



LOS ANGELES UNIFIED SCHOOL DISTRICT

Beckford Charter for Enriched Studies School for Advanced Studies

A DISTRICT AFFILIATED CHARTER SCHOOL

19130 Tulsa St. Northridge, CA 91326

Renewal Petition

Submitted
March 1, 2021

TERM OF PROPOSED CHARTER

JULY 1, 2021 TO JUNE 30, 2026

TABLE OF CONTENTS

Assurances, Affirmations, and Declarations.....	1
Element 1 – The Educational Program.....	3
Element 2 – Measurable Pupil Outcomes, and Element 3 – Method by which Pupil Progress Toward.....	73
Outcomes will be Measured	73
Element 4 – Governance.....	85
Element 5 – Employee Qualifications.....	91
Element 6 – Health and Safety Procedures	93
Element 7 – Means to Achieve Racial and Ethnic Balance	95
Element 8 – Admission Requirements	96
Element 9 – Annual Financial Audits.....	101
Element 10 – Suspension and Expulsion Procedures.....	102
Element 11 – Employee Retirement Systems	104
Element 12 – Public School Attendance Alternatives.....	105
Element 13 – Rights of District Employees	106
Element 14 – Mandatory Dispute Resolution	107
Element 15 – Charter School Closure Procedures.....	109
Additional Provisions.....	111

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Beckford Charter for Enriched Studies (also referred to herein as “Beckford”, “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 his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(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 DRL 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, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)

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

GENERAL INFORMATION

• The contact person for Charter School is:	Principal, Shelly Brower
• The address of Charter School is:	19130 Tulsa St. Northridge, CA 91326
• The phone number for Charter School is:	818-360-1924
• Charter School is located in LAUSD Board District:	3
• Charter School is located in LAUSD Local District:	Northwest
• Charter School is located in LAUSD Community of Schools	Cleveland/Chatsworth
• The grade configuration of Charter School is:	TK-5
• The number of students in the first year of this Charter will be:	600
• The grade levels of the students in the first year will be:	TK-5
• Charter School’s scheduled first day of instruction in 2021-2022 is:	08/17/2021
• 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.)	610
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule (start and end of day) for Charter School will be:	8:05 a.m.-2:33 p.m.
• The term of this Charter for Middle and High performing schools: ¹	July 1, 2021 to June 30, 2026

¹ Charter schools satisfying the high performing renewal criteria may be renewed for a term of 5 to 7 years. (Ed. Code, § 47607(c)(2)(E).) The determination of whether a high performing charter school will be renewed for a five-year, six-year, or seven-year term will depend on specific factors

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| <ul style="list-style-type: none">• If approved, then term of this Charter for low performing schools: | |
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related to the charter school's operation and performance during the term of the charter. This determination will be made after submission and review from the Charter Schools Division.

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

The Beckford Charter for Enriched Studies Affiliated Charter is located in the northwest San Fernando Valley, just a short distance from California State University, Northridge. The school opened in 1967.

Beckford is essentially competing to maintain its status as the highest quality educational institution available to our community. To that end, we have recently been selected as a School for Advanced Studies in May of 2020. Beckford's SAS journey will begin in July of 2021. Our intent, as an affiliated charter, is to serve our neighborhood families while at the same time opening our enrollment to an even broader base of students to strengthen the diversity of the school. Beckford is located in a higher socioeconomic area than the city of Los Angeles, thus competing with private schools to attract and maintain students. We strive to serve as an alternative to those families searching for a high quality educational program, some without the means to afford the presumably high quality private options. We believe that by continuing to increase the diversity of our student population which embraces families of all ethnic and socioeconomic backgrounds, we will foster a deeper awareness of and respect for the diversity inherent in Los Angeles and the greater global community.

In the years preceding our conversion to affiliated charter status, our enrollment numbers were significantly lower, as many of our families turned to other educational programs including private schools, smaller high performing schools in the District, and magnet programs at schools like Balboa Magnet. Our recent accomplishment of becoming a School for Advanced Studies should reinforce our standing in the community as an excellent educational opportunity. Prior to our conversion to an affiliated charter, our enrollment was 530. Since that time, our enrollment has steadily increased and remains constantly near the 600 mark. Beckford continues to attract a high number of neighborhood children and annually maintains a waiting list exceeding 200 non-resident students, TK-fifth grades inclusive. Our steady growth since becoming an affiliated charter in 2011 further proves how our neighborhood has responded to Beckford as an education choice while simultaneously attracting students from outside our immediate boundaries, further broadening our diversity.

STUDENT POPULATION TO BE SERVED

Beckford Charter for Enriched Studies is a neighborhood elementary school that enrolls approximately 600 children in grades TK-5 who live within our local school boundaries and those non-resident students selected from our district managed wait-list lottery. Children and families of all genders, races, ethnicities, religions, learning abilities, and socioeconomic backgrounds are welcomed at Beckford.

Beckford Charter has and will continue to meet the needs of the community it serves. Our steady growth is reflected in the California School Dashboard, which has consistently

exceeded the District goal. Several of our subgroups have showed growth in that time frame, or remained consistent, again exceeding District goals. .

ETHNICITY	# OF STUDENTS	% OF STUDENTS
WHITE	205	34.9%
HISPANIC	179	30.5%
TWO OR MORE RACES	34	5.8%
ASIAN	131	22.3%
AFRICAN AMERICAN	15	2.6%
FILIPINO	20	3.4%
UNKNOWN	2	.3%
AMERICAN INDIAN/ALASKA NATIVE	1	.2%
OTHER	# OF STUDENTS	% OF STUDENTS
FREE/REDUCED PRICE LUNCH	121	20.6%
ENGLISH LEARNERS	8	1.4%
SPECIAL EDUCATION	52	8.9%
GATE EDUCATION	110	18.9%

GOALS AND PHILOSOPHY

Mission and Vision

At Beckford Charter for Enriched Studies, our mission is to provide for our students an engaging, vital, safe, and enriching learning environment, where hands-on experiences are embedded in a rigorous academic program—and where the whole child is supported in their intellectual, social, social-emotional, and physical development. Our goal is to provide our students with essential tools necessary to compete in the 21st century world, to imbue them with a lifelong love of learning, and create a partnership with our immediate and extended community that will facilitate a foundation for their future learning. At Beckford we strive to emphasize Science and Engineering practices to provide experiences to children where they are developing and using models, constructing explanations, designing solutions, and engaging in argument from evidence. Our school culture is immersed in pedagogy that supports the creation of a gender-blind math-science-technology learning community that facilitates access for all students. We embrace our responsibility to provide an environment that produces college prepared and career ready students. As the world progresses and evolves in our understanding and respect for the diversity we are part of, we are prepared as educators to provide our students a foundational understanding of their responsibility as part of our society. Our vision has also expanded to ensure that our students are prepared for the responsibilities and requirements of Digital Citizenship.

Motto of Beckford Charter for Enriched Studies: Pathway to Lifelong Learning

Vision Statement:

At Beckford, our vision is to maintain and progress in our standard of being a model of excellence in public education. We will provide an academically challenging and enriching program that not only meets academic standards and helps every child realize their full potential but also fosters critical thinking, independence, and creativity to initiate their journey as a lifelong learner. Beckford will continue to strengthen our learning program that infuses music, theater, dance, art, physical education, social emotional learning and technology into traditional standards-based curriculum to provide a rich experience for all of our students. Our students are encouraged to explore new ideas and embrace differences in our school community and the world around us.

Our blueprint for success includes:

- Placing an emphasis on multidisciplinary, project-based learning that encourages our children to make connections between the curriculum and the real world, turning them into life-long learners
- Infusing an enrichment curriculum to support and supplement our standards-based curriculum
- Including hands-on, investigative learning with indoor and outdoor science labs, media labs, offsite field work, and experiential learning activities
- Providing a solid foundation in communication skills including the responsibilities of communicating as 'Digital Citizens.'
- Emphasizing social and community values that foster self-esteem, a respect for self and others, skills to build interpersonal and intrapersonal relationships. (Gardner)
- Teaching a meaningful awareness of and connection to one's own emotions and how to control them through mindfulness training.
- Using 'Restorative Justice' circles to verbalize feelings, solve problems, and take ownership of actions with daily check-ins and check-outs
- Emphasizing kindness and values that foster self-esteem and mutual respect in recognizing that other people's beliefs may differ from one's own
- Instilling in our students a sense of responsibility to the community outside of Beckford with a 'Kindness Week' that includes community outreach
- Instilling in our students a sense of responsibility to the environment with service projects such as recycling and saving pollinators
- Creating an academic environment that encourages student ownership in the direction of their learning
- Involving all stakeholders—parents, students, faculty, administrations, and local community partners—in the continuous improvement and success of the school
- Developing and advancing best practices for engaging students and parents, training teachers, and promoting educational excellence, collaboration, and innovation
- Providing family training to support students in academic, social, and emotional growth toward becoming independent thinkers who can persevere through academic, social, and emotional challenges

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

Beckford Charter for Enriched Studies believes an educated person of the 21st century is flexible, creative, complex, and socially responsible with a continuous thirst for knowledge, as well as perseverance to use their own problem solving strategies in social, academic, and social emotional situations. These individuals are self-confident and self-motivated lifelong learners that are active participants in their community. These people recognize, respect, and embrace differences in others; they are kind and accepting of all human beings. These students need to be courageous and in constant pursuit of ways to make the world a better place by acting responsibly, ethically, and being a productive citizen.

An educated person of the 21st century is prepared for a multicultural world that is globally interconnected. Being a part of the ever-changing and fast-paced information age, an educated person is technologically proficient, curious, productive, and responsible for their Digital Citizenship.

Students at Beckford will take responsibility for their own learning. They will be able to gain valuable insights and information from concrete experiences in order to develop positive problem solving and critical thinking skills. Students will use their Social Emotional instruction to make efficient and meaningful choices that expand their inter-personal and intra-personal relationships. Our educated students will leave Beckford displaying the characteristics and behaviors of college prepared and career ready learners.

Beckford Students will reason, question, and inquire. They can apply the scientific method of investigation. Our students will be intellectually flexible and able to think about complex systems whether abstractly or creatively. This requires knowledge and expertise that is mastered through problem solving, communication, and collaboration on a global scale to work and contribute to the modern world.

How Learning Best Occurs

Beckford Charter for Enriched Studies recognizes that learning best occurs when the community is immersed in a culture of education that both challenges and nurtures the development of individuals within a community of learners. Teachers, parents, community members and all stakeholders help create an environment and culture that is inherently reflective of our school, homes, and community.

Learning best occurs when all stakeholders fulfill their joint collaborative responsibility to provide this culture of education for every child. Working together creates an atmosphere focused upon the importance of education, which in turn inspires shared learning.

Beckford will continue to serve as an academic arena that inspires lifelong learning, personal growth and cultural responsibility. The school shall provide a safe, supportive, and challenging environment that encourages students to maximize their learning potential

through integrated learning experiences. Highly qualified teachers, support personnel, and diverse classrooms with differentiated lessons specifically targeted for students' instructional needs, provide optimal opportunities for every child to be supported in their academic and social development. Classroom instruction takes into account the multiple modalities of learning and the varying abilities and cultural experiences each student brings.

Local Control Funding Formula (LCFF) Requirements

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

LCFF STATE PRIORITIES	
GOAL #1	
Proficiency For All <ul style="list-style-type: none"> 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 SBAC 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 subgroups, as required by law and charter. 	Related State Priorities: <input type="checkbox"/> 1 <input checked="" 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 Local Priorities: <input type="checkbox"/> : <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 CAASSP 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 AMAO 1 targets. The school will increase the number of English learners who make adequate annual progress by 10% each year. 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 certified 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 ELA SBAC data

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	72%	73%	74%	75%	76%	77%
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged Students	54%	55%	56%	57%	58%	59%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	43%	44%	45%	46%	47%	48%
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	87%	88%	89%	90%	91%	92%
Filipino Students	-	-	-	-	-	-
Latino Students	56%	57%	58%	59%	60%	61%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	91%	92%	93%	94%	95%	96%
White Students	79%	80%	81%	82%	83%	84%

Metric/Method for Measuring: CAASSP MATH SBAC data						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	77%	78%	79%	80%	81%	82%
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged Students	59%	60%	61%	62%	63%	64%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	41%	42%	43%	44%	45%	46%
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	91%	92%	93%	94%	95%	96%
Filipino Students	-	-	-	-	-	-
Latino Students	64%	65%	66%	67%	68%	69%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	91%	92%	93%	94%	95%	96%
White Students	80%	81%	82%	83%	84%	85%

Outcome #2:

The school will meet or exceed LAUSD's reclassification target rate of 22%.

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 41% reclassification rate and will continue to meet or exceed LAUSD's reclassification target of 22%

Metric/Method for Measuring:

ELPAC data

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	41%	33%+	22%+	22%+	22%+	22%+
English Learners	41%	33%+	22%+	22%+	22%+	22%+
Socioeconomically Disadvantaged Students	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	-	-	-	-	-	-
Filipino Students	-	-	-	-	-	-
Latino Students	-	-	-	-	-	-
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	-	-	-	-	-	-
White Students	-	-	-	-	-	-

Outcome #3:

The school will continue to maintain the percentage of LTELs to 15% or 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 Probable 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:

Percent of LTEL Students

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	-	-	-	-	-	-
Filipino Students	-	-	-	-	-	-
Latino Students	-	-	-	-	-	-
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	-	-	-	-	-	-
White Students	-	-	-	-	-	-

Outcome #4:

The school will decrease the number of LTELs with disabilities.

The school currently has no Long Term English Language Learners (LTEL) students. The school will conduct an annual review of Probable 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 with disabilities have access to interventions and appropriate IEP accommodations to help them access the California English Language Development Standards so they do not become LTELs.

Metric/Method for Measuring: Percent of LTEL Students with Disabilities						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	-	-	-	-	-	-
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged Students	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-
Students with Disabilities	0%	0%	0%	0%	0%	0%
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						
100% Attendance <ul style="list-style-type: none"> 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>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>	<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 checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 3 <input 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"> Increase annually the percent of students attending 173-180 days Maintain attendance incentive programs Utilize PSA counselors 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						
Outcome #1: The school will annually increase the number of students achieving an individual attendance rate of 96% or higher.						
Metric/Method for Measuring: Percent of Students with Attendance Rate of 96% or Above						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	93%	94%	95%	96%	97%	98%
English Learners	75%	76%	77%	78%	79%	80%
Socioeconomically Disadvantaged Students	86%	87%	88%	89%	90%	91%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	82%	83%	84%	85%	86%	87%
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	93%	94%	95%	96%	97%	98%
Filipino Students	94%	95%	96%	97%	98%	99%
Latino Students	94%	95%	96%	97%	98%	99%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	92%	93%	94%	95%	96%	97%
White Students	92%	93%	94%	95%	96%	97%

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	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	2%	1%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	4%	3%	2%	1%	0%	0%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	10%	9%	8%	7%	6%	5%
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	2%	1%	0%	0%	0%	0%
Filipino Students	-	-	-	-	-	-
Latino Students	7%	6%	5%	4%	3%	2%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	4%	3%	2%	1%	0%	0%
White Students	1%	0%	0%	0%	0%	0%

GOAL #3						
Parent, Community, and Student Engagement <ul style="list-style-type: none"> Increase the number of parents completing the School Experience Survey Train parents on academic initiatives by providing a minimum of six workshops annually 	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 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 type="checkbox"/> 8</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 3</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 6</div> </div> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :					
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 state that they feel like a partner with the school in decisions made about their children's education. The school will increase the percentage of parents who state that they feel a part of their school. 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: Increase the number of parents completing the School Experience Survey						
Metric/Method for Measuring: LAUSD Parent School Experience Survey						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
Parents Completed	60%	61%	62%	63%	64%	65%
Parents Who Felt Like A Partner in Decisions	88%	89%	90%	91%	92%	93%
Parents Who Felt Like A Part of Their School	86%	87%	88%	89%	90%	91%

GOAL #4						
Ensure School Safety <ul style="list-style-type: none"> 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 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						
<ul style="list-style-type: none"> The school will continue to implement positive behavior plans and activities as well as social skills training. The school will continue to promote and strengthen home-school partnerships to manage discipline. In 2018-19 the school implemented a restorative justice program; the school will continue to promote and strengthen the program. 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. On the 2019-2020 School Experience Survey, 90% of our student body agreed or strongly agreed that they felt safe in their school. 						
Expected Annual Measurable Outcomes						
Outcome #1: Strive to achieve zero suspension incidents for all subgroups.						
Metric/Method for Measuring: Monthly School Suspension Data						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
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	-	-	-	-	-	-
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 subgroups.

