



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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## Calvert Charter for Enriched Studies

A DISTRICT AFFILIATED CHARTER SCHOOL

19850 Delano Street

Woodland Hills, CA 91367

## Renewal Petition

Submitted

April 13, 2018

**TERM OF PROPOSED CHARTER**

**JULY 1, 2018 TO JUNE 30, 2023**

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# Assurances, Affirmations, and Declarations

Calvert Charter for Enriched Studies (also referred to herein as “Calvert Charter,” “Calvert,” “Calvert CES,” “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>Amanda Evans, Principal</i>
• The address of Charter School is:	<i>19850 Delano St., Woodland Hills, CA 91367</i>
• The phone number for Charter School is:	<i>(818) 347-2681</i>
• Charter School is located in LAUSD Board District:	<i>4</i>
• Charter School is located in LAUSD Local District:	<i>Northwest</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>430</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>

<ul style="list-style-type: none"> <li>The current operational capacity of Charter School is:</li> </ul> <p>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.)</p>	450
<ul style="list-style-type: none"> <li>The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</li> </ul>	<i>Traditional</i>
<ul style="list-style-type: none"> <li>The bell schedule (start and end of day) for Charter School will be:</li> </ul>	8:01 a.m. - 2:28 p.m. (M, W, Th, F) 8:01 a.m.-1:28 p.m. (Tuesdays)
<ul style="list-style-type: none"> <li>The term of this Charter shall be from:</li> </ul>	July 1, 2018 to June 30, 2023

### **COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL**

Calvert Charter for Enriched Studies is located in the city of Woodland Hills. We became a charter to build upon current programs in science, technology, engineering, arts, and math. There are private school and public school options in our immediate geographic area. Calvert Charter for Enriched Studies competes to maintain its status as one of the top schools in our community.

Calvert's goal is to serve students in our attendance boundary while at the same time opening our enrollment to an even broader base of students within the District when we have the available space, to continuously strengthen our school. Calvert Charter for Enriched Studies is a melting pot within Woodland Hills. We service students with many different backgrounds and languages: Hebrew, Russian, Farsi, and Spanish are only a few. Calvert Charter for Enriched Studies continues to attract a large number of neighborhood children, as well as outside of Calvert Charter's boundaries defined by LAUSD.

Parents and community members show a strong interest in being involved at multiple levels of school governance and planning for enrichment. We continue to be a strong, competitive public school choice over private elementary schools, neighboring public schools, and other school district options since becoming an affiliated charter as we meet the needs of all of our students, including high achieving students, English Learners, socio-economically disadvantaged students, and students with disabilities.

Calvert infuses rigor into the curriculum, continually updates technology, provides comprehensive arts and music programs, continues to expand science education, including STEAM, and cultivates an engaging environment. Calvert Charter shows strength in the classrooms as teachers are taking on the role of facilitators, and students are becoming active partners in their learning. Teachers deliver content within their classrooms using a variety of media and resources. They present their lessons on different modes of technology. Lessons from the language arts and math programs are also presented online. Through ongoing professional developments and a strong commitment of teachers, staff, and administration, we

strive to provide the best educational program in a safe and nurturing atmosphere to every Calvert Charter student.

Calvert's focus on the arts is evident throughout the school. Students are offered orchestra in third through fifth grades and ballroom dancing in fourth and fifth grades. Second graders receive musical instruction on the recorder. Next year we are adding percussion for transitional kindergarten through first grade. Each year during Open House, the classrooms display a wide variety of student art work samples at our "Calvert Art Gallery" that provide evidence of a well-rounded visual arts program.

Technology continues to be an area of focus for Calvert. The integration of technology allows students access to the digital environment and connect it to their classroom learning in all subject areas. All grades work in the Computer Lab on differentiated learning tasks. To supplement the technology further, Calvert Charter purchased grade-level Chromebook carts for third through fifth grades. We will expand our computer program next year to include a computer instructor that will equip all students to work with a wide variety of programs. In addition, they will have a four-week rotation in robotics and an after-school coding club.

Calvert Charter will have a fully functional Science Lab and Maker Space, 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. Our self-sustaining vegetable garden reinforces 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. For two years, 2018-2020, Calvert will participate in the Physical Education Teacher Itinerant Program. This dedicated physical education teacher will work with our teachers to expand our physical education program.

At Calvert 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.

## Comparison of Calvert Charter for Enriched Studies with Similar LAUSD Schools

LAUSD SCHOOLS	# OF STUDENTS 2016-2017*	% of students eligible for free/reduced meals*	% of Students with Disabilities*	% of English learners*	% of major ethnicity #1*	% of major ethnicity #2*	% of major ethnicity #3*	% of all students met or exceeded ELA standards on SBAC 15-16**	% of all students met or exceeded ELA standards on SBAC 16-17**	% of all students met or exceeded MATH standards on SBAC 15-16**	% of all students met or exceeded MATH standards on SBAC 16-17**
Calvert Charter CES	402	70.1%	14.7%	13.4%	53.2% Latino	26.1% White	9.5% Black or African American	48.00%	46.74%	37.00%	37.84%
Hart Street Elementary	798	91.4%	10.7%	61.0%	89.3% Latino	4.8% White	3.4% Asian	18.00%	24.94%	16.00%	25.58%
Shirley Avenue Elementary	495	82.6%	11.9%	23.4%	83.4% Latino	7.1% White	5.1% Asian	41.00%	36.00%	43.00%	35.37%
Winnetka Avenue Elementary	536	81.5%	12.9%	45.7%	78.5% Latino	10.4% Asian	4.5% White	45.00%	40.87%	36.00%	32.82%
Stanley Mosk Elementary	514	77.4%	8.9%	41.1%	76.1% Latino	7.8% Asian	6.6% White	25.00%	31.30%	29.00%	33.48%
Fullbright Avenue Elementary	465	83.7%	9.0%	47.1%	85.8% Latino	4.7% White	4% Asian	36.00%	35.07%	36.00%	33.18%

\*Source: October 5, 2016 CALPADS

\*\*Source: Accountability Report CDE/Dataquest

SBAC accountability began with the 2014-2015 school year; therefore, we examined our data beginning with that assessment. Based on an analysis of available data, assessment results show a 6% increase in the number of students scoring in the meets/exceeds range during the three-years of SBAC testing. During that same three-year period, Math scores on the SBAC showed a decrease of 3% in the number of students scoring in the meets/exceeds range. However, in both ELA and Math, Calvert's scores remain above both the district and state medians.

