



LOS ANGELES UNIFIED SCHOOL DISTRICT

Calabash Charter Academy

A DISTRICT AFFILIATED CHARTER SCHOOL

23055 Eugene St

Woodland Hills, CA 91364

Renewal Petition

Submitted

March 1, 2021

TERM OF PROPOSED CHARTER

JULY 1, 2021 TO JUNE 30, 2026

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Calabash Charter Academy (also referred to herein as “Calabash Charter Academy”, “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:	Esther Gillis
• The address of Charter School is:	23055 Eugene St Woodland Hills, Ca 91364
• The phone number for Charter School is:	818 224-4430
• Charter School is located in LAUSD Board District:	4
• Charter School is located in LAUSD Local District:	Northwest
• Charter School is located in LAUSD Community of Schools	Taft
• The grade configuration of Charter School is:	TK-5
• The number of students in the first year of this Charter will be:	431
• 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.)	465
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Single Track
• The bell schedule (start and end of day) for Charter School will be:	8:00am-2:28pm
• 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

• If approved, then term of this Charter for low performing schools:	July 1, 2021-June 30, 2023
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COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

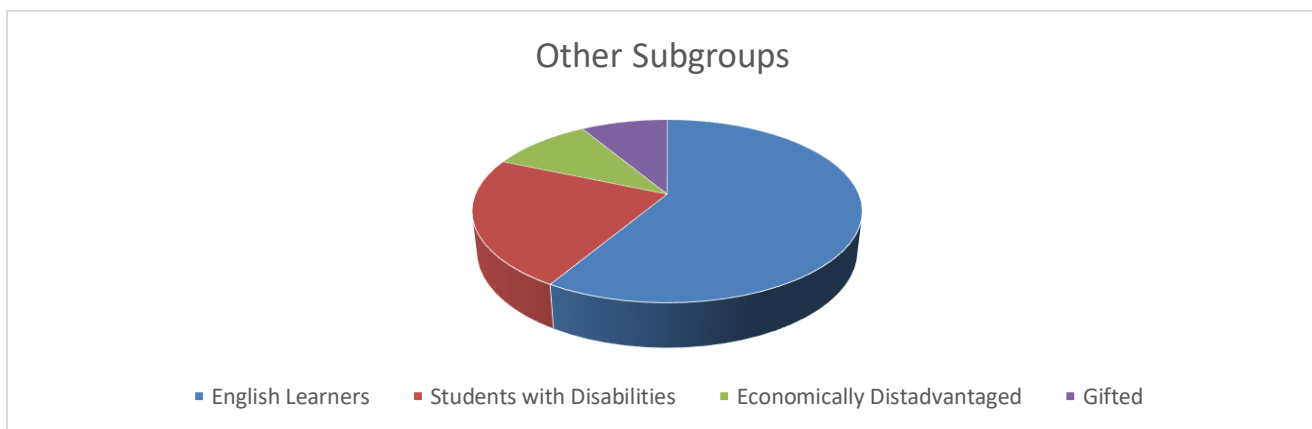
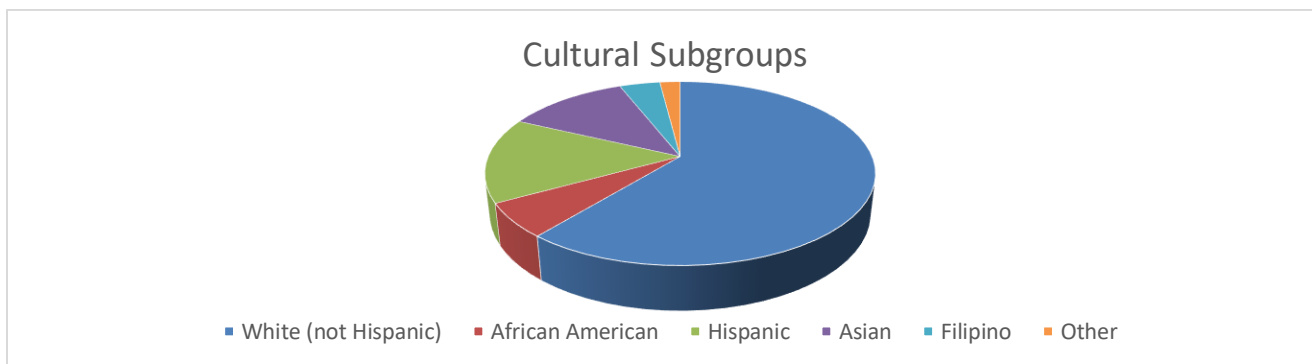
The Calabash Charter Academy site (the former Calabash Street School) is located in the West San Fernando Valley. Calabash has the distinction of being one of smallest schools and lies on the western border of LAUSD boundaries. The school opened in 1959 and recently celebrated six decades of educational excellence in our community. Calabash continuously strives to maintain its distinction as a high-quality education institution accessible to all. Our intent is to preserve our core population, while opening our doors to all, embracing children of all ethnic and socioeconomic backgrounds. We will continue to foster and celebrate a deeper appreciation for the diversity inherent in Los Angeles and the greater global community. As an Affiliated Charter School in our community, Calabash Charter Academy will provide prospective students an opportunity to attend an award-winning, innovative, vision-driven, shared-leadership school dedicated to the success of each child. Since Calabash Charter Academy's conversion to affiliated charter status, our student enrollment has grown each year with a wait list of approximately 300 students each year. The California School Dashboard of School Performance for Calabash reveals, above state standard achievement in Language Arts and Math. We attribute our continued academic growth to the integration of a rigorous multidisciplinary core curriculum which embraces technological innovations, artistic expression, and a positive physical and social emotional well-being. To further this growth, Calabash recognizes the need to actively seek out additional support and funds to further develop our Charter focus areas. Within a five-mile radius, Calabash Charter Academy is surrounded by 48 schools, including private schools, independent charter schools, and the Las Virgenes Unified schools. Our objective is to provide our community members an option to attend a competitive school that provides students with an academically challenging, emotionally nurturing school with a diverse student population. Calabash Charter Academy will seek to attract the families within the Charter School's surrounding neighborhoods who have elected to send their children to a school of choice. Calabash Charter Academy will continue to serve grade levels TK through 5th grade. As a neighborhood school offering a solid academic foundation in all the core curricular areas, balanced with arts, technology and character education, Calabash Charter Academy will continue fostering a community atmosphere within the Charter School and create a welcoming environment for local families. Calabash Charter Academy will continue implementing current innovative educational programs to meet the needs of our diverse learners and their unique learning styles.

school will be renewed for a five-year, six-year, or seven-year term will depend on specific factors 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.

STUDENT POPULATION TO BE SERVED

At present, Calabash Charter Academy serves 419 students in transitional kindergarten through fifth grade. Our student body is ethnically, racially, linguistically, culturally, and economically diverse and represents local communities of Woodland Hills, West Hills, Canoga Park, and other surrounding areas.

The student population we serve is as diverse as the make-up of the city of Los Angeles: 61% of the students are classified as White, 15% Hispanic, 12% Asian, 6% African American, 4% Filipino, (School Report Card 2018-2019)



In addition, our school's educational program serves students of all abilities. Approximately 6% of our students are identified as Gifted/Talented, 3% as English Language Learners, 11% Students with Disabilities, and 22% Socioeconomically and Disadvantaged. At Calabash Charter Academy we believe that every student, no matter their background has the potential to meet or exceed academic standards.

Calabash teachers fulfill the requirements for GATE credentials to meet the needs of our high achieving and high ability students. Our GATE population of 6% in 2018-2019 meets the Los Angeles Unified School District goals.

GOALS AND PHILOSOPHY

Mission and Vision

Mission Statement

At Calabash Charter Academy, our mission is to provide our students with a well-rounded educational experience, while emphasizing the importance of being a safe, responsible, and respectful, member of our Calabash family and community.

Our Motto

Calabash Charter Academy: *Shaping the future, one child at a time.*

Vision Statement

At Calabash Charter Academy, our vision is a diverse inclusive school community, committed to providing rigorous, challenging, and innovative academic programs in an enriching environment with high expectations for each scholar to reach their individual potential as responsible, educated, contributing members of our global community.

Our Blueprint for Success Includes

- Integrate the arts, movement, health, and technology into a standards-based curriculum to create a well-rounded child, capable of achieving his/her full potential within a developmentally appropriate, child-centered program.
- Includes hands-on, investigative learning with indoor and outdoor inquiry based science and mobile computer labs, library media center, outdoor classrooms, and special offsite fieldwork (Pali Outdoor Education in its 16th consecutive year).
- Places an emphasis on multi-disciplinary, project-based learning experiences such as are our community garden and greenhouse which encourages students to make real world connections across the disciplines (STEAM), thus creating lifelong learners.
- Develops and advances best practices for engaging students and parents through family math, science, art, and physical education nights, training teachers, promoting educational excellence, collaboration, and innovation.
- Highlights social and community values that nurture social/emotional well-being and respect for self and others.
- Focuses on the health and fitness of all students to maximize academic achievement.
- Purposefully involves all stakeholders—parents, students, faculty, administration, and local community partners—in the continuous growth and success of our school.

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

Calabash Charter Academy believes an educated person of the 21st Century, demonstrates the characteristics and behaviors of a college and career ready learner. This requires knowledge and expertise that is mastered through problem solving, communication, collaboration, and self-awareness. Scholars today must be confident, courageous contributors to an ever-changing social and global community. The new millennium was ushered in by a dramatic technological revolution. We now live in an increasingly diverse, globalized, and complex, media saturated society. According to Dr. Douglas Kellner at UCLA, this technological revolution will have a greater impact on

society than the transition from an oral to a print culture (Kellner, Douglas; New Media and New Literacies: Reconstructing Education for the New Millennium). A well-educated person in the 21st century needs to have the following six survival skills advocated by Tony Wagner in his book, *The Global Achievement Gap*:

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

In addition to the rapid advances of technology, the United States has had dramatic change in its economic structure. Students must be prepared with skills of creativity and innovation in order to become successful contributing adults. "Because other nations have, and probably will continue to have, the competitive advantage of a low wage structure, the United States must compete by optimizing its knowledge-based resources, particularly in science and technology, and by sustaining the most fertile environment for new and revitalized industries and the well-paying jobs they bring" (*Rising Above the Gathering Storm, Committee on Prospering in the Global Economy of the 21st Century : An Agenda for American Science and Technology National Academy of Sciences, National Academy of Engineering, Institute of Medicine, 2007*).

Finally, at Calabash Charter Academy we are committed to empowering every student with the academic and social/emotional tools needed to ensure their success in their ever evolving digital, technological, and real-world community.