Metric/Method for Measuring:

Monthly School Expulsion Data

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
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	-	-	-	-	-	-
Students of Two or More Races	0%	0%	0%	0%	0%	0%
White Students	0%	0%	0%	0%	0%	0%

GOAL #5						
Provide For Basic Services <ul style="list-style-type: none"> 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						
<ul style="list-style-type: none"> 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 IMA 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	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Teachers (Schoolwide)	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	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
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	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
Facilities Inspections	100%	100%	100%	100%	100%	100%

GOAL #6						
Broad Course of Study <ul style="list-style-type: none"> 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 Lab, Media Lab, Dance, Music, Art, and Physical Education) to 100% of its students every year. 100% of students will use the schoolwide Lucy Calkins Writing Program, which is taught by all teachers in all grade levels. All students will use the schoolwide Eureka Math Program supplemented with Cognitive Guided Instruction strategies. All students will use the i-Ready Instructional Reading Program to supplement and support targeted reading instruction. 	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> Related State Priorities: <div style="display: flex; justify-content: space-between;"> <div><input type="checkbox"/> 1</div> <div><input type="checkbox"/> 4</div> <div><input checked="" type="checkbox"/> 7</div> </div> <div style="display: flex; justify-content: space-between;"> <div><input type="checkbox"/> 2</div> <div><input type="checkbox"/> 5</div> <div><input checked="" type="checkbox"/> 8</div> </div> <div style="display: flex; justify-content: space-between;"> <div><input type="checkbox"/> 3</div> <div><input type="checkbox"/> 6</div> </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"> 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 Lucy Calkins Writing Program Provide professional development for the i-Ready Reading Program for teachers and paraprofessionals. 						
Expected Annual Measurable Outcomes						
Outcome #1: The school will provide a comprehensive enrichment program including Science Lab, Media 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	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-

Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	-	-	-	-	-	-
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
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 Lucy Calkins Writing Program, Cognitive Guided Instruction, and i-Ready Reading Program.

Metric/Method for Measuring:

Review of parent/teacher surveys, student work samples, school-and District-based writing performance assessments.

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	-	-	-	-	-	-
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
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 Lucy Calkins Writing Program, Cognitive Guided Instruction, and i-Ready Reading Program.

Metric/Method for Measuring:

Review of teacher/parent surveys, student work samples, school- and District-based writing performance assessments.

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Teachers (Schoolwide)	100%	100%	100%	100%	100%	100%

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

Beckford's goals support the needs and development of the whole child, encouraging self-motivation, social-emotional well-being, critical thinking, independence, and building competence to support lifelong learning. Our students consistently perform well on standardized tests; however, our curriculum has breadth and depth well beyond what is evaluated on the Smarter Balanced Assessment Consortium. Beckford students experience an enriched curriculum that engages them as active learners across disciplines to facilitate student growth in areas including the core curriculum and beyond. We supplement LAUSD's core academic program with Cognitive Guided Instruction in Math, the Lucy Calkins Writing Program, and i-Ready to specifically target and provide appropriate reading strategies. By engaging students through multiple modalities in experiential learning activities with an extensive arts curriculum, our students are inspired and motivated as their confidence as learners grow. Beckford teachers have high expectations for all students, while providing the appropriate support our students need to reach those goals. The primary grades offer daily foundational reading skills instruction at each student's current level in ELLP academies. Our recent designation as a School for Advanced Studies will provide us with further opportunities to accelerate learning for those students who are ready. These supports ensure that all children are able to build the skills they need to succeed as college prepared and career ready students. Because our students have access to passionate experts, from our classroom teachers to our enrichment specialists to our indefatigable administration team, they have role models who embody excellence, motivation, and a dedication to the joy of learning. Beckford enriches the core curriculum with focused studies in:

- Social-emotional learning: taught daily to enhance students' emotional well-being and problem solving strategies.
- Science: weekly classes in our school garden and/or science lab. Students are given opportunities to use the scientific method in hands-on activities
- Music, Art, Dance, Theater: weekly classes taught in rotations by a dedicated specialist or by grade level teams.

- Technology/Media Lab: weekly classes in a dedicated computer lab, taught by a specialist, with computers for each student. This program begins with basic computer skills in TK and advances over the following years. Our goal is to incorporate digital citizenship skills for students to make responsible choices on-line.
- Physical Education: weekly outdoor PE classes with coaches trained in providing grade-level skills.

Immersion in this enriching, hands-on educational experience gives children a love of learning which creates self-motivated students eager to explore new ideas.

INSTRUCTIONAL DESIGN

Framework & Teaching Methodologies

Beckford Charter for Enriched Studies strives to provide a rigorous academic program that is combined with an engaging enrichment program that is designed to enhance the Common Core curriculum. This approach helps us to achieve our mission statement of being a school where the whole child is supported in their pursuit of gaining the skills needed to evolve into lifelong learners equipped to compete in the 21st century.

Beckford Charter's proposed teaching methodologies are framed around differentiated and experiential, or inquiry based, instruction through Common Core State Standards aligned units of study in a cooperative group settings. Supporting these methodologies, Beckford teachers will utilize departmentalized instruction to provide professional development by grade-level experts and instructional leads. All of our methodologies will be supported by authentic assessments utilizing district, teacher-created, performance, and publisher assessments.

Instructional Framework

Beckford Charter for Enriched Studies' curriculum is based on the Common Core State Standards and associated Frameworks in language arts, mathematics, science, social studies, visual and performing arts, and physical education. The curriculum will meet all state and LAUSD standards. We at Beckford Charter believe that powerful learning and addressing the needs of our targeted populations are best accomplished through a balanced program, which combines curriculum-centered and student-centered instruction. Systematic direct-instruction, guided practice and the application of skills through an expansive reading selection ensures that all students are exposed to district mandated standards. Subsequently, addressing multiple intelligences through the use of experiential and open-ended inquiry-based learning produces self-motivated and well-balanced learners. Beckford Charter teachers believe that integrating these modalities will help our students to become analytical and creative thinkers with optimal opportunities to show their mastery of subject matter in diverse formats.

Teaching Methodologies

Teachers at Beckford Charter for Enriched Studies, along with the leadership team, will use current research and student data to drive best practice teaching methodologies while utilizing rigorous conceptual learning at each grade-level. Standard methodologies include:

- *Academic Rigor*- Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts.
- *Technology*- Teachers provide an emphasis on Science and Engineering practices to provide experiences to children where they are developing and using models, constructing explanations, designing solutions, and engaging in argument from evidence.
- *Clear Expectations*- Teachers use criteria charts/rubrics to clearly define and articulate grade-level and state standards in “student friendly” language to ensure academic goals are attained. These tools help focus students to effectively meet and exceed teacher expectations and objectives for each assignment. When students have a clear understanding of what is expected of them, achieving those expectations and succeeding is far more attainable. Charts/rubrics are based upon curricular standards and objectives.
- *Collaborative Groupings*- Teachers create small groups in order for students to interact with their peers and share their thinking processes to maximize learning. These small groups also allow teachers to target students who need extra instructional support and to accommodate accelerated learners with the capability to more deeply explore various subjects. Cooperative groups promote diverse perspectives, student centered learning, and teamwork.
- *Direct instruction* – Teachers use professional development time for grade-level meetings to plan cohesive direct instruction of standards-based lessons within grade levels. Teachers create lessons that foster critical thinking skills to help students problem solve using depth and complexity.
- *Guided & Independent Practice* – Students are provided with adequate time to be successful at demonstrating their understanding of the skills or concepts being taught. Before working independently, teachers create small groups and provide necessary scaffolds to targeted students during guided practice to help learners who may benefit from additional instructional support.
- *Differentiated Instruction* – Teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels while maintaining or exceeding standards through supplemented materials.
- *Higher Level Thinking* – Teachers design lessons that develop critical thinking skills, which help to solve complex problems with depth and complexity. Students are encouraged to utilize the highest stages of Bloom’s Taxonomy such as analyze, evaluate, and create. Teachers use Norman Webb’s Depth of Knowledge and Sandra Kaplan’s strategies to differentiate lessons for diverse groups of learners.
- *Integration of the Arts* – Teachers and curriculum specialists use drama, dance, music, and visual arts to enhance their students’ thinking and learning experiences.

- *Experiential Learning* – Learning by doing. Students relate to the curriculum through plays, field trips, labs, simulations, and experiments. It is through these involvements that students process, analyze, and conceptualize the experience.

This proposed instructional framework ensures that the needs of students of all abilities and across all sub-groups will be met. Since all classes are taught by fully credentialed teachers, Common Core Standards are met. Lessons are thoughtfully planned during grade-level collaboration and then differentiated to meet the needs of each individual classroom.

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.

Scope and Sequence to be Taught

Beckford Charter for Enriched studies continues to pursue multiple and varied professional development opportunities to constantly improve instruction while staying current with standards as specified in our vision. The scope and sequence of skills to be taught across the grade levels and the different subjects the school plans to teach have been outlined below. *All California State Standards will be addressed with cross grade-level planning so students receive consistent instruction.*

Language Arts

- Provide students with a rigorous curriculum that meets or exceeds the state content standards for language arts K-5
- Develop students' reading, writing, listening, and speaking skills to support academics across disciplines
- Support reading using a variety of resources that align with the CCSS. The Benchmark Reading Program has become supplemental as teachers use Core Literature, iReady, Expeditionary Learning, and Readworks and other sources to find materials that provide rich content at varying levels to meet students' needs
- Critique, justify, and theorize in compositions/writing across disciplines
- Develop students' grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development as well as integration of language arts embedded across curriculum
- Apply vocabulary development in written and oral format
- Demonstrate critical thinking skills specific to Bloom's Taxonomy, using Kaplan's Gifted Techniques, and Webb's Depth of Knowledge
- Implement a school wide writing program, through the Lucy Calkins *Unit of Study*
- Use technology as a tool for presentation, project exhibits, and digital portfolios
- Construct creative writing stories and poetry
- Devote minimum two hours daily to language arts instruction in grades K-5

Transitional Kindergarten:

- Letter names and sounds are introduced and reinforced through music, dance, and play.
- Use of kinesthetic activities to practice letter formation (playdough, shaving cream, salt, rice, etc.)
- Whole body phonological awareness activities that include TPR and use of rhythm sticks, musical instruments, stretchy bands, personal mats)

Kindergarten:

- Early Language and Literacy Plan-Daily
 1. Leveled small groups
 2. Phonemic Awareness Activities: Heggerty Lessons
 3. 95% Group Elkonin Boxes with Chips
 4. Decodable & Leveled Readers- Benchmark
 5. DIBELS activities
 6. Dictation- letter-sound correspondence
- Comprehension and Vocabulary –iReady
- Benchmark Reading units-correlated to Science/Social Science Units
Cross-curriculum projects in Science, Language Arts, and Visual Art and Social Sciences, Language Arts and Visual Art
- Reader's Theater

First Grade:

- Cross-Curricular projects
 - animal research project
 - Habitats, animal adaptations, genetics, informational writing, art
 - winter maps
 - Reading comprehension, map reading, art narrative writing
- Patriotic Program
 - Music, dancing, theater, art, social studies
- Early Language and Literacy Plan-Daily
 - Leveled small groups to promote language and literacy at each child's level
 - Heggerty Phonemic Awareness
 - 95% Group Chip Kits
 - Leveled Readers
 - Amplify and iReady individualized lessons
- Dr. Seuss Fun Day
 - Small group rotations assisted by parent volunteers to celebrate Dr. Suess through ELA, Math, Science, and Social Studies activities based on his books

Second Grade:

- ELLP Academies: Early Language and Literacy Plan
Leveled small group instruction to promote language and literacy in foundational reading skills at each child's level
Groups formed and instruction targeted based on test scores
- i-Ready reading instruction and targeted support to supplement Benchmark
- Benchmark Reading Units correlated to Science/Social Science Units

Cross-curriculum projects in Science, Language Arts, and Visual Art and Social Sciences, Language Arts and Visual Art

- Social Emotional Learning: Daily Writing Journal with literature responses to appropriate books to support emotional learning
- Students use performing arts to dramatize stories and bring them to life
- Writing assignments that make meaningful connections to real world experiences
- Use of Lucy Calkins Writing Program across writing genres
- Writing and research assignments that incorporate technology standards
- Use of Sandra Kaplan's Prompts of Depth and Complexity to differentiate curriculum

Third Grade:

- ReadWorks online curriculum is supplemented to provide various genres of reading material that feature a comprehension component.
- The third-grade primary ELA curriculum is Expeditionary Learning. This curriculum provides close reading lessons that allow students to make connections with various books and articles to explore how they relate to one theme.
- i-Ready curriculum uses personalized diagnostic evidence to drive instruction and provides detailed evaluation of student performance in key areas of language standards. Periodic assessments provide an individualized "path" for each child to work on daily during independent work time.
- Readers theatre from Benchmark Universe allows opportunities for students to practice fluency and prosody, while making meaning from text through drama.
- Informative writing assignments are integrated throughout the curriculum, but especially in Social Studies and Science. Reports on Presidents, African-American leaders, California Regions and Native-American tribes are assigned as we learn about these topics through curricular readings and excursions.
- Our Math curriculum has a strong reading and writing component which requires students to identify what the question is asking them to solve and then describing in detail how they came up with the answer to the problems given. Sequencing the events in multi-step problems and writing the solutions as a complete sentence is required in every lesson and in most problems. These are effective ways to provide opportunities for close reading and written expression when making meaning from text.
- Personal narratives of events that occur during vacations and opinion pieces on school policies and community events give students practice attaching meaning to their written assignments through real world experiences. Writing letters to veterans and pen pals at other elementary schools give students practice writing friendly letters. Letters of concern and request are drafted to express and exercise their responsibility to the school principal about interests they have as members of a school community.
- Sandra Kaplan's Depth and Complexity Icons are consistently utilized in reading and writing prompts, as well as in classroom discourse to differentiate instruction.
- Students are taught to use textual evidence to prove their responses are accurate and justifiable.

Fourth Grade:

- Five-week Core literature units throughout the year using Sandra Kaplan's Depth & Complexity Icons and Content Imperatives to dive deeper.
 - Core Literature Books read-aloud & supported with audio books: *Because of Winn-Dixie*, *Indian in the Cupboard*, *Twenty-One Balloons*, *By the Great Horn Spoon*, and *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*
 - Explore multiple perspectives (e.g. narrator, different characters) through character analysis
 - Discuss the topic of ethics--e.g. In *Because of Winn-Dixie*, is it always bad to lie?
 - Big ideas/themes are identified using textual evidence and are connected to the real-world by exploring the themes in student lives
- Across Disciplines Units integrating themes and big ideas from Core Literature, Math, Science, and Social Studies.
 - By the Great Horn Spoon Core Literature allows for an exploration of inflation/supply & demand of gold prices (Math connection), historical fiction during the California Gold Rush (Social Studies connection)
- Personal Narrative Writing project where students choose a small moment from summer to expand on using writing strategies from Lucy Calkin's Writing Program.
- Compare & Contrast Essays using Core Literature Units and corresponding movies based-off books. Student-led discussions creating Venn diagrams as a class community to brainstorm.
- Persuasive essays are written where students choose which Core Literature book was the best at the end of the year.
- Across Disciplines Informative Writing Projects integrating CA History topics.
- Growth Mindset Cursive Booklet where students explore famous noble quotes that connect to character building and shaping of young minds around perseverance, persistence, real success, growth through failure. Allows for community building as students reflect and connect with the quotes and share with the class weekly.
- Yearlong California Poem Book where students explore different poetic devices (e.g. alliteration, similes, personification, figurative language, metaphors, repetition) and include historical facts.
- Differentiated and personalized curriculum with technology--iReady Program, IXL learning, Book Share, Readworks, Newsela, Brain Pop

Fifth Grade:

CURRENT ELA PROGRAM

- Core Literature programs that cultivate deeper understanding using Kaplan prompts and icons.
 - *Cricket in Times Square*, *Sign of the Beaver*, *The Lion the Witch and the Wardrobe*, *The Witch of Blackbird Pond*, *Johnny Tremain*, *Esperanza Rising*, and *Wonders*
 - Concept of Ethics and Morals are posed for students to think beyond "good guy" and "bad guy"
 - Multiple Perspective is analyzed with character and context analysis
 - Original Perspective is introduced to students to critically think where the origin of a specific perspective emerged from through personal character

experience or history (i.e. in *Sign of the Beaver*, the actions and reasoning behind a Native American boy's distrust and disgust of spending time with a settler boy).