In an effort to address the overall performance of our students and their achievement on standardized tests, Calvert has strategically allocated resources to increase the likelihood of student success in the learning process. The school has purchased additional computers to provide the students with increased access to technology and the testing platform. We will contract with an outside vendor, like Computer Wise Kids, to provide computer instruction to all Calvert students. Also, the school has budgeted for additional teaching assistants in transitional kindergarten through fifth grades to aid in the differentiated instruction for every student, including all subgroups. For the 2018-2019 school year, the school will add an instructional coach/data coach to assist teachers and provide leadership in the areas of data analysis, progress monitoring, and evidence-based planning.

The biggest challenge we have for the student population that we serve is to increase attendance. The district-wide attendance goal is for students to have less than, or equal to 9% chronic absenteeism. Calvert Charter for Enriched Studies currently has 14.6% chronic absenteeism. Calvert Charter for Enriched Studies is addressing the need for improvement in our attendance rate through individual and whole-class recognitions, and family attended award



assemblies which include individual awards for attendance. Awards and recognitions are presented on a bi-weekly and monthly basis.

### **STUDENT POPULATION TO BE SERVED**

Calvert Charter for Enriched Studies is a small school consisting of 27 classrooms serving Pre-K through fifth grade. Our 2017-2018 enrollment of 397 students is composed of approximately 26.7% White, 54.29% Latino, 7.83% African Americans, 2.53% Asians, 2.53% Filipinos. English Learners composed 19% of our population. Approximately 70.28% of our students are Socio-Economically Disadvantaged, 12.75% are Students with Disabilities, and 4% are identified Gifted and Talented. Calvert CES is made up a diverse community socially, geographically, culturally, economically, and educationally. Our students speak sixteen languages: English, Spanish, Farsi (Persian), Hindi, French, Punjabi, Filipino, Vietnamese, Arabic, Russian, Assyrian, Armenian, Turkish, Tamil, and Hebrew. Calvert Charter for Enriched Studies' student population is interested in the arts which is evidenced by the inclusion of art, theatre, music, and dance special programs at our school. We have a full transitional kindergarten program that prepares students for their future educational experiences.

### **GOALS AND PHILOSOPHY**

#### **Calvert Charter Vision Statement:**

Our students will be highly educated, collaborative, and innovative 21st century citizens, who achieve their highest academic and career potential. They will be lifelong learners who view diversity as strength, and are respectful of others in order to make the world a better place.

#### **Calvert Charter Mission Statement:**

Calvert Charter for Enriched Studies is a community school committed to providing a safe and supportive environment for learning. Calvert prepares students to be fully participating citizens and leaders of the 21st Century through an academically rigorous and challenging program based on Common Core Standards. Integrating technology and the arts, we provide high quality instruction in every classroom to facilitate the education of the whole child.

### **What It Means to be an “Educated Person” in the 21<sup>st</sup> Century**

Creativity, innovation, communication and global / environmental awareness are critical to being an educated person in the 21st century. At Calvert Charter for Enriched Studies 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 Calvert Charter for Enriched Studies 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 will contract with Computerwise Kids to provide a technology teacher who will prepare and deliver standards based lessons, and equip each student with digital media skills through use of Google Classroom. Additionally, we have a 2:1 ratio of Chromebooks 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**

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

Learning best occurs when all stakeholders fulfill their joint, collaborative responsibility to provide this culture of education for every child. 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. Working together creates an atmosphere focused on the importance of education, which in turn develops a college and career ready student.

Calvert Charter for Enriched Studies will continue to serve as an academic arena that inspires lifelong learning. The school will provide a safe, supportive, and challenging environment that encourages students to maximize their learning potential through integrated learning experiences. Highly qualified teachers, support personnel, and diverse classrooms provide optimal opportunities for every child to be supported in their educational development. Classroom instruction takes into account the multiple modalities of learning and the different abilities among students. Time is set aside for professional development, planning, and grade level and cross grade level collaboration to ensure and support these goals. Informal and formal assessments are used to gauge a student's growth and areas of need. Using these assessments helps inform instruction regarding re-teaching and/or enrichment needs.

At Calvert Charter for Enriched Studies, when teaching to the whole child, we consider every child's uniqueness, talents, and abilities. All students can achieve academic, personal, social and global success through a developmentally appropriate rigorous curriculum. We believe that when these variables come together, best learning occurs.

### **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

#### STATE PRIORITY #1 – BASIC SERVICES

1. The school will assign 100% of teachers in accordance with their credentials, including subject matter, Special Education, and EL authorizations.
2. The school will achieve and maintain an overall “good” rating or better on annual review(s) of school facilities.
3. 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.

#### Related State Priorities:

- ☒ 1     ☐ 4     ☐ 7  
☐ 2     ☐ 5     ☐ 8  
☐ 3     ☐ 6

#### Local Priorities:

- ☐:  
☐:

### Specific Annual Actions to Achieve Goal

- Annual review of school compliance with credentialing, assignment requirements, and teacher hiring procedures by Principal
- Ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and 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
- Internal and/or District annual review(s) of the state and condition of facilities

### 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	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%

Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%
<b>Outcome #2:</b> The school will achieve and maintain an overall “good” rating or better on annual review(s) of School Facilities.						
<b>Metric/Method for Measuring:</b> 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	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
English Learners	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Socioeconomically Disadvantaged Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Foster Youth	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Students with Disabilities	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
African American Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
American Indian/Alaska Native Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Asian Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Filipino Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Latino Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Native Hawaiian/Pacific Islander Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating

Students of Two or More Races	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
White Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
<b>Outcome #3:</b> 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. Each EL student 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 a disability will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP.						
<b>Metric/Method for Measuring:</b> Annual Williams Instructional Materials Review and Certification Process and 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	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

