



LOS ANGELES UNIFIED SCHOOL DISTRICT

COLFAX CHARTER ELEMENTARY

A DISTRICT AFFILIATED CHARTER SCHOOL

11724 ADDISON STREET, VALLEY VILLAGE, CA 91607

Renewal Petition

Submitted
February 7, 2018

TERM OF PROPOSED CHARTER

JULY 1, 2018 TO JUNE 30, 2023

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Colfax Charter Elementary (also referred to herein as “Colfax Charter”, “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(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(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. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(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(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students 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”). (Ed. Code § 47605(d)(2)(B).)
- 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(d)(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(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(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 “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL 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 DRL 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(b)(5)(A)(i).)

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

GENERAL INFORMATION

• The contact person for Charter School is:	<i>Robyn Friedman, Principal</i>
• The address of Charter School is:	<i>11724 Addison Street, Valley Village, CA 91607</i>
• The phone number for Charter School is:	<i>(818) 761 – 5115</i>
• Charter School is located in LAUSD Board District:	<i>3</i>
• Charter School is located in LAUSD Local District:	<i>Northeast</i>
• The grade configuration of Charter School is:	<i>TK – 5</i>
• The number of students in the first year of this Charter will be:	<i>650</i>
• The grade levels of the students in the first year will be:	<i>TK – 5</i>
• Charter School's scheduled first day of instruction in 2018-2019 is:	<i>August 14, 2018</i>
• The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	<i>679</i>
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Single Track</i>
• The bell schedule (start and end of day) for Charter School will be:	<i>8:00 – 2:23 (TK / K) 8:10 – 2:33 (1 – 5)</i>
• The term of this Charter shall be from:	<i>July 1, 2018 to June 30, 2023</i>

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Colfax Charter Elementary, an affiliated charter of the Los Angeles Unified School District, is located in Valley Village, at the northern end of Los Angeles. Colfax Charter is currently ranked in the 95th* percentile of California Schools.

(<https://www.schooldigger.com/go/CA/schools/2271002929/search.aspx>)

Colfax opened its doors to students in 1951 and, in 2008, Colfax was the first school to acquire affiliated charter status in the San Fernando Valley. Since then, many other school communities have chosen to petition for affiliated status, increasing the number of affiliated choices in the District's portfolio of schools. This benefits the District, by bringing fiscal resources to non-Title 1 schools that traditionally had small budgets and increasing enrollment of families that may have otherwise chosen private schools.

Colfax Charter provides a high quality educational program to Valley Village. In our community we have a wide range of diversity in the areas of socio-economics, primary language, and ethnicity which allow for a school environment that can explore and deepen appreciation for the diversity of Los Angeles. While enrollment has dropped in other parts of the District, Colfax Charter continues to see constant growth. The population, topping out at 650 students for the 2017-2018 school year, has a lottery wait list of several hundred students.

California Assessment of Student Performance and Progress (CAASPP) data highlights the school's high achievement in academics that continue this trend. Student performance on the Smarter Balanced Assessment Consortium (SBAC) has shown growth over the last year, which we directly attribute to increased rigor in the classroom and integration of technology throughout the curriculum. Our 2017 SBAC Data results are as follows:

- 3rd Grade students achieved Meets/Exceeds Standard on 2017 SBAC:
ELA – 76.86% and Math – 83.47%
- 4th Grade students achieved Meets/Exceeds Standard on 2017 SBAC:
ELA – 82.42% and Math – 80.22%
- 5th Grade students achieved Meets/Exceeds Standard on 2017 SBAC:
ELA – 80.95% and Math – 69.81%

- In 2017, Colfax was ranked 247th out of 5,650 public elementary schools in the state of California- with a 119-point increase alone from 2016. This is an overall rise of 8.9%. (<https://www.schooldigger.com/go/CA/schoolrank.aspx>)
- In 2017, Colfax was in the 95th percentile of public elementary schools in the state of California- an 8% increase in the last 10 years, with a 2% increase alone from 2016. (<https://www.schooldigger.com/go/CA/schools/2271002929/search.aspx>)
- In 2017, Colfax had an average standard test score of 96.1 among public elementary schools in the state of California- up 10 points in the last 10 years, with a 2-point increase alone from 2016. (<https://www.schooldigger.com/go/CA/schools/2271002929/search.aspx>)

The Arts, Technology, and Green Initiatives, are evident throughout all the classrooms at Colfax Charter. Students are offered Suzuki Violin lessons, Orchestra, Vocal Music, Chorus and Ballroom Dancing. Each year during Open House, the classrooms display a plethora of student art work samples that provide proof of a coherent visual arts program, showcasing the artistic development of our students as they progress through the grades. The integration of technology allows students access to the digital platform environment. All grades work in the Computer Lab for differentiated learning tasks. And to supplement the technology further, most recently, Colfax Charter was able to purchase enough Chromebooks, Macbooks, and iPads so that grades 3 - 5 have the advantage of 1:1 ratios with equipment to students in each classroom. Colfax Charter has a fully functional Science Lab, which supports the implementation of NGSS. Live specimens used in science explorations of the FOSS curriculum can be found in both the lab and classrooms. The Farm ecosystem with pigs, chickens, and sheep allows students to experience agriculture by harvesting fresh eggs and learning to care for the animals. Self-sustaining vegetable gardens throughout the property reinforce lessons on horticulture. Students participate in structured standards-based physical education lessons that promotes lifelong healthy living choices in accordance to the LAUSD Health & Wellness Policy.

At Colfax Charter, students who are English Language Learners, Foster Youth, and/or Socio-economically disadvantaged that have yet to meet or master standards are provided additional learning opportunities in individual or small groups. This program provides targeted instruction specific to the child's needs and monitors their progress.

Colfax Charter's intent is to preserve our core population of neighborhood students, while opening our enrollment, as capacity permits. Colfax Charter will use its resources to establish itself as an innovative center of learning focusing on the Arts, Technology, and Green Initiatives, while maintaining its presence as a vital part of the Valley Village community. Colfax Charter offers a comprehensive, multi-disciplinary curriculum designed to give students the most enriched education possible, preparing them to be college and career ready.

STUDENT POPULATION TO BE SERVED

Colfax Charter Elementary is a suburban school committed to serving approximately 679 students with a heterogeneous mix of ethnicities, religions, economic backgrounds and ability levels from Transitional Kindergarten through 5th grade. Additionally, we have one Special Education Program for children with Specific Learning Disabilities (SLD) in grades 3 – 5.

Student Ethnicity 2017 – 2018

Ethnicity	# of Students	% of Students
American Indian / Alaska Native	0	0%
Asian	46	7.1%
Black	34	5.3%
Hispanic	143	22.1%
White	411	63.5%
Filipino	9	1.4%
Pacific Islander	3	0.5%

Socio-Economic Diversity 2017 – 2018

Currently, 165 (25.5%) students in grades TK-5 qualify for free or reduced-priced lunch. 100% of all students are offered Breakfast in the Classroom. Colfax is committed to ensuring that no child goes hungry and support is provided to students who may need assistance to participate in extra-curricular activities at Colfax.

English Learners 2017 – 2018

There is a great diversity of language spoken among families of students attending Colfax. Currently the number of English Learners is 20 (2.8%). The English Learners come from seven language backgrounds. Spanish and Russian, with 7 students each, account for 70% of the EL population. Two students speak Hebrew (1%). And the other languages represented amongst the EL students are Armenian, Georgian, Filipino and Malaysian.

Special Education and GATE Education 2017 – 2018

Currently, 53 students (8.2%) at Colfax are identified as receiving Special Education Services and 107 students (16.4%) are identified as Gifted and Talented.

GOALS AND PHILOSOPHY

Mission and Vision

Mission

At Colfax Charter Elementary our mission is to ensure the academic and personal success of each and every student. The teachers, families and staff are dedicated to encouraging each child to aspire to their highest potential in a safe and positive environment. Colfax strives to provide its students with innovative, engaging and enriching hands-on learning that is integrated into a rigorous academic program – and where the whole child is encouraged to thrive and grow. Opportunities are provided so that students may face and triumph over the challenges of the 21st century.

Our Motto: *At Colfax Charter we are Rooted in Education and We Reach for the Stars*

Vision Statement

Colfax Charter is a community whose vision is to ensure all children achieve academic, personal and social success through a developmentally appropriate curriculum. This goal provides differentiated teaching, research-based instructional strategies, enrichment programs, and interventions that address the social, emotional, and academic needs of the whole child. Colfax Charter continues to provide an exemplary education through a learning program that incorporates music, dance, art, physical education, and technology into the traditional standards-based curriculum. The goal is a rich educational experience for all students.

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

Creativity, innovation, communication and global / environmental awareness are critical to being an educated person in the 21st century. At Colfax Charter our work is anchored in preparing students for a 21st Century world. Teacher professional development and instructional units are geared to teach students to connect, apply, transform, and synthesize information into unique and novel ideas. In order for students to become productive citizens in local and global communities they will need to have knowledge of economic, social, political, and scientific processes. They will use critical thinking skills to decipher multiple types of information and their sources. It means they will use interpersonal skills to communicate and collaborate in diverse groups. They will use creativity and innovation to solve complex problems.

They are prepared for a multi-cultural world that is globally interconnected. A student today must be able to adapt effectively in order to work and contribute to a continuously changing world. They are an educated person that is technologically curious, resourceful, and productive. Students need to be able to display a range of functional and critical thinking skills related to information, technology, and media. This requires knowledge and capability in traditional subject areas including math, language arts, the arts, music, social studies, health, science and technology. Every student requires a strong foundation in core academic subject proficiency, where they are inspired to be independent thinkers who are responsible partners in their own learning.

An educated person in the 21st century needs to have a clear understanding of basic knowledge, but must also be comfortable utilizing technology to progress their educational goals. One of our priorities at Colfax Charter is to provide regular access to technology at all grade levels. We have a computer lab with Mac computers that enables all classes to learn the necessary grade level computer skills. Our school purchases a technology teacher through Computerwise Kids, who familiarizes each student to digital media and standards based lessons through use of Google Classroom. Additionally, we are at a 1:1 ratio for grades 3 – 5, with multiple iPad carts for grades K – 2.

Finally, the highest charge for every educated person in the 21st Century is to develop a passion for ongoing learning, efficient problem solving, and perseverance.

How Learning Best Occurs

Colfax Charter Elementary recognizes that learning best occurs when the school embodies a culture of educational excellence and social responsibility that both challenges and nurtures the development of individuals. We follow a collaborative learning practice that requires teachers, students, parents, administration and staff to work together through a shared vision and mission of learning. This creates a culture that focuses on student needs as a first priority and encourages collaboration, shared learning, shared responsibility, and shared decision making. This culture establishes an environment where learning works best. All students can achieve academic, personal, social and global success through a developmentally appropriate rigorous curriculum. Colfax Charter will continue its academic excellence in the community, providing a progressive educational experience that inspires lifelong learning.

The school will continue to ensure a supportive, safe, and stimulating learning environment that encourages students to maximize their learning potential through integrated educational experiences. Classroom instruction takes into account the many modalities of learning and the different abilities among students. Our highly qualified teachers, support personnel, and diverse classrooms provide the best possible opportunities for all students to progress in their educational development. Time must be set aside for professional development, planning and collaboration. Colfax teachers are provided relevant and specialized professional development based on the needs of the students. Instruction in the classroom should be a positive engaging experience that utilizes the multiple modalities of learning and the different abilities among students.

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(e).)

LCFF STATE PRIORITIES

GOAL #1

Basic Services #1: Safe Facilities & Updated Textbooks

Teacher assignments and Credentialing:

The school will assign 100% of teachers according to their credentials and certifications.

Related State Priorities:

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

Access to Instructional Materials:

The school will provide all students with sufficient access to instructional materials/textbooks necessary to participate fully in the educational program described in the school charter.