How Learning Best Occurs

Learning best occurs when all teachers, parents, and community members fulfill their joint, collaborative responsibility to provide a culture of education that challenges and nurtures the development of every child. Calabash Charter Academy will provide each student a wide-range of opportunities to broaden their learning, in order to become successful, contributing citizens in our community and the world at large. We will work with the community to provide additional enriching opportunities for our students; ballroom dance, art, drama, horticulture, music, movement, as well as technology and media resources. At Calabash, our focus is on educating the whole child (socially, emotionally, and academically). We need to redefine what a successful learner is and how we measure success (<http://www.wholechildeducation.org/>). Working together fosters an atmosphere focused upon the importance of education, which in turn inspires shared learning. Our job, as effective educators, is to instill a love for learning within the heart of each of our students. "Learning is effective when it creates a learner's appetite for more learning and an insatiable desire to share the learning with others" (*The Dirt on Learning* by Thom & Joanie Schultz, p. 46). Learning best occurs when all stakeholders have a voice and that voice is respected. Students, teachers, parents, support staff, and community members are all encouraged and appreciated for their efforts to make Calabash Charter Academy an amazing place to receive an education. Learning best occurs when project-based curriculum is aimed at engaging students in addressing real-world problems, issues

important to humanity, and questions that matter. The study, by the Cognition and Technology Group at Vanderbilt University (Educational Psychologist, 27 (3): 291-315), examined student competence in basic math, word problems, planning capabilities, attitudes, and teacher feedback. Students who had experience in the project-based work were more successful in all categories. First, we must continue to maintain a high level of student interest in learning, by helping and supporting them to see the real-world connections and applications of their educational experiences. Renate Caine illustrates on p. 113 of her book *Making Connections*, one interactive element that is essential to learning: "Teachers must immerse learners in complex, interactive experiences that are both rich and real." Second, we must instill and ignite a student's curiosity, which is fundamental to lifelong learning. "Curiosity and thus learning thrive when connected to and/or emergent from contexts which are familiar and meaningful to the learner" (From *Teaching to Mentoring* by Lee Herman and Alan Mandell). Third, we must be flexible and dynamic in how and what we teach. "Differentiation in response to student readiness does not suggest we abandon the curriculum, but rather that we adapt our teaching in ways to make the curriculum appropriately challenging for a range of learners" (*Differentiation in Practice* by Carol A. Tomlinson and Cindy A. Strickland). Fourth, we must motivate learners to be resourceful, so that they will continue to question and to learn outside the formal school day. "What you learned in the classroom should now be a foundation for a journey of lifelong learning," emphasized Kern Community College District Trustee Stu Witt (Commencement Speech, Cerro Coso Community College, May 14, 2011). Fifth, we must provide an atmosphere where learning is fun. Renowned psychiatrist William Glasser has written and spoken about the strong connection between fun and learning. "Fun is the genetic payoff for learning." Glasser's Choice Theory identifies fun as a basic need that drives human behavior. Learning best occurs when students are engaged. The traditional picture of a classroom is a roomful of students sitting quietly at their desks while the teacher does all the talking. Today, we know that is not how learning best occurs. The person doing the most learning is the one doing the most talking {Bruner (1986) and Vygotsky (1978)}. At Calabash, we want our students to TALK! To accomplish this, we utilize a variety of instructional strategies. These strategies include; SDAIE, Sandra Kaplan's Depth and Complexity, Marcia Tate's Brain Based Learning, Number Talks, and Talk Moves. We pair up, team up and get students moving - being sensitive to different learning styles and modalities. Rather than teacher created questioning, our inquiry based learning requires a student driven questioning environment. This environment is fun and engaging, thus making learning meaningful and memorable. Variety is essential for learning to take place (John Dewey, Jean Piaget). At Calabash, we purposefully plan and execute interdisciplinary lessons with experimentation, research projects, field trips, visual context, online learning (discussion forums), and class discussions to enable learners to actively create and share knowledge. Children learn best when they are allowed to construct a personal understanding based on experiencing things and reflecting on those experiences

(http://www.thirteen.org/edonline/concept2class/constructivism/index_sub5.html)

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 the 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. <p>*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 English Proficiency (RFEP) by at least 2% each year</p>	
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 academic performance 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:
CAASPP ELA SBAC data

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	68%	69%	70%	71%	72%	73%
English Learners	50%	51%	52%	53%	54%	55%
Socioeconomically Disadvantaged Students	68%	69%	70%	71%	72%	73%
Foster Youth	68%	69%	70%	71%	72%	73%
Students with Disabilities	28%	29%	30%	31%	32%	33%
African American Students	65%	66%	67%	68%	69%	70%
American Indian/Alaska Native Students						
Asian Students	73%	74%	75%	76%	77%	78%
Filipino Students						
Latino Students	65%	66%	67%	68%	69%	70%
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races	64%	65%	66%	67%	68%	69%
White Students	69%	70%	71%	72%	73%	74%

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 29.4% reclassification rate and will continue to meet or exceed LAUSD's reclassification target rate 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)	29%	30%	31%	32%	33%	34%
English Learners	29%	30%	31%	32%	33%	34%
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						

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)	67%	68%	69%	70%	71%	72%
English Learners	50%	51%	52%	53%	54%	55%
Socioeconomically Disadvantaged Students	67%	68%	69%	70%	71%	72%
Foster Youth	67%	68%	69%	70%	71%	72%
Students with Disabilities	67%	68%	69%	70%	71%	72%
African American Students	53%	54%	55%	56%	57%	58%
American Indian/Alaska Native Students						
Asian Students	63%	64%	65%	66%	67%	68%
Filipino Students						

Latino Students	70%	71%	72%	73%	74%	75%
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races	60%	61%	62%	63%	64%	65%
White Students	68%	69%	70%	71%	72%	73%

Metric/Method for Measuring: CAASSP Science SBAC data- Students who met or exceeded the standards						
S	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	55%	56%	57%	58%	59%	60%
English Learners	23%	24%	25%	26%	27%	28%
Socioeconomically Disadvantaged Students	50%	51%	52%	53%	54%	55%
Foster Youth	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	0%	0%	0%	0%	0%	0%
White Students	66%	67%	68%	69%	70%	71%

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 Language 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 PLTEL 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						

GOAL #2						
100% Attendance • 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) • 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	<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 type="checkbox"/> 7</div> </div> <div style="display: flex; justify-content: space-between;"> <div><input type="checkbox"/> 2</div> <div><input checked="" type="checkbox"/> 5</div> <div><input 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> </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)	96.7%	96.7%	96.7%	96.7%	96.7%	96.7%
English Learners	80%	81%	82%	83%	84%	85%
Socioeconomically Disadvantaged Students	74.7%	75.7%	76.7%	77.7%	78.7%	79.7%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	80.7%	81.7%	82.7%	83.7%	84.7%	85.7%
African American Students	77.8%	78.8%	79.8%	80.8%	81.8%	82.8%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	78%	79%	80%	81%	82%	83%
Filipino Students	92%	93%	94%	95%	96%	97%
Latino Students	67%	68%	69%	70%	71%	72%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	62%	63%	64%	65%	66%	67%
White Students	70%	71%	72%	73%	74%	75%

Outcome #2:

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.

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)	2.5%	2.0%	1.5%	1.0%	.5%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	2.3%	1.8%	1.3%	.8%	.3%	0%
Foster Youth	0%	0%	0%	0%	0%	0%
Students with Disabilities	5.1%	4.6%	4.1%	3.6%	3.1%	2.6%
African American Students	6.3%	5.8%	5.3%	4.8%	4.3%	3.8%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	7%	6%	5%	4%	3%	2%
Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students	12%	11%	10%	9%	8%	7%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	9%	8%	7%	6%	5%	4%
White Students	8%	7%	6%	5%	4%	3%

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. 	<div>Related State Priorities:</div> <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> <div>Local Priorities:</div> <div style="margin-top: 5px;"><input type="checkbox"/> :</div> <div style="margin-top: 5px;"><input type="checkbox"/> :</div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> The school will increase the number of parents completing the School Experience Survey. The school will increase the percentage of parents who 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 PARENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
Parents Completed	48%	49%	50%	51%	52%	53%
Parents Who Feel Like a Partner in Decisions	88%	89%	90%	91%	92%	93%
Parents Who Feel A Part of Their School	82%	83%	84%	85%	86%	87%

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>Related State Priorities:</div> <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 type="checkbox"/> 3</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 6</div> </div> <div>Local Priorities:</div> <div style="margin-top: 5px;"><input type="checkbox"/> :</div> <div style="margin-top: 5px;"><input type="checkbox"/> :</div>					

Specific Annual Actions to Achieve Goal

- 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 partnership to manage discipline.
 - In 2018-19 the school implemented a restorative justice program; the school will continue to promote and strengthen this 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, 91% of our student body agreed or strongly agreed that they felt safe in their school.

Expected Annual Measurable Outcomes

Outcome #1:

Strive to maintain 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	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	0%	0%	0%	0%	0%	0%
White Students	0%	0%	0%	0%	0%	0%

Outcome #2:

Increase the number of students who agree or strongly agree that they feel safe at school.

Metric/Method for Measuring:

School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	89%	90%	91%	92%	93%	94%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	94%	95%	96%	97%	98%	99%
Foster Youth	0%	0%	0%	0%	0%	0%
Students with Disabilities	80%	81%	82%	83%	84%	85%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students	94%	95%	96%	97%	98%	99%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	0%	0%	0%	0%	0%	0%
White Students	89%	90%	91%	92%	93%	94%

GOAL #5						
Provide for Basic Services • Maintain the percentage 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: <div style="display: flex; justify-content: space-between;"> <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 </div> <div style="display: flex; justify-content: space-between;"> <input checked="" type="checkbox"/> 2 <input 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: <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> : <input type="checkbox"/> : </div> </div>					
Specific Annual Actions to Achieve Goal						
• 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 to for the students they are assigned to teach at 100% Metric/Method for Measuring: Annual review of school compliance with credentialing and assignment 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 • 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. *All students will use the school-wide math program supplemented with Eureka Math strategies.	Related State Priorities: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> 1</div> <div style="width: 33%;"><input type="checkbox"/> 4</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 7</div> <div style="width: 33%;"><input type="checkbox"/> 2</div> <div style="width: 33%;"><input type="checkbox"/> 5</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 8</div> <div style="width: 33%;"><input type="checkbox"/> 3</div> <div style="width: 33%;"><input type="checkbox"/> 6</div> </div> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :					
Specific Annual Actions to Achieve Goal						
*Conduct an annual review of the school’s master schedule, student schedules, and other information. • Provide professional development for both Eureka Math, as school budget allows. • Continue the onsite training of teachers and paraprofessionals in Eureka Math through current grade-level “experts” on staff.						
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 or master schedule and student schedule						
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	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Outcome #2:

Maintain 100% of students using Eureka Math

Metric/Method for Measuring:

Review of parent/teacher surveys, student work samples, school- and District-based math 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	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Outcome #3:

Maintain training of all teachers and paraprofessionals in Eureka Math

Metric/Method for Measuring:

Review of teacher/parent surveys, student work samples, school- and District-based math 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	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

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

Calabash Charter Academy will serve as an academic arena to develop life-long learning in all children. The school shall provide a safe, supportive, and challenging environment that encourages students to maximize their learning {Education Week Research Center: Student Health - Highlighting the data behind nutrition, physical activity, and healthy environments, this webpage from the nation's leading education newspaper provides good resources for addressing the whole child (<http://www.edweek.org/rc/issues/student-health/>)}. Highly qualified teachers, support personnel, and diverse and inclusive classroom environments will provide optimal opportunities for every student's individual needs to be supported in their preferred educational development. Outdoor and indoor classroom instruction will consider the multiple modalities of learning (Gardner), the development of the whole child (Piaget, Erikson & Lev Vygotsky's), and the differences of abilities among students (Marcia Tate). Calabash's goals align with the needs of the whole child, encouraging self-motivation and building competence to support lifelong learning. Our curriculum is much broader than what is evaluated on the Smarter Balanced Assessment Consortium. Calabash students experience an enriched curriculum that engages them as learners across multiple disciplines, including the arts. By engaging

students through multiple modalities, hands-on learning, and an extensive arts curriculum, Calabash teachers inspire students' intrinsic motivation and build their confidence as learners. Calabash teachers have high expectations for all students. Our diverse programs ensure that all students build the skills they need to be successful in life. Because our students have access to passionate stakeholders (classroom teachers, supportive parent community, enrichment specialists, and administration team), they have role models who embody excellence, motivation, and a dedication to the joy of learning.

INSTRUCTIONAL DESIGN

At Calabash our teaching strategies are focused on modifying and enhancing core and differentiated curriculum to meet the diverse needs of our students. Teachers research the latest learning techniques, disseminate information at Professional Developments, participate in vertical and cross grade level meetings, and implement instructional best practices to propel student achievement. Grade levels will have the option of adjusting current District math/science assessments to allow students to demonstrate the depth and breadth of their knowledge. These assessments will contain more constructed, response type questions so that teachers may clearly identify areas of strength and weakness and be able to work collaboratively to adjust curriculum and assessments to meet the needs of the students. Avenues of future learning will then be planned.

The teachers of Calabash Charter Academy use current research and student data to drive instruction focusing on current teaching methodologies, while utilizing rigorous conceptual learning at each grade-level. Standard methodologies include:

Academic Rigor -Teachers design lessons that are engaging and meaningful. Students are held accountable for a firm understanding of the connection between thinking and knowledge. Our methodologies encourage students to gain a deep conceptual understanding of topics or concepts and maintain a high level of engagement throughout the learning process.

Clear Expectations- Teachers explicitly define and articulate the state standards in student friendly language. Descriptive criteria and models of work that elaborate these standards and expectations are displayed in every classroom, as well as in the Daily Instructional Focus.

Collaborative Groupings- Throughout the instructional day, teachers create flexible heterogeneous and homogeneous small groups. This supports all students sharing their ideas and strategies to maximize student achievement. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork. This allows teachers to make observations and assess students, while facilitating their learning.

Criteria Charts/Rubrics- These tools help focus and give students clear expectation to effectively meet and exceed grade level objectives and standards. Students are able to understand and self evaluate their own work and learning as they progress towards

rigorous standards. This allows teachers to give continuous effective feedback to the students.