GOAL #2						
<b>STATE PRIORITY #2 - IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS</b>  1. Consistent with the charter, the school will annually increase the number of students that meet or exceed standards as measured by the CAASPP/SBAC in English Language Arts and Mathematics. 2. For English Learners, the school will meet or exceed the annual reclassification goals for the Los Angeles Unified School District.					<b>Related State Priorities:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6  <b>Local Priorities:</b> <input type="checkbox"/> : <input type="checkbox"/> :	
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Annually review and modify English Language acquisition program for English Learners to ensure adequate yearly progress and access to core curriculum.</li> <li>Ensure programs for English Learners are designed to include the new California English Language Development Standards.</li> </ul>						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> Increase the percentage of students that met or exceeded standards in Language Arts on the CAASPP/SBAC.						
<b>Metric/Method for Measuring:</b> CAASPP/SBAC Summative Assessment in ELA						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	46.74	50.74	54.74	58.74	62.74	66.74
English Learners	7	11	15	19	23	27
Socioeconomically Disadvantaged Students	40	44	48	52	56	60
Foster Youth	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Students with Disabilities	17	21	25	29	33	37
African American Students	51	55	59	63	67	71

American Indian/Alaska Native Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Asian Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Filipino Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Latino Students	41	45	49	53	57	61
Native Hawaiian/Pacific Islander Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Students of Two or More Races	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
White Students	60	64	68	72	76	80

**Outcome #2:** Increase the percentage of students that met or exceeded standards in Mathematics on the CAASPP/SBAC.

**Metric/Method for Measuring:** CAASPP/SBAC Summative Assessment in Mathematics

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	37.84	42.84	47.84	52.84	57.84	62.84
English Learners	13	18	23	28	33	38
Socioeconomically Disadvantaged Students	30	35	40	45	50	55
Foster Youth	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Students with Disabilities	27	32	37	42	47	52
African American Students	32	37	42	47	52	57
American Indian/Alaska Native Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Asian Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Filipino Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Latino Students	30	35	40	45	50	55
Native Hawaiian/Pacific Islander Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time



Students of Two or More Races	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>
White Students	52	57	62	67	72	77
<b>Outcome #3:</b> English Learners will meet or exceed the Los Angeles Unified School District's reclassification goal of 22%.						
<b>Metric/Method for Measuring:</b> English Language Proficiency Assessment for California (ELPAC)						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	23.2%	≥22%	≥22%	≥22%	≥22%	≥22%
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

GOAL #3									
<b>STATE PRIORITY #3 – PARENT INVOLVEMENT</b>  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. <ol style="list-style-type: none"> <li>1. My child's teacher(s) inform me about my child's academic progress.</li> <li>2. This school provides opportunities to help me support my child's learning.</li> </ol>					Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6			Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :	
Specific Annual Actions to Achieve Goal									
<ul style="list-style-type: none"> <li>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.</li> <li>Encouraging participation in the School Experience Survey by providing incentives.</li> <li>Provide parents opportunities to volunteer and support their child's learning both inside and outside the classroom</li> <li>Provide guidelines for parents to express and resolve concerns, in accordance with the charter</li> </ul>									
Expected Annual Measurable Outcomes									
<b>Outcome #1:</b> Increased percentage of parents completing the School Experience Survey annually.									
<b>Metric/Method for Measuring:</b> Annual review of School Experience Survey of parental participation									
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023			
All <u>Parents</u> (Schoolwide)	54%	58%	62%	66%	70%	74%			
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:** Increased percentage of parents that feel they are a partner with this school in decisions made about my child's education

**Metric/Method for Measuring:** School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All <u>Parents</u> (Schoolwide)	80%	82%	84%	86%	88%	90%
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:** Increased percentage of parents that feel they are a partner with this school in decisions made about my child's education

**Metric/Method for Measuring:** School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All <u>Parents</u> (Schoolwide)	93%	94%	95%	96%	97%	98%
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

GOAL #4						
<b>STATE PRIORITY #4 - STUDENT ACHIEVEMENT</b>  1. The school will increase the percentage of students referred for GATE assessment in all areas – intellectual, high achievement, specific academic subject areas, and the arts.  2. The school will reduce the percentage of Potential Long-Term English Learners (PTEL).					<div style="border: 1px solid black; padding: 5px;"> <b>Related State Priorities:</b>  <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="border: 1px solid black; padding: 5px; margin-top: 5px;"> <b>Local Priorities:</b>  <input type="checkbox"/> :  <input type="checkbox"/> :         </div>	
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <li>The Gifted Coordinator and administration will provide/arrange professional development for teachers on the process for GATE referrals.</li> <li>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</li> <li>Provide 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.</li> <li>Schedule Student Success and Progress Team (SSPT) meetings for those students needing additional monitoring and support.</li> <li>Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas.</li> </ul>						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> The school will increase the percentage of students identified gifted.						
<b>Metric/Method for Measuring:</b> MyData and Gifted Rosters						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2.5%	4.5%	6.5%	8.5%	10.5%	12.5%
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
<b>Outcome #2:</b> The school will reduce the number of Potential Long-Term English Learners (PTELS).						
<b>Metric/Method for Measuring:</b> ELPAC and Progress Reports						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	22	20	18	16	14	12
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

GOAL #5						
<b>STATE PRIORITY #5 – STUDENT ENGAGEMENT</b>  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). 2. The school will decrease annually the number of students missing 16 days or more each school year or an attendance rate of 91% or lower schoolwide.	<div style="text-align: center;">Related State Priorities:</div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> 1   <input type="checkbox"/> 4   <input type="checkbox"/> 7  <input type="checkbox"/> 2   <input checked="" type="checkbox"/> 5   <input type="checkbox"/> 8  <input type="checkbox"/> 3   <input type="checkbox"/> 6           </div> <div style="text-align: center; margin-top: 10px;">Local Priorities:</div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> :  <input type="checkbox"/> :           </div>					
Specific Annual Actions to Achieve Goal						
1. Increase annually the percent of students attending 173-180 days <ul style="list-style-type: none"> <li>Maintain attendance incentive programs (i.e.: classroom rewards and individual student honors for perfect attendance)</li> <li>Administrator will contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership in regards to attendance.</li> </ul> 2. Decrease the number of students missing 16 or more school days each year						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> The school will annually increase the percentage of students that attend 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher) by 2% annually.						
<b>Metric/Method for Measuring:</b> Attendance Data						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide), including all numerically significant subgroups	61.10	≥75	≥75	≥75	≥75	≥75
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:** The school will decrease annually the percentage of students missing 16 days or more each school year or an attendance rate of 91% or lower.