All English Learner students will have full access to ELD program materials and any supplemental materials necessary to provide the student with 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.

Facilities Maintenance:

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

Local Priorities:

- ☐ :
☐ :

Specific Annual Actions to Achieve Goal

- Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal.
- Annual Williams instructional materials review and certification process.
- Annual budget review and planning to ensure funds are available for instructional materials.
- Annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal and EL Coordinator).
- Internal and/or District annual review(s) of the state and condition of its facilities.
- Ongoing maintenance and repair log, with biannual inspection of school facilities by Plant Manager and Principal.

Expected Annual Measurable Outcomes

Outcome #1: The school will assign 100% of teachers in accordance with their credentials, including multiple subject credentials and EL authorizations.

Metric/Method for Measuring: Annual review of school compliance with credentialing and assignment requirements.

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
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	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	100%	100%	100%	100%	100%	100%

Outcome #2: The 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 school charter.

Metric/Method for Measuring: Annual Williams Instructional Materials review and certification process / annual budget review / annual inventory

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant	Not significant subgroup at this time	Not significant subgroup at this time

				subgroup at this time		
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	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 District annual review						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	“Good” or better rating on annual review	“Good” or better rating on annual review	“Good” or better rating on annual review	“Good” or better rating on annual review	“Good” or better rating on annual review	“Good” or better rating on annual review
English Learners	“Good” or better rating on annual review	“Good” or better rating on annual review	“Good” or better rating on annual review	“Good” or better rating on annual review	“Good” or better rating on annual review	“Good” or better rating on annual review
Socioeconomically Disadvantaged Students	“Good” or better rating on annual review	“Good” or better rating on annual review	“Good” or better rating on annual review.	“Good” or better rating on annual review	“Good” or better rating on annual review	“Good” or better rating on annual review
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	“Good” or better rating on annual review	“Good” or better rating on annual review	“Good” or better rating on annual review	“Good” or better rating on annual review	“Good” or better rating on annual review	“Good” or better rating on annual review
African American Students	“Good” or better rating on	“Good” or better rating on	“Good” or better rating on	“Good” or better	“Good” or better rating on	“Good” or better rating on

	<i>annual review</i>	<i>annual review</i>	<i>annual review</i>	<i>rating on annual review</i>	<i>annual review</i>	<i>annual review</i>
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	<i>“Good” or better rating on annual review</i>	<i>“Good” or better rating on annual review</i>	<i>“Good” or better rating on annual review</i>	<i>“Good” or better rating on annual review</i>	<i>“Good” or better rating on annual review</i>	<i>“Good” or better rating on annual review</i>
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	<i>“Good” or better rating on annual review</i>	<i>“Good” or better rating on annual review</i>	<i>“Good” or better rating on annual review</i>	<i>“Good” or better rating on annual review</i>	<i>“Good” or better rating on annual review</i>	<i>“Good” or better rating on annual review.</i>
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	<i>“Good” or better rating on annual review</i>	<i>“Good” or better rating on annual review</i>	<i>“Good” or better rating on annual review</i>	<i>“Good” or better rating on annual review</i>	<i>“Good” or better rating on annual review</i>	<i>“Good” or better rating on annual review</i>

GOAL #2							
<p>Consistent with the charter, the school will annually increase the number of students achieving proficiency level and above as measured by the CAASPP, SBAC, English Language Arts, Mathematics, and DIBELS.</p> <p>For English Learners, the school will meet annual AMAO 1 and 3 targets or equivalent.</p>				<p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input type="checkbox"/> 6</div> </div>			
				<p>Local Priorities:</p> <div style="display: flex;"> <div style="margin-right: 10px;"><input type="checkbox"/> :</div> <div><input type="checkbox"/> :</div> </div>			
Specific Annual Actions to Achieve Goal							
<ul style="list-style-type: none"> 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) set internal benchmark performance targets, and (3) design and deliver appropriate professional development. Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications. Annually review and modify English Language acquisition program for English Learners to ensure adequate yearly progress and access to core curriculum. Ensure programs for English Learners are designed to include the new California English Language Development Standards. 							
Expected Annual Measurable Outcomes							
<p>Outcome #1: Increase the percentage of students that met standard/exceeded standard in Language Arts on the SBAC</p> <p>Metric/Method for Measuring: Smarter Balanced Assessment Consortium (SBAC) English Language Arts summative assessment</p>							
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	
All Students (Schoolwide)	80%	82%	83%	84%	85%	86%	
English Learners	8%	10%	12%	14%	16%	18%	
Socioeconomically Disadvantaged Students	54%	56%	58%	60%	62%	64%	
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	
Students with Disabilities	39%	41%	43%	45%	47%	49%	
African American Students	72%	74%	76%	78%	80%	82%	

American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	86%	87%	88%	89%	90%	91%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	58%	60%	62%	64%	66%	68%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	86%	87%	88%	89%	90%	91%

Outcome #2: The percentage of students that meet standard/exceeded standard in Mathematics on the SBAC

Metric/Method for Measuring: Smarter Balanced Assessment Consortium (SBAC) Mathematics summative assessment

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	74%	76%	78%	80%	81%	82%
English Learners	21%	23%	25%	27%	29%	31%
Socioeconomically Disadvantaged Students	58%	60%	62%	64%	66%	68%
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	37%	39%	41%	43%	45%	47%
African American Students	60%	62%	64%	66%	68%	70%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	77%	78%	79%	80%	81%	82%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	61%	63%	65%	67%	69%	71%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	85%	86%	87%	88%	89%	90%

Outcome #3: Increase the percentage of students that meet benchmark on the Dynamic Indicator of Basic Early Literacy Skills (DIBELS).

Metric/Method for Measuring: Beginning of the Year (BOY), Middle of the Year (MOY), End of the Year (EOY)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	82% BOY Data	83%	84%	85%	86%	87%
English Learners	36% BOY Data	38%	40%	42%	44%	46%
Socioeconomically Disadvantaged Students	61% BOY Data	63%	65%	67%	69%	70%
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	30% BOY Data	32%	34%	36%	38%	40%
African American Students	70% BOY Data	72%	74%	76%	78%	80%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	81% BOY Data	82%	83%	84%	85%	86%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	55% BOY Data	57%	59%	61%	63%	65%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	75% BOY Data	77%	79%	81%	83%	85%

GOAL #3						
<p>The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.</p> <p>(1) My child's teacher(s) inform me about my child's academic progress. (2) My child is safe on school grounds. (3) School staff takes my concerns seriously. (4) This school provides opportunities to help me support my child's learning.</p> <p>The school will increase the number of parents, students, and teachers completing the School Experience Survey by 2% annually.</p>	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input type="checkbox"/> 6</div> </div> </div> <div style="padding-top: 5px;"> <p>Local Priorities:</p> <div style="margin-bottom: 5px;"><input type="checkbox"/> :</div> <div><input type="checkbox"/> :</div> </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> 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						
<p>Outcome #1: Increase percentage of parents completing the School Experience Survey annually.</p> <p>Metric/Method for Measuring: Annual review of School Experience Survey of parental participation</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	75%	76%	77%	78%	79%	80%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A

Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #2: Increase percentage of parent feeling informed regarding child's academic progress.

Metric/Method for Measuring: Annual review of School Experience Survey of parent participation (This school provides opportunities to help me support my child's learning.)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	91%	92%	93%	94%	95%	96%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #3: Continue to offer 4 workshops annually to inform parents on A-G requirements, Importance of School Attendance, and College & Career Ready topics.

Metric/Method for Measuring: Provide four workshops annually

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
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	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	100%	100%	100%	100%	100%	100%

GOAL #4						
<p>The school will annually increase the number of students achieving proficient or above on CAASSP English Language Arts and Mathematics assessments.</p> <p>The school will meet annual state-determined growth targets, school-wide and for all numerically significant subgroups.</p> <p>The school will annually increase the number of English Learners who reclassify as Fluent English Proficient (RFEP) by at least 2%.</p>	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> <div style="padding-top: 5px;"> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Review annually the standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development. Provide or obtain opportunities for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications. Monitor Long Term English Learners' (LTEL's) progress by the SSPT Utilize teachers / coordinator to target needs of EL students. Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas. Review newly purchased ELD Common Core aligned materials. 						
Expected Annual Measurable Outcomes						
Outcome #1: The percentage of students that met standard/exceeded standard in English Language Arts on the SBAC.						
Metric/Method for Measuring: SBAC Data (English Language Arts)						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	80%	82%	83%	84%	85%	86%
English Learners	8%	10%	12%	14%	16%	18%
Socioeconomically Disadvantaged Students	54%	56%	58%	60%	62%	64%
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	39%	41%	43%	45%	47%	49%

African American Students	72%	74%	76%	78%	80%	82%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	86%	87%	88%	89%	90%	91%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	58%	60%	62%	64%	66%	68%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	86%	87%	88%	89%	90%	91%

Outcome #2: Improve color performance bands for student academics (grades 3-5) on English Language Arts and Mathematics.

Metric/Method for Measuring: California Performance Dashboard

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	<i>Blue</i>	<i>Blue</i>	<i>Blue</i>	<i>Blue</i>	<i>Blue</i>	<i>Blue</i>
English Learners	<i>Yellow</i>	<i>Green</i>	<i>Blue</i>	<i>Blue</i>	<i>Blue</i>	<i>Blue</i>
Socioeconomically Disadvantaged Students	<i>Green</i>	<i>Blue</i>	<i>Blue</i>	<i>Blue</i>	<i>Blue</i>	<i>Blue</i>
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	<i>Green</i>	<i>Blue</i>	<i>Blue</i>	<i>Blue</i>	<i>Blue</i>	<i>Blue</i>
African American Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	<i>Green</i>	<i>Blue</i>	<i>Blue</i>	<i>Blue</i>	<i>Blue</i>	<i>Blue</i>
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time

Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	<i>Blue</i>	<i>Blue</i>	<i>Blue</i>	<i>Blue</i>	<i>Blue</i>	<i>Blue</i>
Outcome #3: Increase the percentage of English Learners who reclassify as Reclassified Fluent English Proficient (RFEP) as found in MiSiS.						
Metric/Method for Measuring: Reclassification Data						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
English Learners	26%	28%	30%	32%	34%	36%
Socioeconomically Disadvantaged Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
African American Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
American Indian/Alaska Native Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Asian Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Filipino Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Latino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

GOAL #5	
<p><u>School Attendance Rate</u> The school will annually increase the number of students that attend 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher).</p> <p><u>Chronic Absenteeism Rate</u> The school will decrease by 1-2% annually the number of students missing 16 days or more each school year.</p> <p><u>Student Suspension Rate</u> The school will maintain the number of suspension incidents at 0% for all subgroups: English learners, low-income students, African- American students, and students with disabilities.</p>	<p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input type="checkbox"/> 6</div> </div> <p>Local Priorities:</p> <div style="margin-bottom: 10px;"><input type="checkbox"/> :</div> <div><input type="checkbox"/> :</div>

- | Specific Annual Actions to Achieve Goal |
|---|
| <ul style="list-style-type: none"> • Increase annually the percentage of students attending 173-180 days. • Maintain attendance incentive programs. • Contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to attendance. • 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 that attend 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher).						
Metric/Method for Measuring: Student attendance rates						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	74%	75%	76%	77%	78%	79%
English Learners	52%	54%	56%	58%	60%	62%
Socioeconomically Disadvantaged Students	65%	67%	68%	70%	72%	74%
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	63%	65%	67%	69%	71%	73%
African American Students	77%	78%	79%	80%	81%	82%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time

Asian Students	84%	85%	86%	87%	88%	89%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	66%	68%	70%	72%	74%	76%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	76%	77%	78%	79%	80%	81%

Outcome #2: The school will decrease annually the number of students with chronic absenteeism (missing 16 days or more each school year or an attendance rate of 91% or lower school-wide).