- Analysis of understanding how impact is connected to actions and perspectives (e.g. *Witch of Blackbird Pond* presents controlled scenarios where students can analyze in student led discussions to make connections between how actions and perspective converge into a series of responses such as puritans versus outsiders).
- Creative Narratives promotes students' creativity in literacy and follows the Calkins Writing Process to create and produce a fictional narrative. The students chose a genre of their choice to complete their Genre Study assignment.
- Across Discipline Opinion Writing combines science practices for students to engage readers to be more aware of environmental issues. Using CER's (Claims, Evidence, and Reasoning) approach to writing. Students create their own claims and based on their interest of how to help build a more environmentally safe solution and research designs to support their goal.
- Across Discipline Informative Writing integrates History to research an American Revolutionary Hero, students plan accordingly to organize the information in a clear and concise manner.
- Latin Root Spellbook breaks down the structure of prefixes and suffixes. Students create their own spells and illustrate what their spells can do.
- Creative Vocabulary Journal allows students to showcase their understanding of word structure and sentence building. Integrating with challenges (i.e. creating a diary format, an interview, a mystery, etc.) to enhance their ability to write and practice grammatical rules.
- iReady is our supplemental resource where students are given a personalized and individualized learning path based on a smart diagnostic assessment. Program provides differentiated lessons to enhance and challenge as well bridging gaps in learning.

Mathematics

- Provide students with a rigorous curriculum that meets or exceeds the state content standards for mathematics K-5
- Develop students' mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes
- Enhance mathematics using Eureka Math, My Math, Model Draw for Word Problems, IXL, Great Minds In-Sync, Marcy Cook, and Math Manager
- Build a deep understanding of the CCSS math practices to embed lifelong problem solving skills in students
- Develop understanding of the concepts of computations, patterns, functions, geometry, statistics, and probability
- Apply math skills to daily problem-solving situations
- Recognize relevant information and review applications by checking work
- Discern operations necessary to solve word problems
- Connect math across disciplines (music, dance/creative movement, science, art, technology, and history)

- Develop students' skills using mathematical tools and hands-on manipulatives (protractors, computers, rulers, compasses, place value blocks/disks, fraction tiles/pies)

Transitional Kindergarten:

- Begin each day with calendar activities that include counting to 100, patterning, money, place value
- Utilize a variety of manipulatives for math concepts and build number relationships (bear counters, foam shapes, unifix cubes, dual color counters)
- Math is taught in small groups to differentiate and meet the needs of all students
- Zero the Hero recognized on every 10th day. Students demonstrate their knowledge of tens/ones

Kindergarten:

- Calendar Activities include patterning, counting, money, and place value
- Zero the Hero program is used to promote base 10 understanding
- Graphing is used daily—tally, bar, and pictographs are used to enrich understanding of Math comparisons with real world application
- Practices extending patterns and use of money as part of morning business to model real world math applications
- Eureka Math is a resource used to teach students a deeper understanding of math concepts and number sense through various math strategies (ten frames, number bonds, counting on, take from 10 make a 10) and real life applications
- Zearn and ST Math are online supplements to support or extend Eureka math.
- Counting Collections: Cognitively Guided Instruction to promote an understanding of math concepts at the student's level
- Math Journals- using math in real life applications

First Grade:

- Students use Eureka Math which helps students truly understand mathematics and connect to the real world. Eureka Math presents mathematics as a story that develops from kindergarten as continues through the span of all grade levels.
- Eureka Math is a resource used to teach students math through conceptual and procedural learning. Concepts, skills, and number sense are taught through various math strategies (ten frames, number bonds, counting on, take from 10 make a 10) and real-life applications.
- Zearn and ST Math are online supplements to support or extend Eureka math.
- Students participate in multiple kinesthetic activities to practice counting in multiple ways (traditional way, the 10s way, skip counting)
- Counting Collections: cognitively guided instruction to promote an understanding of math concepts at the students' level. Rich questioning is used to encourage growth.
- Math Journals- using math in real life applications

Second Grade:

- Students use Eureka math for deep conceptualization and understanding of number sense
- Cognitively Guided Instruction activities: Counting Collections

- Students use math concepts across the curriculum, specifically in STEM activities and Social Studies lessons; number lines become timelines
- Students use supplementary math programs such as Zearn and IXL to support or extend instruction
- Use of multiple art activities to enhance math instruction: 'Sticker Measurement,' 'Array Cities,' 'Place Value Maps'
- Weekly homework in Logic and Problem Solving

Third Grade:

- Students use Eureka math for deep conceptualization of math concepts, problem solving skills, and coherence across grade levels.
- Project based learning activities that are tiered for differentiated instruction and have real world application: "Dream Houses" and "Create Your Own Garden" for exploration of area and perimeter, "Geometric Cities" to reinforce geometry and mapping skills, and a variety of multiplication games and hands on activities that promote multiplication fact fluency.
- Supplementary technology based math programs such as Zearn, IXL and TimesTables.com support, differentiate and extend instruction for students.
- Cross curricular application of math concepts in science and social studies. In science, math concepts are applied to STEM lessons. Social Studies meets math during the study of maps and mapping skills and the Native American unit. Children use their math skills to build Native American village, create dream catchers and weave woven mats.

Fourth Grade:

- Students explore geometry concepts (e.g. point, line segment, acute angles, obtuse angles) through Geometry Star activity.
- Students extend their learning of symmetry by doing a radial symmetry origami math design activity. Radial Symmetry activity provides differentiation for our gifted learners. Other benefits are the further development of spatial reasoning, attention, and fine motor skills.
- Students use newspaper ads to enrich fraction/ratio relations lessons by bringing real-world connections to abstract math concepts.
- Students use pattern blocks to see the relationship between fractions/wholes, as well as spiraling linear symmetry concepts in the Little Bear open-ended math problem.
- Students keep a year-long Math Manager Journal which reinforces real-world connections to mathematical concepts and supporting Common Core Math Practices. Students are consistently building their mathematical reasoning and explanation skills.
- Use of differentiated math supports using technology--e.g. Zearn, IXL Learning, Great Minds in Sync.
- Students participate in a grade-level math scavenger hunt at the end-of-the-year to review.

Fifth Grade:

- Students explain and reason the importance of the place value and how it impacts our understanding of how number foundations are built through our Number Sense Quilt project.

- Students personalize fraction as their own by using their names and nicknames for our Fraction Name project. Students see how fractions can be found in almost all things through both discussion and activities.
- Math Pixel Art engage students in a digital platform to practice their mathematical precision and problem-solving skills
- Eureka Math program enhances student understanding of number sense and how it builds on each other to bridge cross mathematical concepts and skills.
- Escape Rooms engage students in collaborative units to solve and work together in both virtual as well as in-class led activities.
- Implement math skills into real-world applications such as:
 - Showing the scale of the universe through exponential growth
 - Using fractions to modify measurements in recipes
 - Area conversions of high-profile locations throughout the world
- Math Journal supports mathematical practices in drawing, modeling, and explaining mathematical concepts in a real-life situation. It promotes spotlight note-taking as students annotate their process of understanding the math concepts.
- Zearn, IXL, GreatMinds InSync, Edulastic are supplemental programs to help differentiate both gifted and struggling students. Students gain the practice they need to bridge gaps in their learnings. For gifted students, we focus on expanding their understanding of the presence of math concepts in our world as well as developing different approaches and strategies to solve them.

Science

- Provide students with a rigorous curriculum that meets or exceeds the Next Generation Science Standards
- Hypothesize and develop experiments utilizing the scientific method
- Use hands on experiments in the science lab to further research and prove/disprove conjectures
- Integrate science and writing by using the language of the discipline
- Theorize and view other subjects such as music, art, and theory as a scientist
- Understand the need for eco-friendly products and life-changes to better our local and global community
- Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels
- Help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness
- We incorporate the eight NGSS Stem Science Practices into our instruction in all grade levels. Students develop their skills and knowledge through asking questions, creating models, and using arguments backed up with evidence. This is a cross curricular common core skill that all teachers use in their classroom with Language Arts and Math. Our school provides engineering opportunities for students to work in groups to build models and put together conclusions. Once their activities have culminated, students have the opportunity to present and defend their conclusions to their classmates.

Transitional Kindergarten:

- During our TK Health and Wellness month, a 'Tooth Fairy' (dental hygienist) visits and demonstrates proper teeth brushing and oral care. Toothbrushes and floss are provided for each child.
- 'Community Jobs' unit allows the students to meet a local firefighter and police officer. Students are provided opportunities to try on their gear and hold tools used to do their jobs.
- Each child makes a model of Earth using a large balloon covered in paper maché, paint, and felt for the continents.
- Students work in groups to create and build enclosures for farm animals. This STEM activity encourages teamwork in order to build a structure with only one moving part (door, gate, etc.)
- Students observe the life cycles of silk worms, butterflies, and ladybugs with live insects within the classroom.
- Students study trees and plant a sapling to observe its changes and needs for survival.
- In our Weather & Seasons unit, students observe and document the changes in weather over time in their own 'Science Journals'.
- Field Trip to Discovery Cube for hands-on learning of science concepts.

Kindergarten:

- Air and Weather Unit: Students build on their knowledge from TK and continue to learn about different types of trees and leaves through observation and investigation.
- Students participate in a Fall Walk, Winter Walk, Spring Walk recording observations in their Science Notebook. They proceed to interpret their data to draw conclusions about how trees and weather change over the year.
- In Animals Two by Two Unit, students observe fish, worms, and snails. Students analyze and interpret data to compare two different snails.
- In our Materials and Motion Unit, students participate in engineering activities in groups to plan and carry out investigations with wood, paper, and fabric.
- Field trip to America's Teaching Zoo to support science standards.
- Field trip to Underwood Family Farm for hands-on learning of a working farm.

First Grade:

- Using FOSS kits students learn the scientific method through hands-on experiments.
- Students participate in a shared animal research project where small groups collaboratively research animal habitats, animal adaptations, and genetics. Students learn to share their research to gain more information to present in individual information writing as well as a home project, a diorama of their chosen animal habitat.
- Field trip to the LA Zoo for research for animal project
- Field trip to Kidspace to explore our world through engineering
- Dr. Seuss Fun Day
 - Small group rotations assisted by parent volunteers to celebrate Dr. Seuss through ELA, Math, Science/engineering, and Social Studies activities based on his books

- We make Oobleck to explore and discuss solids versus liquids.
- We use a variety of materials to build “house” inspired by *The Cat in the Hat* then we make a mess of it and build it again.
- Each class, with parent support, plants and maintains a classroom garden.

Second Grade:

- Field trips to enhance Science curriculum: Discovery Cube and Tree People
- Science instruction in our Science Lab, equipped with all FOSS materials
- Consistent hands-on, experiential activities constructed around the Scientific Method
- Global Awareness is emphasized in Science instruction on plants and animals. Unit culminates in a fundraiser to sell seed packets with proceeds supporting pollination organizations.
- Students participate in engineering activities in groups in our Grade Level rotation schedule
- Use of websites to enhance curriculum: Mystery Science, Generation Genius
- Incorporate technology into Science for research and to create projects such as Life Cycle of a Butterfly.

Third Grade:

- All Science domains (life, physical, earth, and engineering) are consistently taught, and later applied, through weekly STEM experiments. Students use the scientific method and perform investigations that require deep inquiry, blueprint models, trial and error, and reflection.
- With parent support, the third-grade classes grow several crops on campus in designated gardening areas. This helps students better understand Math concepts (like area and perimeter) as well as our FOSS unit, Structures of Life.
- To further examine Structures of Life, students research an animal of their choosing. In a written report, they identify the animal’s physical characteristics, its habitat, and diet. Unique facts are included. As a culminating enrichment activity, each student creates a Google Slides presentation that teaches their classmates about the animal. Finally, a student-created Kahoot! Game assesses their peers’ understanding of that specific animal.
- Students engage in collaborative hands-on activities that explore magnetism (forces) and mixtures (matter) in our FOSS unit, Motion and Matter.
- While studying the Water and Climate FOSS unit, students keep a Weather Journal that documents the daily weather and names the type of clouds observed in the sky. The third-grade classes share their findings on a weekly basis. Then, students compare the weekly weather to the weather that is typical of the current season. (*Ex: It has been warm and sunny, yet it is winter.*)

Fourth Grade:

- Students learn about living and nonliving environment factors when creating their own terrariums by propagating succulents from the school’s garden boxes.
- In Computer Lab, students learn about the types of vertebrates to create a virtual mini book as well as a 3D food web model using Google Slides.
- Students create a free-standing compass to explore the concept that the Earth is a giant magnet.

- Students create a circuit board that enriches electrical learning and provides a peer assessment tool.
- Telegraphs are student created and the Morse Code is used to communicate between classes to extend the Wells Fargo story and make a science connection.
- Field trip to Natural History Museum to support Science standards--especially the Gems & Minerals collection.
- Students choose their own science project research question to incorporate Sandra Kaplan's "Think Like a Scientist" disciplinary strategies and NGSS Scientific & Engineering process.

Fifth Grade:

- Field trip to the Griffith Observatory to enrich student experience of space and our position and role relative to the universe. Students connect with Earth science content through the Museum's Planetarium program and their live show creation of a man-made comet.
- The Science Center Field trip also complemented student understanding of man's role in the many discoveries made in space with the viewing of the Endeavor Space Shuttle.
- STEM/Engineer Rotations provide students real hands-on experience to build and create experiments of building a bridge, seed dispersals, and etc.
- Pali Camp is an annual grade-level sleep away trip where science is brought to nature and students learn to work collaboratively with other students and team building skills.
- Light and Sound Waves experiment deliver students a real-life example of how different energies are and how they move.
- Teaching content by analyzing phenomenon and relevant examples. For example, we learned about seasons by creating a graph of when different countries experience summer. Student's posed questions and analyzed the movement of earth in relation to the sun. Students observed and provided claim-based evidence.
- Cross-discipline study on how technology has improved our life and how advanced science has not yet figured out a way to help solve the questions of keeping our planet healthy for long-term survival. Using literary skills to critically think of current issues and evidence to back up our claims (Literacy) in an opinion/argument writing piece. Using science data to interpret and propose a solution (if possible, engineer a prototype of their solution) to the biggest threat their technology/pollution creates (NGSS Science Component).

History and Social Studies

- Provide students with a rigorous curriculum that meets or exceeds the CCSS for history and social studies using the Impact Social Studies series
- Help students to understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods
- Teach critical thinking skills to help students relate over time historical events and be able to find parallels and patterns
- Interpret geographical and historical information to draw conclusions
- Understand cause and effect of historical events

- Gain first-hand experiences using role-play and interactive units
- Multicultural days are honored through many curricular activities such as recreating the era of the Gold Rush through hands-on activities and through the integration of cross curricular subjects, having a Chinese New Year parade with student-made dragon, creating cultural crests that represents each student's cultural background, presentations of "Famous People" in a Wax Museum format, or through skits telling about historical events and cultures
- Holiday performances are scheduled to celebrate and honor our students' diverse cultures
- Native languages are respected and included in morning calendar or morning business activities

Transitional Kindergarten:

- Students engage in weekly Sanford Harmony Social Emotional lessons. They act out different scenarios to help them learn how to manage their behavior/interact well with others (turn taking, cooperation, and responsibility).
- Students role play characters/dress up in the Dramatic Play area to understand other's experiences, feelings, and situations (themes change with the concepts).
- Students learn the significance of holidays and celebrations. They are encouraged to share their family's special celebrations and cultures in various art projects and oral presentations (share Thanksgiving traditions, trace each family member's hand and share their favorite custom for the specific holiday, make a crepe paper dragon and participate in our Chinese New Year parade).

Kindergarten:

- Students learn about being a good citizen through engaging text, investigation, and discussion. They learn about cooperation and how to work together with others through role play, being the children on the playground.
- Students learn about multicultural holidays and celebrating through guest presentations, performances, and multimedia.
- Students explore their world through inquiry projects creating a large map of our community, and neighborhood.
- Students engage in Social Emotional Learning through a daily check-in question to build a classroom community. In addition, participate in read alouds of stories to encourage conversation and classroom discussion. Students draw and write their feelings in a journal or through art projects.