Direct Instruction - Teachers provide strategically planned direct instruction using multimedia and multiple modality techniques appropriate to the developmental needs of their students to teach standards based lessons.

Guided & Independent Practice - Teachers provide students with appropriate time to be successful at demonstrating their understanding of the concepts or skills being taught with a variety of learning modalities and manipulatives in order for each student to achieve success.

Small Group Instruction - Teachers create small heterogeneous and homogeneous flexible groups to target students who need extra instructional time, as well as to preview, review and enrich.

Differentiated Instruction - Teachers provide lessons and assignments within the core curriculum that allow students to perform at or beyond their academic levels while maintaining or exceeding state standards

Higher-Level Thinking - In preparing students for the future, we believe our task is to help them develop the critical reasoning skills that will enable them to think flexibly, solve complex problems, and make sense of their place in the world around them. We encourage our students to move beyond the rudimentary knowledge level of Bloom's Taxonomy to the more sophisticated levels of analyzing, evaluating, and creating.

Integration of the Arts - The Arts are a key component of our school. Teachers use drama, dance, music, and visual arts to enhance and deepen the learning experience across the curriculum.

Experiential Learning - Teachers create opportunities for exploration of the major concepts through direct experiences. 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 curriculum. These experiences are the launch-pads to create new ideas.

Adhering to the proposed instructional framework and teaching methodologies ensures Calabash Charter Academy instructors can successfully meet the needs of all students. These subgroups include: GATE, Special Education, English Language Learners, Under-Achieving/Non- Proficient, General Education, and the Socio-Economically homeless/foster youth.

In addition to implementing the above constructivist practices in our daily teaching, Calabash Charter infuses, the following research-based curricular programs into our overall instruction:

Depth and Complexity Prompts

Preparing all students to be “21st Century Learners” as well as “College and Career Ready” is a current philosophy that focuses on readying students for the numerous challenges in the quickly evolving and internationally competitive workplace. While there are many descriptions of what skills are necessary for teachers to integrate “21st Century Skills” into instruction, the common themes include: shifting away from solely direct instruction, focusing on critical thinking & problem-solving skills, working successfully in a group/community setting, differentiated teaching with emphasis on varied learning styles, effective communication skills, imagination and the ability to adapt. As a means of incorporating these 21st century learning skills, as well as increasing curricular challenges, gifted and talented programs emphasized using depth and complexity using Kaplan’s work (1999). Depth and complexity tools were developed by USC Professor Sandra Kaplan in 1996 following extensive research into what types of knowledge distinguished experts in a field of study from those with only a surface level of knowledge. (Lauer, 2010) Calabash Charter Academy classrooms regularly utilize Sandra Kaplan’s Depth & Complexity prompts as one of its powerful and unique differentiation tools. The eleven Depth and Complexity Prompts engage all students to think about the following: Language of the Discipline, Details, Patterns, Rules, Trends, Unanswered Questions, Ethics, Big Idea, Relate Across Time, Multiple Perspectives, and Making Connections Across Disciplines. These visual prompts help students go beyond surface level understanding of a concept and enhance their ability to think critically. These critical thinking tools encourage students to dig deeper into a concept (depth) and understand that concept with greater complexity. (Briggs, 2008) Each tool is represented by an icon/prompt that gives students a shortcut to expert thinking. Each prompt acts as a visual trigger. The tools’ prompts not only benefit younger students or those learning English, but also create appropriately differentiated and rigorous learning experiences for all students by unlocking access to higher levels of thinking than those students’ vocabulary would otherwise support. (Dodds, 2010) Depth and complexity icons are considered a “thinking curriculum” because they increase the level of challenge for all students. (CDE, 2005)

By implementing Kaplan’s Depth and Complexity prompts in their classrooms, Calabash teachers:

- prompt students to think and problem solve like disciplinarians and professionals. When applying the concepts and components of Depth & Complexity to the study of disciplines, students are being prompted to think in similar ways as disciplinarians do when engaging in research and scholarly behavior.
- provide several techniques to differentiate content, process, and product.
- create a student-centered learning environment where students look at unanswered questions within ethical dilemmas as they justify their Big Idea related to a topic of study. They are asked to analyze information from different perspectives and are required to problem solve from various standpoints.
- enable interdisciplinary instruction, solidifying that optimal learning is not discipline specific.
- create appropriately differentiated and rigorous learning experiences for all students. (Lauer, 2010)

Briggs, Christine J., et al. "A National View of Promising Programs and Practices for Culturally, Linguistically, and Ethnically Diverse Gifted and Talented Students." *Gifted Child Quarterly*, vol. 52, no. 2, Apr. 2008, pp. 131–145

California Department of Education. (2005). *Gifted and Talented Education Resource Guide*.

Retrieved from <http://www.cde.ca.gov/sp/gt/gt/documents/guidebook.doc>

Dodds, Kimberly M. "Effects of the Prompts of Depth and Complexity on Gifted and Non-Gifted Students." Thesis / Dissertation ETD, University of Southern California, 2010, pp. 55–60.

Kaplan, S.N. (1999). Teaching up to the needs of the gifted English language learner. *Tempo*, 14(2), 20.

Lauer, Joanna L. "Experts' Perspectives on the Application and Relevancy of Depth and Complexity to Academic Disciplines of Study." Thesis / Dissertation ETD, University of Southern California, 2010, pp. 60-63

Eureka Math/ Great Minds

At Calabash Charter, we consistently strive to advocate for a more content-rich, innovative, comprehensive curriculum for our scholars. In pursuit of this goal, we discovered the Eureka Math/Great Minds math program. After piloting and analyzing the data of student growth and performance, we implemented this program school-wide. Teachers and paraprofessionals participate in ongoing district-wide, school-wide and grade-level training of this instructional program to ensure that we as educators are always up to date on the current mathematical pedagogy.

According to the creators of Eureka math, numbers should add up to more than just a correct answer. Numbers should inspire "aha moments" and connections to other areas of the curriculum. Eureka math revolutionized math education by setting a new standard for rigor, coherence, and focus in the classroom. Our goal at Calabash Charter, in using this program, is to have our students gain a deeper understanding of the "why" behind the numbers, all while making math fun and exciting to learn and to teach. In addition, we are committed to our students gaining a strong mathematical appreciation of real-world Mathematics.

This program is thoughtfully constructed with a focus on key concepts that layer and spiral over time, creating a lasting depth of knowledge for each learner. Students achieve a wide-body of knowledge, not just a simple set of skills. As they progress through the grade-levels, the same models and problem-solving methods build year after year, providing a strong mathematical foundation for their future mathematical knowledge.

Mystery Science and Professor Egghead

Calabash Charter Academy is committed to improving our student's scientific knowledge by inspiring our scholars to think about real world application of science. One day soon, these students will become community leaders in solving problems such as Climate change, pandemics, and world hunger. We want to go beyond our current FOSS curriculum and engage students with NGSS aligned curriculum which includes videos, hands-on experiments, and step by step lesson plans for the teachers. Each lesson begins with posing a real-world scientific question, and challenges students to use their critical thinking skills to hypothesize about the possible solutions. Each example is tightly connected to the guiding questions and big ideas for the unit. Engaging videos ignite the student's curiosity and gently guide them toward a deeper understanding of the common core standards. Students are given frequent opportunities to discuss their ideas and discoveries with their peers. Individually and as a team, they question, reflect, perform experiments, develop next step questions and share their knowledge. Both programs encourage teacher collaboration and creativity.

Curriculum and Instruction

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

The scope and sequence of skills taught across the grade levels and the different subjects the school plans to teach have been outlined below. All CCSS are addressed with cross grade-level planning so students receive consistent instruction.

How the Curriculum Addresses California Content Standards

All components of the Calabash Charter Academy's curriculum plan conform to the frameworks for California public schools. Instruction will be standards-based and assessed by the California Assessment of Student Performance and Progress as scheduled by the Department of Education and the Los Angeles Unified School District. Calabash Charter Academy determines the extent to which they will implement District adopted curriculum and periodic assessments. Calabash Charter Academy Governing Board supports a well-established curriculum committee that is directly involved with the administration and School Leadership Committee in identifying and aligning curriculum, materials, instructional activities, interventions, and periodic, formative assessments aimed at meeting the California Common Core State Standards in each subject area. Student learning is the focus of this committee's work. Calabash, as an affiliated LAUSD Charter School, will follow the California State Frameworks and the California Content Standards for curriculum delivery and student learning. The specific scope and sequence of skills to be taught are derived from these frameworks and standards. Students will be tested and graded upon these standards. Calabash will use the California Content Standards for

English Language Arts, Math, Science, Social Studies, Health, and visual and fine arts as the primary source for developing lessons and focusing on student learning.

Language Arts

- A rigorous curriculum that exceeds the CCSS for language arts K-5
- Integrate and infuse critical thinking skills, such as Depth and Complexity, Bloom's Taxonomy, and Webb's Depth of Knowledge Dimensions, into the District's state adopted reading program and supplemental core literature
- Develop students' reading and writing skills to support academics across disciplines
- Apply speaking and listening skills by effectively engaging in a range of collaborative discussions and presentations delivered clearly using appropriate projection, expression, eye contact, and clear speech to varied audiences
- Develop critical reading skills
- Support reading using the California Benchmark Advanced Program
- Enhance reading using Literature Circles, Reader's Theatre, Raz-Kids, Core Literature, and the Amplify Reading Program
- 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 the curriculum
- Apply vocabulary development in written and oral format
- Demonstrate critical thinking skill specific to Webb's Depth of Knowledge and Bloom's Taxonomy
- Use technology, such as Chromebooks and iPads to conduct research and complete informative, persuasive, narrative writing assignments, oral presentations, digital portfolios, and exhibits
 - Evaluate assignments in the upper grades through submission via Google Classroom, Schoology, Seesaw
- Construct creative writing stories and poetry
- Devote a minimum two hours daily to language arts instruction in grades K-5
- Support English Language Development with the Benchmark Advanced embedded and designated ELD component, provide daily-targeted standards-based ELD instruction.
- Implement ELD/ELD instructional strategies including Thinking Maps, Graphic Organizers, Task-based Language Teaching, Number Talks, Think-Pair-Share, and Whole Brain Teaching.
- Continue use of the ELD/Access to Core Instructional Tools for grade-level planning, lesson study and classroom observations

Mathematics

- Provide students with a rigorous curriculum that exceeds the CCSS for mathematics K-5

- Develop students' mathematics proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes
- Enhance mathematics using Eureka Math/Great Minds, Hands-On Equations, Math Their Way, Marcy Cook, Kim Sutton, Brain Pop Junior and Brain Pop
- Develop understanding of the concept 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
- Develop students' mathematical proficiency and mastery by utilizing state adopted texts, resources, and Eureka Math/Great Minds to provide rigorous conceptual and computational skills in a variety of mathematical processes to meet and exceed the CCSS
- Facilitate students' use of the eight Mathematical Practices as outlined in the CCSS
 - Provide opportunities for students to generalize math skills to daily life across disciplines
 - Build upon understanding of the concepts and vocabulary of computations, patterns, functions, geometry, statistics, and probability
- Differentiate instruction through varied groupings to meet student needs from intensive to advanced
 - Support the identification of relevant information to plan and solve problems using multiple pathways in written and oral form, both independently and collaboratively in small groups
 - Advance student skills by integrating manipulatives to assist students with modeling problems
- Extend classroom instruction through technology by providing access to Zearn, enrollment in advanced math courses, and ascertaining student progress in supplemental programs such as Brain Pop, Xtramath, and IXL
- Connect math across disciplines (music, dance/creative movement, science, art, technology, and history)
- Develop students' skills using mathematical tools (number lines, tape diagrams, number bonds, geo-blocks, geo-boards, fraction circles, number generators, cards, base ten blocks, tangrams, straw-cubes, protractors, calculators, computers, rulers, and compasses)

History and Social Studies

- Provide students with a rigorous curriculum using Impact textbooks, Discovery education, PORTS (California Parks Online Resources for Teachers and Students) that exceeds the State Content Standards for history and social studies
- Help students to understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods
- Develop research skills to reinforce content and dig deeper into topics.