Metric/Method for Measuring: Chronic absenteeism rates (Students at Far Below Basic in attendance)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	7%	6%	5%	4%	3%	2%
English Learners	19%	17%	15%	13%	11%	9%
Socioeconomically Disadvantaged Students	9%	8%	7%	6%	5%	4%
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	11%	10%	9%	8%	7%	6%
African American Students	9%	8%	7%	6%	5%	4%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	11%	10%	9%	8%	7%	6%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	5%	4%	3%	2%	1%	0%

Outcome #3: Maintain low number of suspensions.

Metric/Method for Measuring: Student suspension rate						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
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	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	0	0	0	0	0	0
African American Students	0	0	0	0	0	0
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	0	0	0	0	0	0
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	0	0	0	0	0	0
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	0	0	0	0	0	0

GOAL #6						
<p>The school will maintain a positive school climate for students by providing strategies and support committees, using the schoolwide discipline policy.</p>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: right; margin: 0;">Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> 1</div> <div style="width: 33%;"><input type="checkbox"/> 4</div> <div style="width: 33%;"><input type="checkbox"/> 7</div> <div style="width: 33%;"><input type="checkbox"/> 2</div> <div style="width: 33%;"><input 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> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p style="text-align: right; margin: 0;">Local Priorities:</p> <div style="display: flex;"> <div style="width: 50%;"><input type="checkbox"/> :</div> <div style="width: 50%;"><input type="checkbox"/> :</div> </div> </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Clear expectations posted in all common areas, along with rewards and consequences. Demonstrate and monitor Rubric of Implementation that describes the school-wide positive discipline program. Explicit activities that teach students to develop positive attitudes. Monthly assemblies to recognize good behavior and implementation of “Be...” traits. Monthly Caught Being Good Reward of lunch with the Principal. Maintain a 0% suspension and expulsion rate by implementing restorative justice strategies throughout the school. 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: The school will maintain a 0% student suspension rate.</p> <p>Metric/Method for Measuring: School Report Card, MiSiS Reports</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions
English Learners	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions
Socioeconomically Disadvantaged Students	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions
African American Students	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time

Latino Students	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions

Outcome #2: Maintain 0% of students expelled from school.

Metric/Method for Measuring: Number of instructional days lost to expulsion data

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions
English Learners	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions
Socioeconomically Disadvantaged Students	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions
African American Students	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions

Outcome #3: Maintain the high percentage of students who feel that school grounds are safe.

Metric/Method for Measuring: : Percentage of students who feel safe on school grounds
(School Report Card)

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	96%	97%	98%	99%	100%	100%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	N/A	N/A	N/A	N/A	N/A	N/A

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

Colfax Charter's goals start with the core belief that all students can learn. Each and every staff member is dedicated to providing a comprehensive education that will keep students motivated to be life-long learners. You will hear teachers and students talking about college and career readiness throughout the year. Colfax takes on the "whole-child" approach, ensuring that the cognitive, socio-emotional and physical developments of each child promote self-motivation and awareness.

Colfax teachers provide a challenging curriculum that involves providing positive and timely feedback, allowing students to reflect on decisions and products which they produce. Teachers also engage students in lessons, activities and experiments which provide opportunities to demonstrate their learning. This allows students to build confidence as developing scholars.

All staff, including teachers, enrichment specialists, administration and classroom aides serve as role models of life-long learning for students.

INSTRUCTIONAL DESIGN

Colfax Charter incorporates the Models of Instruction from the English Language Arts / English Language Development Framework for California Public Schools. (California Department of Education, 2014) These models include:

Collaborative Learning

Teachers plan collaborative lessons which involve two or more students working together toward a shared academic goal.

Direct Instruction

Teachers provide straightforward, systematic presentation of information to ensure students are engaged in standards-based lessons.

Supporting Students Strategically

Teachers have a Multi-Tiered System of Supports in place for ensuring the success of all students. This method is an organized structure where data is analyzed to make decisions about curriculum, instruction and supports.

Using Assessment to Inform Instruction

Teachers use data to make decisions to modify instruction and curriculum, both in the moment and for long-term planning.

Planning

Teachers take on collaborative planning and curriculum development across the grade levels to ensure effective instruction is being delivered.

Grouping

Teachers employ a variety of grouping strategies to maximize student learning. Teachers use a variety of whole group, small group, and individual instruction.

Scaffolding

Teachers provide temporary support to students, adjusted to their particular learning needs.

The curriculum meets all California Common Core State Standards. Colfax Charter believes that powerful learning and addressing the needs of its targeted population is best accomplished through a balanced program. Systematic direct instruction, guided practice, and the application of skills through expansive multi-disciplinary selections ensure that all students are exposed to Common Core mandated standards.

All classes are taught by fully credentialed teachers. Teachers receive assistance from classroom aides. Students in targeted populations, such as limited English proficiency, are placed in classrooms with teachers who have received additional training in meeting the needs of that subgroup. Ongoing training during the school year also takes place to continue to guide instruction using the newest methodologies available to best teach these subgroups. This is also true of other subgroups such as Gifted and Talented and students with special needs.

All lesson designs are carefully planned so that they will lead students to become self-motivated, well-balanced, competent, and life-long learners.

Curriculum and Instruction

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

Colfax's curriculum is based on the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and the associated frameworks in all areas: English language arts, English language development, mathematics, science, social studies, visual and performing arts, technology, and physical education. In order to address the needs of all students and identified sub-groups of students, Colfax has developed a balanced student-centered and curriculum-centered program of instruction that is differential, experiential, inquiry-based and project-based. Systematic direct instruction, guided practice, differentiated instruction, and the application of teaching methods in a variety of modalities will ensure all students are progressing towards the goal of college and career readiness. Using shared planning time for data analysis, teachers implement appropriate instruction. All methodologies are supported with publisher, district, teacher-generated and performance-based assessments.

Curriculum and Instructional Materials

TK-5, Benchmark Advanced, English Language Arts
TK-5, Benchmark Advanced, English Language Arts Development Component
K-5, Benchmark Advanced, Intervention Component
Grades 3-5, various grade level appropriate literature
Grades K-3, My Math Program
Grades 4-5, Eureka Math
K-5, FOSS Science Kits and California Textbooks
K-5, FOSS supplemental materials for NGSS implementation
K-5, Scott-Foresman California Social Science
K-5, McMillan/McGraw Hill Health and Wellness
TK-5, MindUP
TK-5, Computerwisekids

English Language Arts

Using the District adopted *Benchmark* program and other supplementary materials, teachers provide a rigorous TK – 5 curriculum that meets or exceeds the State Common Core standards for Reading Literature, Reading Informational Text, Speaking and Listening Skills, Foundational Skills, Language, and Writing Standards. With the infusion of Depth and Complexity, Bloom’s Taxonomy and Webb’s Depth of Knowledge, teachers provide rigorous instruction to our students. TK – 2 teachers use additional resources from Haggerty and 95% Group to provide additional opportunities in Foundational Reading Skills.

Colfax adopted *Write from the Beginning* during the 2016 – 2017 school year. This developmental writing program for students in Kindergarten through Fifth Grade, focuses on early training in criteria that are necessary for successful writing achievement beyond the primary years. Teachers at Colfax develop a common, targeted focus and shared accountability for school-wide writing performance. Teachers in each grade are instructed in the writing expectations for their particular grade levels as well as for the total K – 5 continuum. Teachers build upon and extend the instruction of the previous grade level by using rubrics and focused mini-lessons helping students establish a solid foundation in the writing process, and high writing achievement becomes the expectation.

The English language arts curriculum and accompanying teaching methodologies work to:

- Develop critical reading skills through the use of fiction and nonfiction
- Use text-based evidence to support responses and form opinions
- Critique, justify and theorize in compositions and writing across the curriculum
- Develop storytelling, oral language, vocabulary, and active listening skills
- Integrate critical thinking skills
- Integrate technology as a tool for presenting and communicating information
- Develop a writing program that builds upon skills year after year
- Teach foundational skills, including phonics, print concepts, word recognition and fluency

The following is a sample of lessons / activities that students participate in to develop English language arts skills throughout the year:

- Dr. Seuss Day
- Artist Report
- Multi-genre projects
- Family Reading / Literacy Night
- Novel Units of Study
- Themed Book Reports
- Shared Reading
- Letters of the Day / Week

English Language Development

Colfax Charter Elementary uses the district-adopted curriculum Benchmark Advanced to implement two sets of interrelated standards: CA ELD Standards in tandem with CA CCSS ELA/Literacy Standards. Teachers address the language learning needs of English Learners in strategic ways that promote the simultaneous development of content knowledge and advance levels of English using the CA ELD Standards in two ways: Integrated and Designated ELD. ELs at all English proficiency levels require both integrated and designated ELD. Proficiency levels and corresponding level of instructional support is determined by district/state assessments and classroom performance. In accordance with the ELA/ELD Framework, Colfax Charter is committed to preparing English learners for career and college success in the 21st century. ELD instruction includes:

- The use of curriculum to ensure mastery of standard academic English, how it works and how to apply it to make meaning in all curricular areas
- Methodologies and curriculum that includes instruction in foundational literacy skills
- Instruction to develop proficiency in English domains of listening, speaking, reading, and writing
- Ongoing assessments that are data driven to determine progress and drive instruction to take into account language development stages and cultural backgrounds

The following is a sample of lessons / activities that students participate in to develop English Language Development skills throughout the year:

- Designated ELD
- Integrated ELD
- Start Smart lessons
- Collaborative Conversations
- Readers' Theater

Mathematics

Using *My Math*, *ST Math* and *Eureka Math*, teachers address Number and Operations in Base Ten, Operations and Algebraic Thinking, Measurement and Data, and Geometry as outlined in the Common Core Standards in order to teach students to use the eight mathematical practices: 1) Make sense of problems and persevere in solving them, 2)

Reason abstractly and qualitatively, 3) Construct viable arguments and critique the reasoning of others, 4) Model with Mathematics, 5) Use appropriate tools strategically, 6) Attend to precision, 7) Look for and make use of structure, 8) Look for and express regularity in repeated reasoning.

Students clarify and demonstrate their understanding of mathematical ideas by manipulating materials, reading, writing, listening and speaking. Students develop proficiency of mathematical ideas by applying them to real world problems and connecting math across disciplines. Students develop skills using the tools of mathematics such as rulers, compasses, and calculators and develop proficiency in using computers as a mathematical resource.

The following is a sample of lessons / activities that students participate in to develop mathematical skills throughout the year:

- Use the principles of area to design dream homes
- Explore grouping strategies and make “Gross Bug Books” to demonstrate modeling strategies.
- Fraction People
- Every ten days, students celebrate “Zero the Hero” with hands-on activities that promote skip counting, awareness of numbers in base ten, addition, and subtraction
- Zearn.org
- Extra Math online
- Math talks
- Singapore Math strategies

Science

Using Foss Kits, Foss texts, Mystery Science, and supplemental materials, teachers address the new Next Generation Science Standards (NGSS) in Physical Science, Earth Science, Life Science and the scientific process. Students engage in engineering tasks and inquiry based learning for hands-on science instruction. Using the scientific method, students develop hypotheses, test those hypotheses, observe, investigate, and share their findings to ultimately come to their own research-based conclusions. Colfax has a fully functioning science lab where students visit weekly to participate in hands-on experiments, taught by their teachers with the assistance of the full-time science lab assistant. Students also visit the fully-functioning farm, which includes pigs, sheep, chickens and turtles. Classes also have the opportunity to work in the Colfax garden, where they grow vegetables, harvest them and utilize them in healthy food lessons.