First Grade:

- My Neighborhood project- Students build a three-dimensional map of neighborhoods that represents their neighborhood. Using that map they learn directionality and how to read a map using a compass rose. Once they have mastered directionality and reading maps, they write a narrative text about how they take their "New Friend" a snowman around town using the vocabulary and map reading skills they have mastered.
- Patriotic Program: Students learn and perform traditional and modern patriotic songs by singing and dancing. They learn about historical figures and events, then present short skits telling about the historical figures and events.

- Students learn about multicultural holidays from their fellow classmates by students creating family quilts displaying family traditions in a quilt shape. Students record themselves using their iPad explaining their quilts. Classes then rotate to see the quilts and presentations of students in the other classes.
- Students celebrate Black History Month with Journal Writings.
- Social Emotional
 - Daily Social Emotional Lessons and Activities
 - Second Step lessons
 - Restorative Justice Circles
 - 15 Acts of Kindness Week
 - Star Student-Student of the Month

Second Grade:

- Theatrical presentation of 'Famous People' in a Wax Museum format, combining Social Science and Theatre standards. This also serves as a fundraiser to support the Leukemia Foundation.
- Field trip to In-N-Out to support Social Science curriculum
- 'From Field to Product' project culminates in a tasting celebration
- Presentation of 'Our Family's Journey to America' to celebrate our diverse histories.
- Celebration of Black History Month.
- Students create projects using technology for research such as historical timelines.
- Students recognize and celebrate multi-cultural holidays.
- Social Emotional
 - Daily writing journal correlated with literature
 - Monthly recognition of and projects related to 'Character'
 - Use of Second Step to enhance social skills
 - Restorative Justice circles to constructively solve problems
 - Assemblies to recognize student achievements

Third Grade:

- Since the study of Native American culture is a significant aspect of the third grade Social Studies standards, students visit the Chumash Indian Educational Center. The Chumash tribe primarily resided near where we live today.
 - Students see the canyon where our local tribe lived and learn how they survived on a daily basis.
 - Students play the games and walk the land of their local Indian tribe. They learn tips to become more eco-friendly in their own community.
- Multiple art projects are incorporated into the third grade Social Studies program to enhance and enrich the Native Americans curriculum.
 - Students choose a California tribe to study, and create a diorama that features the tribe's home(s), clothing, food, traditions, etc.
 - Third graders design totem poles and dreamcatchers in-class, while also partaking in the art of weaving.
- Students visit the Leonis Adobe Museum to learn how their local community has changed over time.
- Third graders participate in the celebration of multicultural holidays and events. They close-read articles and picture books to support their learning.

- Each third grader creates a Cultural Crest, which details their family background (including the history of their last name, country of origin, cultural traditions, etc.) They present their Cultural Crest to the class, accompanied with a visual presentation that utilizes the technological media of their choice.
- Social-Emotional Learning starts each class period. Students complete a daily check-in. They identify how they are feeling and type their response to a “question of the day.” Students are highly encouraged to share their thoughts and ideas in order to foster a close-knit classroom community.
- Each month of the school year focuses on a pillar of character or important ethical value. Social-Emotional lessons are designed (and differentiated) to teach students about the pillar of character (or ethical value) and how it can be applied at school and home. Third graders are provided ample opportunities to practice these character pillars and values with one another.

Fourth Grade:

- California Missions are built by groups in class with materials bought using funds that students earned through their entrepreneurial efforts selling Gobble-grams.
- California Missions Informative Research project is completed by students choosing their own topics focusing on multicultural perspectives (e.g. Native Americans lives & challenges faced) and learning to effectively research using technology and textbooks.
- Students read *By the Great Horn Spoon* as part of the Gold Rush Unit creating a literary connection with a historical context. This core literature book is a historical fiction that provides a unique perspective of the Gold Rush from the point-of-view of a 9-year old boy.
- At the end of the unit, teachers and parents hold Pioneer Day. Students engage in first-hand experience of gold panning, roping, candle-making, toy making, butter churning, berry ink making, wool carding, and apple doll making. A mini-economy structure is created as students turn gold found into money at the assay office. Students experience the concepts of inflation in relation to supply & demand.
- Field trip to the Natural History Museum to support CA State Standards.
- Students complete a year-long CA State Report emphasizing long-term writing with continuous editing and revising and materials/time management.
- Use of CA Studies Weekly Newspapers as additional content resource, which comes in a newspaper format with adaptive website support. Curriculum focuses on grade-level CA State Standards, as well as socially conscious topics (e.g. current events), weekly American character traits (e.g. respect, leadership), and trades in technology to emphasize worker’s situation highlighting technology throughout CA History.

Fifth Grade:

- Field Trip to the Ronald Reagan Museum promotes use of role playing to see first-hand how the US Government shares its power equally in simulated reenactment of the historical Grenada Invasion event.
- Columbian Exchange Close Study enhances the student understanding of how one event in history can leave a lasting effect on how we live today. Through student

collaboration and use of technology to find evidence of the Columbian Exchange in today's current time.

- Through the Lucy Calkins Writing Program, students use critical thinking skills to produce a detailed flipbook to show their understanding of the big picture (the arrival of settlers meant for the New World), the moral and ethical issues that can be only viewed as a third party, and to find patterns and impact.
- Core Lit (*Sign of the Beaver*, *Witch of Blackbird Pond*, *Johnny Tremain*)
 - A 5-week study on utilizing both literary elements and historical content to gain insight in the Big Idea and Ethics of how US History was shaped. *Sign of the Beaver* looks at the relationship between a Native American and a Settler boy and the struggles they both came across to understand each other as human rather than as ethnically-diverse enemies. *Witch of Blackbird Pond* deep dives into the fear of the unknown and how individuals struggle to see beyond what they know. (SEL skills are also entwined within the literature study where students learn to stand up for themselves and their beliefs in a manner that is positively impactful). *Johnny Tremain* explains the coming of age understanding that one's expectations can be quite opposite to the reality and learn how to deal with difficult situations.
- Podcast - Young Benjamin Franklin opens students to a new way of 'reading' as they practice their auditory listening skills to find details and gather data to solve the mystery that Young Benjamin Franklin and his gang are trying to solve. Uses critical thinking skills, interpreting data, inferencing, and prediction skills to make an educated guess.
- Culmination allows for students and their cultures to be spotlighted and embraced

Technology

- Maintain 1:1 Chromebooks for all students to receive ample time to be comfortable with this technology before testing
- Ensure all 3rd-5th grade classes take regular assessments for ELA and math which mirror the standardized testing they will take in the spring
- Provide students with a rigorous curriculum that meets or exceeds the CCSS for technology
- Teach keyboarding skills beginning in the Third Grade with "Typing Tutor"
- Teach word processing to help students demonstrate written expression through technology
- Explore artistic applications appropriate to grade level with programs such as PowerPoint, iMovie, KidPix, Tux Paint and Keynote
- Teach students to work with data to identify and present information using spreadsheets (Excel)
- Enable students to broaden their research capabilities by using the Internet
- Teach students to identify and choose relevant information to enhance research
- Help students utilize up-to-date sources of information relevant to study
- Teach students to be good digital citizens with emphasis on respect, safety, and privacy online
- Teach students to use educational resources such as: Google classroom, Schoology, Readworks.org, IXL.com

- Present dynamic and interactive lessons using iPads and/or updated Smart Board technology
- Provide opportunities for students to work on assignments and/or projects collaboratively using Google Slides and Google Docs
- Provide IEP students with access to online programs that support their IEP goals for reading comprehension and math such as: Book Share, iReady My Path, IXL, Splash Math

Enrichment Curriculum and Instruction

Beckford Charter for Enriched Studies is dedicated to providing this enrichment program to all students.

Enrichment programs are fully incorporated into the appropriate grade-level curriculum for all levels and meet or exceed the established Common Core State Standards. Qualified specialists to teach these programs, which include dance, music, theatre, art, physical education, and media lab, are currently hired through a collaborative process.

Additionally, the Beckford PTA hires an outside company to provide an additional after school enrichment program that our students participate in. Scholarships are available to those in need to participate in these programs.

The administration, faculty, and PTA work together to schedule enrichment instruction so that every student in the school has the opportunity to participate.

Our stakeholders have consistently and collaboratively strived to fulfill the goals set forth in our vision to provide enriching and experimental learning experiences that support the state standards for all students. The CCSS has given us the opportunity to teach the whole child as we create multidisciplinary units of study, incorporating the arts and enhanced by field trip experiences. All of our arts activities are designed to be integrated with other core curricular subject areas. We use art as an integrated component across the curriculum to: diagram seeds, solar systems, rocks, the layers of the earth, balance points, floor plans of missions, and ships that carried our ancestors across the oceans. We use art to solve math problems and to design structures. Our theatre program offers our students those same opportunities: a means to express or show learning using different modalities. We present plays at various grade levels that are content specific while incorporating CCSS of Speaking.

We are currently in our 15th year of participating in an arts wheel program. This is a 12-week rotational enrichment schedule where each grade level rotates through a specific area of the arts. Transitional Kindergarten students, Kindergarten students, and First Grade students rotate through music. Second Grade students and Third Grade students rotate through dance, art, and theatre. Fourth Grade student and Fifth Grade students rotate through ballroom dance. By the time a student matriculates from Beckford, they will have participated in and experienced each of the areas of the arts.

Dance Enrichment

- Supports emotional intelligence through self-awareness and human interaction, and gives children life skills such as discipline, focus and the confidence to perform
- Develops self-esteem in children and helps them find ways to express their personal creativity
- Prioritizes making dance accessible and well-loved by all students
- Focuses on meeting CA dance standards of artistic perception, historical and cultural context, and aesthetic vocabulary while connecting these ideas to other art forms

Grade Level Specifics:

Second Grade: The dance specialist works with second grade students teaching them appropriate State Standards in dance theory. Students learn to find movements in dance that develop a pattern. They demonstrate movements in dances from a variety of cultures. They learn to repeat movements with an awareness of self and others in space.

Third Grade: The dance specialist works with third grade students teaching them appropriate State Standards in dance theory. Students learn to recall movement sequences with a partner or in group dance activities. They learn about rhythm and dancing to the beat of a song. Students take part in line dancing.

Fourth Grade: All fourth-grade students participate in the ball room dance program. Students learn to coordinate a sequence of related movements and timing with other dancers. They learn the Merengue, Disco, Tango, and Foxtrot. Lessons are taught weekly and culminate with a Dance Festival in the spring.

Fifth Grade: All fifth-grade students participate in the ball room dance program. Students learn to collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. They learn the Merengue, Tango, Swing, and Waltz. Lessons are taught weekly and culminate with a Dance Festival in the spring.

When students dance a piece together, they learn to cooperate and find they must go beyond tradition and authority if they are going to express themselves well. Participation in dance fills children with happiness that can carry over the rest of their education. A dance education cultivates the critical capacities that foster a complex understanding of the world and its peoples and that educates and refines the capacity for sympathy. (*Martha Nussbaum, Ernst Freud Distinguished Service Professor of Law and Ethics, University of Chicago: Newsweek International, August 21-18, 2006; "Teaching Humanity"*)

Music Enrichment

- Supports language arts (Benchmark Advance), social studies (Impact and Studies Weekly), and dance curriculum while meeting Common Core State Standards at each grade level

- Supports the brain's ability to process sights and sounds, thereby supporting emergent literacy skills for all students
- Uses music's natural mathematical principles and proportions to encourage children to absorb elements of math-repeated, measured patterns in tones and rhythms through
- singing and reading music

Grade level specifics:

Transitional Kindergarten: Students perform, identify, explore, and demonstrate beat and musical direction and expand that to contrasts including high/low, loud/soft, and fast/slow. Students practice repetitive patterns with nursery rhymes and other traditional popular children's songs. Students are introduced to other languages and cultures through song. They learn a traditional Scandinavian dance with music. Students hear the centuries old song, learn the step of the dance in pairs, find the country on a map, all while learning about tempo and steady beat.

Kindergarten: Students perform, identify, explore, and demonstrate beat and musical direction and expand that to contrasts including high/low, loud/soft, and same/different.

First Grade: Students differentiate between major/minor tonalities and duple/triple meters. They read and perform rhythms using standard notation. They explain how tempo and dynamics make music expressive. First grade puts on a Patriotic Program in the spring. They incorporate music, dance, theatre, and social studies into the performance. They sing and dance to patriotic songs. In addition to the songs, they recite poems and perform short skits.

Physical Education Enrichment

- P.T.A. funds our Y.M.C.A. physical education program provided to all grade levels supplementing the CCSS, implemented by classroom teachers at all grade levels
- Provides our students with healthy minds and bodies
- Enhances the concepts of team sports and good sportsmanship while incorporating fairness in competition
- Enhances all aspects of development including academic performance, movement knowledge, motor skills and self esteem

Grade level specifics:

Kindergarten: Fundamental motor skill development (balancing, skipping, jumping, running), ball skills (dribbling a ball with two hands, throwing, catching) Introduction to game play.

First Grade: Continuation of ball skills (kicking) motor skill development. Introduction to tagging and chasing games, playground games and rules stressing fair play and good sportsmanship

Second Grade: Introduction to team play (Pin Knock Down, Capture the Flag, Basketball, Stack the Cones, Flag Tag, Soccer). Stressing the importance of teamwork and sportsmanship and learning more advanced playground games.

Third Grade: More advanced team play and games involving a net. Learning the skills necessary to play volleyball, basketball and team handball is essential. Continuation of capture the flag and flag-related games

Fourth Grade: Introduction to agility courses and track and field (sprinting, distance, hurdles, relay), more advanced game and team play emphasizing strategy and teamwork.

Fifth Grade: Introduction of squads for competing. More advanced competitions, long-distance running and running for time. Preparation for the CA Fitness Gram (State Mandate)

Media Lab Enrichment

- P.T.A. funds Computer Wise Kids to provide a comprehensive program of computer instruction to all grade levels led by a highly qualified professional
- Provides whole class access to computers both in dedicated media lab and with mobile iPad and/or Chromebook carts in classrooms
- Enables teachers to effectively integrate technology to better understand concepts being taught

Grade Level specifics:

Transitional Kindergarten/Kindergarten: Digital Citizenship, fine motor skills through typing and mouse manipulation, keyboarding knowledge & skills: typing, letter recognition, 'shift' key, 'ECS' key, spacebar etc., navigating different websites and platforms: Google Chrome, ComputerWise Kids, Tux Paint, and Coding games

First Grade: Digital citizenship, computer/technology terminology: mouse, monitor, search engine, website, fine motor skills through typing and mouse manipulation, keyboarding skills: typing, shortcuts, navigating different websites and platforms: Google Chrome, Power Point, ComputerWise Kids, Nearpod, Tux Paint, create and save PowerPoint Slides: inserting pictures, clipart, text boxes, coding through online games

Second Grade: Learn and Practice Digital Citizenship, select and operate appropriate software to perform a variety of tasks: keyboarding; google: docs, slides, use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware), store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data, coding through online games

Third Grade: Students continue to learn about digital citizenship using videos from Common Sense Media and through the Interland game, students are encouraged to

practice their typing skills and place their fingers on the Home Row keys, this is the first grade-level where students are permitted to use email, grade-level engages in Computer Coding activities, using Google Slides students create a diorama about the California Regions and a timeline about a person or invention, using Google Sheets students create their own Calendar using a month of their choice and showcase their Mondrian artwork, students are able to create their own interactive comic strip to assess knowledge of specific aspects of the Google Suite, students participate in various Kahoot! Games throughout the school year

Fourth Grade: Digital Citizenship: developed using video lessons, Interland game, Typing Tutor: develops typing proficiency with targeted grade level lesson, using Google Slides students create an interactive virtual museum, make a food web 3D model and a Vertebrates Mini-Book, using Google Drawing students label the California emblem, using Google Sheets students create a table that sums up the cost of materials for a party, using Google Sites students create an online student gallery to publish all completed projects, using Sketch Up Program students build a 22nd CA Mission using the premier 3D design modelling program with a simple use, yet complex toolbox, coding and robotics projects: using Piper Computer Kit students work in small groups to connect the palm-sized Raspberry Pi 3 Model B motherboard to complete different missions by connecting wires to an open circuit board, using Sphero Coding ball students work in small groups to write a code to make the sphero robot move

Fifth Grade: Digital Citizenship and Safety: through interactive activities and Interland Program, Robotics: each class spend a couple of weeks engineering a robotic machine, Sketch Up: Across Discipline activity where students use their history studies on how European explorers settled in the new land and apply their knowledge of what elements are needed to create a colony on Mars, Typing proficiency: Students work on improving their typing proficiency through Typing Tutor with on grade level lessons, Google Sites: Students use a variety of Google tools to understand the program and how to incorporate their digital tools in their academic portfolio, Google Slides: Students create a virtual museum of the periodic table. Each student focuses on an element of the table and learns to collaborate with other creators in connecting their slides into a larger museum piece, Google Sheets: Students create a mock stock market and check it daily to create data charts and tables to see their net gross and losses. Students learn economic terminology and how it used in an international scale, Google Sites: Students create an online portfolio of all of their projects in one location, AR portfolio: Students create and model different aspects of their academic learning into an AR image to show their digital creations (use through QR Codes)

Art Enrichment

- Allows students to explore their creative sensibilities through a variety of mediums which complement Common Core curriculum
- Introduces mechanical and spatial comprehension

- Emphasizes observation and recognizing that anything we draw can be broken down into shapes
- Teaches skills and techniques which can be used in classroom projects
- Exposes children to art history through lessons based upon the work of a specific artists or techniques

At all grade levels, this curriculum includes:

Drawing: Shapes, Gestural, Perspective, Lighting/shading, Character Design, Life Drawing

Painting: Water color, Acrylic, Oil Pastel

Color: Color wheel, Color gradation and color bleeding, Lighting/shading

Different Mediums: Drawing fundamental, traditional watercolor & acrylic technique, 2-D, Found and recycled items

Art History: Followed by projects inspired by artist being studied

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.

