

Classroom discussions are structured to enhance communication and collaboration, helping students express their ideas clearly, respectfully, and persuasively. Teachers integrate problem-solving and critical-thinking opportunities across all subject areas, equipping students with the tools necessary to analyze, innovate, and apply their learning in real-world contexts.

As responsible members of the school community, Van Gogh students practice self-regulation and uphold shared values. Our school implements Restorative Practices to support positive behavior and conflict resolution on the playground and in the classroom. Students are recognized for their citizenship and leadership through initiatives such as the "Van Gogh Students Caught Being Good" reward system and students "Shout Outs" at the Monday assembly for students who are acknowledged for strong citizenship and respect, which celebrates responsible, respectful, and kind behaviors. Older students are encouraged to take on mentorship roles through peer leadership opportunities, fostering a culture of teamwork and mutual respect through Student Council.

Our Kindness and Diversity Campaign invites parents and community members to actively engage in school events and initiatives. Through participation in family workshops, volunteer opportunities, and schoolwide activities, stakeholders play a vital role in fostering a supportive and inclusive learning environment. At Van Gogh Charter, we believe that by working together, we can ensure that every child is academically challenged, socially prepared, and emotionally supported to thrive in both school and life.

MEASURABLE PUPIL OUTCOMES:

SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Van Gogh Charter will participate in the Smarter Balanced Assessments as the state's standardized summative assessments. We will also participate in the California State Test for Science for fifth graders and the annual ELPAC for all our EL students. These assessments give teachers a common measure of student performance as well as an indication of what may need to be reviewed. Teachers and administrators can make decisions regarding instructional programming based on how a student performs in relation to other grade-level students who take the same test(s). Over the course of our Charter we

have used summative assessment data to set goals and monitor progress and will continue this practice for our future Charter term.

LCFF Tables in Element 1 delineates the performance targets for the goals of Van Gogh Charter. In addition to these metrics, we strive for the following by 2030:

Smarter Balanced Assessment:

- The school's overall score will be in the top 10% or higher in the district and student groups will exceed the benchmark score.
- 76% or more of students will achieve Standards Met or Exceeded in ELA
- 75% or more of all students will achieve Standards Met or Exceeded in Math

CAST:

- 56% of fifth grade students will score Proficient or Advanced

ELPAC:

- All of our English Learners will meet or exceed district and state requirements for reclassification and ELPAC passage rates.

Attendance:

- 100% of students will have 96% or higher attendance.

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.

At Van Gogh Charter School, we employ a comprehensive assessment strategy to monitor and enhance student learning outcomes. Our internal assessments include DIBELS 8th Edition and iReady for both Reading and Mathematics.

Students in Kindergarten through 2nd grade undergo the DIBELS 8th Edition assessments three times annually—at the beginning, middle, and end of the school year. The initial assessment establishes a baseline for foundational reading and comprehension skills, identifying students who may require targeted interventions. Subsequent assessments evaluate progress and the effectiveness of these interventions.

For students in kindergarten through 5th grade, we administer the iReady assessments in Reading and Mathematics thrice yearly. Based on their performance, students engage with the iReady MyPath platform, which offers personalized lessons designed to advance their proficiency in each subject area.

In addition to these standardized tools, Van Gogh Charter utilizes authentic formative assessments to provide a holistic view of student development over time and across various contexts. These assessments encompass portfolios of significant work, journals, classwork samples, homework,

teacher-created tests, observational checklists, rubrics, anecdotal records, publisher-provided criterion-referenced tests, and projects. Such performance-based evaluations allow for meaningful application of essential knowledge and skills, offering valuable data for teachers to assess student improvement and achievement.

We firmly believe that ongoing formative assessments enable educators to tailor daily lessons that address the unique strengths and areas for growth of each student, particularly in language arts and mathematics. Our objective is for all students to achieve or surpass their "typical growth" targets annually, as measured by iReady assessments. Through the Plan-Do-Study-Act cycle, teachers continuously monitor student progress, designing and implementing targeted interventions as needed. Administrative staff collaborate closely with educators to analyze data and strategize its application throughout the academic year and provide grade level planning time for small group instruction planning and identifying targeted student groups.

Complementing these assessments, teachers employ daily informal evaluations—including observations, quizzes, tests, classwork, and project-based assignments—to promptly identify areas of concern and inform instructional practices.

According to the California School Dashboard, Van Gogh Charter demonstrates commendable academic performance in both ELA and Math. According to the dashboard our school is well above the state's scores. Notably, according to LAUSD's MyData platform, 70% of students have achieved proficiency or higher in mathematics, and 71% have reached proficiency or higher in reading. These outcomes reflect our unwavering commitment to fostering academic excellence and providing a supportive learning environment for all students.

DATA ANALYSIS AND REPORTING

At Van Gogh Charter we prioritize data-driven decision-making to ensure that all students receive the support they need to succeed. By continuously monitoring student progress, we can refine instructional strategies, develop targeted interventions, and set future academic goals. Van Gogh Charter utilizes LAUSD-approved data tools to track the progress of all students, including identified student groups, ensuring equity and academic growth across the board.

Teachers administer and analyze iReady Math and Reading assessments three times per year, in addition to curriculum-based assessments such as Eureka Math and Amplify-CKLA. Grade-level teams collaborate to review assessment data and adjust instruction accordingly. Additionally, Kindergarten through 2nd-grade students participate in DIBELS 8 assessments to monitor foundational reading skills. This data, which can be disaggregated by student groups, allows teachers to identify students needing additional support and to measure the effectiveness of interventions.