**Metric/Method for Measuring:** Attendance Data

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	14.2	≤9	≤9	≤9	≤9	≤9
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



GOAL #6						
<b>STATE PRIORITY #6 - SCHOOL CLIMATE</b>  1. The school will maintain the number of suspension incidents at 0% schoolwide and at 0% for English Learners, foster youth, low income students, African-American students, and students with disabilities. 2. The school will maintain the number of expulsion incidents at 0% for all subgroups: English Learners, foster youth, socioeconomically disadvantaged students, African-American students, and students with disabilities. 3. Students responding to the Annual "School Experience Survey" report that they are happy to be at our school.				<b>Related State Priorities:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6		
				<b>Local Priorities:</b> <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <li>The school will implement a character development program which includes Monthly Character Assemblies.</li> <li>Weekly Monday morning assemblies are held where students are recognized for being "Safe, Respectful, Responsible, and Ready to Learn" and students select positive reinforcement prizes from the treasure box.</li> <li>The campus aides and school staff provide a safe environment for our students and implement a positive behavior support program by passing out "Caught Being Good" tickets.</li> <li>Teachers will implement positive reinforcement for appropriate social behavior in the classroom and on the yard.</li> <li>The Rubric of Implementation outlines positive behavior and safe learning environment</li> <li>Student Support and Safety Committee meets monthly to discuss safety concerns.</li> </ul>						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> School will maintain 0% suspensions for all subgroups						
<b>Metric/Method for Measuring:</b> Monthly School Suspension Data						
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 a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a 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 a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Asian Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Filipino Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Latino Students	0	0	0	0	0	0
Native Hawaiian/Pacific Islander Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Students of Two or More Races	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
White Students	0	0	0	0	0	0
<b>Outcome #2:</b> School will maintain 0% expulsions for all subgroups.						
<b>Metric/Method for Measuring:</b> Monthly school expulsion data, MyData						
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 a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a 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 a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Asian Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Filipino Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Latino Students	0	0	0	0	0	0
Native Hawaiian/Pacific Islander Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Students of Two or More Races	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
White Students	0	0	0	0	0	0
<b>Outcome #3:</b> School will increase the percentage of students reporting that they are happy at school on the School Experience Survey.						
<b>Metric/Method for Measuring:</b> School Experience Survey						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide), including all numerically significant subgroups	90	91	92	93	94	95
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

GOAL #7						
<b>STATE PRIORITY #7 – COURSE ACCCESS</b>  The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (science lab, art, ballroom dance, orchestral music, library, physical education) to 100% of its students every year.				<b>Related State Priorities:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				<b>Local Priorities:</b> <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <li>Conduct an annual review of the school's master schedule, student schedules, classroom schedules, and other information.</li> <li>Classroom daily schedules will be posted for all core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Science Lab, Art, Music, Garden Ranger, Computer Lab)</li> </ul>						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science to 100% of its students every year.  <b>Metric/Method for Measuring:</b> Annual Review of Master Schedule and Student Schedules						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
English Learners	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects

Socioeconomically Disadvantaged Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Foster Youth	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Students with Disabilities	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
African American Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
American Indian/Alaska Native Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Asian Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Filipino Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Latino Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Native Hawaiian/Pacific Islander Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Students of Two or More Races	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
White Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
<b>Outcome #2:</b> The school will offer a comprehensive enrichment program to 100% of its students every year.						

**Metric/Method for Measuring:** Annual review of master schedule, classroom schedules, and student schedules

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs
English Learners	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs
Foster Youth	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Students with Disabilities	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs
African American Students	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs
American Indian/Alaska Native Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Asian Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Filipino Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Latino Students	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to	Maintain 100% of students having access to	Maintain 100% of students having access to	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs

		enrichment programs	enrichment programs	enrichment programs		
Native Hawaiian/Pacific Islander Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Students of Two or More Races	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
White Students	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs	Maintain 100% of students having access to enrichment programs



GOAL #8						
<p><i>State Priority #8 – Other Student Outcomes</i></p> <ul style="list-style-type: none"> <li>All students TK-2 will participate in our Early Language Literacy Plan (ELLP), which provides foundational literacy instruction as part of Tier I Teaching.</li> <li>ELLP professional developments will help organize efforts in literacy and language instruction to best serve the students in need of foundational skills. Maintain training of all teachers and paraprofessionals in the ELLP on an ongoing basis.</li> <li>The school will follow the CCSS in Technology to prepare students with 21st Century skills. We will continue to provide visual arts instruction for all grade levels as well as drama, dance and orchestra. All students will have access at various grade levels to a variety of arts instruction.</li> <li>The school will provide on and off site professional development on integrating technology in the classroom at all grade levels.</li> </ul>	<div style="text-align: center;">Related State Priorities:</div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/> 1</div> <div><input type="checkbox"/> 4</div> <div><input type="checkbox"/> 7</div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/> 2</div> <div><input type="checkbox"/> 5</div> <div><input checked="" type="checkbox"/> 8</div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/> 3</div> <div><input type="checkbox"/> 6</div> </div> <div style="margin-top: 10px;">Local Priorities:</div> <div style="display: flex; justify-content: space-between;"> <div><input type="checkbox"/>:</div> <div><input type="checkbox"/>:</div> </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <li>Provide off-site professional development for ELLP for all teachers, as school budget allows.</li> <li>Continue on-site training of teachers and paraprofessionals in ELLP through current grade-level experts.</li> <li>Use Data Walls showing student progress in DIBELS and TRC across all grade levels to provide visual data for planning effective small-group instruction.</li> <li>Provide access to technology (Classroom Computers, Chromebooks, iPads, and Computer Lab) on a weekly and as needed basis.</li> <li>Provide professional development on the integration of technology across the curriculum.</li> </ul>						
Expected Annual Measurable Outcomes						
<p><b>Outcome #1:</b> Maintain training of all teachers and paraprofessionals in the Early Language and Literacy Plan on an ongoing basis.</p> <p><b>Metric/Method for Measuring:</b> Review of DIBELS, benchmark assessments, DIBELS progress monitoring, and teacher observations.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023

All Students (Schoolwide)	Maintain 100% of students being instructed and having access to the school's adopted ELLP program	Maintain 100% of students being instructed and having access to the school's adopted ELLP program	Maintain 100% of students being instructed and having access to the school's adopted ELLP program	Maintain 100% of students being instructed and having access to the school's adopted ELLP program	Maintain 100% of students being instructed and having access to the school's adopted ELLP program	Maintain 100% of students being instructed and having access to the school's adopted ELLP program
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a 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	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Filipino Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
Students of Two or More Races	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time	Not a significant subgroup at this time
White Students	100%	100%	100%	100%	100%	100%
<b>Outcome #2:</b> Students will receive instruction in CCSS for technology. Students will learn a variety of programs and be able to integrate technology throughout the curriculum. Student will have enriched technology instruction in the areas of robotics and coding.						
<b>Metric/Method for Measuring:</b> Annual review of Master Schedule, class schedules, and student schedules						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023