The following is a sample of lesson / activities that students participate in to investigate science skills throughout the year:

- Making Instruments
- Growing plants in the classroom and in the school garden to watch the life cycle of a seed from germination through seed production
- Taking care of animals on the Colfax farm
- Raising crayfish and participating in hands-on lessons about the adaptations and structures which allow a species to thrive in its environment

- Research and present Earth Day projects to the entire school focusing on defining a real-world problem and hypothesizing solutions
- Meet the Elements: a life-size periodic table

History Social Science

Using Scott Foresman California Social Sciences, teachers instruct students in the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy. This prepares students for college, career, and civic life. Early in the curriculum students are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. It continues with a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world and explores the lives of actual people who make a difference in their everyday lives. Students learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. Later, students learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Student then learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. And finally, students study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came.

The following is a sample of lessons / activities that students participate in to explore the history/social studies curriculum throughout the year:

- Researching biographies of people who made a difference in our world and presenting a living wax museum to the rest of the school about these individuals contributions and accomplishments
- Design California relief maps focusing on the specific regions of California
- Students design computer generated dioramas to present information on the three branches of government
- Combining research skills and Thinking Maps, researching a figure with significance in the Civil Rights Movement.
- MLK Day activities
- Presidents' Day activities
- Johnny Appleseed
- Celebration of Black History Month with activities and assembly
- Cesar Chavez Day activities

Visual and Performing Arts

The arts curriculum allows students to develop experiences and appreciation of the arts through music, dance, theater and the visual arts. Using a combination of LAUSD arts teachers, school sponsored arts professionals, and classroom teachers, students receive a comprehensive TK – 5 arts curriculum that builds one year upon the next. Students in Kindergarten and first grade participate in a Suzuki violin program to learn instrument placement, note reading, and musical performance. Older students can continue their

study of instrumental music in the school's orchestra. Students in grades 2 – 5 receive additional music instruction from an LAUSD music teacher to practice note reading and writing, explore rhythm and beats, and play a variety of instruments. All grade levels receive visual arts for at least one semester a year with the visual arts teacher and continue their study of grade level standards through classroom lessons. Students in fourth and fifth grade participate in ballroom dance lessons. In addition, theater or drama lessons are incorporated throughout the curriculum with activities like reader's theatre and teacher created plays.

The following is a sample of lessons / activities that students participate in to explore the visual and performing curriculum throughout the year:

- Ballroom Dance performances
- Holiday Performances
- Violin Recitals
- Work with clay and the onsite kiln
- Chorus recitals
- Spring Fling Dance
- Readers' Theater

Health and Physical Education

The Colfax community acknowledges both the immediate and the lifelong benefits of health and physical education for children. The Physical Education Framework for California Public Schools states that children who are well-educated in health and physical activity become healthy adults. To that end, Colfax adheres to district policy in providing a minimum of 200 minutes every two weeks of physical education. Classroom teachers work independently and in teams to design comprehensive physical education programs that teach skills, discipline, teamwork, and cooperation. Each morning, students can start their day by participating in Running Club, or a Morning Dance Party. Weekly psychomotor lessons are designed for each grade level wherein students participate in calisthenics, running, game instruction, and yoga activities.

Colfax believes that a positive, health-oriented school environment is intimately linked to successful learning. Colfax takes an active role set forth in the Framework by developing and promoting the physical, mental, emotional, and social health of our students. In the 2015 – 2016 school year, Colfax implemented the MindUp curriculum. MindUp seeks to give students the tools to control their emotions and regulate their feelings to maintain the positive, focused mind-set that allows for children to learn best. MindUp seeks to help children achieve and maintain focused attention so that they can respond more thoughtfully and mindfully, rather than reactively, when under pressure. Weekly lessons presented by trained classroom teachers promote a more optimistic and satisfying school and classroom climate where all students feel in control of their learning.

Classroom teachers supplement the MindUP curriculum with health and wellness standards according to the California Framework and the Health curriculum, Health and Wellness. Additionally, the Schoolwide Positive Behavior Support Program (SWPBS), is a character program which promotes healthy topics on a monthly basis (being responsible, respectful and kind) and rewards students for their efforts at monthly awards ceremonies. Every school wide assembly ends with the students and staff repeating our school motto, “Be safe, be respectful, be responsible, because at Colfax we are rooted in education and we reach for the stars!” In addition, in the 2017 – 2018 school year, Colfax has begun to implement Restorative Justice practices and community circles. This implementation will continue in future years.

The following is a sample of lessons / activities that students participate in to explore the health and physical education curriculum throughout the year:

- Weekly social groups run by trained teachers help students work through difficulties with peer interactions and conflict resolution.
- Positive Reinforcement circles (Restorative Justice)
- Yoga
- "Fill my Bucket" positive reinforcements
- Brag Tags

Enrichment Programs

Enrichment programs at Colfax give students an opportunity to meet and/or exceed common core grade level standards. Programs include: science lab, computer lab, library, gardening projects, farm club, and field trips. These programs are available to all Colfax students. Some enrichment programs are grade specific and they include: student council (grades 3-5), spelling bee (grades 3-5), and Science Olympiad (grades 4-5).

Intervention Programs

Intervention at Colfax is designed to address the needs of Tier 1, Tier 2, and Tier 3 students. The researched based intervention programs include: Read Naturally, Raz Kids, Explode the Code, ELLP groups, 95% Group, Phonics for Reading, Center for Florida Reading Research, Jiji morning lab, and after school groups on early Tuesday, which are run by classroom aides. Students requiring Tier 3 intervention are often brought to the Student Success and Progress Team (SSPT) for additional interventions. These interventions can include things like referral to the Student Attendance Review Board (SARB), or a Section 504 Plan. When all interventions have been exhausted, a referral for Special Education Services may take place.

Green Initiative

Colfax Charter is proud to have a “Green Initiative” as part of our school culture of conservation. And focusing on eco-friendly practices to aide in the health and wellness of our environment is the surest way to achieve this ideal. Colfax strives to build awareness through our Urban Garden, The Farm, Composting, Email Communications, Rainwater Collection, and a Recycling Program.

The Colfax Urban Garden is a beautiful and unique area of the school property. Filled with student-grown plants, vegetables, and fruits, the children learn what it takes to cultivate crops and plan for a sustainable source of food. Organic waste is run through the Composting machine and helps fertilize the soil, while large barrels of collected rainwater are used to tend to the garden. Lessons on horticulture supplement the curriculum and teach students how to conserve and reuse precious resources. The Farm at Colfax Charter, in addition to building awareness of farming and animal care, serves to enhance our eco-programming with Farm Club members harvesting organic eggs from the chickens.

Our fifth grade students are responsible for the Recycling Program. Every Tuesday, families throughout the school bring in glass, plastic, and other recyclables. Our fifth graders make sure that these items are sorted and placed in approved containers, ready for pickup each week. Funds that are generated from recycling are filtered back into our Student Body account and go towards educational items for Colfax.

Restricting the excessive use of paper by limiting the number of flyers and handouts, Colfax relies on email as a primary method of communication. Sign-ups for activities and volunteering, notifications of meetings, announcements, policy updates, fundraisers- all of these serve as examples of the types of things sent out through electronic mail. This teaches the students about conservation of resources while maintaining our ability to disseminate vital information to the community in a timely fashion.

Overall, the “Green Initiative” at Colfax teaches our students to:

- Generate less waste**
- Recycle and reuse**
- Educate the community on eco-friendly options**
- Evaluate the environmental impact of their actions**
- Nourish discussions and activities about the environment into their existing curriculum**

The goal is to teach our students that creating a cleaner and healthier environment doesn't just help our generation, but also the generations to come. Protecting the planet in any way we can, will help to build a better future.

Instructional Methods and Strategies

1. **Concept-based Instruction:** Learning through concepts and principles that undergird the topic.
2. **Multi-Level Computer Programs or On-Line Learning Options:** Used for acceleration, enrichment, and remediation.
3. **Flexible Pacing:** Allowing students the time necessary to become proficient in the content (some more, some less).
4. **Flexible Grouping:** Grouping students based on academic need within the content area. As the students' needs change, so do the groups.

5. **Mini-Lessons:** Short lessons to introduce new content, usually as a general overview or “big picture” take on a topic. They can also be used to review a concept a student or group of students need to target a specific skill.
6. **Modeling:** Teachers model thinking processes and strategies. They model both discrete skills and the more general behaviors that effective citizens in a democratic society must demonstrate.
7. **Use of Academic Language:** Academic language refers to the oral, written, auditory, and visual language proficiency required to learn effectively. It’s the language used in classroom lessons, books, tests, and assignments, and it’s the language that students are expected to both learn and achieve fluency. Teachers use and model the use of academic language as well as encourage students to use academic language.
8. **Clear Expectations:** Teachers explicitly define and articulate the Common Core Standards they expect students to learn. Students reflect on their progress on assignments with respect to the standards. Descriptive criteria and models of work that elaborate these standards are displayed in every classroom. Students participate in evaluating their own work and in setting learning goals for themselves. The teachers clearly communicate this information to other school professionals, families, community members, and, most importantly, to the students.
9. **Academic Rigor:** Teachers design lessons that are engaging and meaningful. Students are expected to develop a firm understanding of the connection between thinking and knowledge. The curriculum encourages students to gain a deep conceptual understanding of topics or concepts and maintain a high level of engagement throughout the learning process.
10. **Immediate Feedback:** Teachers interact with students to provide them with immediate feedback, often in the form of follow-up questions, in order to uncover their underlying ideas and thinking processes. This methodology assists students in recognizing successful learning behavior and repeating them. Feedback is tied to the instructional outcome of a particular lesson.
11. **Direct Instruction:** Teachers use direct instruction to teach standards based lessons.
12. **Appropriate Guided and Independent Practice Time:** Students are given adequate instruction and guided practice which is essential to be successful at independently applying or demonstrating a particular concept or skill.
13. **Accountable Talk:** Teachers facilitate the development of students’ abilities to apply their conceptual understanding to respond to, and further develop, what others have said. The goal is for “student talk” to drive the learning process forward as much as possible.
14. **Questioning Techniques:** Teachers use various questioning techniques that allow students to demonstrate and extend their thinking processes and deepen their conceptual grasp of content. Teachers plan questions so that they span all four Depth of Knowledge (DOK) levels.
15. **Experiential Learning:** Hands-on learning is emphasized for students to learn through direct experiences, how to make sense of the world, solve problems, use reference materials and learning aids, and gain understanding for themselves.

16. **Developing Higher-Level Thinking Skills:** Teachers help students 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. Teachers help students to move beyond the factual knowledge level of Bloom's Taxonomy to the more sophisticated levels of comprehension, application, analysis, synthesis, and evaluation.
17. **Depth and Complexity Icons:** The Depth and Complexity Icons consist of 11 pictures or icons, each with a corresponding title and concept. The icons are tools teachers use in many different ways to extend and elaborate curriculum, helping students to delve more deeply into a topic of study, while viewing content from multiple perspectives.
18. **Integration of Arts:** The arts are at the heart of Colfax. Teachers use drama, dance, music, and visual arts to enhance and deepen the learning experience.
19. **Differentiated Instruction:** Teachers design lessons and assignments that have multiple entry and performance points, allowing all students to have access to the core curriculum.

How the School's Instructional Methodologies and Curriculum Support Student Mastery

Colfax ensures the success of all students by adhering closely to the Common Core Standards, instructional framework, and designated teaching methodologies. Subgroups that are targeted include but are not limited to GATE, Special Education, English Language Learners, Under-Achieving/Non-Proficient, General Education, the socio-economically disadvantaged, homeless, and foster youth.

All components of Colfax's curriculum plan conform to the frameworks for California public schools and are Common Core aligned. Instruction is standards-based and assessed by the SBAC as scheduled by the Los Angeles Unified School District. Colfax continues to use district provided periodic assessments including IAB's and program-based assessments to monitor the progress of all students. With the help of the Colfax LSLC Curriculum Committee, programs and instructional resources will continue to be monitored to ensure their relevance to student learning. Colfax teachers will use the California content standards for English Language Arts, ELD, Math, Science, Social Studies, Technology, Physical Education, Health, and Art as the primary source for developing lessons and focusing on student learning. Students will be tested and graded upon these standards to demonstrate mastery. As our students demonstrate their needs for acceleration and/or intervention, LAUSD-adopted textbooks and appropriate supplemental resources will be provided.