Transitional Kindergarten (TK) is a new program at Beckford Charter for Enriched Studies. It began with one transitional class and has now grown to two classes. TK provides an early childhood educational program that builds a bridge between preschool years and traditional Kindergarten. Students in TK are provided with opportunities to gain familiarity with highly structured learning and basic reading skills. This helps meet the academic demands in Kindergarten. TK eligibility is based on each individual child's date of birth. TK also accepts students who may benefit from an enriched foundational early childhood education program in order to prepare them for success in our traditional Kindergarten Program based upon teacher recommendation.

Our school's TK program provides children with an in-depth and well-planned classroom program that build necessary social and academic skills. This paves the way for success in the elementary school experience. The program is based on the California Kindergarten Common Core State Standards with focused instruction in Language Arts through the use of Ready to Advance (in conjunction with thematic units) and numerous other phonics resources. TK also provides basic math skills, which include an introduction through exposure to My Math, Math Our Way and daily calendar activities. Social Studies and Science are taught in accordance with LAUSD and State guidelines.

TK participates in all Beckford Academic and Enrichment Programs along with the Kindergarten classes. Activities are often modified and scaffolds are provided so that TK students are able to access the content in a more interactive and kinesthetic manner. This

allows them to participate in, and begin to acquire, the necessary skills to transition to Kindergarten standards in the future. California TK Standards require that the curriculum be closely related to the Common Core Kindergarten Standards with similar content provided in a more developmental manner. Students are not expected to master Kindergarten Curriculum, but are exposed to the standards. This exposure creates familiarity that increases confidence, enhances skills and allows for frustration levels to decrease in most social, academic and artistic areas.

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.

Beckford will continue to follow the Traditional Academic Calendar set forth by the Los Angeles Unified School District. Of the 180 instructional days, 132 will be regular instructional days, 38 will be banked/professional development days, and 10 minimum days. Regular instructional days provide 323 instructional minutes per day. All 38 banked/professional development days have earlier dismissal time (263 instructional minutes per day) to allot for teacher and staff development, grade level meetings, and collaborative data analysis. Of the ten minimum days (249 instructional minutes per day) five days allot for parent-teacher conferences in November, while the other five are to be determined by the school's Governance Council.

START OF DAY	
playground opens	7:45am
first bell	8:03
school starts	8:05

END OF DAY	
dismissal	2:33pm
banked Tuesday dismissal	1:33pm

Grade	Grade Offered	Number of Regular Days	Number of Instr. Minutes	Number of Early Dismissal Days	Number of Instr. Minutes on Early Dismissal Days	Number of Minimal Days	Number of Instr. Minutes per Minimum Day	Number of Other Days	Number of Instr. Minutes on Other Days	Total Number of Instr. Days	Minutes Required by State Law	Total Numbers of Instr. Minutes	Number of Instr. Minutes Above or Below State Req't.
TK	yes	132	323	38	263	10	249			180	36000	55120	19120
K	yes	132	323	38	263	10	249			180	50400	55120	4720
1	yes	132	323	38	263	10	249			180	50400	55120	4720
2	yes	132	323	38	263	10	249			180	50400	55120	4720

3	yes	132	323	38	263	10	249			180	50400	55120	4720
4	yes	132	323	38	263	10	249			180	54000	55120	1120
5	yes	132	323	38	263	10	249			180	54000	55120	1120

REGULAR INSTRUCTONAL DAYS: MONDAY, WEDNESDAY, THURSDAY, AND FRIDAY

grade level	first bell/ instructional bell	start of recess	end of recess	start of lunch	end of lunch	dismissal	instructional minutes
TK	8:03am-8:05am	9:30am	9:50am	11:15am	12:00pm	2:33pm	323
K-RM 13&14	8:03am-8:05am					2:33pm	323
K-RM 22&23	8:03am-8:05am					2:33pm	323
First-Fifth	8:03am-8:05am	10:20am	10:40am	12:10pm	12:55pm	2:33pm	323

BANK DAYS / PROFESSIONAL DEVELOPMENT-TUESDAYS

grade level	first bell/ instructional bell	start of recess	end of recess	start of lunch	end of lunch	dismissal	instructional minutes
TK	8:03am-8:05am	9:30am	9:50am	11:15am	12:00pm	1:33pm	263
K-RM 13&14	8:03am-8:05am			12:00pm	12:45pm	1:33pm	263
K-RM 22&23	8:03am-8:05am			12:00pm	12:45pm	1:33pm	263
First-Fifth	8:03am-8:05am	10:20am	10:40am	12:10pm	12:55pm	1:33pm	263

MINIMUM DAYS

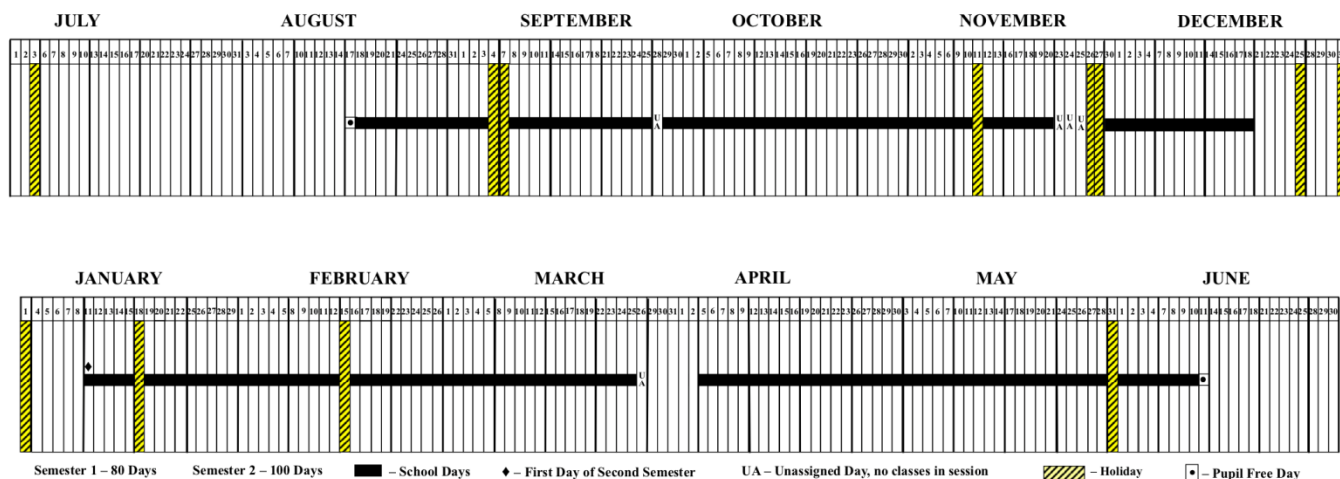
grade level	first bell/ instructional bell	start of brunch	end of brunch	dismissal	instructional minutes
TK	8:03am-8:05am	10:15am	10:45am	12:44pm	249
K	8:03am-8:05am	10:00am	10:30am	12:44pm	249
second, third, fifth	8:03am-8:05am	10:30am	11:00am	12:44pm	249
first, fourth	8:03am-8:05am	10:45am	11:15am	12:44pm	249

■ Pupil Free Days
 Monday, August 17, 2020
 Friday, June 11, 2021
 * If a school selects Monday,
 January 11, 2021, as a Pupil
 Free Day, then Friday,
 June 11, 2021, becomes an
 Instructional Day



Board Approved
 December 12, 2017

LOS ANGELES UNIFIED SCHOOL DISTRICT SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2020-2021



IMPORTANT DATES:

07-03-2020	Independence Day Observed	11-26 & 11-27-2020	Thanksgiving Holiday	03-26-2021	Cesar E. Chavez
08-18-2020	First Day of Instruction	12-21-2020 thru 01-08-2021	Winter Recess		Birthday Observed
09-04-2020	Admission Day	♦ 01-11-2021	Second Semester Begins	03-29 thru 04-02-2021	Spring Recess
09-07-2020	Labor Day	01-18-2021	Dr. Martin L. King, Jr.'s Birthday	05-31-2021	Memorial Day
11-11-2020	Veterans Day	02-15-2021	Presidents' Day	* 06-10-2021	Last Day of Instruction

Regular Instructional Days

Transitional Kindergarten: Regular Instructional Days

TIME	ACTIVITY	DAILY INSTRUCTIONAL MINUTES
8:05-9:30	Language Arts / Integrated ELD	85
9:30-9:50	Recess	
9:50-10:45	Language Arts / Integrated ELD	55
10:45-11:15	Math	30
11:15-12:00	Lunch	
12:00-1:00	Math continued	60
1:00-2:33	science, social studies, health, social emotional, arts, and physical education	93
	TOTAL	323

Kindergarten Rooms 13&14: Regular Instructional Days

TIME	ACTIVITY	DAILY INSTRUCTIONAL MINUTES
8:05-9:50	Language Arts / Integrated ELD	105
9:50-10:10	Recess	
10:10-10:45	Language Arts / Integrated ELD continued	35
10:45-12:00	Math	75
12:00-12:45	Lunch	
12:45-2:33	science, social studies, health, social emotional, arts, and physical education	108
	TOTAL	323

Kindergarten Rooms 22&23: Regular Instructional Days

TIME	ACTIVITY	DAILY INSTRUCTIONAL MINUTES
8:05-10:10	Language Arts / Integrated ELD	125
10:10-10:30	Recess	
10:30-10:45	Language Arts / Integrated ELD continued	15
10:45-12:00	Math	75
12:00-12:45	Lunch	
12:45-2:33	science, social studies, health, social emotional, arts, and physical education	108
	TOTAL	323

First-Fifth Grade: Regular Instructional Days

TIME	ACTIVITY	DAILY INSTRUCTIONAL MINUTES
8:05-10:20	Language Arts / Integrated ELD	135
10:20-10:40	Recess	
10:40-12:10	Math	90
12:10-12:55	Lunch	
12:55-2:33	science, social studies, health, social emotional, arts, and physical education	98
	TOTAL	323

Banked/Professional Development Instructional Days

Transitional Kindergarten: Banked Instructional Days

TIME	ACTIVITY	DAILY INSTRUCTIONAL MINUTES
8:05-9:30	Language Arts / Integrated ELD	85
9:30-9:50	Recess	
9:50-10:45	Language Arts / Integrated ELD	55
10:45-11:15	Math	30
11:15-12:00	Lunch	
12:00-1:00	Math continued	60
1:00-1:33	science, social studies, health, social emotional, arts, and physical education	33
	TOTAL	263

Kindergarten Rooms 13&14: Banked Instructional Days

TIME	ACTIVITY	DAILY INSTRUCTIONAL MINUTES
8:05-9:50	Language Arts / Integrated ELD	105
9:50-10:10	Recess	
10:10-10:45	Language Arts / Integrated ELD	35
10:45-12:00	Math	75
12:00-12:45	Lunch	
12:45-1:33	science, social studies, health, social emotional, arts, and physical education	48
	TOTAL	263

Kindergarten Rooms 22&23: Banked Instructional Days

TIME	ACTIVITY	DAILY INSTRUCTIONAL MINUTES
8:05-10:10	Language Arts / Integrated ELD	125
10:10-10:30	Recess	
10:30-10:45	Language Arts / Integrated ELD continued	15
10:45-12:00	Math	75
12:00-12:45	Lunch	
12:45-1:33	science, social studies, health, social emotional, arts, and physical education	48
	TOTAL	263

First-Fifth Grade: Banked Instructional Days

TIME	ACTIVITY	DAILY INSTRUCTIONAL MINUTES
8:05-10:20	Language Arts / Integrated ELD	135
10:20-10:40	Recess	
10:40-12:10	Math	90
12:10-12:55	Lunch	
12:55-1:33	science, social studies, health, social emotional, arts, and physical education	38
	TOTAL	263

Minimum Instructional Days

Transitional Kindergarten: Minimum Days

TIME	ACTIVITY	DAILY INSTRUCTIONAL MINUTES
8:05-10:15	Language Arts / Integrated ELD	130
10:15-10:45	Brunch	
10:45-12:00	Math	75
12:00-12:44	science, social studies, health, social emotional, arts, and physical education	44
	TOTAL	249

Kindergarten All Rooms: Minimum Days

TIME	ACTIVITY	DAILY INSTRUCTIONAL MINUTES
8:05-10:00	Language Arts / Integrated ELD	130
10:00-10:15	Math	15
10:00-10:30	Brunch	
10:00-12:00	Math continued	60
12:00-12:44	science, social studies, health, social emotional, arts, and physical education	44
	TOTAL	249

Second, Third & Fifth Grade: Minimum Days

TIME	ACTIVITY	DAILY INSTRUCTIONAL MINUTES
8:05-10:15	Language Arts / Integrated ELD	130
10:15-10:30	Math	15
10:30-11:00	Brunch	
11:00-12:00	Math continued	60
12:00-12:44	science, social studies, health, social emotional, arts, and physical education	44
	TOTAL	249

First and Fourth Grade: Minimum Days

TIME	ACTIVITY	DAILY INSTRUCTIONAL MINUTES
8:05-10:15	Language Arts / Integrated ELD	130
10:15-10:45	Math	30
10:45-11:15	Brunch	
11:15-12:00	Math continued	45
12:00-12:44	science, social studies, health, social emotional, arts, and physical education	44
	TOTAL	249

Mathematics Placement Act

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

Professional development remains a targeted priority at Beckford Charter for Enriched Studies because it is an effective tool used to meet the curricular needs of our teachers. Professional Development topics are driven by the staff's needs and interests, and carefully balance school-based initiatives with district mandated training. A waiver is in place that allows Beckford to begin professional development on Tuesdays at the start of each school year and continue for the duration of the school year. These afternoons are reserved for all faculty meetings and/or individual grade level collaboration time. Professional Development issues, ideas, and products are forwarded to the Curriculum Committee for formalization of appropriateness. Beckford Charter's Professional Development program will be subject to the approval, implementation, and scheduling by the entire staff. In addition, Beckford Staff will participate in both site level and district level professional development sessions. All teachers have pursued various professional development opportunities to further their knowledge. Subsequently, they have shared their new knowledge with colleagues during weekly designated professional development grade level meetings as well as in whole group demonstrations. This professional development plan gives Beckford teachers the tools they need to implement our school instructional design.