All Students (Schoolwide)	Maintain 100% of students receiving instruction in the core subjects, the arts, and technology	Maintain 100% of students receiving instruction in the core subjects, the arts, and technology	Maintain 100% of students receiving instruction in the core subjects, the arts, and technology	Maintain 100% of students receiving instruction in the core subjects, the arts, and technology	Maintain 100% of students receiving instruction in the core subjects, the arts, and technology	Maintain 100% of students receiving instruction in the core subjects, the arts, and technology
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### **How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Life-Long Learners**

The instructional program at Calvert Elementary is based on the Common Core Standards. With this as our foundation, we create authentic assessments that involve students in real-world applications. Meaningful feedback, taking responsibility for one's own learning, and rigorous academic expectations all play a part in enabling students to become competent lifelong learners. Technology and the arts continue to be incorporated into the curriculum, helping students to deepen their understanding of concepts and refine their skills. Having technological competence, is an integral part of preparing students for 21st century life. Calvert students will be provided with ample opportunities to do research and create visual presentations as excellent ways to keep the learning interesting and engaging.

Calvert educators nurture motivation and confidence by providing students with successful educational experiences and directing their sights on future academic goals and milestones, including middle school, high school, and college. Ongoing community involvement that promotes the greater good of society through local and global causes connects our learners with the world. Educators, students, and families also work hand and hand on school beautification programs, such as Calvert Green. All of these opportunities serve to motivate the students to investigate further and impact the world around them.

### **INSTRUCTIONAL DESIGN**

Our curriculum is aligned with the California Common Core Content Standards (CCSS), the Next Generation Science Standards (NGSS), and the LAUSD's instructional initiatives. We believe that meaningful learning occurs by addressing the needs of our students, including all sub-groups, and are best accomplished through a balanced program, which focuses on student-centered instruction. Calvert Charter will rely upon research-based strategies, examine formative and summative student data, analyze student work samples, and design and modify our curriculum and teaching practices based on the needs of our students. Student data and work samples will continuously be examined to ascertain the strengths and weaknesses of our students (from far below basic to advanced) including all subgroups of student learners (at risk, special needs, socioeconomically disadvantaged, English Learners, Standard English Learners, gifted and talented, under-achieving/non-proficient, subgroups by ethnicity, and those with Section 504 plans). Adhering to the proposed instructional framework and teaching methodologies ensures that instructors at Calvert Charter can successfully meet the needs of our students in all subgroups. We believe that it is our professional and ethical responsibility to provide daily instruction for each child in every classroom that includes the following:

#### Clear expectations

- Content standards are clearly expressed using student friendly language.

Rubrics and criteria charts, both teacher created and student created, are developed which align with state standards.

- Conceptual knowledge (knowing what to do)
- Procedural Knowledge (knowing how to do something)
- Reasoning (knowing when/where/why to do something)

#### Critical thinking strategies in all academic areas

- Scholarly Behaviors (Depth and Complexity)
- Revised Blooms Taxonomy
- Webb's Depth of Knowledge

#### Varied opportunities for collaboration and student interactions

- Pair-share instruction
- Socratic Seminars
- Cooperative learning across the curriculum
- Choral reading, chanting
- Literature circles
- Writing process, which includes peer revision and peer editing

#### Differentiated curriculum

- Tiered assignments
- Compacting
- Independent study
- Scaffolding
- Thinking Maps
- Accountable Talk
- Pre-teaching of concepts

#### Differentiated instruction

- Whole group, small group, and individualized instruction
- Multi-media, technology enriched learning
- Team teaching
- Graphic organizers and mind maps
- Specially Designed Academic Instruction in English (SDAIE)
- Direct instruction
- Guided practice

#### Experiential learning

- Student centered learning, Independent work time, research, and projects
- Use of manipulatives and realia
- Hands-on inquiry-based learning through labs and simulations
- Internet connectivity and collaboration
- Field trips

#### Integration of the arts

- Music class
- Visual arts instruction across the curriculum
- Theater and dramatic arts activities
- Ballroom dance
- Orchestra

#### **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.

Calvert Charter for Enriched Studies (CCES) curriculum will include an integrated, inquiry-based TK-5 curriculum aligned with the Common Core State Standards (CCSS) for language arts, math, Next Generation Science Standards (NGSS), and California State Standards for social studies, physical education, and health. Access to the core curriculum will be enhanced by including visual and performing arts as a continuing instructional element. Our library, portable Chromebook carts, iPad carts, and computer media lab will be utilized to support differentiated instruction and promote hands-on experiential learning.

#### Standards are Essential

Clear and accessible standards for what students must learn at benchmark grade levels are a vital part of meeting the academic needs of all students. CCSS serve as a guide for teachers, administrators, parents, and students as to the specific knowledge base and skill level that students must master at each level.

#### Challenging Curriculum

CCSS will be met through an academically rigorous approach and enriched by the arts (ballroom dance, orchestra, and music) in a way that meets and exceeds the thresholds established by the district and state. For English/Language Arts we have adopted the Benchmark Advance program which includes program materials to support English Learners, Students with Disabilities, and GATE students. The curriculum promotes higher level thinking skills and the creativity necessary to develop scholars ready for 21st century problem solving. It also provides non-fiction reading selections to support our science and social studies curriculum. In math, we will continue to use the LAUSD adopted MyMath program to meet the needs of our students. Our science curriculum is based on the Next Generation Science Standards and will be taught using the FOSS Science Program, and teacher created STEM projects, which promote hands on science through student investigation.

Teachers are a vital part of the educational process. They must know their subject matter well and be able to apply appropriate pedagogies to address student needs. Calvert Charter Elementary will implement strategic professional development and training to ensure that teachers continue to develop and grow as professional educators.

## **Desired Outcomes of The School's Instructional Program**

### **English Language Arts**

Students will be able to communicate effectively at their grade level through appropriate application of reading, writing, speaking, and listening skills. Students will be able to comprehend grade level reading material, both formally and informally, and convey accurate interpretations of texts for both fiction and non-fiction material. Furthermore, when writing or speaking, students will be able to use academic language, explain ideas with details, identify big ideas, compare and contrast two or more strands of information, analyze text through different perspectives, and decipher the author's purpose. Students will be able to combine these literacy skills to compose meaningful evaluations of their own work and the work of others.