Technology

One of Colfax's goals outlined in the Colfax charter renewal five years ago, was to increase the amount of technology integrated into the core curriculum. Currently, every classroom is outfitted with a SmartBoard that is utilized on a daily basis. This year, Colfax implemented a one-to-one ratio of student to device in grades 3 – 5. Students in grades TK – 2 have shared access to iPad carts that teachers use to integrate technology into

their learning. Additionally Colfax has contracted with a technology company called Computerwisekids to teach a specialized technology curriculum. Computerwisekids follows the ISTE standards of Technology Education. The lab is managed by a team of Computerwisekids professionals for instruction, software and hardware help. Students are taught the basic skills needed to interact with a personal computer. The software used emphasizes the individual child's initiative and independence, allowing them to progress through an orderly series of structured learning activities at their own pace. The technology curriculum based on ISTE standards includes an online Typing Tutor program available to students 24/7. Language arts, social studies and math standards are integrated with technology projects. There is an online tutor for mouse and keyboard skills used by K – 1 students called “The Player.” The company also has an online Student Gallery where student work is published for parents to view. Additionally, the students learn coding and digital citizenship lessons and conduct internet research projects through their online classroom page.

Colfax is working to prepare students in grades 3 – 5 to take computer-based state standardized tests by having them practice with Interim Assessment Blocks (IABs) and Benchmark assessments online. The IAB assessments are given several times a year and mirror the SBAC test. The teachers ensure that the students have enough practice with the format of each test, as well as the tools available to them on the test so that they are more prepared to take the state testing in the spring. Students with disabilities that have accommodations on their IEPs are given those accommodations on the IABs as well, so they are able to practice using their accommodations, so on test day they are not seeing them for the first time. Since Colfax has a variety of technology (iPads, Chromebooks, Mac Books, Desktops) the teachers make every effort to have students take the IABs on the device they will be using in the spring so they not only get practice with the test format and tools they also get practice using the device they will use on the summative assessment.

Transitional Kindergarten

Charter School shall comply with all applicable legal 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 the first year of a two-year kindergarten program for students turning five years old in the fall of the new school year. This is a special opportunity for the youngest students to become confident learners in a nurturing classroom community. This structure is designed to assist students with developing relationships, expressing their feelings, and learning to advocate for themselves socially, emotionally, and academically.

In the Colfax TK program, parents, teachers, and students are all partners in providing positive, emotionally supportive relationships that promote a healthy learning environment. Families are invited to start each morning by reading with individual children or small groups of children during Community Reading time. During this important time, it allows parents and teachers to provide rich oral language experiences that support early literacy and practice skills learned in class, such as alphabet knowledge, rules of print, phonological awareness, and vocabulary. Parent volunteers also offer support in the classroom during art, computer lab, and small group learning time. This year of TK is a cooperative effort that involves teachers, students, and the families.

The focus in TK is to enrich and challenge the students to become effective communicators who explore, navigate, and assess their own learning. Each TK student enters class with a unique set of skills, knowledge, and talents. An essential part of building community is appreciating the diversity that is brought to the classroom. Using activities and lessons from the Sanford Harmony program, the children learn to listen, empathize, and communicate with each other. These important pieces help build relationships while acknowledging the whole child in learning and problem solving. A vital component of each day is when students gather together for morning meetings, learning a variety of ways to greet each other, practicing their skills, and sharing experience and knowledge. This daily practice allows each child an opportunity to give and take from our learning community.

Throughout each day, students work both cooperatively and independently during lessons that are presented during whole group, small group, and learning center time. Using Benchmark Ready to Advance, a fully integrated program based on kindergarten and preschool standards, students are provided a developmentally appropriate learning experience in all curricular areas. The students learn to share and build upon their prior knowledge and abilities. With lessons from MindUp, students also practice making healthy choices for their bodies and minds. Students take brain breaks that involve music, movement, and stillness to help with focus. In addition to engaging in fun exercises outdoors, students participate in lessons on GoNoodle and Cosmic Kids Yoga online to help them keep their minds and bodies active in class. Students also have the opportunity to use a Smartboard and iPads in the classroom, along with visiting the computer and science labs weekly. This year of TK allows students to explore the curriculum at a pace and level that meets their diverse needs.

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, related to work year, academic calendars, and schedules.

Colfax Charter follows the Traditional Academic calendar set forth by the Los Angeles Unified School District. Below are the schedules for regular, banked day, minimum day, holidays and sample grade level schedules.

Regular Days – Monday, Wednesday, Thursday, and Friday						
Grade Level	First Bell / Instruction Begins	Start of Recess	End of Recess	Lunch Eat	Lunch Play	Dismissal
TK / K – Rooms 1, 4 & 5	8:00	10:00	10:20	11:40 – 12:00	12:00 – 12:20	2:23
K – Rooms 2 & 3	8:00	10:20	10:40	11:40 – 12:00	12:00 – 12:20	2:23
Grades 1 – 2	8:05 / 8:10	10:10	10:30	12:00 – 12:20	12:20 – 12:40	2:33
Grade 3 – Rooms 11 & 15	8:05 / 8:10	10:10	10:30	12:30 – 12:50	12:50 – 1:10	2:33
Grade 3 – Rooms 12, 16, & 18	8:05 / 8:10	10:30	10:50	12:30 – 12:50	12:50 – 1:10	2:33
Grades 4 & 5	8:05 / 8:10	10:30	10:50	12:30 – 12:50	12:50 – 1:10	2:33

Professional Development Banked Days EVERY TUESDAY						
Grade Level	First Bell / Instruction Begins	Start of Recess	End of Recess	Lunch Eat	Lunch Play	Dismissal
TK / K – Rooms 1, 4 & 5	8:00	10:00	10:20	11:40 – 12:00	12:00 – 12:20	1:23
K – Rooms 2 & 3	8:00	10:20	10:40	11:40 – 12:00	12:00 – 12:20	1:23
Grades 1 – 2	8:05 / 8:10	10:10	10:30	12:00 – 12:20	12:20 – 12:40	1:33
Grade 3 – Rooms 11 & 15	8:05 / 8:10	10:10	10:30	12:30 – 12:50	12:50 – 1:10	1:33
Grade 3 – Rooms 12, 16, & 18	8:05 / 8:10	10:30	10:50	12:30 – 12:50	12:50 – 1:10	1:33
Grades 4 & 5	8:05 / 8:10	10:30	10:50	12:30 – 12:50	12:50 – 1:10	1:33

Minimum Days				
Grade Level	First Bell / Instruction Begins	Start of BRUNCH	End of BRUNCH	Dismissal
TK / Kindergarten	8:00	10:00	10:30	12:40
Grades 1 – 2	8:05 / 8:10	10:30	11:00	12:50
Grade 3 – Rooms 11 & 15	8:05 / 8:10	10:30	11:00	12:50
Grade 3 – Rooms 12, 16, & 18	8:05 / 8:10	11:00	11:30	12:50
Grades 4 & 5	8:05 / 8:10	11:00	11:30	12:50

Academic Calendar/Sample Daily Schedules

Transitional Kindergarten

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:30	Community Reading/ BIC	Community Reading / BIC	Community Reading / BIC	Community Reading / BIC	Community Reading / BIC
8:30 – 10:00	Morning Work/ Learning Centers/ Social Skills/ Health	Morning Work/ Learning Centers/ Social Skills/ Health	Morning Work/ Learning Centers/ Social Skills/ Health	Morning Work/ Learning Centers/ Social Skills/ Health	Morning Work/ Learning Centers/ Social Skills/ Health
10:00 – 10:20	Recess	Recess	Recess	Recess	Recess
10:20 – 11:40	Sharing Social Success/ Mind Up / Learning Centers	Sharing Social Success/ Mind Up / Learning Centers	Sharing Social Success/ Mind Up / Learning Centers	Sharing Social Success/ Mind Up / Learning Centers	Sharing Social Success/ Mind Up / Learning Centers
11:40 – 12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20 – 2:00	Quiet Time/ Calendar/ Math Choice Centers/ PE/ Art/ Library	Quiet Time/ Calendar/ Math Choice Centers/ PE/ Art/ Library (1:23)	Quiet Time/ Calendar/ Math Choice Centers/ PE/ Art/ Library	Quiet Time/ Calendar/ Math Choice Centers/ PE/ Art/ Library	Quiet Time/ Calendar/ Math Choice Centers/ PE/ Art/ Library
2:00 – 2:23	Clean Up/ Music and Movement Dismissal		Clean Up/ Music and Movement Dismissal	Clean Up/ Music and Movement Dismissal	Clean Up/ Music and Movement Dismissal

Kindergarten

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:15	Community Reading/ BIC	Community Reading / BIC	Community Reading / BIC	Community Reading / BIC	Community Reading / BIC
8:20 – 10:20	Language Arts / ELD	Language Arts / ELD	Language Arts / ELD	Language Arts / ELD	Language Arts / ELD
10:20 – 10:40	Recess	Recess	Recess	Recess	Recess
10:40 – 11:40	Math	Math	Math	Math	Math
11:40 – 12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20 – 12:40	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud
12:40 – 2:00	Centers (Social Studies, Health, Science, Art, Social Skills)	12:40 – 1:15 Centers (Social Studies, Health, Science, Art, Social Skills)	Centers (Social Studies, Health, Science, Art, Social Skills)	Centers (Social Studies, Health, Science, Art, Social Skills)	Centers (Social Studies, Health, Science, Art, Social Skills)
2:00 – 2:23	Closing/ Dismissal		Closing/ Dismissal	Closing/ Dismissal	Closing/ Dismissal

1st Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:10 – 8:30	BIC / Morning Meeting	BIC / Morning Meeting	BIC / Morning Meeting	BIC / Morning Meeting	BIC / Morning Meeting
8:30 – 9:40	Language Arts / ELD	Language Arts / ELD	Language Arts / ELD	Language Arts / ELD	Language Arts / ELD
9:40 – 10:10	PE	PE	PE	PE	PE
10:10 – 10:30	Recess	Recess	Recess	Recess	Recess
10:30 – 11:15	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
11:15 – 12:00	Math	Math	Math	Math	Math
12:00 – 12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:40 – 1:00	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud
1:00 – 2:15	Social Studies, Science, Health, Art	Dismissal 1:33	Social Studies, Science, Health, Art	Social Studies, Science, Health, Art	Social Studies, Science, Health, Art
2:15 – 2:33	Closing / Dismissal		Closing / Dismissal	Closing / Dismissal	Closing / Dismissal

2nd Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:10 – 8:30	Morning Business/ BIC	Morning Business/ BIC	Morning Business/ BIC	Morning Business/ BIC	Morning Business/ BIC
8:30 – 10:10	Language Arts / ELD	Language Arts / ELD	Language Arts / ELD	Language Arts / ELD	Language Arts / ELD
10:10 – 10:30	Recess	Recess	Recess	Recess	Recess
10:30 – 11:15	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
11:15 – 12:00	Math	Math	Math	Math	Math
12:00 – 12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:40 – 1:00	Math	Math	Math	Math	Math
1:00 – 2:15	Social Studies / Science / Health/PE/Art	Social Studies / Science / Health/PE/ Art (until 1:30)	Social Studies / Science / Health/PE/Art	Social Studies / Science / Health/PE/Art	Social Studies / Science / Health/PE/Art
2:15 – 2:33	Closing / Dismissal		Closing / Dismissal	Closing / Dismissal	Closing / Dismissal