General Professional Development

- Schoology
- Restorative Justice Community Building Training
- Future Ready Certification
- Elementary Science Curriculum Training for FOSS Next Gen 2020
- Eureka Math Launch
- Eureka Math Fluency
- 12th Annual Symposium on Gifted Education
- Annual Los Angeles City/County Conference on Gifted Education
- iReady
- Discovery Education Experience

Grade Level Specific Professional Development

Transitional Kindergarten

- Southern California Kindergarten Conference
- Heggerty Phonemic Awareness
- Empathy & Equity Training

Kindergarten

- 95% Group
- Benchmark virtual/hybrid instruction
- Distance and Hybrid Teaching Support with Mike Flynn
- Empathy and Equity
- Edulastic Common Formative Assessment

First Grade

- 95% Group
- Heggerty
- FOSS
- Distance and Hybrid Teaching Support with Mike Flynn
- Digital Tools: Amplify Reading
- Navigating the Resources on Benchmark Universe for Virtual/Hybrid Instruction
- Northwest S.O.S. Empathy and Equity
- UCLA CGI Four-Day Summer Institute
- ELA Cadre 2019-K-6 Foundational Skills
- Early Language and Literacy Plan Coordinator Training
- Multi-Tiered System of Support Training

Second Grade

- Distance and Hybrid Teaching Support Mike Flynn TK -2nd
- Early Language and Literacy Plan Coordinator Training
- Cognitive Guided Instruction (Math)

Third Grade

- Empathy & Equity Training
- Edulastic Common Formative Assessment
- NGSS FOSS
- K-12 STEAM Collaborative
- Digital Tools: Nearpod
- Digital Tools: BrainPOP
- Mike Flynn's Teaching in a Dynamic Hybrid Learning Environment Training
- Doug Fisher's Effective Teaching is Effective Teaching No Matter Where it Occurs

Fourth Grade

- 21st Century Skills
- Digital Tools: Zearn
- NGSS FOSS
- K-12 STEAM Collaborative
- Empathy and Equity Training

Fifth Grade

- LAUSD STEAM Microcredential
- NGSS FOSS
- Empathy and Equity Training
- Schoology Trainings

Below is the Professional Development schedule for the 2020-2021 school year:

**PROFESSIONAL DEVELOPMENT DATES AND TOPICS FOR
BECKFORD CHARTER FOR ENRICHED STUDIES 2020/2021**

Date	Topic	Presented by:
8/17/2020	Bulletins	S. Brower
8/24/2020	Remote Strategies	
8/31/2020	Grade Level Meetings	
9/14/2020	GATE Schoology Training	L.Pedersen D.Kim
9/21/2020	SSPTs-EL Monitoring Blood Borne Pathogens/Epi Pen	S. Brower S. Paris
9/28/2020	No School	
10/5/2020	2020 Master Plan for ELs and SELs Module PD Grade Level Articulation to review assessment results TRO/DIBELS	K. Zika
10/12/2020	EL Teachers meet to plan ELD lessons Restorative Justice	K. Zika
10/19/2020	Committees	
10/26/2020	SSPT and teachers with ELs meet to monitor progress of RFEP Students iReady	K. Zika
11/2/2020	Report Cards	
11/9/2020	SSPT and teachers with ELs meet to monitor progress of ELs Grade Level Meeting	K. Zika
11/16/2020	Conferences	
11/30/2020	EL Teachers meet to plan ELD lessons Edulastic math assessment Grade Level Meeting-Math Instruction	K. Zika S.Brower
11/7/2020	Committees	

12/14/2020	Meet with EL Teachers to monitor students who have reclassification potential Workplace Harassment	K. Zika S.Brower
1/11/2021	Summative ELPAC review Student Engagement Strategies Grade Level Meetings-Long Distance Learning Strategies	K. Zika L.Pedersen
1/18/2021	No School	
1/25/2020	Part 1 Mandatory COVID Training Interim Assessment Training	S. Brower C.Lee
2/1/2021	SSPT and teachers with ELs meet to monitor progress of ELs Students SEL Strategies	K. Zika O.Hackett
2/8/2021	Committees/Grade Level	
2/15/2021	No School	
3/1/2021	SSPT and teachers with ELs meet to monitor progress of RFEP Students IAB Results &SBAC Prep Schedules	K. Zika C.Lee
3/8/2021	Committees	
3/15/2021	EL Teachers meet to plan ELD lessons SBAC Prep	K.Zika C.Lee

3/22/2021	Grade Level Planning-ELA & Math Intervention	
3/29/2021	Spring Break	
4/5/2021	SSPT and teachers with ELs meet to monitor progress of ELs Students Lucy Calkins Writing	K. Zika
4/12/2021	Committees	
4/19/2021	Prep for Student Reorganization Prep for 5 th Grade Culmination	
4/26/2021	EL Teachers meet to plan ELD lessons Test Prep	K.Zika
5/3/2021	Grade Level Meetings-Writing Samples and Intervention Strategies	
5/10/2021	Committees	

5/17/2021	SSPT and teachers with ELs meet to monitor progress of ELs Reorganization (K-4)	K. Zika
5/24/2021	Report Cards End of Year Procedures	
5/31/2021	No School	
6/7/2021	Close Cums	

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

Beckford continues to work with English Language Learners to ensure that they meet or exceed English language proficiency and grade-level standards. Beckford provides an out-of-classroom teacher as a school coordinator to oversee the EL program. The EL coordinator works closely with the classroom teachers and families to make certain the EL Master Plan is being followed.

The EL coordinator along with Beckford's Student Support and Progress Team (SSPT) work to ensure teachers receive support in meeting ELD goals for each student. The school's team meets with teachers to discuss ELPAC scores, the EL Monitoring Roster, student progress, reclassification criteria, and to answer any questions the teacher may have in regards to the level of their EL students. Furthermore, it meets to monitor the progress and strategize support for P-TEs (Potential Long Term English Learners) and LTELs (Long Term English Learners). The school's team is also available to teachers throughout the year to assist with instruction and documentation.

Beckford utilizes the ELPAC Initial and Summative data to determine the EL student's needs and to develop support strategies. The school uses the ELPAC as part of each student's reclassification plan. In doing so, Beckford analyzes each student's areas of need according to their ELPAC score report and focuses in those areas to ensure progress toward English proficiency.

Teachers of ELD students provide Designated ELD instruction for forty-five to sixty minutes every day as well as teaching Integrated ELD depending on the students' ELPAC levels. In order to provide these instructional minutes, teachers use the ELD components

of the Benchmark program as well as the Smart Start program. Beckford teachers plan an ELD schedule and submit it to the school's administration each year.

There are additional programs that Beckford implements to support English Learners, their teachers and their families. One program the Beckford ELD teachers use is iReady. This program offers strategies to support English Learners throughout grade-level standards based lessons on reading fluency and comprehension. It also supports English Learners with writing and vocabulary since teachers can assign lessons at the individual student's ability level. This program can be accessed both at school and at home. iReady offers personalized and individualized learning paths based on a diagnostic assessment. The program provides differentiated lessons to meet the needs of each individual student while bridging gaps in learning. Another program is RAZ Kids. Within this program, students have the ability to access texts based on their level of reading through an interactive learning portal. This portal is designed to keep students motivated and engaged. Students can read at their own pace, listen to stories being read to them, and record themselves reading. RAZ Kids also offers assessments to students which help to determine instructional needs. Parents and teachers can closely monitor both programs.

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.

We at Beckford Charter for Enriched Studies are dedicated to identifying our gifted and talented and high achieving population by administering the Otis Lennon Scholastic Aptitude Test (OLSAT) to all second graders. We have a system in place for teacher or parent referrals so students can be considered in all other areas of gifted. This is in addition to students who may qualify in the Intellectual category. Our GATE population is not solely a high-achieving population and is inclusive of diverse students with individual strengths.

As a School for Advanced Studies (SAS), Beckford's programs are designed to improve and build on educational options for all. Furthermore, we strive to increase professional training to support the development of programs that promote extraordinary achievement. All Beckford teachers incorporate differentiated instruction in their heterogeneous, multicultural classrooms.

Beckford Charter for Enriched Studies is committed to addressing student need by incorporating experiential learning and differentiated planning into daily instruction. Teachers will provide GATE students with lessons and assignments that will encourage the students to strengthen their cognitive thinking skills. Students will be asked to demonstrate their comprehension and thorough knowledge of each subject by defining, describing, and providing evidence of what they have asserted through analysis and synthesis of the information. Students are also introduced to Sandra Kaplan's Depth and

Complexity icons and strategies as outlined in our District GATE plan to meet the needs of high achievers.

An integral part of Beckford Charter's instructional program, is a dedication to providing additional enrichment programs. Beckford's teaching staff, together with a professional expert in each one of the designated arts (music, dance, theatre, and technology), infuses excitement, motivation, and high interest into the learning experiences of each and every child at school. Regardless of the student's learning profile, the Arts will play an enormous role in the success of the targeted population. If identified gifted in Visual and/or Performing Arts through the District's GATE identification process, a Beckford student has access to the District's Saturday Conservatory of Fine Arts, which the school will reimburse on a Fee for Service.

Starting in third grade, students identified as gifted are placed in gifted "clusters" with teachers who have had 16 or more hours of specialized training in gifted education.

We have multiple opportunities in our after-school Enrichment program to continue challenging and engaging these students, including Computer Coding, Lego Building, and Play Production.

Utilizing multiple means of student assessment data, students are provided with opportunities to participate in homogeneous and advanced instructional activities that are focused and targeted based on their unique individual needs. With the use of cross curricular units of study, we have incorporated multiple opportunities for our students to use research and project-based activities that they can relate to real world problems and solutions.

In 2019, 72 students in grades 3rd – 5th who have been identified as GATE took the SBAC. 93% of these students achieved met/exceeds standards in ELA and 98% achieved met/exceeds standards in math.

Students Achieving Below Grade Level

Students achieving below grade level are identified using classroom assessments, anecdotal records/classroom observations, and District and State standardized assessments. Beckford Charter for Enriched Studies utilizes standardized summative and formative assessments which include, but are not limited to:

Common Core State Standards Assessment/SBAC for Grades 3rd-5th (yearly), ELPAC (yearly), Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Reading Assessments (beginning, middle, and end of year), DIBELS Progress Monitoring (for students who fall below benchmark), Text Reading Comprehension (TRC) Assessments (2nd-5th grade), Benchmark Advance Assessments (weekly and per unit), i-Ready ELA Diagnostic Assessments (Beginning, Middle and End of Year), Eureka Math Assessments (mid and end of module), Interim Assessment Block for ELA and Math (Grades 3-5, 2 times in a

school year), District Science Assessments (4th and 5th grade - 3 times a year), and Science CST (5th grade only –yearly).

Data from these different assessments is collected and studied by teachers independently and at bi-weekly or monthly grade-level collaboration meetings. Additionally, the administration examines and discusses data and, together with teachers, plans how to utilize it on an ongoing basis throughout the year. Once identified, students not achieving grade-level standards are referred to our Student Support and Progress Team (SSPT) where goals and interventions are discussed and developed and student progress is closely monitored. Beckford Charter for Enriched Studies provides these students with several interventions throughout the year, based on assessment data and teacher recommendation.

- Limited Contract Teacher-Beckford employs a Limited Contract Teacher to provide direct services to students who are not scoring at benchmark on the multiple assessments.
- Learning Center – A resource specialist and special education aide who work with students in small groups to help students master specific skills. Utilizing the program Headsprout, teachers provide students with individualized instruction in reading. This program is interactive and engages students so that they become successful readers.
- Tuesday Intervention- The Limited Contract Teacher, resource specialist, and all teacher assistants and special education aides work directly with students in small groups to reinforce basic skills. The intervention program is research based and is planned by our specialist in collaboration with our classroom teachers. Pre-and post-tests are administered to monitor progress. These results are analyzed at the end of each intervention session; new groups are formed based on the progress made by students. This information also informs scheduling of SSPT meetings to further investigate the reasons a student is struggling.
- Daily Intervention -Teacher's assistants who work with small groups by grade level to help students master ELA and Math skills taught in the classroom. They work in short intense periods with students. The intervention groups are based on the results of data analysis and similar academic needs.

Socioeconomically Disadvantaged Students/Low Income Students

Beckford Charter for Enriched Studies is committed to providing a top-notch instructional program that actively engages each and every child to embrace learning and reach his/her highest potential. School administration and classroom teachers work in collaboration with each other and parents/guardians to ensure socioeconomically disadvantaged students are identified and receive all relevant services, free or reduced price lunches, and

financial-aid/scholarships to all school events. Socio-Economically Disadvantaged Students who are also achieving below grade level receive the support described above.

Like all of our students, socio-economically disadvantaged students receive an enriched curriculum of music, dance, art, science, PE, theater and media lab, full of opportunities to broaden their education and life experience.

Additionally, students identified as socio-economically disadvantaged are offered scholarships to participate in the fifth-grade field trip to Pali Camp, a “Gobble-gram” program funds scholarships to 4th grade field trips, Thanksgiving baskets (in collaboration with the YMCA) are distributed to families in need, a clothes closet ensures children have adequate clothing, scholarships are offered for our after-school PEAK enrichment program, and the YMCA offers scholarships.

We are committed to ensuring that all students are equipped with the academic support they need to learn, and no student at Beckford Charter for Enriched Studies is ever left out of any school event or program because they are unable to pay.

Percentage of socio-economically disadvantaged students achieving met/exceeding standards:

school year	# of students	ELA	MATH
2016 – 2017	86	62%	41%
2017 – 2018	79	61%	52%
2018 - 2019	68	54%	59%

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School’s Special Education Responsibilities

a. General Requirements

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required

of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status.

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

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

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

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

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

b. Transferring Students

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

c. Assessments

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

d. Alternative Placements

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

e. Least Restrictive Environment

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

procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

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

Students in Other Subgroups

Homeless Youth

On the first day of school the Student Residency Questionnaire is sent home with all students. Once returned all homeless students are documented in MISIS and the forms are retained in a confidential binder in the main office. Students in other subgroups (homeless youth) are identified by the Department of Child and Family Services and assigned a Licensed Clinical Social Worker by the district. This LCSW student support specialist carefully monitors student progress and holds monthly check-ins with school administrators. As needed, he/she will link families with needed services (food banks, family housing, etc.) and work with DCFS workers to obtain needed referrals for mental health issues. In addition, the LCSW conducts a yearly Profession Development session that provides valuable information to all Beckford staff. This information helps to support the student's social, emotional, and academic needs. During this Staff Development session, staff members gain clarity as to how to best support these students.

On a day-to-day basis, homeless youth would be supported in the same way as socioeconomically disadvantaged students (as mentioned above) based on their educational and social-emotional needs in order to promote academic success and student achievement. The school administration and staff works in collaboration with the school assigned district LCSW to ensure equal access to all school curriculum and enrichments, meal programs, as well as other applicable services available at Beckford (e.g. counseling and school supplies). School administration is responsible for implementation of the Homeless Education Program which helps to serve these families in transition by providing advocacy and referral services as needed.

“A TYPICAL DAY”

Beckford uses a banked time schedule which meets the required minute schedule of the State of California. The school day begins at 8:05 AM for students in grades Pre-K through fifth with dismissal on Mondays, Wednesdays, Thursdays, and Fridays at 2:33 PM. However, on Tuesdays dismissal time is 1:33 PM to allow for essential staff meetings and professional development. Students receive rigorous standards-based language arts, ELD, and mathematics instruction during the morning hours whereas the rest of the day they receive rigorous standards based instruction in science, arts, physical education, and health. Educators and pupils alike at Beckford have nurtured over time an exemplified mastery of resourced technological devices and integrated them into daily routine. This escalation of learning was only possible because of awarded charter funds, personal hours of staff commitment, and teachers' continued willingness to adapt and push for student success.

Additionally, parents and volunteers play a vital role at our charter through our PTA and Governance Committee. Some ways in which they are present in our school is by mentoring student groups in after school activities, assembling materials for project based curriculum, building important community partnerships for a positive learning environment, and promoting invaluable support to the teaching staff.

As soon as the bell rings, campus quiets down for a few minutes. The students can be seen in their classrooms getting ready for the day while the principal is delivering the morning message and welcoming students to school. Our school fifth grade students lead the entire school campus in the Pledge of Allegiance and selecting “star students” from our school’s “Star Student Jar.” These star students earn a raffle ticket for demonstrating good character in the classroom and on the playground. Their names are called out on Monday mornings and these students receive a little prize. Furthermore, the principal announces the classrooms with the highest attendance rate for each month and the principal delivers an attendance trophy and congratulates the winning classroom.

Once this has happened, Beckford students emerge in different directions to take part in diverse curricular studies. Beckford classrooms have schedules during the day that provide students with enrichment classes in science, music, art, dance, theater, physical education and media lab taught by specialists in their fields and/or grade-level teams. At any given moment, students can be seen traveling to and from designated places such as the science lab, media lab, and the auditorium (for dance), enjoying PE on our playground, or working in the school garden.