### **ELD**

Students will be able to demonstrate progress through reading, writing, speaking, and listening in English. Students will use prior knowledge to integrate English language acquisition in all content areas. Furthermore, students will increase one or more CELDT level per year with the goal of reclassification. Teachers will implement a rigorous curriculum to ensure meeting and exceeding the State and Common Core Standards. Teachers will implement the English Learner Master Plan with fidelity through designated and integrated ELD instruction. Teachers will use SDAIE techniques across all curriculum areas to promote understanding and develop students' mastery of English.

### **Mathematics**

Students will be able to comprehend and apply grade-level math concepts and procedures through the use of hands-on manipulatives, models, algorithms, problem solving, reading, and writing to solve problems across the curriculum. Students will apply the eight mathematical practices and learn to apply them to a variety of contexts:

- Make sense of problems and persevere in solving them
- Construct viable arguments and critique the reasoning of others
- Reason abstractly and quantitatively
- Model with mathematics
- Attend to precision
- Use appropriate tools strategically
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

### **Science**

Students will adapt to the Next Generation Science Standards by increasing knowledge in engineering, computer coding, and environmental studies. Students develop the critical thinking skills of science to include: observing, comparing, organizing, inferring, relating, and applying. Language of the discipline and depth of knowledge (DOK) is taught to develop higher level thinking. Thinking like a disciplinarian is used to apply science concepts across the curriculum. Standards based benchmark tests are used to assess students. These assessments provide our teachers with a clear assessment of student learning and progress towards meeting the standards.

The District provided curriculum for science is from Full Option Science System (FOSS):

- Kindergarten: Trees, Wood and Paper, Animals (including fish, snails, worms, isopods, ladybugs and more)
- First Grade: State of Matter, Air and Weather, Plants and Insects
- Second Grade: Pebbles, Sand and Silt, Insects and Plants, Balance and Motion
- Third Grade: Solar System, Matter and Energy, Living Systems
- Fourth Grade: Magnetism and Electricity, Rocks and Minerals, Environments
- Fifth Grade: Body Systems, Weather and Planetary Science, Mixtures and Solutions

In addition to the Full Option Science System kits, the teachers use Mystery Science, a hands-on, NGSS and Common Core aligned science program.

## **History and Social Studies**

Students will demonstrate an understanding of the tenets of democracy and the unique place that California has in American History. They will recognize and understand the importance of diversity and the contributions made by various cultures. Furthermore, they will understand cause and effect within a historical context over time and be able to identify parallels and patterns in various historical time periods. Student will also be able to draw logical conclusions from historical data and be able to defend their conclusions with persuasive arguments. Students will learn to record facts and connections using depth and complexity prompts, and thinking maps.

## **Technology**

Kindergarten through 5th grade students will have formal keyboarding instruction from a trained instructor and demonstrate computer literacy. The classes for all students are 50 minutes once a week, except 30 minutes for kindergarten. All students at Calvert Elementary Charter will have weekly scheduled time to utilize the computer lab as well as access to portable iPad and Chromebook carts. Students will create a digital portfolio of their projects created in the computer lab and on classroom computers. They will use word processing, video recording, photography, coding and other applications to enhance this portfolio. Students will use digital presentation techniques to support core subject areas by using PowerPoint, Google Docs, and Photoshop. Students will also have a four-week rotation of robotics. In addition to the daily instruction, third through fifth grade students have the opportunity to join an after school coding club. Kindergarten and first grade students will receive online instruction in mouse handling and keyboard skills, as well. Second through fifth grade students will learn to responsibly use email. All students will receive Digital Citizenship Education.

## **Visual and Performing Arts**

Students will develop a knowledge and appreciation for music, visual art, drama, and dance. As a school, we will use the arts to provide opportunities for students to express themselves in a more meaningful way and develop a greater depth of understanding of subject matter across the curriculum. Specialists will be brought in to provide content-specific knowledge, such as ballroom dance and orchestra/musical training. We are one of 10 schools in the San Fernando Valley that participate in the Arts Integration program. Our students all receive a rotation in each of the disciplines. In addition, we contract with Children's Music Workshop for orchestra and recorders. In the fall, we are adding a new percussion program for the primary grades provided by Theatre of Hearts.

## **Physical Education**

Each student will increase their physical strength through a standards-based curriculum that encourages both teamwork and individual growth. Students will be encouraged to develop strong self-esteem through healthy habits of mind and body. Students in grades four and five will improve interpersonal skills through guided instruction of four different, culturally relevant ballroom dances. All students in grades one through five receive 100 minutes of P.E. instruction per week. Calvert was awarded a grant that will provide a physical education teacher to work with eight teachers and provide professional development for two years.

## **Innovative Curricular Components of the Educational Program**

Though the EnrichLA program students learn to tend our edible garden. A highly trained instructor teaches weekly classes, based on a grade level rotation, in the garden on topics including environmental sustainability, nutrition, and STEM. The instructor with the help of all students maintain the campus garden weekly to ensure healthy soil, safe and edible plants, and pest control. Students learn to compost and how to responsibly collect organic food waste. Students are encouraged to try new fruits and vegetables through our garden to table program at the conclusion of their rotation.

Second through fifth grade students have the opportunity to play an instrument through our collaboration with the Children's Music Workshop. Second grade students receive weekly instruction in playing the recorder and reading music. Third through fifth grade students are exposed to a variety of instruments before choosing a wind or string instrument. The students receive direct instruction from a master musician in small groups based on their specific instrument with a culminating performance by the whole orchestra at the end of the school year.

Kindergarten and first grade students are instructed in the arts from highly trained instructors through the Theater of Hearts Artists-in-Residence Program. Students are involved in positive hands-on creative experiences in theater, creative writing, visual arts, storytelling, music, and dance. Each residency is comprised of 13-15 sessions that are 2 hours in duration and are sequentially scheduled once a week. Workshop curricula aligns with the California Common Core State Standards and Visual and Performing Arts Framework. At the conclusion of the residency students perform for the whole student body and their parents.

## **Intervention Programs**

Students in need of additional academic support participate in one-on-one and small group classroom instruction led by credentialed teachers and highly trained paraprofessionals. At risk students also receive in class and after-school intervention programs taught by credentialed teachers or our categorical program coordinator.