3rd Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:10 – 8:30	Morning Business/ BIC	Morning Business/ BIC	Morning Business/ BIC	Morning Business/ BIC	Morning Business/ BIC
8:30 – 10:30	Language Arts / ELD	Language Arts / ELD	Language Arts / ELD	Language Arts / ELD	Language Arts / ELD
10:30 – 10:50	Recess	Recess	Recess	Recess	Recess
10:50 – 11:30	Writing / Small Groups	Writing / Small Groups	Writing / Small Groups	Writing / Small Groups	Writing / Small Groups
11:30 – 12:30	Math	Math	Math	Math	Math
12:30 – 1:10	Lunch	Lunch	Lunch	Lunch	Lunch
1:10 – 2:15	Social Studies / Science / Health/PE/Art	Social Studies / Science / Health/PE/Art (until 1:30)	Social Studies / Science / Health/PE/Art	Social Studies / Science / Health/PE/Art	Social Studies / Science / Health/PE/Art
2:15 – 2:33	Closing / Dismissal		Closing / Dismissal	Closing / Dismissal	Closing / Dismissal

4th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:10 – 8:30	Morning Business / BIC	Morning Business / BIC	Morning Business / BIC	Morning Business / BIC	Morning Business / BIC
8:30 – 10:30	Language Arts / ELD	Language Arts / ELD	Language Arts / ELD	Language Arts / ELD	Language Arts / ELD
10:30 – 10:50	Recess	Recess	Recess	Recess	Recess
10:50 – 12:30	Math	Math	Math	Math	Math
12:30 – 1:10	Lunch	Lunch	Lunch	Lunch	Lunch
1:10 – 2:20	Social Studies / Science / Health/PE/Art	Social Studies / Science / Health/PE/Art (1:33 Dismissal)	Social Studies / Science / Health/PE/Art	Social Studies / Science / Health/PE/Art	Social Studies / Science / Health/PE/Art
2:20 – 2:33	Closing / Dismissal	Closing / Dismissal	Closing / Dismissal	Closing / Dismissal	Closing / Dismissal

5th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:10 – 8:30	Morning Business / BIC	Morning Business / BIC	Morning Business / BIC	Morning Business / BIC	Morning Business / BIC
8:30 – 10:30	Language Arts / ELD	Language Arts / ELD	Language Arts / ELD	Language Arts / ELD	Language Arts / ELD
10:30 – 10:50	Recess	Recess	Recess	Recess	Recess
10:50 – 12:30	Math	Math	Math	Math	Math
12:30 – 1:10	Lunch	Lunch	Lunch	Lunch	Lunch
1:10 – 2:20	Social Studies / Science / Health/PE/Art	Social Studies / Science / Health/PE/Art (1:33 Dismissal)	Social Studies / Science / Health/PE/Art	Social Studies / Science / Health/PE/Art	Social Studies / Science / Health/PE/Art
2:20 – 2:33	Closing / Dismissal	Closing / Dismissal	Closing / Dismissal	Closing / Dismissal	Closing / Dismissal

Mathematics Placement Act

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

High School Exit Examination

Charter School shall comply with all applicable requirements of Education Code sections 60850-60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

The School Site Leadership Team along with District and State Initiatives, sets the Professional Development Plan for each school year. Professional development topics, ideas, and products are driven by the student and staff needs that are surveyed at the beginning of each school year. Colfax Charter participates in both local school site level and district professional development activities. A waiver is in place allowing Colfax Charter to begin professional development on Tuesdays at the start of each school year and go through the last Tuesday of the year. In addition to any District or State mandated

professional development, Colfax Charter shall have full autonomy in the selection of professional development programs for their employees to meet their site-specific needs. Professional development topics may include: technology training, differentiation strategies, ELD support, grade level articulation, grade level-specific conferences, Next Generation Science Standards, Thinking Maps, Write From the Beginning and Beyond, Depth and Complexity, and Common Core State Standards. District or state mandated professional development will be scheduled to meet compliance requirements with LAUSD or the state of California. This Professional Development Plan promotes the school's goals and academic initiatives.

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*.

As a District affiliated charter school, Colfax Charter implements the District's *English Learner Master Plan*, and complies with all applicable federal and state laws and District policies and procedures encompassed in the *English Learner Master Plan*.

Students are initially identified as potential English Learner (EL) through the use of the home language survey, which is a part of the enrollment packet. If it is indicated that the home's primary language is anything other than English, parents receive notification that their student will be assessed on the ELPAC to determine English language proficiency. Once the student is determined as an English learner they will be given the ELPAC annually until that student has been re-designated as fluent in English.

At Colfax Charter, English Learners receive instruction as defined in the ELA/ELD framework. Targeted instruction and support or acceleration is provided based on students' proficiency levels as determined by the ELPAC. Designated and integrated English Language Development is provided to ensure access in all curricula areas. English Learners are monitored regularly to ensure minimum progress towards mastery is achieved and comparable to their fluent English-speaking peers. The principal and EL designee work closely with EL teachers to ensure the District's English Learner Master Plan is being followed and that all instructional accountabilities are met. At Colfax Charter, there is currently a low EL count school wide, therefore ELs are clustered together in one class per grade and receive 45 minutes of ELD instruction for levels 4 and 5 and 60 minutes of ELD instruction for levels 1 – 3. Based on proficiency, students are identified as Emerging, Expanding or Bridging and are taught accordingly to the ELD standards, which include three strands: Interacting in Meaningful Ways, Learning about How English Works, and Using Foundational Literacy Skills. In addition, instruction includes lessons that aim to increase the student's ability to communicate in respect to the three modes of communication: Collaborative, Interpretive, and Productive.

Instruction is targeted towards skill deficits based on results of state and district assessments as well as classroom performance. Lesson planning for small group instruction is designed based on level of support needed by the students. Teachers incorporate resources and specific strategies to ensure comprehensibility such as SDAIE, the use of realia, think-pair-share, scaffolding, thinking maps, visuals, and teacher guided readings of complex text. Comprehension of complex text increases as teachers guide students through close reads and model how to identify main ideas and details. Speaking and listening is enhanced through the opportunities to exchange information and ideas and offer opinions on both fiction and non-fiction topics. Student-to-teacher and student-to-student dialogue increases as students gain confidence through the use of accessible prompt and response sentence starters. Students become proficient in the three areas of writing: narrative, informative, and opinion through the use of the Write From the Beginning curriculum. The CA ELD standards are taught in tandem with the CA CCSS. The EL teachers are provided with ongoing professional development to share instructional strategies to increase the number of students meeting criteria to reclassify. Topics include the CA ELD standards, ELPAC training, SMART START lessons, Designated/Integrated ELD, criteria for reclassification, report card guiding practices, and CAASPP accommodations.

Each year the EL Designee, Principal and the teachers evaluate the EL program by:

- Administering the initial ELPAC to students that are identified on the Home Language Survey
- Monitoring that all EL students are assessed on the ELPAC annually
- Ensuring the minimum daily ELD instructional minutes requirements are met
- Organizing the EL classrooms according to the Master Plan
- Monitoring ELD instruction and required daily minutes
- Providing information to parents regarding program options, results of assessments, and student progress towards reclassification
- Monitoring DIBELS and grades of EL students at each reporting period

The Student Support and Progress Team (SSPT) meets several times a year to monitor the progress being made by English Learners towards their goals and to ensure reclassified students continue to meet district expectations. Additionally, the SSPT reviews data and classroom performance of Long Term English Language Students (LTELS) and individual English Learners who are not making minimum yearly progress. The team creates an action plan to align goals for improvement with targeted intervention and supports. The plan defines who provides the intervention and how often the intervention will occur. Teachers conduct progress monitoring and results are discussed at follow-up meetings to analyze effectiveness of the intervention.

The goal for the EL program is to ensure students are reclassified within 5 years of being in the program, if not sooner.

Reclassification Rates over Three-Year

School Year	# EL	# Reclassified	% Reclassified
2014-2015	53	19	35.8 %
2015-2016	44	6	13.6%
2016-2017	42	11	26.2 %

Source: mydata.lausd.net

The principal and the EL Designee meet with teachers during grade level meetings to analyze results of the CELDT, DIBELS and classroom performance.

CELDT Performance Trends

	2014-15	2015-16	2016-2017
% Advanced	14%	9%	28%
% Early Advanced	42%	46%	34%
% Intermediate	36%	37%	24%
%Early Intermediate	6%	9%	10%
% Beginning	3%	0%	3%
% Grand Total	36	35	29

Source: mydata.lausd.net

CELDT Annual Change

Grade Level	MET GROWTH	DID NOT MEET GROWTH	Total
First Grade	5		5
Second Grade	3	1	4
Third Grade	6	4	10
Fourth Grade	1	1	2
Fifth Grade	2	1	3
Grand Total	17	7	24

Gifted and Talented Students and Students Achieving Above Grade Level

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

Charter Schools shall use LAUSD's Gifted and Talented Education (GATE) student identification process and reimburse the District for GATE testing and processing in accordance with the "General Fund School Program Manual" or equivalent as it may change.

Colfax Charter identifies GATE students using District-wide policies and procedures. Potential GATE students are identified through administrator, teacher or parent referral, OLSAT and SBAC results, and by student portfolios. The student's name is referred to the school site GATE screening committee. The screening committee is responsible for determining if the child is ready for GATE referral and in what category (Intellectual, Visual or Performing Arts, Creative or Leadership Ability). This screening process could include observing the student, looking through test score/report card records or portfolios, interviewing teachers, etc. Referrals are created in the District's computer system (MiSiS) for students being screened. If the screening committee determines that the student is qualified and ready for evaluation, they will initiate the formal identification process. If not, they may discontinue screening.

Whether a Gifted or High Achieving student is talented in mathematics, music, drawing or reading, as educators Colfax creates opportunities for them to showcase their abilities. Differentiating curriculum to meet the needs of talented students is critical for developing a stimulating learning environment. At Colfax, we use a cluster model in each class which means there are at least 5-8 GATE students in each class, specifically grades 3-5. All of the teachers are trained in instructing students of gifted abilities. Although not mandatory, teachers have the opportunity to participate in a minimum of 16 hours a year of professional development.

Specifically, for our advanced learners, the teachers at Colfax use advanced content, tiered assignments, flexible grouping, high level questioning, and learning/interest centers. Also used are Dr. Sandra Kaplan's Depth and Complexity Icons. The icons are used as a visual aid to strengthen thinking skills and cognitive operations. Students have the opportunity to extend their concepts using online digital programs such as ST Math (Jiji) and ALEKS.

The teachers and administration monitor the progress of gifted and talented students by offering them different strategies and opportunities to answer questions and become effective problem solvers by uncovering relevant information. This all serves to prepare students for success after high school with a career and/or a college-ready lifestyle.

Third through fifth grade students are offered extracurricular activities such as Science Olympiad, Spelling Bee, Student Council and Writing Contests. They also have enrichment opportunities within the day to use Norman Webb's Depth of Knowledge questions. These scales can give levels of cognitive demand, complexity, and rigor within the grade. Colfax teachers use all levels: DOK 1 – Recall & Reproduction (Can the student recall a simple fact from the story?), DOK 2 – Skills & Concepts / Basic Reasoning (Can the student think beyond recalling a fact?), DOK 3 – Strategic Thinking & Complex Reasoning (Can the student explain, generalize, or connect ideas from one text to another?), and DOK 4 – Extended Thinking (Can the student take information from multiple sources and apply the information to a new task?).

Students Achieving Below Grade Level

Colfax Charter is committed to providing opportunities that allow students to triumph over academic challenges. Students achieving below grade level are identified through classroom performance, classroom assessments, the at-risk report from MyData, as well as District and State standardized assessments. Colfax Charter utilizes district formative assessments, state summative assessments that include the IABs, the SBAC for grades 3 – 5, and DIBELS reading screener (3 times each year). Benchmark Advanced assessments are administered periodically for grades K – 5. Data is collected from these different assessments and reviewed regularly by individual teachers as well as collectively at grade level meetings that include the principal, coordinator and SPED teachers. During these data reviews, students not achieving grade level standards are identified and are then provided with tier 1 and 2 intervention strategies. Students needing additional support may be referred to the SSPT. Interventions for students achieving below grade level include:

Daily Classroom Support: Teachers provide robust first instruction in all curricula areas. Students receive additional support in small groups with a focus on the specific area of need. Classroom assistants provide additional reinforcement and support. Accommodations are provided as needed.