Beckford has approximately 600 students. During lunchtime, every student knows where to be and when to be there, rotating between assigned lunch tables and play areas, such as handball, tetherball, basketball, four square, kickball, and the apparatus. Students in bright safety vests are fourth-grade “Play Leaders” that take turns in helping first-graders transition into the large playground area by teaching them the rules of games and monitoring safety alongside the school’s teacher assistants. The fifth-graders can be seen working in the cafeteria and on the Kindergarten playground facilitating games. Additionally, students receive “Star Student” tickets for responsible behavior such as helping others in need, picking up after themselves, and demonstrating fair play.

In the afternoon, the movement between classroom academics and enrichment classes continues. Beckford has monthly character assemblies where students, teachers and staff work together to share ideas and promote good character. Afternoons can also include classes heading to and from the auditorium to work on class plays, presentations, or musical performances.

When the bell rings at 2:33 PM (1:33 PM on Tuesdays), some students walk out to the gates and meet their parents. Other students join after-school activities including intervention programs, Beyond the Bell, YMCA, and Peak Adventures.

Every day at Beckford is filled with exciting challenges in a nurturing and supportive environment. Our sense of school community is strong and evident.

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 pupil subgroups 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, 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 AB484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Our Vision for Student Outcomes

Beckford Charter for Enriched Studies' curriculum includes an integrated K-5 curriculum aligned with Common Core State Standards (CCSS) for ELA and Math, California ELD Standards, Next Generation Science Standards, and California History/Social-Science Framework and CCSS for Social Studies. Cross-curricular, hands-on project-based enrichment curricula meet or exceed State Standards for Music, Art, Physical Education, and Technology. The Beckford program embraces the following key elements:

Standards are Essential: CCSS serve as a benchmark for what students at each grade level need to learn. These standards are a crucial aspect of making sure we are meeting the academic needs of all students. They also serve as a guide for teachers, administrators, parents, and students themselves as to the specific, basic knowledge and skills the students must master.

Challenging Curriculum: The goal of Beckford is to provide a challenging curriculum that will not only meet but also exceed the minimum thresholds established by the CCSS.

Trained Teachers: If students are going to be held to high standards, they need teachers who know the subjects and know how to teach those subjects. Strategies for significant and on-going teacher professional development using the selected curricula are included in the Beckford program.

Desired Outcomes of the School's Instructional Program

Language Arts: Students will be able to read, write, listen and speak effectively. Students will be able to incorporate the language of the discipline and give concrete examples when writing and speaking. Furthermore, they will actively read and listen and be able to locate and interpret information. Students will be able to combine these skills to compose meaningful writing and oral presentations.

Mathematics: Students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic and pre-algebraic manipulation and construction. Students will also make sense of problems and persevere in solving them, including creating their own word problems to gain further understanding of the applications of such processes.

Science: Students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as Physical, Life, and Earth. In addition, students will learn about Ecology. Students will formulate their hypothesis and conduct experiments utilizing the scientific method as they engage in hands-on critical thinking experiments in our Science Lab. They will apply their skills to gain further understanding of the environment whenever possible by utilizing such resources as our "garden boxes" and our on-campus recycling program.

History and Social Studies: Students will demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various

personal, cultural, racial, and ethnic perspectives. They will demonstrate an understanding of the rights and the origins, functions, and sources of power, authority, and governance.

Technology: Students will each make a digital portfolio of their projects created in the Media Lab and on classroom computers. They will use word processing, video recording, photography and other applications to enhance this portfolio. Students will be familiar with various applications to accomplish goals in all other disciplines such as spreadsheets, Photoshop, and Keynote/PowerPoint. Students will understand the use of current technology and its real-world applications. Students in 3rd grade will have formal keyboarding instruction at the beginning of the school year, and these skills will be reinforced in 4th and 5th grades. All students at Beckford will have regularly scheduled time to utilize the Media Lab as well as the portable iPad carts and Chromebook carts.

Arts: Students will develop knowledge of and appreciation for the arts such as music, visual arts, theatre, and dance/creative movement. This will be promoted through an academic curriculum intertwined with enrichment instruction by specialists.

Physical Education: Each student will build a healthy and balanced body and mind through various intramural sport activities/drills that follow the Physical Education standards with dedicated time for psychomotor skills development, and ballroom dancing.

Cultivating Life-Long Learners

Maintaining the focus on the whole child, students at Beckford will also develop lifelong learning skills and interpersonal skills, which include:

Leadership, Collaboration and Cooperation: Students will know and be able to demonstrate the adaptive and associative skills appropriate to their level. Students will learn to prepare for and participate effectively in a range of conversations and collaboration with various partners, building on others' ideas and expressing their own clearly and persuasively.

Goal Setting: Students will learn to set their own short-term and long-term academic goals in keeping with their abilities and based on a high level of expectation inherent in the school community.

Critical Thinking and Problem Solving: Students will learn to be effective problem solvers and will develop critical-thinking skills. This includes analyzing and evaluating information that is provided, whether that information is through observation, experience or communication. Students will learn to respond to new information and use questioning to gain further meaning.

Self-Discipline: Students will learn to manage their own behavior and will respect and uphold the values of the community. Students will learn to use effective communication strategies on the playground such as "STEP" (Say the problem, Think of solutions, Explore Consequences, and Pick the best solution) to solve a conflict.

Citizenship: Students will learn and practice their civic rights and responsibilities, and will have an appreciation of their impact on the immediate community and the larger world. Receiving a “Star Student” raffle ticket may reward a student’s positive behavior, responsibility and citizenship. Older students will be given the opportunity to volunteer their time in the cafeteria or as a peer “Play Leader” to participate in community building. This will provide a stakeholder experience to the students and help them to feel invested in the school community.

MEASURING PUPIL OUTCOMES:

SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Summative Assessments

Beckford Charter for Enriched Studies’ grades K-2 conduct three DIBELS 8th Edition assessments and Grades 3-5 conduct the TRC (Text Reading and Comprehension) throughout the school year (beginning, middle, and end). The beginning of the year assessment is used to acquire a baseline for foundational reading and comprehension abilities, as well as determine which students are in need of foundational reading intervention. The middle and end of year assessments are to reassess these students to ensure that they are continuing to make adequate progress and determine if the intervention strategies being applied are effective. If a student in Grades 3-5 test below grade-level standards in TRC, then they are administered the DIBELS assessment to further explore intervention strategies.

Grades K-5 gives the iReady assessment for reading foundational skills and comprehension. Furthermore, the District Interim Assessment bank is utilized for math at least once a year. The grade levels collaborate to determine which unit and district assessments would be best to administer and use as their yearly Interim Assessments. The Interim Assessment data is analyzed and used by the grade levels to inform instruction and intervention.

Additionally, in grades 3-5 Interim Assessment Blocks (IABs) are administered once in the fall and once in the spring each year to assess the students in English Language Arts (reading/comprehension and writing) and Mathematics. The IABs are used to assess the students’ knowledge in these content areas as well as to help prepare them for the Summative SBAC. The scores are evaluated by the teachers and used to inform instruction and guide intervention.

In the spring, students in grades 3-5 are administered the summative SBAC in English Language Arts and Mathematics.

Furthermore, the Summative ELPAC is administered yearly in the spring to all ELD students. The Initial ELPAC is administered to all new students who speak a language other than English in their home to determine if the student is an English Language Learner (ELL).

Over the course of the Charter the summative assessments data is used to set goals for our future Charter term:

Measurable Goals for the Charter Term

(Smarter Balanced Assessment Consortium):

- Based on Beckford's 2018 – 2019 SBAC ELA scores, 72% met or exceeded standards in ELA. *Our Measurable Goal is to increase 1% (or greater) the number of students who will score in the met or exceeded standard in English Language Arts (ELA).* **See LCFF State Priority Goal 1 Outcome 1 Graph 1.**
- Based on Beckford's 2018 – 2019 SBAC ELA scores, 43% of Students with Disabilities met or exceeded standard in ELA. *Our Measurable Goal is to increase 1% (or greater) the number of students who will score in the met or exceeded standard in English Language Arts (ELA).* **See LCFF State Priority Goal 1 Outcome 1 Graph 1.**
- Based on Beckford's 2018 – 2019 SBAC Mathematics scores, 77% met or exceeded standard in Mathematics. *Our Measurable Goal is to increase 1% (or greater) the number of students who will score in the met or exceeded standard in Mathematics.* **See LCFF State Priority Goal 1 Outcome 1 Graph 2.**
- Based on Beckford's 2018 – 2019 SBAC Mathematics scores, 41% Students with Disabilities met or exceeded standard in Mathematics. *Our Measurable Goal is to increase 1% (or greater) the number of students who will score in the met or exceeded standard in Mathematics.* **See LCFF State Priority Goal 1 Outcome 1 Graph 2.**
- Beckford's 2018 – 2019 ELD Reclassification rate was 41%. *Our Measurable goal is to continue to meet or exceed the District's reclassification target of 22%.* **See LCFF State Priority Goal 1 Outcome 2 Graph 1.**
- Beckford's 2018 – 2019 percent of students who had a 96% or higher attendance rate was 93%. *Our Measurable goal is to increase 1% (or greater) the number of students who have 96% or higher attendance rate.* **See LCFF State Priority Goal 2 Outcome 1 Graph 1.**

Beckford Charter for Enriched Studies Student Achievement Over Time

Over the past two years Beckford has consistently exceeded the scores of resident schools as well as all LAUSD schools. Beckford's goal will be to continue to exceed scores with our resident schools.

Year	ELA % Met/Exceeds Standard	Math % Met/Exceed Standard
2018 – 2019	72%	77%
2017 - 2018	78%	73%

2018 - 2019

School	ELA % Met/Exceeds Standards	Math % Met/Exceeds Standards
Beckford Charter for Enriched Studiers	72%	77%
Resident Schools		
Castlebay Lane Charter School	70%	68%
El Oro Way Charter for Enriched Studies	70%	62%
Superior Street Elementary School	68%	65%
Darby Avenue Elementary School	68%	64%
Germain Street Elementary School	57%	52%
Resident Schools Median	68%	64%
Los Angeles Unified	44%	33%

2017 - 2018

School	ELA % Met/Exceeds Standards	Math % Met/Exceeds Standards
Beckford Charter for Enriched Studiers	78%	73%
Resident Schools		
Castlebay Lane Charter School	71%	68%
El Oro Way Charter for Enriched Studies	71%	60%
Superior Street Elementary School	74%	60%
Darby Avenue Elementary School	66%	61%
Germain Street Elementary School	52%	43%
Resident Schools Median	71%	60%
Los Angeles Unified	42%	31%

YEAR	#ELs	Probable Long Term English Learners (P-LTEL)	P-LTEL Percentage	Long Term English Learners (LTEL)	LTEL Percentage
2019 – 2020	12	0	0%	0	0%
2018 - 2019	18	3	17%	0	0%

The graph below shows the amount of students that reclassify each school year. Beckford consistently exceeds the District's reclassification target rate of 22%.

School Year	#EL	#reclassified	%reclassified
2018 - 2019	18	5	27.8%
2019 - 2020	12	5	41.7%

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.

Beckford Charter for Enriched Studies will utilize standardized formative assessments which include, but are not limited to: DIBELS 8 Reading Assessments (beginning, middle, and end of the year), iReady, Benchmark Assessments, District Interim Math Assessments (grades K-2, once per year) and SBAC Interim Assessment Blocks for ELA and Math (3-5 grades, once in fall and once in spring). In addition, Beckford will utilize authentic formative assessments which are ongoing and can better evaluate the student over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios of significant work, journals, in and out-of-class work samples, homework, teacher-created tests, teacher observations, checklists, rubrics, anecdotal records, publisher-provided criterion referenced tests, and projects. These types of performance assessments allow for meaningful application of essential knowledge and skills and provide a wealth of data for teachers to evaluate student improvement, performance and achievement.

Beckford Charter for Enriched Studies believes that formative assessments are ongoing and give teachers an opportunity to develop daily lessons that meet the needs of all students based on their strengths and weaknesses. We are committed to ensuring that each student reaches his or her proficiency level in the areas of language arts and mathematics.

We use a variety of assessment tools in order to get a comprehensive representation of student achievement. Data from these different assessments is collected and analyzed by teachers independently and at bi-weekly or monthly grade-level meetings.

In conjunction with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, class work, and project-based learning assignments to help identify immediate areas of concern and to guide instruction.

Formative Assessments

Language Arts Writing	<ul style="list-style-type: none"> - Critique, justify, and theorize in writing across disciplines with evidence - Inform, persuade, and expose in writing with text-based and personal evidence - Defend, critique and illustrate in oral and written format using figurative language - Apply vocabulary development and knowledge in written and oral format - Demonstrate critical thinking skills specific to Depth of Knowledge - Produce inquiry-based research projects aligned to thematic subjects in various disciplines - Creative writing through stories and poetry – “Think Like a Disciplinarian” 	<ul style="list-style-type: none"> - District-mandated tests - Teacher- developed assignments, test, and activities - Lucy Calkins program, writing prompts - Digital Portfolios/Portfolios containing work of significant achievement - Oral presentations and project exhibits - Debate and Speech (e.g. class debates, monologues, poetry recitation, script writing and performing - End of unit projects
Language Arts Reading	<ul style="list-style-type: none"> - Identify, analyze and evaluate thematic cross-curricular literature - Discern relevant information after careful examination and exploration of text - Distinguish between fact and fiction and include important supporting details - Understand cause & effect and connections in rising action - Select and evaluate books and other “reads for pleasure” while also participating in a leveled 	<ul style="list-style-type: none"> - District mandated tests - Teacher –developed assignments, tests, and activities - Benchmark Reading Series - DIBELS - Close Reading - iReady - Project-based learning inquiry projects - Leveled Literature Circles - Oral presentations and project exhibits

	individualized reading program	
Math	<ul style="list-style-type: none"> - Apply and practice acquired skills in daily math problem solving - Discern operations necessary to solve word problems - Persevere in solving problems, including multi-step/multiple strategy problems - Explain/show math strategies and justify solutions 	<ul style="list-style-type: none"> - District-mandated tests - Teacher-developed assignments, tests, and activities - Publisher's classwork, homework, activities, and tests (Eureka Math) - Online math activities - Manipulative-based math activities
Science	<ul style="list-style-type: none"> - Develop theories and test them in experiments utilizing scientific inquiry process - Report on findings in oral or written presentation; conduct further inquiry - Persevere in solving problems, including multi-step problems - Utilize Language of the Discipline - Understand the need to integrate eco-friendly practices in our everyday lives to improve our local and global communities - Incorporates STEAM curriculum 	<ul style="list-style-type: none"> - District-based tests - Teacher-developed tests, assignments, and activities - Field Studies - Interactive units and simulations - Lab-based experiments and STEAM activities (FOSS Kit) - Science note-taking and reflective journals - Exhibits and presentations - Student-led gardening
History and Social Studies	<ul style="list-style-type: none"> - Understand cause and effect connections of the making of civilizations - Relate and connect over time patterns in events - Finding parallels in historical events - Read content area information to critique events and policies from the past 	<ul style="list-style-type: none"> - Teacher-developed assignments, tests, and activities - Impact: California Social Studies - Studies Weekly - Inquiry - Field Studies - Portfolios of significant achievement

	<ul style="list-style-type: none"> - Interpret information to draw conclusions and make predictions - Use role play and interactive activities 	<ul style="list-style-type: none"> - Exhibits and oral presentations - Integration of the arts
Technology (Media Lab/iPads/Chromebooks)	<ul style="list-style-type: none"> - Use internet for research and learn to evaluate relevant versus irrelevant information - Use word processing applications to create documents - Create spreadsheets to analyze data - Use artistic applications to create original and novel productions - Use Google Documents to collaborate with teachers and peers 	<ul style="list-style-type: none"> - Teacher-developed activities - Portfolios of significant achievement - Presentations and inquiry-based projects

METHOD BY WHICH PUPIL PROGRESS TOWARDS OUTCOMES WILL BE MEASURED

Authentic Assessments: Authentic assessments are ongoing and can better evaluate a student over time and in a variety of settings. These types of assessments include but are not limited to: teacher-developed assignments and activities, homework, anecdotal records, journals, work samples, grade-level and teacher developed tests, rubrics, criteria charts, and short-term and long-term projects.