- Interact with primary resources as historical evidence to understand the people and time periods being studied
 - Hone students' geography skills utilizing map activities
- Assist students in identifying needs in the community and help implement group efforts to support those needs, such as book drives, toy drives, low-waste lunches, recycling, and art supply drives
- Teach critical thinking skills to help students relate over time historical events and be able to find parallels and patterns
- Help students interpret geographical and historical information to draw conclusions
- Understand cause and effect of historical events
- Utilize role-playing and interactive units to gain first hand experiences
- Integrate virtual and in person field trip through the California Parks Online Resources for Teacher and Students

Science

- Provide students with a rigorous curriculum that meets or exceeds the Next Generation Science Standards based on the Framework for K-12 Science Education and developed by the National Research Council
 - Guide students to develop an understanding of the three disciplinary core ideas (content), scientific and engineering practices, and cross-cutting concepts in the following domains:
- Physical sciences, life sciences, earth and space sciences, biology, chemistry, and physics
- Conduct investigations by using the FOSS, Professor Egghead and Mystery Science
- Apply scientific method to explore and discover new products and ideas, students learn to form questions, research, hypothesize, gather and analyze information and draw conclusions for their data
- Engage in the 8 science practices throughout the disciplines, which help students understand how science knowledge develops and how scientific investigation and inquiry is supported:
 - Ask questions and define problems for further exploration
 - Develop and use models to represent abstract concepts
 - Plan and carry out investigations and learning to fine-tune their research methods
 - Analyze and Interpret data so as to bring out their meaning and relevance in scientific inquiry
 - Use mathematics and computational thinking and merging the two fields of science and engineering
 - Construct explanations for scientific phenomena and design engineering solutions under specific constraints and criteria
 - Engage in argument, using evidence to defend a new idea
 - Read, interpret, and produce scientific and technical text as a fundamental practice in our science instruction

- Encourage students to use a variety of ways to present their research, including through writing and use of technology
- Hypothesize and develop experiments utilizing the scientific method
- 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 Science Enrichment
- Enable students to feel an investment in the agricultural process through participation in the farm-to-table model. Grade-level teachers lead students in a hands-on experience to grow their own vegetables, culminating in harvesting and eating what they have grown.
- Use hands-on experiments in the science lab to further research and prove/disprove conjectures

Technology

- Maintain 1:1 Chromebooks with keyboard for students in grade 3-5 to receive ample time to become comfortable with this technology well before testing
- Ensure all third-fifth grade classes take regular assessments for ELA and math which mirror standardize testing they take in the spring
- Provide students with a rigorous curriculum that exceeds the State content standards for technology
- Teach word processing to help students demonstrate written expression through technology
- Explore artistic applications appropriate to grade level with programs such as Powerpoint, iMovie, Claymation, and Keynote
- Teach students to work with data to identify and present information using spreadsheets (Excel)
- Teach students Computer programming and coding to prepare for college and beyond
- 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
- Allow students to demonstrate creative thinking to develop innovative products and processes using technology
- Guide students to use digital media to communicate and work collaboratively
- Teach students to apply digital tools to gather, evaluate, and use information
- Help students apply their critical thinking skills to plan and conduct research

- Provide technology instruction for primary students with a focus in the following areas:
 - Mastery of basic keyboarding skills (function of various keys, speed and accuracy, using the home keys)
 - Basic Internet research skills, safety, and responsibility
 - Introduction to tables and spreadsheets
 - Introduction to basic Word processor skills
 - Introduction to creating informative presentations
 - Multimedia presentation and movie project
 - Introduction to Programming
- Provide technology instruction for upper grade students with a focus in the following areas:
 - A 1-to-1 Chromebook program that incorporates the best practices of a traditional program with a modern, blended learning approach
 - Google Classroom and Schoology – LMS implementation
 - Collaborative work through Google Apps for Education – Drive, Docs, Sheets, Slides, etc.
 - Student films – screenplay writing, digital storyboard creation, and video/sound editing
 - Coding Club – basic syntax, language specific, game-based learning
 - Digital portfolios
 - Google Sites – website development

Enrichment Curriculum and Instruction

Calabash Charter Academy is dedicated to providing this enrichment program, which is financially supported by our Parent Teacher Organization for 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: art, theatre/dance/music, physical education, and cooking and are currently hired through a collaborative process involving PTO and the principal. The administration, faculty, and PTO work together to schedule enrichment instruction so that every student in the school has the opportunity to participate.

- JAXX Theatre/Dance/Music 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 theatre/dance/music accessible and well-loved by all students.
 - Focuses on meeting CA theatre/dance/music standards of artistic perception, historical and cultural context, and aesthetic vocabulary while connecting these ideas to other art forms
- Cooking

- Kids learn about nutrition and how to prepare healthy meals for their families.
- They learn how to create healthy menus using ingredients they might not have previously tried.
- They taste test a rainbow of fruits and vegetables, using their sense to compare and contrast the various flavors.
- Students learn cooperation skills and dining etiquette as they work in teams creating their delectable dishes
- Students learn how math plays an integral role in the careful measuring for each recipe.
- Art
 - Students explore and learn the use of different art media including charcoal, pastels, acrylics and watercolor.
 - Students learn about famous artist and what made their art unique and powerful.
 - Students learn how art can be used to express thoughts, convey feelings and evoke emotions from an audience.
- Science
 - Professor egghead science engages students through hands-on lessons designed to help students further their understanding of real world science.
 - All lessons align with current NGSS standards
 - Workshops include inventions, LEGO engineering, earth science, astronomy and life science
 - Students learn to hypothesize, experiment, question, collect data, and analyze results

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 year one of a two-year Kindergarten program. TK provides an early childhood education program that builds a bridge between preschool years and traditional Kindergarten. With increasing academic demands and structure in Kindergarten. With increasing academic demands in Kindergarten, students in TK are provided with opportunities to gain familiarity with highly structured learning and basic readiness skills. TK eligibility is based upon each individual child's date of birth. At Calabash, we currently have one TK Classroom. Depending upon class size availability 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. This creates familiarity and 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 Benchmark Advanced, Core Literature and numerous phonics resources. TK also scaffolds basic math skills, which include introduction through exposure to Math Their Way, Eureka Math and Daily calendar activities. Social Studies and Science are taught in accordance with LAUSD and State guidelines. TK participates in all Calabash Academic and Enrichment Programs along with the Kindergarten Classes. Activities are often modified and scaffolded so that TK students are able to access the content in a slightly more kinesthetic and interactive manner. This allows them to participate in, and begin to acquire, the necessary skills needed to matriculate to K level standards in the future. California TK Standards require that the curriculum be a "mirror version" of 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 a familiarity that increases confidence, enhances the skills base 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.

Calabash will continue to follow the Traditional Academic calendar set forth by the Los Angeles Unified School District utilizing block scheduling as follows:

8-11 am language arts instruction, 11-12 math instruction, last portion of the day for social studies, science, arts, and physical education. All instructional days will be regular school days with the following exceptions: 1. All Tuesdays are shortened days for faculty professional development (24 additional Tuesdays approved by waiver for a total of 38 shortened Tuesdays). There will be ten Minimum Days to be determined by the Charter School's Governing Council that oversees calendared events

Regular Instructional 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
Grades K, 2 and 4	7:55am/8am	10:00am	10:20 am	11:45 am	12:30 pm	2:28 pm	323
Grades 1, 3 and 5	7:55am/8am	10:25 am	10:45 am	12:00 pm	12:45 pm	2:28 pm	323

Banked Day/ Professional Development Tuesday							
Grade Level	First bell/Instructional bell	Start of recess	End of recess	Start of Lunch	End of Lunch	Dismissal	Instructional Minutes
Grades K, 2 and 4	7:55am/8am	10:00 am	10:20 am	11:45	12:30 pm	1:23 pm	263
Grades 1, 3 and 5	7:55am/8am	10:25 am	10:45 am	12:00 pm	12:45 pm	1:23 pm	263

Minimum Days					
Grade Level	First bell/Instructional bell	Start of recess	End of recess	Dismissal	Instructional Minutes
Grades K, 2 and 4	7:55am/8am	10:00 am	10:20 am	12:33pm	253
Grades 1, 3 and 5	7:55am/8am	10:25 am	10:45 am	12:33 pm	253

Transitional Kindergarten & Kindergarten, Second and Fourth– Regular Instructional Days

Time	Activity	Daily Instructional Minutes
8:00-10:00	Language Arts/Integrated ELD	120
10:00-10:20	Recess	
10:20-11:45	Math	85
11:45-12:30	Lunch	
12:30-2:28	Enrichments Social Studies / Health / Arts / Music / Dance / Physical Education/ Science Lab	118

First, Third and Fifth Grade – Regular Instructional Days

Time	Activity	Daily Instructional Minutes
8:00-10:25	Language Arts/Integrated ELD	145
10:25-10:45	Recess	
10:45-12:00	Math	75
12:00-12:45	Lunch	
12:45-2:28	Enrichments Social Studies / Health / Arts / Music / Dance / Physical Education/ Science Lab	103

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 will be an on-going component of Calabash Charter Academy and an effective tool used to design the curricular needs of our students and teachers. Professional Development issues, ideas, and products will be driven by the students' and staff's needs and interests, which are then forwarded to the Governance Council for formalization of appropriate training and products. Data analysis of test scores (formal and informal classroom assessments) will identify specific areas of need in professional development. Topics include Depth and Complexity, Depth of Knowledge (DOK), Language Arts program, GATE strategies, health exercises, new District mandates to be implemented, ELD programs, differentiation best practices, data analysis of recent test scores, and technology implementation. Calabash Charter Academy's Professional Development program will be subject to the approval, implementation, and scheduling by a committee. In addition, Calabash Charter Academy will participate in both site level and District professional development activities. Professional development and grade level planning meetings occur once a week, with extra optional professional development opportunities as much as three to four times a month. A committee meets to create a logical and efficient schedule of PD meetings, with flexibility for urgent issues that may arise. This schedule is set three months at a time. The committee also decides who will lead each meeting. This is based upon areas of need and experts in those fields. These experts include lead teachers, teachers with expertise in specific subjects, outside resources, technology coordinators, and other school staff members. While adhering to the number of state mandated instructional minutes, we would like the flexibility to combine our professional development time into larger blocks. These professional developments would be used at our discretion for the implementation of new instructional programs to better serve the needs of our population.

2021-2022 Calabash Professional Development Schedule		
Date	Faculty Meetings	PD/Grade Level Meeting
TBD	Mandatory bulletins	Faculty Mtg/ PD Calendar Development
	Data Chat	Initial ELPAC and Gr. Level Articulation
	ELA Intervention	GLM- ELA Interventions
	Science Framework PD	
	Back to School Nigh Prep	
	Foss training	Blood Borne Pathogens
	Math intervention	GLM- Math intervention
	IAB training	GLM Social Emotional wellness
	Emergency Team Prep	GLM Social Emotional wellness
	GATE	GLM- Planning
	Suicide prevention	Eureka Math
	Suicide prevention 2	Voting no meeting
	Parent Conferences	
	Technology	Attendance
	Dibels Data Analysis	Intervention
	Intervention Planning	Workplace harassment
	Restorative Justice	Special Education
	Restorative Justice 2	GLM- Planning
	Schoology 2	GLM Schoology
	Data Chats	Dyslexia
	Writing Samples	Technology
	Eureka Math	Technology 2
	Math talks	Depth of Knowledge
	CPR certification	GLM Social Emotional wellness
	Summative ELPAC	GLM Social Emotional wellness
	Active shooter training	
	Data Chats	GLM- Interventions
	Child Abuse Training	GLM- Planning
	Child Abuse Training 2	GLM- Planning
	Prep for reorganization	
		Depth of Knowledge 2
	Open House	
	Caaspp Test Prep	Reorganization 1
	End of Year Procedure	Reorganization 2
	Writing Analysis	Reorganization 3
	Data Chats	GLM- Interventions
	CUM folders	CUM Folders

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*.

Calabash Charter Academy currently uses the LAUSD Master Plan for the Education of English Language Learners as a guide to provide opportunities for non-English speaking students to become fluent in and literate in English.

Teachers will use the District Approved Benchmark Advanced Reading Program to allow all students the opportunity to exhibit their understanding of the lesson. Students will be reclassified as they demonstrate growth. Each student that registers for school attendance receives the Home Language Survey as part of the enrollment packet. Included in the Calabash enrollment packet is the "Instructional Program for English Language Learners" Parent Brochure which is published by LAUSD and informs parents of the different programs available for English Learners, as well as a description of the proficiency levels. Parents are informed at the time of enrollment (based on the response to the Home Language Survey) that their child's English proficiency will be assessed using the ELPAC to determine identification and eligibility for EL services. Parents are also informed of the Master Plan instruction program options when invited to view the "Instructional Programs for English Learners" video/DVD. Parents are then able to select a program by completing the "Initial Assessment of Home Language Results and Confirmation of Program Placement" form supplied by the LAUSD.