In addition, students are given differentiated small group instruction across the grade levels through the Early Language and Literacy Academy time. Students are grouped by academic need or strength based on Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments and the Phonological Awareness Screener for Intervention (PASI). These flexible groups allow for students to change levels based on structured progress monitoring in:

- Print Concepts
- Phonological Awareness
- Phonics & Word Recognition



- Fluency
- Oral Language Development

### **Curricular and Instructional Materials**

- K-5 – Benchmark Advance, English Language Arts
- K-5 – Benchmark Advance, English Language Development
- K-5 – Benchmark Advance, Intervention Component
- Grades 3-5, grade-level appropriate literature
- K-5 - My Math
- Marilyn Burns math
- Marcy Cook math
- Cognitively Guided Instruction
- K-5, FOSS Science kits and California Adoption Textbook
- K-5 FOSS supplemental materials for NGSS
- Mystery Science
- Scott Foresman California Social Science
- Health and Wellness
- Second Step
- Various, grade-level appropriate field trips and assemblies
- Start Smart 1.0 Revised and 2.0

### **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 Affiliated Charter School shall be considered existing students of Affiliated Charter School for purposes of Charter School's admissions, enrollment, and lottery.

Calvert CES will implement Transitional Kindergarten (TK) in accordance with District Policy.

At Calvert CES, we have students who meet the age criteria for Transitional Kindergarten. These students are enrolled in a TK/Kindergarten combination class. The TK program follows the requirements of SB 1318 in providing a modified kindergarten curriculum that is age and developmentally appropriate. Emphasis is placed on developing oral language skills and providing integrated experiences in language and literacy, social/emotional development, science, social sciences and the arts. Transitional kindergarten students participate in all curricular enrichment activities provided for kindergarten students.

### **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. Affiliated 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.

Calvert Charter Elementary School follows the traditional 180 day LAUSD calendar with identical holidays, unassigned days, start date and completion date.

Month	Instructional Days/ Holidays/ Breaks
July 2018	No School - Summer Break
August 2018	August 13 - Pupil Free Day August 14 – First Day of Instruction August 31 – Admission Day
September 2018	September 3 – Labor Day – No School September 10 – Unassigned Day – No School September 19 – Unassigned Day – No School
October 2018	No Holidays
November 2018	November 12 – Veteran’s Day – No School November 19-21 – Unassigned – No School November 22-23 – Thanksgiving – No School
December 2018	December 17-31 – Winter Recess – No School
January 2019	January 1-4 – Winter Recess – No School January 7 – Second Semester Begins January 21 – MLK Holiday – No School
February 2019	February 18 – President’s Day – No School
March 2019	No Holidays
April 2019	April 1 – Cesar Chavez Day – No School April 15-19 – Spring Recess – No School
May 2019	May 27 – Memorial Day – No School
June 2019	June 7 – Last Day of Instruction
	For the 2018-19 school year, Calvert Charter Elementary School will request approval of 9 minimum days. We will also submit a waiver to have a full year of Banked Professional Development Days on Tuesdays. The required numbers of minutes are added to our schedule to assure that we have met all the requirements for instructional minutes.

### Calvert CES Proposed Minimum Days

Minimum Days
Monday, November 5, 2018
Wednesday, November 7, 2018
Thursday, November 8, 2018
Friday, November 9, 2018
Friday, December 14, 2018
Monday, June 3, 2019
Wednesday, June 5, 2019

Minimum Days
Thursday, June 6, 2019
Friday, June 7, 2019

### Calvert Charter for Enriched Studies Bell Schedules

#### Calvert CES Regular Day Schedule Monday, Wednesday, Thursday, Friday

7:30	School Opens to Students	
7:55	Line-Up Bell	
8:01	Classes Begin	
9:45-10:05	1st Recess	Grades TK-2
10:10-10:30	2nd Recess	Grades 3-5
12:00-12:20 Eat 12:25-12:25 Play	1st Lunch	Grades TK-2
12:00-12:25 Play 12:25- 12:45Eat	2nd Lunch	Grades 3-5
2:28	Dismissal	
After Dismissal	After school playground is open and supervised by YS until 6:00 for grades 2-5	Creative Kids is a paid option for supervision until 6:30pm for grades TK-5

**Calvert CES Regular Day Schedule  
Tuesday**

7:30	School Opens to Students	
7:55	Line-Up Bell	
8:01	Classes Begin	
9:45-10:05	1st Recess	Grades TK-2
10:10-10:30	2nd Recess	Grades 3-5
12:00-12:20 Eat 12:25-12:25 Play	1st Lunch	Grades TK-2
12:00-12:25 Play 12:25- 12:45Eat	2nd Lunch	Grades 3-5
1:28	Dismissal	
After Dismissal	After school playground is open and supervised by YS until 6:00 for grades 2-5	Creative Kids is a paid option for supervision until 6:30pm for grades TK-5

**Calvert CES Minimum Day Schedule**

7:30	School Opens to Students	
7:55	Line-Up Bell	
8:01	Classes Begin	
10:00- 10:30	Brunch	Grades TK-2
10:30- 11:00	Brunch	Grades 3-5
12:40	Dismissal	
After Dismissal	After school playground is open and supervised by YS until 6:00 for grades 2-5	Creative Kids is a paid option for supervision until 6:30pm for grades TK-5

**Calvert Charter for Enriched Studies Sample Daily Schedule  
Transitional Kindergarten/Kindergarten**

<b>Subject</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Breakfast in the Classroom (BIC)	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
E.L.D. (applicable classes or ELA)	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes
Language Arts	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Recess	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
E.L.L.P. Academy	45 minutes	45 minutes			
Mathematics	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes
Lunch	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes
Quiet Time/Read Aloud	10 minutes	10 minutes	10 minutes	10 minutes	10 minutes
Social Studies/ Science/Art	40 minutes (varies by day and by teacher)		40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)
Library	40 minutes (varies by day and by teacher)		40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)
Garden Rangers/ YPlay (Physical Education)/ Music	50 minutes (varies by day and by teacher)		50 minutes (varies by day and by teacher)	50 minutes (varies by day and by teacher)	50 minutes (varies by day and by teacher)
Daily Cleanup and Homework Review	15 minutes		15 minutes	15 minutes	15 minutes

<b>Subject</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Dismissal	2:28 pm	1:28pm	2:28pm	2:28pm	2:28pm