Reading Volunteers: Students in need of reading practice are provided with an adult reading volunteer once a week for 30-45 minutes. Volunteers build a rapport with their students and choose books to read that help build fluency and comprehension.

North Hollywood HGM Tutors: 3rd, 4th and 5th grade students who need support with homework are provided with a high school tutor once a week for 60 minutes.

Raz Kids: Students identified as struggling readers by the DIBELS assessment are provided with a RAZ KIDS account. Students will practice reading fluency and comprehension on their independent reading level.

Read Naturally: Students that are identified as struggling in fluency based on the DIBELS assessment are invited to attend after school Tuesdays to practice fluency with the Read Naturally reading program.

Morning JiJi Club: The computer lab is open every morning before school for students to work on progress towards completing ST Math.

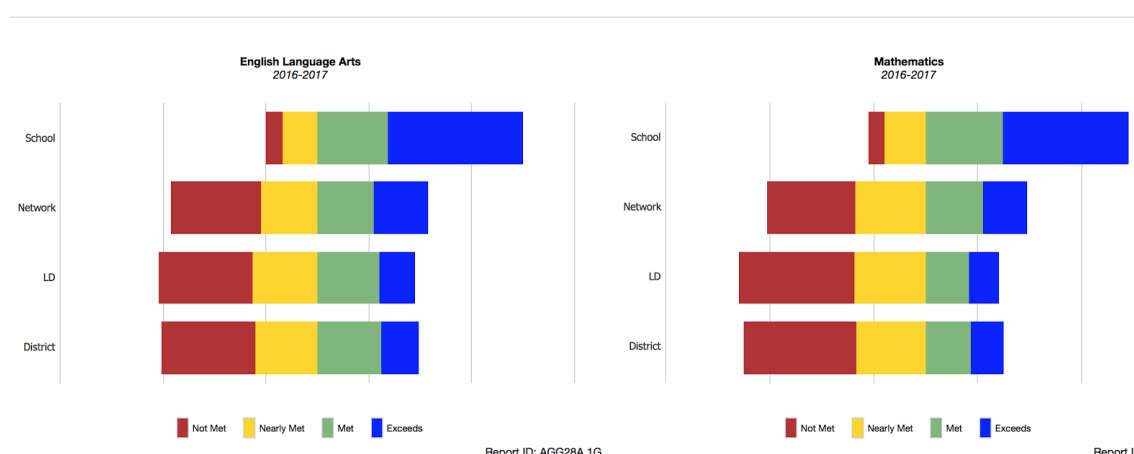
Tuesdays Computer Lab Intervention: Students are invited to attend the computer lab for 60 minutes each Tuesday to work on research projects, ST MATH, or RAZ KIDS.

Socioeconomically Disadvantaged Students

Colfax Charter is dedicated to the academic and personal success of all students. Socio-economically disadvantaged students are identified through the poverty indicator and free or reduced lunch program. The teachers, coordinator, and principal regularly review assessment data and classroom performance. Students not making adequate academic progress are targeted for tier 1 and tier 2 interventions. Students not responding to classroom interventions will be referred to our SSPT to identify additional supports and interventions.

These students can also be recommended to the above-mentioned programs to increase their access to the curriculum and academic success.

This subgroup at Colfax consistently achieves at higher levels in comparison to LAUSD as a whole.



Students with Disabilities

Colfax Charter has been chosen as an integration pilot with the Division of Special Education beginning in the 2018 – 2019 school year. Colfax was identified for this pilot based on the established 3rd – 5th grade Special Day Class (SDC) that already exists. This program is unique because of the collaboration between General Education and Special Education teachers. It allows for a seamless transition between the General Education and Special Education classes.

Although there is a SDC on campus with a Special Day Teacher the students (both General Education and Special Education) do not see this. The SDC students arrive at school each day and go to their General Education classroom. This allows the students to feel that sense of belonging and being a part of the class.

The students can come to the SDC for core academic needs and receive direct instruction from the Special Day Teacher. The curriculum is concurrent with the General Education classes (Benchmark Advance - ELA & ELD, Write From the Beginning, and My Math), however is scaffolded appropriately for students with disabilities. In addition, intervention programs (Read Naturally and Explode the Code) are utilized as necessary.

Essentially the collaboration and partnership between the General Education and Special Education Teachers is the key to this successful program. The General Education teachers are willing to not only have physical space for the students but treat them as if they are one of their own. Even though they are not required to give the instruction, they are able to expose these students to information and try and include them in the discussion with their peers.

The SDC students are included in the general education classroom for art, music, dance, computer lab, science lab, assemblies, PE recess, and lunch based on individual students' IEPs.

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 meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

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 adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District's request.

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. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

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 Success Team (SST) 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 MCD 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 or the Modified Consent Decree.

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.

***Modified Consent Decree Requirements**

All District affiliated charter schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District affiliated charter schools are required to use the current version of the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from any schools that are not connected to the District's current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires all District authorized schools, including District affiliated charter schools, 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. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

Students in Other Subgroups

Homeless Youth and Foster Youth are identified through the questionnaires in the enrollment packet. The principal and homeless liaison, work together to ensure equal access to the school curriculum as well as to provide families with information on how to access other resources as needed. Even though this is a numerically insignificant subgroup, the principal and homeless liaison will work with community agencies to ensure success of our Homeless and Foster Youth.

“A TYPICAL DAY”

From the moment you walk onto the Colfax Charter Elementary campus you can feel the vibrant pulse of students eagerly engaged in learning. Colfax is a friendly welcoming place in Valley Village, a community with a passion for public education. The school sits on what was once an arboretum. The giant eucalyptus trees that surround the school symbolize our motto “We are Rooted in Education and We Reach for the Stars.”

During any typical day you will find skilled faculty, classified staff, parent volunteers, knowledgeable community members, and students engaged in reading, writing, problem solving and creating. You can find students in the science lab, exploring and hypothesizing the outcomes of their hands-on experiments. You’ll find students working in the computer lab. You may see teachers collaborating with each other in the walkways or staff lounge.

Colfax has brought to life the school community’s desire to embrace and enhance the Arts, Science, and Technology education. Colfax stakeholders apply for grants, raise funds, attend trainings, recruit community artists, and provide cultural experiences for students. The arts education programs have been systemically developed and have continued to grow over the years. This enables the school to provide varied experiences that address the diverse learning styles of each student allowing every child to “reach for the stars.”

The Colfax administration, teachers, staff, parents and community members are committed to developing a charter school that will awaken the innate artist in every child so that they can solve problems creatively, be critical thinkers, and develop the capacity to view the world from multiple perspectives. If you visit Colfax Charter Elementary on any given day, you will find a welcoming, energetic environment that reflects dedication to academic excellence with emphasis on arts education. You will see students engaged in rigorous standards-based instruction, art lessons incorporated throughout the curriculum, hands-on experiments in the science lab, special education teachers collaborating with general education teachers, and direct instruction in mindfulness and social responsibility.

As you enter classrooms you will hear music, laughter, rich classroom discussions, and student presentations throughout the campus. As a full-inclusion school, each class is a mix of children with special needs, as well as the gifted, and general education students. You may see students participating in small group activities, working with the special education staff to reinforce, introduce or review concept presented by the general

education teacher during the week. These are some of the strategies for ensuring that ALL children reach their full learning potential.

You will also hear parents who volunteer or visit the school. You will hear the grunts of Charlotte and Buddy the school pigs and a bleating of the two sheep in the parent-run farm. On Fridays after school over 60 eager students assemble to participate in the Farm Club. When you leave the school at the end of the day, the memory of what you have seen will remind you that Colfax Charter Elementary School is what a public school should be like.

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(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(b)(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(c)(1), 60605.)

Charter School shall work toward meeting 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), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Colfax Charter Student Outcome Alignment to the LCFF State Priorities

Colfax Charter aligns the outcomes of all students with educational goals, specific actions, and measurable outcomes in The Local Control Accountability Plan as outlined in Element One. The annual goals, for all students and for each subgroup of students, for each of the eight state priorities are as follows:

1) Basic Services

All students will receive instruction from teachers who hold appropriate California teaching credentials and have access to Common Core State Standards aligned instructional materials. The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the school charter.

2) Implementation of Common Core State Standards

Teachers will work with school leadership to develop and revise pacing plans that ensure the implementation of CCSS to all students. One hundred percent of teachers will provide high quality instruction within their classroom to ensure the effective implementation of the California Content State Standards.

3) Parent Involvement

The school will increase the number of parents completing the school experience survey and increase training for parents on academic initiatives and ways to support their child's learning.

4) Student Achievement

The school will increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments annually and increase the number of English Learners who reclassify as Reclassified Fluent English Proficient. (See element 1 for current data)

5) Student Engagement

The school will annually increase our attendance rate to 96% or higher, while decreasing chronic absenteeism by maintaining attendance incentives.

6) School Climate

The school will maintain a 0% suspension and expulsion rate by promoting positive behavior supports that help to deter discipline issues.

7) Course Access

The school will provide the core subjects of English Language Arts, Mathematics, History, Social Studies, and Science and offer a comprehensive enrichment program (technology, science lab, art, dance, green initiatives and music) to 100% of students.

8) Other Student Outcomes

The school provides a comprehensive Intervention program in English Language Arts and Mathematics to students who need additional academic support.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Grades K – 5 conducts three DIBELS benchmark assessments (beginning, middle and end of year) throughout the school year. The beginning of the year assessment is conducted on all students to acquire a baseline for reading and comprehension levels, as well as which students are in need of intervention. The middle and end of year assessments are to reassess these students to ensure that the intervention strategies being applied are indeed working.

Grades K – 2 give the required District Writing Assessment in the spring every school year. These results are directly reported to the Principal. The Language Arts assessment is chosen collaboratively via the District Interim Assessment Bank by grades K – 2.

For Math, Kindergarten utilizes the District Kindergarten Checklist Formative Assessment. First and second grades utilize the District Interim Assessment bank in the spring. The results are broken down at grade level meetings, where strategies to improve lessons and intervention techniques are discussed. The results are then given to the Principal for review. First and second grades utilize the District Assessment bank in the spring as well.

With the implementation of the SBAC, students in grades 3 – 5 are given Interim Assessment Blocks (IABs) 2 times each year to assess the students in English Language Arts (reading/comprehension and writing) and Mathematics. The IABs are used to assess the students' knowledge in these areas. The scores are evaluated by the teachers and used to improve lesson planning/lessons within the classrooms, as well as apply intervention strategies for those students working below grade level.

In the spring, students in grades 3 – 5 take the summative SBAC in English Language Arts and Mathematics. The results are sent directly to the Principal in the fall. 5th grade students are given the California Science Test in the spring each year.