Classroom teachers are authorized to teach English Learners in accordance with NCLB and State laws. Calabash will participate in the Master Plan Program Survey, as would a typical elementary school. Dates to file this survey are determined by LAUSD. LAUSD and the Local District will provide training to complete this survey. Students will be tested using ELPAC on a yearly basis. Students will be graded and parents notified on both the student's progress towards ELD standards as well as progress towards ELA standards. Specific instructional strategies used to assist English Learners include the use of realia, Total Physical Response, Pair Share, paraphrasing, Thinking Maps, cooperative learning, praise, scaffolding, imagery, reciprocal teaching, KWL charts, as well as research based Cognitive Academic Language Proficiency using the idea of comprehensible input +1 from researchers Cummins and Krashen, as well as Asher. English Learners are identified through the use of a combination of the Home Language Survey, Teacher evaluation, and the ELPAC. If a student has a language other than English on the Home Language Survey, the Principal will call the student's parent/guardian to determine the level of English spoken at home. The teacher will also complete an informal assessment of English skills in the classroom.

The Principal will ensure that the student completes either a Pre-Las, BINL, or informal inventory of home language. If the determination is made that the child is likely an English Learner, the child is tested using the ELPAC and the teacher assigns the child an ELD level. Parents are notified of the designation and are asked to choose a program that they believe would best meet their child's needs.

Calabash currently uses the English Immersion model, but students can be placed on bilingual waivers at the parent request. Parents are kept informed on the progress report as well as receiving official ELPAC results on an annual basis. Children are supported (60 minutes for SEI and 45 minutes for mainstream) with direct ELD instruction on a daily basis and progress is monitored through the use of the portfolio and a yearly ELPAC examination. When the child progresses through the 5 levels of ELD, and scores an overall average of 4 or 5 with no subarea below 3 and scores Basic on the CAASPP ELA portion, the child is ready for reclassification. The Student Study Team evaluates candidates and gets input from the parent/guardian and then recommends them for reclassification. Parents are notified that their child has successfully completed the ELD criteria and are asked to sign a form to solidify the child's reclassification. All RFEP criteria are recorded in the MISIS system as the child progresses through the steps of reclassification. The EL coordinator is responsible for EL monitoring and updating MISIS data for English Learners.

Currently, Calabash uses the California Benchmark Advanced reading program, as well as other supplementary materials as the primary curriculum for English Learners. This Curriculum Committee will continue to research, develop, and model ways to improve existing programs to better meet the goals for increased achievement in all areas (reading, writing, listening and speaking). The Committee will also focus on developing a student's pride in their language and culture and the ability to positively relate to other cultural groups. Translators, if needed, are provided for all parent meetings in the parent's native language. Data shows that our work with ELD students has been effective. The chart below shows that we have been able to continue to minimize the number of students who remain long term English Learners and maximize rapid progression to reclassification at Calabash. Our goal for English Learners that are identified in Kindergarten continues to be reclassification by the end of second grade and/or the beginning of third grade.

Calabash Charter Academy
English Learner Progress Indicator

This Reports shows the percentage of current EL students making progress towards English language proficiency or maintaining the highest level. ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels. The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency. English Learner Progress with the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment is reported.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE - Data Reporting Office at <http://www.cde.ca.gov/ds/ds/files/enr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator - CA School Dashboard Indicator																	
LD	BD	Loc Code	School	Subgroup	2018 School				2018 State		2019 School			2019 State			
					Number of English Learner Students	2018 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level	Number of English Learner Students	2019 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level	
NW	4	2704	Calabash Charter Academy	English Learner	11							--	No Color	--	No Data	48.3	Medium

Note: LEAs and schools that did not test at least 95 percent of their English learner population on the English Language Proficiency Assessments for California (ELPAC) are assigned a "Low" Status, unless they have a "Very Low" Status. Number of English Learners: "0 to 10"=Fewer than 11 EL students have an overall PI on ELPAC SA in both prior and current years (Status rate and level are suppressed) "11 to 29"=Number of EL students with overall PI on ELPAC SA in both prior and current years is 11 thru 29 (Status rate and level are reported but are not used for accountability) "30 and up"=At least 30 EL students have an overall PI on ELPAC SA in both prior and current years (Status rate and level are reported and will be used for accountability)

ELPAC Participation Rate	
Percent of students tested in 2018	N/A
Participation Rate Met 2018	N/A
Percent of students tested in 2019	100%
Participation Rate Met 2019	Yes

Student English Language Acquisition Results		
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.		
2018 Student English Language Acquisition Results		
Calabash Charter Academy		State
Level 4 - Well Developed	45.5%	30.6%
Level 3 - Moderately Developed	54.5%	34.6%
Level 2 - Somewhat Developed	#VALUE!	20.2%
Level 1 - Beginning Stage	#VALUE!	14.6%

2019 Student English Language Acquisition Results		
Calabash Charter Academy		State
ELA Who Progressed at Least One ELPI Level	#VALUE!	42.9%
ELA Who Maintained ELPI Level 4	#VALUE!	5.3%
ELA Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	#VALUE!	31.5%
ELA Who Decreased at Least One ELPI Level	#VALUE!	20.1%

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

Calabash Charter Academy
RECLASSIFICATION RATES

This page displays the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

LD	BD	Loc Code	School	15-16 EL #	16-17 Reclass #	16-17 Reclass Rate	16-17 EL #	17-18 Reclass #	17-18 Reclass Rate	17-18 EL #	18-19 Reclass #	18-19 Reclass Rate
NW	4	2704	Calabash Charter Academy	17	5	29.4	14	5	35.7	12	4	33.3
Similar Schools												
W	4	6342	Coeur D'Alene Avenue Elementary	49	12	24.5	46	8	17.4	54	14	25.9
NE	3	3164	Colfax Charter Elementary	42	11	26.2	33	17	51.5	18	8	44.4
NE	3	3438	Dixie Canyon Community Charter	62	13	21.0	53	12	22.6	40	13	32.5
C	5	3986	Franklin Avenue Elementary	57	14	24.6	49	13	26.5	54	18	33.3
NW	3	4473	Haynes Charter For Enriched Studies	17	7	41.2	19	9	47.4	15	6	40.0
NW	3	7562	Vintage Math/Science/Technology Magnet	55	11	20.0	65	17	26.2	58	28	48.3
NW	3	7877	Woodlake Elementary Community Charter	70	14	20.0	58	16	27.6	59	10	16.9
Similar Schools Median				55	12	24.5	49	13	26.5	54	13	33.3
Resident Schools												

Gifted and Talented Students and Students Achieving Above Grade Level

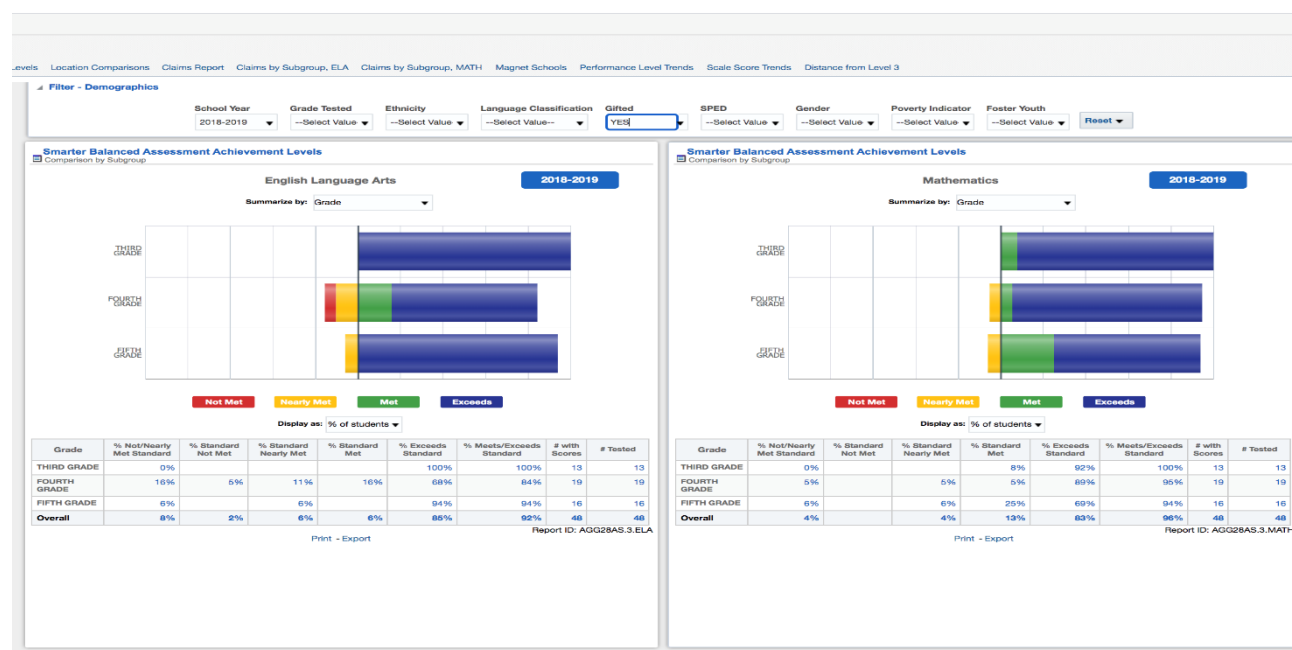
Charter School shall continue to use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis.

All second-grade students take the OLSAT, Otis-Lennon School Ability Test, to determine if they meet the eligibility as GATE students. We also identify students in high achievement through tests and intellectual ability (IQ tests). Our GATE population is not solely a high-achieving population.

We are committed to engage in comprehensive strategies for all students enrolled at Calabash Charter Academy. Teachers will provide GATE students with lessons and projects encouraging the students to use depth and complexity in their cognitive thinking skills and creativity. They will be asked to demonstrate their understanding and will be able to analyze each subject by defining, describing and identifying what they have learned. Many students at Calabash demonstrate an ability to achieve beyond grade level. Calabash is committed to provide these students with opportunities to study the core curriculum in-depth. Higher level, creative and logical thinking activities provide for the individualized in-depth, complex and novel-learning environment that define a high-quality gifted program. Annually, Calabash teachers attend professional development seminars, conferences and workshops to acquire current teaching strategies to best meet the needs of our Gifted and high achieving students. When a classroom teacher recognizes advanced achievement by a student, that student is referred to the gifted coordinator. The coordinator, and an administrator review the students' scores, achievements and records and a determination is completed as to whether or not to proceed with gifted identification.

As an affiliated charter school, Calabash completes a fee for service form to be sent to the Charter Office for approval and then to the LAUSD GATE office for screening. Students who meet the high achievement criteria and the single subject criteria will be identified by the gifted coordinator, a fee for service form will be completed and processing of these students will be completed by LAUSD GATE office at the current fee for service rate per student. Classroom teachers employ the differentiation strategies of compacting, tiered assignments, flexible skills grouping, questioning strategies, interest grouping, independent projects, and learning centers in each curriculum area and in response to student need. Programs and curriculum may include, but are not limited to: Eureka Math Program, Sandra Kaplan Icons, theatrical productions, and Internet research projects. We are committed in engaging in comprehensive strategies for all students enrolled at Calabash. Students identified as gifted in the visual and performing arts may participate in the LAUSD visual arts program. If we determine to use the District's GATE identification process and policy and allow Calabash students participation in the Saturday Conservatory of Fine Arts, we will reimburse on a Fee for Service. Progress in the GATE program is reported to parents during the progress reporting period and the parent conference period, which is conducted once per year. Gifted students are encouraged to provide student feedback on their learning during these conferences. All identified students will be assessed on a yearly basis using the LAUSD assessment tools and the classroom

teacher will maintain files in the students' CUM folders. Teachers plan for horizontal curriculum alignment during grade level meetings, as well as vertical curriculum alignment between grade levels during professional development opportunities to ensure a continuum of learning that reflects one or more years above grade level. Gifted and Talented students at Calabash show a 98% achievement in the proficient or advanced range on the ELA portion of the CST and a 99% achievement in the proficient or advanced range in mathematics.