Standardized Assessments: Common Core State Assessment (SBAC) for Grades 3-5, English Language Proficiency Assessments for California (ELPAC) for English Learners, Benchmark Reading Series, Spelling, Vocabulary, Fluency and Writing Tests, Eureka program assessments, District Interim ELA and Math assessments for Grades K-2, ELA and Math Smarter Balance Interim Assessments for Grades 3-5, DIBELS 8 Reading Assessment and TRC (Text Reading and Comprehension) Assessment.

DATA ANALYSIS AND REPORTING

Beckford Charter for Enriched Studies values data-based decision making to optimize its approach to meeting the needs of all students, to monitor the school's overall progress, and to establish future goals and interventions. Specific examples include:

- Data from combined assessments continuously evaluated by teachers and administration, as it becomes available, in order to meet each student's and class's

educational needs. Data is also used to identify and prioritize professional development priorities;

- District assessment results and authentic assessment results are communicated to parents (by teaching staff) throughout the school year;
- School-wide data is also shared in a public forum at monthly Governance Council meetings, when it's available, in order to discuss upcoming program development and education intervention priorities; and
- Parents are encouraged to use LAUSD's Parent Portal and Schoology for immediate access to grades, scores, and attendance. Instant access to this information provides all stakeholders the ability to monitor student performance and academic growth. With the roll out of LAUSD's Whole Child Integrated Data platform, staff will utilize the information regularly to critique and examine data to develop effective professional development, classroom instruction, and intervention.

How Students' Progress is Reported to Families

Individual classroom teachers are primarily accountable for assessing their students' achievements with regard to standards-based, grade-level work and achievement of grade appropriate content standards, as well as by progress toward mastering the skills, knowledge, and attitudes required for advancing to the next level. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade level by regular student assessments aligned to the school's, District's, and State's curricular standards as appropriate for each grade level and content area.

Student progress toward achieving grade-level standards will be communicated to students' parents by providing timely feedback on class assignments, homework, assignments, and by means of progress reports and regular conferences with students' teachers.

Progress is reported to the parents three times annually using the LAUSD Progress Report and the Report of Progress Toward the Achievement of IEP Goals, as applicable. Additionally, parent conferences are conducted at the end of the first reporting period and as needed within the second and third reporting periods.

The LAUSD Progress Report uses a 4-point scoring rubric that aligns with classroom teachers' daily work assignments. Students earn a "4" for Exceeds Grade Level Standards; "3" for Meets Grade Level Standards; "2" for Progressing Toward Meeting Grade Level Standards; and "1" for Minimal Progress Toward Grade Level Standards. The academic standards include specific learning topics in the different subject areas for each grade level: Language Arts including foundational reading, making meaning from text, language conventions, effective use of vocabulary, writing, speaking and listening; Mathematics Content and Mathematical Practices; History and Social Science; Science; Health Education; Physical Education, and Visual and Performing Arts. The LAUSD Progress Report also uses a rubric to score Characteristics and Behaviors of a College-Prepared and Career-Ready Learner which includes scores for Effectively Communicates and Collaborates; Understands Other Perspectives, Thinks Critically, Solves Problems

Creatively, and Values Evidence; Acts Responsibly, Ethically and is a Productive Citizen; Uses technology and Digital Media Strategically and Capably. Students earn a “C” for Consistently, “S” for Sometimes, and “R” for Rarely.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

If the charter school has a separate charter school Governing Council [Our school Governance Council of ten members is comprised of: five parent representatives elected by parents, three teachers, one non-teaching staff member representative elected by teachers and staff, and one school principal. Council members are elected for two year terms; one-half of the members will be elected each year. Beckford's Governance Council has autonomous decision-making ability over the following mandated committees/councils: school-site budgeting, authority to reduce class size below district norms, where possible, instruction, curriculum and assessments, professional development, and school site-specific policies. Additionally, a merge council waiver is renewed and filed with the District annually.

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

All stakeholders in our community: students, parents/guardians, teachers, staff, local businesses and neighborhood residents play a vital role in contributing to our school culture and success. Their active participation provides the foundation for us to build a strong learning environment. The collaboration between families and educators enables us to provide an enriching education that supports all students. While families continue to be involved in all levels of decision making at Beckford, their primary responsibility and function is to help us fulfill our goal of providing an enriched educational experience that meets the needs of all learners.

Involvement in the Governance Council and its various Standing/Ad Hoc Committees provides for direct parent and teacher involvement in the ongoing process of reviewing and revisiting the school's educational program. This collaboration among teachers, parents, and administrators enables our school to meet the unique and ever-changing needs of Beckford students in preparation for their future. All Governance Council and Standing/Ad Hoc Committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public (including the website and via organized e-mail blasts), and an agenda of each meeting will be publicly posted at the school site and on the school's website at least 72 hours in advance. All meetings will be held in accordance with the posted agenda and any items raised during any "public comment" period will be added to a later agenda for official discussion. The Governance Council and Standing Committees will also comply with all Brown Act requirements related to special meetings. Meeting minutes will be posted in a public area and on the school's website.

Committees are formed to research issues and obtain input from all affected/interested groups. Our committees are composed of council members, alternates, and community members, each with equal standing. Each committee, at a minimum, includes one staff member and one parent member of the Council. Standing and Ad Hoc committees include, but are not limited to: Budget/Finance, Curriculum, ELAC, Grant Writing, Safety/Facilities,

Character and Discipline, Personnel/Hiring, and Technology. Involvement in the Governance Council and its various committees provides direct parent and teacher involvement in the ongoing process of monitoring, supporting, and assisting in the execution of Beckford Charter policies and plans in accordance with District guidelines. This collaboration among teachers and community members enables our school to continue to meet the unique and changing needs of Beckford's students.

In order to develop the LCAP for Beckford Charter for Enriched Studies, each fall the school convenes introductory/informational meetings, one for parents/community members and one for school staff to provide the LCFF, the eight state priorities and other LCAP requirements, and the process for local development and the District approval of the LCAP. In addition, two local districts (LDNW & LDNE) annually host two events for our parents to attend in the fall where an overview of LCFF is also given. At all of these meetings, school leadership explains that the school will be aligning the LCAP to the school's charter as well as its recently updated Single Plan for Student Achievement (SPSA), which together already identify many of the school's goals, needs, and corresponding plans to meet those needs through various expenditures. To aid discussion, the school also presents a data report that presents information relevant to the state priorities, including data regarding attendance, suspension, EL progress and reclassification, academic performance in English and Math, and parent engagement. All stakeholders and parents of students in the subgroups were given the opportunity to participate and voice priorities for the spending of the funds at Budget Committee meetings as well as Governance Council meetings. At the beginning and throughout the year, results from Benchmark assessments, ELPAC data, reclassification, attendance, and suspensions are discussed and analyzed by staff and Governance Council members. Based in part on stakeholder input already provided at committee meetings, staff then proceeds to draft a proposed LCAP, aligned to the charter and the SPSA, on the required template and disseminates the written draft for review and comment by the school's Governance Council. All parents, including parents/guardians of foster youth, English Learners, and coming from socioeconomically disadvantaged youth are informed and invited to take place in this process. In addition to substantial oral feedback at those meetings, the school receives written comments from staff members and parents. Comments and input from all stakeholders are reviewed and reflected in the LCAP. The Governance/School Site Council approves the submission of the proposed LCAP each spring.

Based in part on stakeholder input already provided during the process of updating the school's SPSA, the school leadership team then proceeds to draft a proposed LCAP, aligned to the charter and the SPSA, on the required template and disseminates the written draft for review and comment by school staff and parents. School leadership also presents and discusses the proposal at a weekly staff meeting, and a Governance Council meeting, in order to gather additional stakeholder input. School leaders review all of the feedback and input, and revise the LCAP in response to ideas and concerns raised by staff, students, and parents. As a final step, the school leadership presents the final proposal to the Governance Council for its review and approval to submit the proposed LCAP to the District for LAUSD Board of Education consideration and approval.

As a direct result of comments and feedback received through the involvement of staff, parents, and students in the LPAC development process, the school revised the LCAP to provide more support and resources for intervention services to students in need of support. In addition, short-term, targeted intervention for English Learners was provided to assist them on the ELPAC, improve their ELD portfolio, increasing proficiency, reclassifying, and reducing the number of Long Term English Learners (LTELs). Parents and teachers input led to the addition of after school intervention classes for students in the areas of mathematics and language arts. Students were admitted to these intervention classes (12 hours total, one hour per week for 12 weeks) by either teacher/parent recommendation or DIBELS “below proficient” scores. The school RSP teacher oversaw the complete intervention program.

Beyond having a voice on the Governance Council, parents are given multiple opportunities to participate and be involved in their child’s education. Our ‘Welcome Packet’ given to each student at the start of each school year outlines the various volunteer opportunities available throughout the year. These opportunities include events and communications such as informative Room Parent Orientations, a Beginning of the Year Ice Cream Social, Back-to-School Night, Open House, parent education meetings for CCSS, ELA/Math/Science, SBAC Updates, OLSAT and the GATE Program, and ELLP Academies. We ask for parent input in our Parent/Teacher/Student Surveys, and Parent Teacher Conferences. Families are also encouraged to participate in Campus Beautification Events, Gardening Activities, Pajama Night at the Bookfair, and community-building events such as UCLA Partnerships and local Eagle Scout Projects. There are further opportunities for families to participate in their children’s classroom activities and field trips. In addition to maintaining a parent representative on the Board, and parent participation on the PTA, parents will be encouraged and welcome to contribute volunteer time to our charter school. Beckford Charter announces these opportunities through weekly ConnectEd blasts, as well as through the school’s website, and hard copy flyers to each classroom. Our families are also integral in supporting our community building activities such as ‘Trunk or Treat,’ ‘Family Fun Day,’ ‘Restaurant Days/Nights,’ ‘Valentine’s Sock Hop,’ and our annual ‘Walk-a-thon.’ Participation in planning and attending these activities is available to all families. Along with parent organizations such as PTA, parents will have access to school facilities through the on-campus Parent Center, Coffee with the Principal Program, and informational speaker meetings on a variety of relevant parent education topics.

Included in the Welcome Packet is the Student-Parent-Teacher Handbook, which outlines the responsibilities of all three parties in facilitating the best education possible for each student. Each spring the Governance Council reviews the Handbook for effectiveness and approves the handbook as part of Governance business to make it available for the Welcome Packet at the beginning of the following school year. Each year parents, students, and teachers review and sign this handbook. It is essential that these parties work together to form a team to communicate and work collaboratively for each student to work to their full potential.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

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

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

Certificated Personnel

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

Classified Personnel

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

GENERAL PROVISIONS

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

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

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

Student Recruitment

Beckford will conduct four prospective parent tours per school year; in September, October, November, and March. These tours will be announced on our school website, as well as on our marquee, Connect Ed calls, banners posted on campus, Facebook, Instagram and through word of mouth from current families in an effort to reach as many interested families as possible. Families will receive enrollment information at the tour, on

the Beckford website, or by visiting or calling the Beckford school office. For families residing outside of the resident school boundaries, information will be provided on how to sign-up for the District controlled waitlist. Prospective non-resident students from outside our attendance boundaries will sign-up through the District Choices program, with applications being submitted in November for potentially available openings. Furthermore, in an attempt to recruit and reach out to students with a history of low academic performance, socio-economically disadvantaged students and students with disabilities, Beckford Charter will continue to participate in community events such as the Chatsworth Charter High School Carnival of Knowledge.

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 boundaries² of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The charter school will follow LAUSD’s Unified Enrollment process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below. Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

Lottery Preferences and Procedures

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

- **LAUSD Students**

- **Siblings**

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

² For all District affiliated charter schools, which are conversion charter schools, the term “former attendance boundaries” includes those sending areas designated under the District’s PWT and CAP programs.

- Other LAUSD Students

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

- **California Students**

- Siblings

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

- Other California Students

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

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

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

Charter School shall hold its lottery in the school office, or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, a school administrator and a representative from Beckford's Governance Council shall conduct the random drawing of names from the box to establish grade-level waitlists in the following manner: First, the names of all currently enrolled students will have automatic admission and will not be entered into the lottery. Next, the names of all kindergarten student applicants who have a sibling and reside within LAUSD boundaries, but outside of Beckford's boundaries, will be randomly drawn and placed on a kindergarten waitlist in the order drawn. Then, the names of all kindergarten student applicants who reside within LAUSD boundaries, but outside of Beckford's boundaries, will be randomly drawn and placed on a waitlist in the order drawn. Next, the names of all kindergarten student applicants who have a sibling and reside outside of LAUSD boundaries, but within the state of California will be randomly drawn and added to the kindergarten waitlist in the order drawn. This procedure shall be repeated for all grade levels. These grade-level waitlists shall remain in effect for one (and only one) school year. Non-resident students applying after the Application Period shall be placed on a waitlist in the same priority order as above. After the Lottery, families of applicants may call the school or come to the office in person to inquire

about their child's position on the waitlist. The waitlist for each grade level shall be held in the Beckford office, accessible only to office staff and administration. If, at the beginning of or during the school year, space becomes available, Beckford's administration may offer enrollment to students in order from the grade-level waitlists. A representative from the administration will contact these prospective students' families by phone and notify them of the open position and also notify them when application materials will be due. The prospective student will have 48 hours to reply.

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

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

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless

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

Non-Discrimination

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

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

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

Documentation of Admissions and Enrollment Processes

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School:

Beckford Charter for Enriched Studies
School for Advanced Studies
c/o Principal Shelly Brower
19130 Tulsa St.
Northridge, CA 91326

To District:

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

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5: 00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(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 affiliated charter school at the time of reversion, who reside outside of resident school boundaries, will be entitled to continuous enrollment through permits, as applicable.

CLOSURE PROCEDURES

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

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

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

to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

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

ADDITIONAL PROVISIONS

FACILITIES

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

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

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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

ADDENDUM

Assurances, Affirmations, and Declarations

Beckford Charter for Enriched Studies (also referred to herein as “Beckford”, “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 his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(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 DRL 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, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)

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

LOCAL CONTROL FUNDING FORMULA (LCFF)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the

requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

CURRICULUM AND INSTRUCTION

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

TRANSITIONAL KINDERGARTEN

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

WASC ACCREDITATION

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

PROFESSIONAL DEVELOPMENT

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

MEETING THE NEEDS OF ALL STUDENTS

ENGLISH LEARNERS

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

GIFTED AND TALENTED STUDENTS AND STUDENT ACHIEVING ABOVE GRADE LEVEL

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

STUDENTS WITH DISABILITIES

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities
 - a. General Requirements

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

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

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system

(Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review and submit to the District all required reports.

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

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

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

b. Transferring Students

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

c. Assessments

The referral process shall include Student Support and 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 parent's request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that

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

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter

School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

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

Element 2 – Measurable Pupil Outcomes and 3 – Method by which Pupil Progress Toward Outcomes will be Measured	Element
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“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups 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, 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 AB484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURABLE PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

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

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

CERTIFICATED PERSONNEL

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

CLASSIFIED PERSONNEL

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

Element 6 – Health and Safety Procedures

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

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

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

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

Element 8 – Admission Policies and Procedures

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

GENERAL PROVISIONS

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

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

maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School's former attendance boundary who wish to attend.

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

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 boundaries³ of Charter School ("resident students") shall have *first* admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The charter school will follow LAUSD's Unified Enrollment process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below. Charter School's non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process

LOTTERY PREFERENCES AND PROCEDURES

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

- **LAUSD Students**

³ For all District affiliated charter schools, which are conversion charter schools, the term "former attendance boundaries" includes those sending areas designated under the District's PWT and CAP programs.

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

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

- **California Students**

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

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

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

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

Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parents of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification

by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

Element 9 – Annual Financial Audits

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

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

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

Charter School shall implement District policies and procedures ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education

programs and services at an appropriate interim educational placement, to be determined in coordination with the LAUSD Division of Special Education.

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

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

NOTIFICATION STUDENT’S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

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

Element 12 – Public School Attendance Alternatives

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

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

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

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

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

Element 15 – Charter School Closure Procedures

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

CLOSURE ACTION

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

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

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 affiliated charter school at the time of reversion, who reside outside of resident school boundaries, will be entitled to continuous enrollment through permits, as applicable.

CLOSURE PROCEDURES

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

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

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

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

Additional Provisions

FACILITIES

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

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

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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