Additionally, CELDT/ELPAC testing is performed yearly. Over the course of the Charter the summative assessments data is used to set goals for our future Charter term:

Measurable Goals for the Charter Term

(Smarter Balanced Assessment Consortium & Science CST):

- Based on Colfax's 2016 – 2017 SBAC ELA scores, 80% met or exceeded standard in ELA. *Our Measurable Goal is to increase 2% (or greater) the number of students who will score in the met or exceeded standard in English Language Arts (ELA).*
See LCFF State Priority Goal 2 Outcome 1 graph.
 - Based on Colfax's 2016 – 2017 SBAC ELA scores, 8% of English Learners met or exceeded standard in ELA. *Our Measurable Goal is to increase 2% (or greater) the number of students who will score in the met or exceeded standard in English Language Arts (ELA).* **See LCFF State Priority Goal 2 Outcome 1 graph.**

- Based on Colfax's 2016 – 2017 SBAC ELA scores, 39% of Students with Disabilities met or exceeded standard in ELA. *Our Measurable Goal is to increase 2% (or greater) the number of students who will score in the met or exceeded standard in English Language Arts (ELA).* **See LCFF State Priority Goal 2 Outcome 1 graph.**
- Based on Colfax's 2016 – 2017 SBAC Mathematics scores, 74% met or exceeded standard in Mathematics. *Our Measurable Goal is to increase 2% (or greater) the number of students who will score in the met or exceeded standard in Mathematics.* **See LCFF State Priority Goal 2 Outcome 2 graph.**
 - Based on Colfax's 2016 – 2017 SBAC Mathematics scores, 21% English Learners met or exceeded standard in Mathematics. *Our Measurable Goal is to increase 2% (or greater) the number of students who will score in the met or exceeded standard in Mathematics.* **See LCFF State Priority Goal 2 Outcome 2 graph.**
 - Based on Colfax's 2016 – 2017 SBAC Mathematics scores, 37% Students with Disabilities met or exceeded standard in Mathematics. *Our Measurable Goal is to increase 2% (or greater) the number of students who will score in the met or exceeded standard in Mathematics.* **See LCFF State Priority Goal 2 Outcome 2 graph.**
- 100% of English Learners will advance one level on /ELPAC test each year according to the district's English Learner Master Plan. (AMAO1-ELPAC Annual Growth)
- 75% percent of students will have 96% or higher attendance. **See LCFF State Priority Goal 5 Outcome 1 graph.**

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.

Colfax Charter utilizes standardized formative assessments. The expectation of each is for students to perform at or above grade level. These assessments include, but are not limited to:

- DIBELS Reading Assessments: given three times a year (Beginning, Middle, and End of Year) (Progress monitoring more often for students not performing at or above benchmark)
 - DIBELS assessment include:
 - Letter Name Fluency (LNF)
 - First Sound Fluency (FSF)
 - Phoneme Segmentation Fluency (PSF)
 - Nonsense Word Fluency (NWF)
 - DIBELS Oral Reading Fluency (DORF)

- DIBELS Maze Comprehension Task (DAZE)
- Benchmark Advance End of the Week or Unit Assessment: given weekly or bi-weekly
- MyMath assessments for grades K – 3: given at the end of each chapter
- Eureka Math assessments for grades 4 – 5: given in the middle and at the end of each module
- Kinder checklist (given 3 times per year)

In addition, Colfax Charter utilizes 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:

- Work samples
- Homework
- Teacher-created tests
- Teacher observations, checklists, rubrics, and anecdotal records
- Publisher-provided criterion referenced tests
- Projects
- Student portfolios

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.

A variety of assessment tools are used in order to get a comprehensive representation of student achievement. Data is collected and studied by teachers independently and at 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 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.

DATA ANALYSIS AND REPORTING

Colfax Charter values data-based decision making to optimize its approach to meeting the needs of all students, monitor the school's overall progress, and establish future goals and interventions.

- Teachers and administrators use data from assessments (DIBELS, CELDT/ELPAC, SBAC Interim Assessments, SBAC Summative Assessment, MyMath Unit Tests, Eureka Math Module Assessments, English Language Arts Benchmark Assessments) to identify and prioritize areas of need.
- District and authentic assessment (DIBELS, CELDT/ELPAC, SBAC Interim

Assessment, SBAC Summative Assessment, MyMath Unit Tests, Eureka Math Module Assessment, English Language Arts Benchmark Assessments) results are communicated to parents (by teaching staff) throughout the school year.

- School-wide data is shared in a public forum at governance meetings and parent group meetings, when it's available, in order to discuss upcoming program development and education intervention priorities.

Students' progress is reported to parents in several ways. 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. 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 the school's desired grade-level standards is communicated to students' parents by providing timely feedback on class assignments, homework assignments, and by means of the 6-week Mid-Reporting Period Progress Reports, Progress Reports, and regular conferences with students' teachers.

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

Colfax Charter uses the new LAUSD Progress Report. This report uses a 4-point scoring rubric that aligns with the common core state standards. The grading scale is as follows:

- 4 – Exceeds Grade Level Standards
- 3 – Meets Grade Level Standards
- 2 – Progressing Toward Meeting Grade Level Standards
- 1 – Minimal Progress Toward Grade Level Standards

The academic standards include specific learning topics in the different subject areas for each grade level.

English Language Arts includes:

- Foundational Reading Skills
- Making Meaning From Text
- Language Conventions, Effective Use, Vocabulary
- Effective Expression through Writing
- Effective Expression through Speaking and Listening

Mathematics Content includes:

- Operations and Algebraic Thinking
- Number and Operations in Base Ten

- Measurement and Data
- Geometry
- Number and Operations – Fractions (Grades 3 – 5 only)
- Counting and Cardinality (Kinder only)

Mathematical Practices includes:

- Problem Solving and Precision
- Reasoning and Explaining
- Modeling and Using Tools
- Seeing Structure and Generalizing

Science includes:

- Content and Concepts
- Conducts Investigations
- Constructs Relevant Questions

History – Social Science includes:

- Content and Concepts
- Historical and Social Science Analysis Skills

Visual and Performing Arts includes:

- Dance
- Music
- Theater
- Visual Arts

Physical Education

Health Education

In addition students are graded on Characteristics and Behaviors of a College – Prepared and Career – Ready Learner. Students are scored using the following scale:

C – Consistently
S – Sometimes
R – Rarely

They are scored in the following areas:

- Effectively Communicates and Collaborates
- Understands Others 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

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(b)(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).

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 local 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 local 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 local governing council.

LEGAL AND POLICY COMPLIANCE

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

The parent community plays a very active role at Colfax Charter and their collaboration with faculty and staff is central to the school's success, helping to provide the most enriched education possible for all students. Parental involvement is also crucial in assisting with the ongoing process of reviewing and revising the school's educational programs. This is achieved through parent participation in Colfax's various councils and committees like the Local School Leadership Council (LSLC). Throughout the year, information discussed at LSLC sessions regarding the goals of the Local Control Funding Formula will be used to formulate our yearly LCAP, and all parents are invited to speak their opinions on the LCAP during meetings held each Spring. These collaborative efforts among teachers and parents enables Colfax Charter to continue to manage the unique and changing needs of its students.

In addition to maintaining parent representation on LSLC, parents are also encouraged to volunteer their time, and are given the opportunity to participate and be involved in their child's education. It is essential that parents, students, and teachers have a symbiotic relationship, working together toward the educational success of each child. A Welcome Packet given to each family at the start of the school year outlines the various ways to volunteer throughout the term. These include events such as the Beginning of the Year New Student Picnic, Back-to-School Night, Open House, School-wide Surveys, Parent-Teacher Conferences, classroom assistance, small group monitoring, campus beautification, and various fundraising events. Colfax Charter announces these opportunities via weekly Connect Ed blasts, as well as through the school's website, monthly Dateline Calendar distribution, and weekly email communication through The Voice.

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.

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 (subject to any applicable waiver or exemption validly and timely executed by the appropriate parties) 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.

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 (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. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(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 use and review upon District 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, contractors (vendors), 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 racial and ethnic balance among its pupils 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(b)(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 REQUIREMENTS

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(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

Colfax Charter will conduct two prospective parent tours per school year; in October and February. Interested families may receive enrollment information at the tour, on the Colfax Charter website, or by visiting or calling the Colfax school office. Potential students are recruited via website, marquee, and word of mouth from neighborhood families, and all

students are encouraged to apply. No additional recruitment opportunities are provided due to historically not having space outside of our attendance boundaries.

Lottery Preferences and Procedures

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

- **Resident Students**

Prospective students who reside within the former attendance boundaries¹ of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

- **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

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 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.

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.

Charter School’s lottery applications will be made available each year third Tuesday in February. Charter School will accept completed application, delivered in person or received by mail or delivery service, through close of business fourth Thursday in March. On the Friday following the close of this application period, Charter School shall conduct its public

¹ 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.

random drawing (lottery). Application forms and 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 library or 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, the Principal and the School Administrative Assistant will randomly select student applicants until all have been given a priority number for admission. Another school employee shall publically record the results in real time.

Parents of applicants being offered admission through the lottery will be notified in writing by mail within three school days following the lottery, and will be provided two school days 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 a telephone call, and will have 2 school days to accept the offered seat.

Non-resident students who apply for admission after the lottery is conducted will be added to the bottom of the waitlist in the order in which their applications are received.

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, 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, 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.

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(b)(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(b)(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(b)(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(b)(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(b)(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(b)(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:

Colfax Charter Elementary
c/o School Principal
11724 Addison Street
Valley Village, CA 91607

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(b)(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 District 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 District 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(d) 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.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request approval to revert voluntarily to a non-charter District school, 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.

CLOSURE PROCEDURES

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

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

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

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

ADDITIONAL PROVISIONS

FACILITIES

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

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

FISCAL MATTERS

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

Local Control and Accountability Plan

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

ADDENDUM

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Colfax Charter Elementary (also referred to herein as “Colfax Charter”, “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(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(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. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(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(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students 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”). (Ed. Code § 47605(d)(2)(B).)
- 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(d)(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(c)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(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 “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL 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 DRL 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(b)(5)(A)(i).)

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

Local Control Funding Formula (LCFF) Requirements

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

Curriculum and Instruction

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

Transitional Kindergarten

Charter School shall comply with all applicable legal 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, related to work year, academic calendars, and schedules.

Mathematics Placement Act

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

High School Exit Examination

Charter School shall comply with all applicable requirements of Education Code sections 60850-60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

As a District affiliated charter school, Charter School shall comply with and implement all applicable 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 Students Achieving Above Grade Level

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

Students with Disabilities

Special Education

The District shall continue to serve the needs of 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 meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

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 adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District's request.

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. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

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 Success Team (SST) 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 MCD 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 or the Modified Consent Decree.

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.

***Modified Consent Decree Requirements**

All District affiliated charter schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District affiliated charter schools are required to use the current version of the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from any schools that are not connected to the District's current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires all District authorized schools, including District affiliated charter schools, 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. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(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(b)(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(c)(1), 60605.)

Charter School shall work toward meeting 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), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

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 local 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 local 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 local governing council.

LEGAL AND POLICY COMPLIANCE

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

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 (subject to any applicable waiver or exemption validly and timely executed by the appropriate parties) 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.

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 (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. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(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 use and review upon District 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, contractors (vendors), 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 racial and ethnic balance among its pupils 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(b)(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 REQUIREMENTS

"Admission requirements, if applicable." (Ed. Code § 47605(b)(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.

Lottery Preferences and Procedures

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

- **Resident Students**

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.

- **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**

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 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.

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.

Charter School’s lottery applications will be made available each year third Tuesday in February. Charter School will accept completed application, delivered in person or received by mail or delivery service, through close of business on fourth Thursday in March. On the Friday following the close of this application period, Charter School shall conduct its public

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.

random drawing (lottery). Application forms and 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 library or 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, the Principal and the School Administrative Assistant will randomly select student applicants until all have been given a priority number for admission. Another school employee shall publically record the results in real time.

Parents of applicants being offered admission through the lottery will be notified in writing by mail within three school days 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 a telephone call, and will have 2 school days to accept the offered seat.

Non-resident students who apply for admission after the lottery is conducted will be added to the bottom of the waitlist in the order in which their applications are received.

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, 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, 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.

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(b)(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(b)(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(b)(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(b)(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(b)(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(b)(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:

Colfax Charter Elementary
c/o School Principal
11724 Addison Street
Valley Village, CA 91607

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(b)(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 District 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 District 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(d) 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.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request approval to revert voluntarily to a non-charter District school, 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.

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).)