Students Achieving Below Grade Level

The curriculum and structure of Calabash is designed to maximize the learning opportunities of low achieving students. Low achieving students are thoroughly integrated into the entire student body at the school and fully participate in all aspects of the curriculum. Calabash holds high expectations for all students. With the emphasis on cooperative learning at Calabash, all students gain meaningful knowledge, learn powerful strategies for solving problems, and develop positive perspectives on the value of learning. All students, will realize that everyone has unique skills and abilities that are needed to solve problems. We believe that this sense of awareness and feeling of being part of a larger group provides for an increase in positive attitudes towards school, learning, and success.

Calabash identifies all low achieving students and monitors their progress on a yearly basis. The principal is responsible for providing this information to teachers at the beginning of each school year. A running record of the students' scores completed by the principal is presented to the teacher so that they can see a longitudinal view of scores for the student. The Curriculum Committee is responsible for researching and developing ways to improve existing programs to better meet the goals of academic achievement in all

areas. Students achieving below grade level are identified by using multiple measures including: classroom assessments, anecdotal records, teacher observations, benchmark rubrics and checklists, DIBELS, MAZE, Benchmark Advanced Assessments, eLearning tools, digital student portfolios, and District interim assessments for reading, writing, and Eureka Math. The Smarter Balanced Assessment data and the 5th grade California Standards Test in Science are used for summative data. Formative assessments listed above occur several times a year to gauge progress and inform instruction. The summative assessments occur once a year.

In addition, the CELDT/ELPAC is given annually to all English Learners. Multiple interventions are provided including:

- Consistent, cohesive first teaching rooted in research-based strategies
 - Small group intervention in the class with the teacher and the assistant
 - Student Study Team
 - After-school tutoring
 - Parent Information sessions
 - School-based counseling services
- Data from these different assessments is collected and analyzed by the teacher, grade-level, and the Instructional Learning Team. Once identified, students not achieving grade-level standards are given differentiated, targeted instruction in the classroom tailored to their needs. Teachers and Teachers Assistants (TAs) provide small-group and individualized pre-teaching and re-teaching. Multiple modalities of instruction are utilized to tap into the student's learning style. After-school tutoring is budgeted and provided when needed. Parents are provided current information within the first couple of weeks at the start of each school year, and they receive regular updates throughout the year regarding their child's progress towards meeting the grade level standards. Parent Information sessions are provided each year to help parents be our partners at home. Extra materials and resources are provided for students to use at home, if needed, as well as providing students and parents' access to our school's library and media lab after school with an assistant to guide students with homework and research. Students receive specific, concentrated instruction in their identified areas of need. Teachers address the needs of students not yet proficient with the use of quality first teaching and the three-tiered approach to intervention.

This approach includes

Tier 1: Core Curriculum and Instruction,

Tier 2: Strategic or Supplemental Instruction and Intervention, and

Tier 3: Intensive Instruction and Intervention. Strategies may include individual, pair, and small group instruction, pre-teaching and re-teaching of curricular content, repetition, additional time and practice to grasp concepts, different modalities to teach the material and have the students express their knowledge, and additional resource materials.

These instructional strategies, along with the reflective model, are implemented with high intensity, duration and frequency as needed. Limited contract intervention teachers and equivalent support staff work directly with classroom teachers to provide in-class support and intervention outside of the classroom. The Student Success Team (SST) meetings are held with the classroom teacher, parents, peer teacher(s) and an administrator or

designee. Together the team gathers information, identifies needs, and creates a plan to help the student access the curriculum successfully in the classroom. The plan is then shared with all parties involved in assisting the student. The steps outlined in the SST action plan are monitored closely and reevaluated in 2-3 months to gauge effectiveness towards student success.

To explicitly help meet students during and after distance learning, we are designing and implementing curriculum to help fill in any learning gaps. Teachers have and will continue to design intervention curriculum, specific to the needs to small groups. The principal has, and will continue to assign additional personnel such as substitutes and aides to work in small groups to support these learners. We will continue to offer in person tutoring for special education students. We will provide online and after school interventions for English Learners, students from low socio-economic backgrounds, at risk and foster youth. The progress and success of these interventions will be monitored using formal and informal assessments.

Socioeconomically Disadvantaged Students/Low Income Students

Calabash Academy Charter ensures that all students are provided with the necessary tools to succeed academically. We provide them with instructional materials with the help of PTO funding and administrative budgeting support so that they have tools necessary for the rigorous demands of the academic program. Our goal is to provide every student with the tools necessary for an equal opportunity to achieve success. We make every attempt to “level the playing field.” Calabash provides a multitude of enrichment opportunities to broaden the experience for the Socio Economically Disadvantaged Students through exposure to the arts, field trips, and afterschool programs. Fifth grade offers a full or reduced fee to participate in Pali Camp, and we offer a scholarship for the after school Jaxx program. We are also committed to ensuring that all students are equipped with the academic support they need to learn, which has been expanded upon in the ‘Students Achieving Below Grade Level’ section.

CAASPP Data for students who met or exceeded the standards

School Year	# of students	ELA	Math-
2016-2017	45	49%	44%
2017-2018	39	69%	56%
2018-2019	39	61%	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 kept in the main office. Students in other subgroups (homeless youth and foster 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 case workers to obtain needed referrals for mental health issues. On a day-to-day basis, homeless youth would be supported in the same way as socio-economically disadvantaged students (as mentioned above) based on their educational and social-emotional needs in order to promote academic success and student achievement. We will work to ensure equal access to all school curriculum and enrichments, meal programs, as well as other applicable services available at Calabash.

Foster Youth

Foster Youth would be supported in the same way as mentioned above based on their educational and social-emotional needs in order to promote academic success and student achievement. Through Foster Youth Achievement we would enhance educational outcomes and academic achievement for youth living in foster care by providing counseling, tutoring, and other needed school supports. In order to support our homeless and foster youth populations, we maintain monthly communication with our Specialized Student Populations PSA Counselor who provides updates in the following areas: • calling/checking-in with our current DCFS caseload students and families experiencing homelessness • linking families to resources as needed (food banks, DPSS, DCFS) •

collaborating and consulting with DCFS social workers re: case status and referrals to mental health • updating teachers/admin as concerns arise for specific students about their current situation

“A TYPICAL DAY

For over 55 years, Calabash Charter Academy has served as a neighborhood school for students from all over the San Fernando Valley. Calabash Charter Academy successfully fosters a dynamic learning community, which provides an enriching and challenging educational experience for every student. Visitors to Calabash Charter Academy are greeted in a bright, cheerful office by a friendly staff who are willing to offer help and answer questions. Continuing through the office and onto our beautifully remodeled campus, a visitor will pass the auditorium where our students are learning line dancing or participating in theatre classes. Just outside, one will reach the literacy garden outside our warm, enriching school library. Inside the library, students may be seen sitting at tables or on the story steps of the amphitheater reading quietly with small groups of friends. Or, they may be working together completing research in the nonfiction section or at computers in the attached lab. At lunch, students may be sitting on the story steps listening to our librarian who is a published author share her latest literary creation. On any umbrella-table outdoors, students may be engaged in a Chess game, reading for pleasure, or working in small study groups.

Across from the library is the outdoor stage and the pavilion area for lunch. Teachers and students use this performance space for a wide variety of arts, including theatre, dance, and music. In addition, all teachers utilize the auditorium to practice the many musical plays that are performed for parents and the school community throughout the year. Next to the lunch pavilion is a fully equipped remodeled playground with two apparatus areas and a huge grass area. Statues of Cubbie, our school mascot, and his friends, can be seen playing in the far corners of the playground. You will pass by the beautiful outdoor Amphitheatre where a teacher may be teaching an outdoor science experiment. In addition to four large basketball courts, there are two soccer/baseball areas, a beautifully redone track and a Zencpath for students to relax as they enjoy the beautiful California outdoors. Recess and lunch-time activities are supported by teacher-assistants and administration. You can often witness our Principal jump-roping with students or our Principal supervising a Dance-off.

Beyond the expansive playground, you will see the three new buildings which accommodate our upper grade and kindergarten classes. These rooms have been magnificently designed for the 21st century teaching with pin cushion walls that allow for easy display of student work, standing desks to help students focus, integrated microphones and state of the art speaker systems. In addition, each classroom throughout the school has a Promethean board to help enhance student learning with the latest technology. The kindergarten rooms have been thoughtfully designed with two unisex bathrooms in each class, small group learning area and whole group rug space.

There is never a time of day when our maintenance staff is idle. They can be seen throughout campus making sure that all facilities are working and all beautification is in check. Even with their busy schedules, they are always willing to stop what they are doing to help a teacher, student, or parent in need of assistance or simply offer a friendly greeting.

School pride and commitment is evident in all stakeholders as members of our school. A visitor to any classroom will hear the familiar sounds of “Welcome Back Kotter,” echoing in the background as students review daily focus standards and tend to morning routines. A journal prompt is reviewed and 3 at-risk students join the teacher for scaffolded learning. Students share journals with their 3:00 appointment, giving their partners two stars and a wish. Soon after, they gather on the rug with their 6:00 appointment and two color counters (used to ensure that each shares at least twice during discussions). Students rotate roles, listening and teaching vocabulary. Through Depth of Knowledge questioning, Common Core Standards are taught and reviewed as students read, discuss, and analyze a variety of literature. Students are encouraged to “Think like a Scholar” as they look beyond the essential text and find ways to connect the story to themselves and the world around them. Students exit the back door to discover an interactive “crime scene” surrounded by caution tape. They observe and record clues and note inferences they can discern about the crime, how it occurred and clues about who committed it. Findings are shared to promote and encourage further questioning and analysis of the data collected. They dissect the scene (a chopped down plant, beans, large and small footprints, and a golden egg) discussing the multiple inferences that can be made for a single clue by each detective and compiling those inferences into a logical conclusion.

After recess, while “Macarena” plays, students skip count and dance to review addition and multiplication. Using decks of cards from their toolkits, students independently study, then play multiplication war with their “A” buddy (homogeneous). They solve real-world application problems on their wipe boards (drawing pictures, tape diagrams, number bonds) and/or by using manipulatives. The teacher monitors their progress and prompts ideas through key questioning. “B” buddies (heterogeneous) justify their thinking. With permission, the teacher chooses boards to display in a strategically planned order, asking other students to explain another child’s process. A teachable moment arrives when a student realizes his mistake and, unfortunately, another student laughs. The class sets aside the lesson, taking this opportunity to review being a “bucket-filler” versus a “bucket dipper.” They talk about great scholars in history who’ve made mistakes and used those mistakes to make new discoveries. She thanks the child for taking a risk and sharing their learning while reminding her class that all learners make mistakes, including their teacher. Without skipping a beat, students return to the lesson, using straw cubes to review vocabulary. They find perimeter by building with shapes, measuring with rulers, and constructing algorithms. Working in differentiated cooperative groups on tiered real-world problems, students “turn and talk” discussing solutions and challenging each other to find multiple pathways. To identify misconceptions, the teacher circulates and provides individual feedback and support. Students independently complete an exit ticket, bringing it up for immediate grading. Based on these results, the teacher plans for intervention and enrichment for Universal Access Time (UAT).

After lunch, students go straight into UAT. Each group rotates meeting with the teacher to reinforce and differentiate necessary skills. Soon, a volunteer arrives, pulling small groups to the garden, discussing the changes in their plants, and having each student try a well wash peapod off the vine. The class heads to the science lab where microscopes have been arranged with plant slides. Students work in teams to observe, discuss, draw and take notes in their science journal. They watch a Mystery Science Lab Starter on how seeds travel. They cut paper and create one of three types of seedpods, trying to build a pod that avoids the “Zone of Darkness.” Students work together to test their pods, graph, and analyze the results. They debrief and debate the most effective seedpod, listening to multiple perspectives as they justify their thinking through the use of data and observation.

Tomorrow, they will select one of their drawings to enlarge onto a canvas during art time. Students head out to the yard for Physical Education time. Students begin with stretching and performing warm up activities. The teacher then divides them into groups and explains how they will practice their dribbling skills. Students work as a team, moving the ball between the cones, then passing the ball to a teammate.

Once the school bell signals the end of the school day, learning does not end at Calabash Charter Academy. Visitors after 2:30 will find students engaged in a variety of worthwhile activities. Students can be found in the library reading or completing homework. Many can be found taking an after-school class where they learn to play chess, create original works of art, learn to code in the computer lab, participate in gymnastics, learn to cook, or play a musical instrument. Students might be found working in a small group with a teacher, obtaining extra support in math, reading, or writing. They may be on the yard participating in an organized game of flag football with the after-school coach. Some students will be helping classroom teachers organize materials for the next day. Teachers remain long after the final bell. Groups of teachers will be found in various classrooms planning future lessons together.