The school principal, TSP Coordinator, APEIS, and SPED Team meet after each assessment cycle to review overall student progress, analyze student groups performance,

and determine necessary instructional adjustments. This information informs the planning of after school intervention programs that provide targeted academic support for students who need it.

At Van Gogh Charter, we ensure that data is not just collected but actively used to drive schoolwide improvements:

- Teachers and administrators continuously analyze assessment results to tailor instruction and interventions.
- Student data is used to revise intervention program rosters based on evolving academic needs.
- Assessment outcomes help prioritize professional development so teachers receive the training needed to address student challenges effectively.
- Schoolwide performance data is shared in a public forum during monthly Local School Leadership Council meetings, Coffee with the Principal, and Parent Workshops allowing for community engagement in educational planning.
- Parents receive assessment updates throughout the year, ensuring transparency and collaboration between school and home.

By maintaining a data-driven culture, Van Gogh Charter ensures that all students are given the opportunity to reach their highest academic potential while fostering a community of continuous learning and growth.

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

Parents play a very active role in our school, and their involvement is the key to the success of Van Gogh Charter. The collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and continue to be involved in all levels of decision-making at Van Gogh Charter, their primary role will be to help to fulfill our goal of an enriched educational experience for all children.

Involvement in the Local School Leadership Council will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. The process by which the school will consult with parents and teachers regarding the school's educational program includes participation in the Local School Leadership Council to determine the school calendar, teachers' professional development, student discipline and code of conduct. The LCAP and the annual updates are also developed in consultation with stakeholders. For parents, communication regarding the meeting dates and agenda is provided through emails, voicemails, and the school website and school calendar. At the meetings, the parents view the school's progress as measured by the LCAP and provide feedback on the goals for the new LCAP. This information is also shared at a PTO Meeting. Teachers are engaged in this process at the faculty meeting. The Local School Leadership Council then completes the LCAP for submission to the district. In addition to having a voice on the Local School Leadership Council, all parents are given the opportunity to participate and be involved in their child's education. Our School Opening Packet given to each student at the beginning of the school year outlines the various volunteer opportunities throughout the year. These opportunities include events and communications such as Coffee with the Principal and Parent Center Trainings (monthly), Back-to-School Night, Open House, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, parent education seminars, and community-building events. The comprehensive list of volunteer opportunities is shared with the parents at the beginning of each school year. Some opportunities include but are not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring; attending parent-teacher conferences; attendance at charter school board meetings; participation in the planning of, or attendance at LAUSD and PTO events.

Also included in the School Opening Packet is the Student-Parent-Teacher Compact, which outlines the responsibilities of all three parties as providing the best education possible for each student. Each spring the Local School Leadership Council reviews the Student-Parent-Teacher Compact for effectiveness, and approves the Compact as part of council business to make it

available for the School Opening Packet at the beginning of the following school year. Each year parents, students, and teachers review and sign this compact. It is essential that parents, students and teachers have a relationship, communicate, and work together for each student to be successful. Teachers can refer to the Student-Parent-Teacher Compact at parent-teacher conferences, or on an as-needed basis, to determine how successful each party has been in holding up its end of the agreement, answer questions and provide assistance, and identify if there is a need for additional help.

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

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

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

Certificated Personnel

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

Classified Personnel

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

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

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

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

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

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

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

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

GENERAL PROVISIONS

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

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

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

Student Recruitment

Van Gogh Charter serves the students in the attendance boundary as the priority. Hidden in the demographic data is the diversity of the school’s white population. Many families at Van Gogh Charter come from Eastern European countries and add to the number of languages and nationalities of the students’ ancestors. Also, due to the stability of the attendance area, the school’s population does not increase nor decrease much from year to year. However, for the seats that become available, in

order to recruit students to add to the school's diversity in ethnicity and socio-economic status. Van Gogh Charter participates in region events to showcase the school and its innovative programs. Van Gogh Charter is part of the Kennedy/Northridge Academy High School/Valley Academy of Arts High School Community of Schools and collaborates with the neighboring schools, and in particular sharing parent training between the schools. Parent training sessions' topics at the nearby schools are shared among schools so that parents can attend the trainings of interest and become aware of Van Gogh Charter. To inform the public about the school, Van Gogh Charter will conduct a minimum of four prospective parent tours per school year from October to April. The dates are published on the school's website and official Instagram. These tours are scheduled on various weekdays (for instance, not all on Wednesdays) to allow for the schedules of prospective families

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:

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.

- **LAUSD Students**

- Siblings

- Prospective students who (a) are siblings of students enrolled in grades TK-4 at Van Gogh 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 TK-4 at Van Gogh 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 auditorium 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, school administrator and a representative from Van Gogh Charter's Local School Leadership Council will conduct the lottery. The date and time are advertised on our website. Anyone is invited to the random public lottery. The lottery will be held in-person and will show the progress. Using a digital randomizer such as excel randomizer or website; applicant id's will be displayed then randomized. Families are notified through the Apply Portal whether they are accepted or waitlisted. Families will contact the school for their rank on the waitlist. The information from the lottery form shall be kept confidential and will be maintained at Van Gogh Charter accessible to the office staff and the administration. The waitlist generated by the random lottery will be posted on our website using the Apply Portal ID. If, at the beginning of or during the school year, space becomes available, Van Gogh Charter administration shall offer

enrollment to students in order from the waitlist. An administration representative will contact these prospective students' families by phone or email and notify them of the open position and also notify them when application materials will be due. The prospective student's family will have 48 hours to reply.

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:

Van Gogh Charter
c/o School Principal
17160 Van Gogh Street
Granada Hills, Ca 91344

To District:

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

- 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).)