After school, the education and activities continue. Parent Nights and Governance Council meetings are held in the afternoons and evenings to give working parents access to our school. At least once per month, a visitor will witness a special event such as Family Math Night, Family Literacy Night, Family Science Night, Talent Show showcasing our students, and Family Movie Nights. All of these events are held in the evenings and on weekends to promote inclusion of all families. Everything offered at Calabash Charter Academy creates an atmosphere where the school is the focal point of a student’s childhood and of a family’s elementary school memories. We want all students to feel a sense of belonging and purpose within their school community. Our hope is that we may guide children to a lifetime love of education and of learning long after they have left Calabash Charter Academy.

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.

Calabash Academy Charter's curriculum includes an integrated, inquiry-based K-5 curriculum aligned with Common Core State Standards (CCSS) for ELA and Math, California ELD Standards, Next Generation Science Standards, and California Common Core State Standards for Social Studies. Cross curricular, hands-on project-based enrichment curricula meet or exceed State Standards for Music, Art, Physical Education, and Technology. The Calabash 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 on specific, basic knowledge and skills the students must master.

Challenging Curriculum: The goal of Calabash is to provide a challenging, 21st Century Curriculum that will not only meet, but also exceed the minimum thresholds established by the District and the State.

Trained Teachers: Teachers at Calabash recognize the need to refine and expand their knowledge and skills. Strategies for significant and on-going teacher professional development using the selected curricula are included in the Calabash program. Teachers are encouraged and supported to attend conferences and workshops throughout the school year (Southern California Mathematics Association Conference, Computer Using Educators, UCLA Math Institute, and Lego Education classes. Teachers bring back the information they learn and disseminate this knowledge to all stakeholders including staff, administration and parents.

MEASURING PUPIL OUTCOMES:

SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

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 and scientific inquiry 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 school garden, greenhouse and 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: As our students progress to the higher grades at Calabash, they will learn to make digital portfolios of their projects created 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.

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.

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.

Calabash Charter Academy will utilize standardized formative assessments which include, but are not limited to: DIBELS Reading Assessments (every 6-8 weeks), CA Benchmark Advanced Assessments (weekly and per unit), District Interim Math Assessments (every 6-8 weeks), and District Interim Assessments for ELA and Math (2-3 times in a school year). In addition, Calabash will utilize authentic formative assessments. Authentic formative assessments 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. Also known as performance assessments, these types of 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. Calabash Charter Academy believes that formative assessments are

ongoing and afford 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 studied by teachers independently and at bi-weekly or monthly grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers. 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.

Calabash Charter Academy
SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "--" will be displayed instead of the number of students when student subgroup counts are 10 or fewer. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

English Language Arts					2016-17					
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
NW	4	2704	Calabash Charter Academy	All Students	202	16.83	15.35	28.71	39.11	67.82
				American Indian or Alaska Native	--	--	--	--	--	--
				Asian	11	27.27	0.00	27.27	45.45	72.73
				Black or African American	17	23.53	11.76	52.94	11.76	64.71
				English Learner	--	--	--	--	--	--
				Filipino	--	--	--	--	--	--
				Foster Youth	--	--	--	--	--	--
				Homeless	--	--	--	--	--	--
				Latino	20	10.00	25.00	35.00	30.00	65.00
				Native Hawaiian or Pacific Islander	--	--	--	--	--	--
				Socioeconomically Disadvantaged	45	37.78	13.33	31.11	17.78	48.89
				Students with Disabilities	18	66.67	5.56	11.11	16.67	27.78
				Two or More Races	14	28.57	7.14	14.29	50.00	64.29
				White	136	13.97	16.91	26.47	42.65	69.12
Similar Schools										

Calabash Charter Academy
SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

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English Language Arts					2016-17					
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
W	4	6342	Coeur D'Alene Avenue Elementary	All Students	245	11.43	19.59	29.39	39.59	68.98
NE	3	3164	Colfax Charter Elementary	All Students	317	6.62	13.56	27.44	52.37	79.81
NE	3	3438	Dixie Canyon Community Charter	All Students	322	14.91	19.88	30.12	35.09	65.22
C	5	3986	Franklin Avenue Elementary	All Students	252	11.11	19.44	26.98	42.46	69.44
NW	3	4473	Haynes Charter For Enriched Studies	All Students	205	12.68	10.73	26.34	50.24	76.59
NW	3	7562	Vintage Math/Science/Technology Magnet	All Students	473	12.68	19.45	30.87	37.00	67.86
NW	3	7877	Woodlake Elementary Community Charter	All Students	237	14.35	21.10	27.43	37.13	64.56
Similar Schools Median				All Students	252	12.68	19.45	27.44	39.59	68.98
Resident Schools										
NW	3	2753	Canoga Park Elementary	All Students	340	49.71	26.18	15.59	8.53	24.12
NW	3	4349	Hamlin Charter Academy	All Students	177	19.21	27.12	28.25	25.42	53.67

Calabash Charter Academy
SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

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English Language Arts					2016-17					
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
NW	3	4445	Hart Street Elementary	All Students	385	53.25	21.82	15.32	9.61	24.94
NW	3	4887	Lockhurst Drive Charter Elementary	All Students	192	16.15	14.58	29.69	39.58	69.27
NW	3	7877	Woodlake Elementary Community Charter	All Students	237	14.35	21.10	27.43	37.13	64.56
Resident Schools Median				All Students	237	19.21	21.82	27.43	25.42	53.67
Los Angeles Unified					260,525	36.30	24.14	24.96	14.59	39.55

Data Source: California Assessment of Student Performance and Progress (CAASPP) - <https://caaspp-elpac.cde.ca.gov/caaspp/>

Calabash Charter Academy

SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "--" will be displayed instead of the number of students when student subgroup counts are 10 or fewer. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Mathematics					2016-17					
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
NW	4	2704	Calabash Charter Academy	All Students	203	14.29	19.21	32.02	34.48	66.50
				American Indian or Alaska Native	--	--	--	--	--	--
				Asian	11	9.09	27.27	36.36	27.27	63.64
				Black or African American	17	23.53	23.53	29.41	23.53	52.94
				English Learner	--	--	--	--	--	--
				Filipino	--	--	--	--	--	--
				Foster Youth	--	--	--	--	--	--
				Homeless	--	--	--	--	--	--
				Latino	20	10.00	20.00	45.00	25.00	70.00
				Native Hawaiian or Pacific Islander	--	--	--	--	--	--
				Socioeconomically Disadvantaged	45	26.67	28.89	31.11	13.33	44.44
				Students with Disabilities	19	36.84	42.11	15.79	5.26	21.05
				Two or More Races	15	13.33	26.67	26.67	33.33	60.00
				White	136	14.71	16.91	30.88	37.50	68.38
Similar Schools										

Calabash Charter Academy

SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

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Mathematics					2016-17					
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
W	4	6342	Coeur D'Alene Avenue Elementary	All Students	247	13.36	23.48	31.17	31.98	63.16
NE	3	3164	Colfax Charter Elementary	All Students	318	6.29	15.72	29.56	48.43	77.99
NE	3	3438	Dixie Canyon Community Charter	All Students	322	16.77	27.95	30.43	24.84	55.28
C	5	3986	Franklin Avenue Elementary	All Students	253	12.25	26.09	28.85	32.81	61.66
NW	3	4473	Haynes Charter For Enriched Studies	All Students	204	9.31	22.06	29.90	38.73	68.63
NW	3	7562	Vintage Math/Science/Technology Magnet	All Students	472	10.81	26.91	30.51	31.78	62.29
NW	3	7877	Woodlake Elementary Community Charter	All Students	237	16.46	28.27	26.16	29.11	55.27
Similar Schools Median				All Students	253	12.25	26.09	29.90	31.98	62.29
Resident Schools										
NW	3	2753	Canoga Park Elementary	All Students	344	58.14	24.71	11.34	5.81	17.15
NW	3	4349	Hamlin Charter Academy	All Students	184	26.09	28.26	29.89	15.76	45.65

Calabash Charter Academy

SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "--" will be displayed instead of the number of students when student subgroup counts are 10 or fewer. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Mathematics					2016-17					
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %
NW	3	4445	Hart Street Elementary	All Students	391	51.15	23.27	20.46	5.12	25.58
NW	3	4887	Lockhurst Drive Charter Elementary	All Students	192	16.15	26.04	25.52	32.29	57.81
NW	3	7877	Woodlake Elementary Community Charter	All Students	237	16.46	28.27	26.16	29.11	55.27
Resident Schools Median				All Students	237	26.09	26.04	25.52	15.76	45.65
Los Angeles Unified					262,953	43.52	26.62	17.46	12.40	29.86

Data Source: California Assessment of Student Performance and Progress (CAASPP) - <https://caaspp-elpac.cde.ca.gov/caaspp/>

Calabash Charter Academy

2017-18 and 2018-19 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "--" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

English Language Arts					2017-18						2018-19						Change from 2018-19
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	
NW	4	2704	Calabash Charter Academy	All Students	195	12.82	12.31	32.82	42.05	74.87	199	13.07	14.07	23.12	49.75	72.87	-2.00
				American Indian or Alaska Native	*	*	*	*	*	*	--	--	--	--	--	--	--
				Asian	15	0.00	13.33	40.00	46.67	86.67	17	17.65	17.65	11.76	52.94	64.70	-21.97
				Black or African American	11	27.27	0.00	63.64	9.09	72.73	10	*	*	*	*	*	--
				English Learner	*	*	*	*	*	*	5	*	*	*	*	*	--
				Filipino	*	*	*	*	*	*	7	*	*	*	*	*	--
				Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--
				Homeless	--	--	--	--	--	--	*	*	*	*	*	*	--
				Latino	19	31.58	15.79	21.05	31.58	52.63	23	13.04	30.43	21.74	34.78	56.52	3.89
				Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
				Socioeconomically Disadvantaged	39	20.51	10.26	35.90	33.33	69.23	41	17.07	21.95	26.83	34.15	60.98	-8.25
				Students with Disabilities	18	55.56	0.00	22.22	22.22	44.44	26	46.15	15.38	19.23	19.23	38.46	-5.98
				Two or More Races	20	25.00	10.00	30.00	35.00	65.00	21	14.29	9.52	23.81	52.38	76.19	11.19
				White	125	8.80	13.60	29.60	48.00	77.60	120	10.83	11.67	24.17	53.33	77.50	-0.10
Similar Schools																	
W	4	6342	Coeur D'Alene Avenue Elementary	All Students	259	5.02	16.22	28.19	50.58	78.76	254	11.81	14.17	28.74	45.28	74.02	-4.74
NE	3	3164	Collax Charter Elementary	All Students	314	8.28	10.19	23.57	57.96	81.53	318	8.81	10.69	26.10	54.40	80.50	-1.03
NE	3	3438	Dixie Canyon Community Charter	All Students	299	9.03	15.05	31.77	44.15	75.92	318	9.75	15.72	25.79	48.74	74.53	-1.39
C	5	3986	Franklin Avenue Elementary	All Students	244	8.61	12.30	31.56	47.54	79.10	253	8.70	14.62	23.32	53.36	76.68	-2.42
NW	3	4473	Haynes Charter For Enriched Studies	All Students	191	6.28	15.18	26.18	52.36	78.53	186	11.29	18.82	23.12	46.77	69.89	-8.64
NW	3	7562	Vintage Math/Science/Technology Magnet	All Students	470	10.43	16.81	30.64	42.13	72.77	476	10.92	18.49	27.94	42.65	70.59	-2.18
NW	3	7877	Woodlake Elementary Community Charter	All Students	230	14.78	9.13	32.17	43.91	76.09	227	14.10	16.74	29.07	40.09	69.16	-6.93
Similar Schools Median					All Students	259	8.61	15.05	30.64	47.54	254	10.92	15.72	26.10	46.77	74.02	-4.51
Resident Schools																	
NW	3	2753	Canoga Park Elementary	All Students	319	42.95	25.71	18.18	13.17	31.35	319	42.32	24.76	21.32	11.60	32.92	1.57

Calabash Charter Academy

2017-18 and 2018-19 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

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English Language Arts					2017-18						2018-19						Change from 2018-19
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	
NW	3	4349	Hamlin Charter Academy	All Students	151	21.19	14.57	33.11	31.13	64.24	128	22.66	22.66	25.00	29.69	54.69	-9.55
NW	3	4445	Hart Street Elementary	All Students	398	43.72	23.37	20.60	12.31	32.91	384	44.27	23.96	19.79	11.98	31.77	-1.14
NW	3	4887	Lockhurst Drive Charter Elementary	All Students	185	11.35	11.35	25.95	51.35	77.30	181	10.50	13.81	28.18	47.51	75.69	-1.61
NW	3	7877	Woodlake Elementary Community Charter	All Students	230	14.78	9.13	32.17	43.91	76.09	227	14.10	16.74	29.07	40.09	69.16	-6.93
Resident Schools Median					All Students	230	21.19	14.57	25.95	31.13	227	22.66	22.66	25.00	29.69	54.69	-9.55
Los Angeles Unified					255,279	34.25	23.44	25.82	16.49	42.31	248,161	32.65	23.45	26.17	17.73	43.90	1.59

Data Source: California Assessment of Student Performance and Progress (CAASPP) - <https://caaspp-elpac.cde.ca.gov/caaspp/>

Calabash Charter Academy

2017-18 and 2018-19 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "--" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

Mathematics					2017-18						2018-19						Change from 2018-19	
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %		
NW	4	2704	Calabash Charter Academy	All Students	195	12.31	18.46	29.23	40.00	69.23	200	10.50	22.50	27.00	40.00	67.00	-2.23	
				American Indian or Alaska Native	*	*	*	*	*	*	--	--	--	--	--	--	--	
				Asian	15	0.00	6.67	26.67	66.67	93.33	17	5.88	23.53	11.76	58.82	70.58	-22.75	
				Black or African American	11	27.27	36.36	27.27	9.09	36.36	10	*	*	*	*	*	--	
				English Learner	*	*	*	*	*	*	6	*	*	*	*	*	--	
				Filipino	*	*	*	*	*	*	7	*	*	*	*	*	--	
				Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--	
				Homeless	--	--	--	--	--	--	--	--	--	--	--	--	--	
				Latino	19	26.32	26.32	31.58	15.79	47.37	23	17.39	43.48	13.04	26.09	39.13	-8.24	
				Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--	
				Socioeconomically Disadvantaged	39	25.64	17.95	20.51	35.90	56.41	41	21.95	19.51	31.71	26.83	58.54	2.13	
				Students with Disabilities	18	55.56	11.11	22.22	11.11	33.33	26	38.46	19.23	19.23	23.08	42.31	8.98	
				Two or More Races	20	30.00	20.00	20.00	30.00	50.00	21	9.52	19.05	33.33	38.10	71.43	21.43	
				White	125	8.00	16.00	31.20	44.80	76.00	121	9.09	18.18	30.58	42.15	72.73	-3.27	
Similar Schools																		
W	4	6342	Coeur D'Alene Avenue Elementary	All Students	261	6.51	21.07	31.80	40.61	72.41	254	9.45	24.80	25.59	40.16	65.75	-6.66	
NE	3	3164	Coffax Charter Elementary	All Students	315	5.40	19.05	27.94	47.62	75.56	318	6.60	14.15	29.87	49.37	79.24	3.68	
NE	3	3438	Dixie Canyon Community Charter	All Students	302	8.94	21.85	33.44	35.76	69.21	319	9.72	23.51	35.74	31.03	66.77	-2.44	
C	5	3986	Franklin Avenue Elementary	All Students	245	9.80	23.27	29.80	37.14	66.94	253	9.49	19.37	33.20	37.94	71.14	4.20	
NW	3	4473	Haynes Charter For Enriched Studies	All Students	191	5.24	19.90	35.08	39.79	74.87	184	6.52	26.63	36.41	30.43	66.84	-8.03	
NW	3	7562	Vintage Math/Science/Technology Magnet	All Students	468	11.97	26.50	31.84	29.70	61.54	477	6.50	21.17	35.85	36.48	72.33	10.79	
NW	3	7877	Woodlake Elementary Community Charter	All Students	230	11.30	27.39	26.09	35.22	61.30	229	14.41	24.02	31.44	30.13	61.57	0.27	
Similar Schools Median					All Students	261	8.94	21.85	31.80	37.14	69.21	254	9.45	23.51	33.20	36.48	66.84	-2.37
Resident Schools Median																		
NW	3	2753	Canoga Park Elementary	All Students	319	51.41	27.90	14.11	6.58	20.69	323	47.37	29.41	16.72	6.50	23.22	2.53	

Calabash Charter Academy

2017-18 and 2018-19 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

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Mathematics					2017-18						2018-19						Change from 2018-19
LD	BD	Loc Code	School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds Standard, Combined %	
NW	3	4349	Hamlin Charter Academy	All Students	153	21.57	32.68	30.72	15.03	45.75	128	24.22	31.25	28.13	16.41	44.54	-1.21
NW	3	4445	Hart Street Elementary	All Students	407	48.16	26.54	16.71	8.60	25.31	390	43.59	29.49	19.23	7.69	26.92	1.61
NW	3	4887	Lockhurst Drive Charter Elementary	All Students	185	11.35	21.08	30.81	36.76	67.57	180	10.00	22.22	31.67	36.11	67.78	0.21
NW	3	7877	Woodlake Elementary Community Charter	All Students	230	11.30	27.39	26.09	35.22	61.30	229	14.41	24.02	31.44	30.13	61.57	0.27
Resident Schools Median					230	21.57	27.39	26.09	15.03	45.75	229	24.22	29.41	28.13	16.41	44.54	-1.21
Los Angeles Unified					256,285	42.07	26.30	17.65	13.67	31.32	249,763	40.70	25.83	18.39	15.08	33.47	2.15

Data Source: California Assessment of Student Performance and Progress (CAASPP) - <https://caaspp-elpac.cde.ca.gov/caaspp/>

Students with Disabilities

2019-20 Enrollment by Disability

LD	BD	Loc Code	School	OCT 2019 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED
NW	4	2704	Calabash Charter Academy	429	33	7.7%	60.6%	39.4%	12	0	0	0
Statewide				6,163,001	721,198	11.7%	N/A	N/A	N/A	N/A	N/A	N/A
Los Angeles Unified				607,723	84,730	13.9%	69.1%	31.0%	16,067	15	336	1,569

2018-19 Enrollment by Disability

LD	BD	Loc Code	School	OCT 2018 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED
NW	4	2704	Calabash Charter Academy	425	43	10.1%	65.1%	34.9%	14	0	0	0
Statewide				6,186,278	725,412	11.7%	73.4%	26.6%	101,348	11	2,610	24,767
Los Angeles Unified				607,723	79,187	13.0%	69.1%	30.9%	15,224	4	286	1,511

ELD Redesignation

LD	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
NW	4	2704	Calabash Charter Academy	2018-19	17-18 EL #	12	1,271,150	Higher
					18-19 Reclass #	4	175,746	
					18-19 Reclass Rate	33.3	13.8	
				2019-20	18-19 EL #	14	1,195,988	Higher
					19-20 Reclass #	5	164,653	
					19-20 Reclass Rate	35.7	13.8	

DATA ANALYSIS AND REPORTING

Calabash Charter Academy 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 of this 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 grade 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 the 6-week Below Proficient Parent Reports, Progress Report, 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, 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. The Governance council is the decision-making council in regards to the Charter Funds as well as getting input from the various committees: Curriculum, Safety, Technology and Budget (based on needs assessment). We hold yearly elections for the SSC/Gov Council members and follow the same guidelines for SSC. Governance Council of 10 members is comprised of: 5 parent representatives elected by parents 5 staff member representatives. Council members are elected for two-year terms; one-half of the members will be elected each year. Additionally, a merge council waiver is renewed and filed with the district annually. The composition of the Governance Council complies with all applicable state and federal laws and regulations, District policies related to school site governance, and the provisions of LAUSD -UTLA CBA.

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

Calabash Charter Academy depends upon the active role of all its stakeholders. This highly productive collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and will be involved in all levels of decision-making at Calabash Charter Academy, their participation will help to fulfill our promise of an enriched educational experience for all children. Parents are encouraged to participate in any of the school's Governing Committees, including but not limited to budget, bylaws and curriculum, school safety, staff selection, technology, discipline and professional development. Involvement in the Governance Council and its various Standing and Ad Hoc Committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This collaboration among teachers and parents enables our school to continue to meet the unique and changing needs of Calabash's students. 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 on the school website and via organized email blasts), and an agenda of each meeting will be posted publicly (at the school site and on the school's website) at least 72 hours in advance thereof. 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. Minutes of meetings will also be posted in a public area and on the website. The foregoing meeting requirements will be subject to any exceptions permitted under the Brown Act. In addition to having a voice on the Governance Council, all parents are given the opportunity to participate and be

involved in their child's education. Our newsletter given to each student at the beginning of the school year outlines the various volunteer opportunities throughout the year. These opportunities include events and communications such as informative Back-to-School Night, Open House, Family Curriculum Nights for ELA, Math, and Science, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, campus beautification projects, PTO-sponsored Parent Education workshops, PTO community-building events and the PTO newsletter. Calabash announces these opportunities in its weekly email blasts, via the school website, by automated phone calls, and during our Monday morning assembly.

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

Calabash Charter Academy is located and operates within the boundaries of Local District Northwest of Los Angeles Unified School District. It shall be open to all students who wish to apply. In an effort to recruit and reach out to students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities,

Calabash will conduct at least two prospective parent tours per school year, one in October and one in January. These tours will be announced on our school website, as well as on our marquee, Facebook page, eBlast and through word of mouth from current families in an effort to reach as many interested families as possible.

Calabash Charter Academy is located and operates within the boundaries of Local District Northwest of Los Angeles Unified School District. It shall be open to all students who wish to apply. As an existing charter school, admission preference shall be given to pupils who reside within the attendance area of Calabash Charter Academy.

Students will receive a lottery application. Should the amount of pupils that wish to attend Calabash Charter Academy exceed the enrollment limit, a public random lottery will take place to determine the school enrollment in accordance to Education Code, section 47605(d)(2)(B).

1. Continuing and prospective students who reside within the former attendance boundaries of Charter School shall have first admission preference and thus are deemed exempt from lottery.

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

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

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

The date, time, location and method of this drawing will be printed on the application procedure. On the drawing date, a committee will randomly draw names of the candidates. Parents of the applicants are notified immediately and are either admitted or placed on a waiting list. The number of random applications are based upon fall enrollment projections provided by LAUSD.

In the event that the school is notified of a false address for the predetermined District attendance boundary for the Charter School (for example, if school mail is returned undeliverable), Calabash Charter Academy will assign an address verification committee to assist the office with validating whether an address is within Calabash's boundaries. Such boundaries may vary from time to time but shall always be developed or revised in accordance with the policies and guidelines set for other schools in the District. However, any student who resides in the state of California may apply to the Calabash Charter Academy. Transportation will not be provided.

The Calabash Charter Academy will adhere to all applicable laws governing the minimum age for public school attendance. The Calabash Charter Academy will utilize LAUSD enrollment forms and cumulative records. The Calabash Charter Academy will adhere to all District procedures related to confidentiality and privacy of records. Upon request, LAUSD will provide Calabash Charter Academy with the cumulative records of new students who have transferred from other schools. Upon leaving Calabash, student records will be forwarded to the new receiving school. Upon leaving the Calabash Charter Academy, student records will be processed accordingly and forwarded to the receiving school. Calabash Charter Academy will conduct, at least three tours a year so that the public is educated on what the school policies are and what program we offer.

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 seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains. An administration representative 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's family will have 48 hours to reply

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 (first choice only) 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-5 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**

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.

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-5 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 auditorium 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 Calabash's Governance Council shall conduct the random drawing of names from the box to establish grade-level waitlists in the following manner: Prospective students who (a) are siblings of students enrolled in grades TK-5 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. Prospective students who (a) are siblings of students enrolled in grades TK-5 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. Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference. This procedure shall be repeated for all grade levels. These grade-level waitlists shall remain in effect for one (and only one) school year. 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 waitlists for each grade level shall be held in the Calabash office, accessible only to office staff and administration. If, at the beginning of or during the school year, space becomes available, Calabash'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's family 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:

Calabash Charter Academy
c/o School Principal
23055 Eugene St
Woodland Hills, Ca. 91364

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, impress 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

Calabash Charter Academy (also referred to herein as “Calabash”, “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

“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.

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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:

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.

- **LAUSD Students**

- 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-DISCRMINATION

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 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:

Calabash Charter Academy
c/o School Principal
23055 Eugene St.
Woodland Hills, CA 91364

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).)