**Calvert Charter for Enriched Studies Sample Daily Schedule  
First Grade**

<b>Subject</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Breakfast in the Classroom (BIC)	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
E.L.D. (applicable classes or ELA)	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes
Language Arts	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Recess	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
E.L.L.P. Academy	45 minutes	45 minutes			
Language Arts	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Mathematics	40 minutes	40 minutes	40 minutes	40 minutes	40 minutes
Lunch	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes
Mathematics Cont.	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Social Studies/ Science/Art	40 minutes (varies by day and by teacher)		40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)
Library	40 minutes (varies by day and by teacher)		40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)
Physical Education	20 minutes (varies by day and by teacher)				
Garden Rangers/	50 minutes (varies by		50 minutes (varies by day	50 minutes (varies by day	50 minutes (varies by

<b>Subject</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
YPlay (Physical Education)/ Music	day and by teacher)		and by teacher)	and by teacher)	day and by teacher)
Daily Cleanup and Homework Review	15 minutes		15 minutes	15 minutes	15 minutes
Dismissal	2:28 pm	1:28pm	2:28pm	2:28pm	2:28pm

**Calvert Charter for Enriched Studies Sample Daily Schedule  
Second Grade**

<b>Subject</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Breakfast in the Classroom (BIC)	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
E.L.D. (applicable classes or ELA)	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes
Language Arts	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Recess	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
E.L.L.P. Academy		45 minutes	45 minutes		
Language Arts	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Mathematics	40 minutes	40 minutes	40 minutes	40 minutes	40 minutes
Lunch	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes
Mathematics Cont.	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Social Studies/ Science/Art	40 minutes (varies by day and by teacher)		40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)

<b>Subject</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Library	40 minutes (varies by day and by teacher)		40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)
Physical Education	20 minutes (varies by day and by teacher)				
Garden Rangers/ YPlay (Physical Education)/ Music	50 minutes (varies by day and by teacher)		50 minutes (varies by day and by teacher)	50 minutes (varies by day and by teacher)	50 minutes (varies by day and by teacher)
Daily Cleanup and Homework Review	15 minutes		15 minutes	15 minutes	15 minutes
Dismissal	2:28 pm	1:28pm	2:28pm	2:28pm	2:28pm

**Calvert Charter for Enriched Studies Sample Daily Schedule  
Third Grade**

<b>Subject</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Breakfast in the Classroom (BIC)	15 minutes	15 minutes	15 minutes	15 minutes	15 minutes
E.L.D. (applicable classes or ELA)	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes
Orchestra	Times vary per instrument				
Language Arts	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Recess	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
E.L.L.P. Academy	45 minutes	45 minutes			
Language Arts	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes



<b>Subject</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Mathematics	40 minutes	40 minutes	40 minutes	40 minutes	40 minutes
Lunch	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes
Arts Program	Times and arts strand vary by class	Times and arts strand vary by class	Times and arts strand vary by class		
Mathematics Cont.	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Social Studies/ Science/ Health/Art	40 minutes (varies by day and by teacher)		40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)
Library	40 minutes (varies by day and by teacher)		40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)
Physical Education	20 minutes (varies by day and by teacher)				
Garden Rangers/ YPlay (Physical Education)/ Music	50 minutes (varies by day and by teacher)		50 minutes (varies by day and by teacher)	50 minutes (varies by day and by teacher)	50 minutes (varies by day and by teacher)
Daily Cleanup and Homework Review	15 minutes		15 minutes	15 minutes	15 minutes
Dismissal	2:28 pm	1:28pm	2:28pm	2:28pm	2:28pm

**Calvert Charter for Enriched Studies Sample Daily Schedule  
Fourth Grade**

<b>Subject</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Breakfast in the Classroom (BIC)	15 minutes	15 minutes	15 minutes	15 minutes	15 minutes
E.L.D. (applicable classes or ELA)	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes
Orchestra	Times vary per instrument				
Language Arts	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Recess	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
E.L.L.P. Academy	45 minutes	45 minutes			
Language Arts	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Mathematics	40 minutes	40 minutes	40 minutes	40 minutes	40 minutes
Lunch	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes
Arts Program	Times and arts strand vary by class	Times and arts strand vary by class	Times and arts strand vary by class		
Mathematics Cont.	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Social Studies/ Science/ Health/Art	40 minutes (varies by day and by teacher)		40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)
Library	40 minutes (varies by day and by teacher)		40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)
Physical Education	20 minutes				

<b>Subject</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	(varies by day and by teacher)				
Garden Rangers/ YPlay (Physical Education)/ Music	50 minutes (varies by day and by teacher)		50 minutes (varies by day and by teacher)	50 minutes (varies by day and by teacher)	50 minutes (varies by day and by teacher)
Dismissal	2:28 pm	1:28pm	2:28pm	2:28pm	2:28pm

**Calvert Charter for Enriched Studies Sample Daily Schedule  
Fifth Grade**

<b>Subject</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Breakfast in the Classroom (BIC)	15 minutes	15 minutes	15 minutes	15 minutes	15 minutes
E.L.D. (applicable classes or ELA)	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes
Orchestra	Times vary per instrument				
Language Arts	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Recess	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
E.L.L.P. Academy	45 minutes	45 minutes			
Language Arts	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Mathematics	40 minutes	40 minutes	40 minutes	40 minutes	40 minutes
Lunch	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes
Arts Program	Times and arts strand vary by class	Times and arts strand vary by class	Times and arts strand vary by class		

<b>Subject</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Mathematics Cont.	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Social Studies/ Science/ Health/Art	40 minutes (varies by day and by teacher)		40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)
Library	40 minutes (varies by day and by teacher)		40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)	40 minutes (varies by day and by teacher)
Physical Education	20 minutes (varies by day and by teacher)				
Garden Rangers/ YPlay (Physical Education)/ Music	50 minutes (varies by day and by teacher)		50 minutes (varies by day and by teacher)	50 minutes (varies by day and by teacher)	50 minutes (varies by day and by teacher)
Dismissal	2:28 pm	1:28pm	2:28pm	2:28pm	2:28pm

### **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.

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

The ILT-Instructional Leadership Committee and/or administration will collaborate to determine the Professional Development calendar at Calvert Charter for Enriched Studies. Weekly Professional Development will be built on school-wide student needs, confirmed by data, and the interests of teachers via the input of Calvert Charter's Instructional Leadership Team-ILT Committee. Professional Development topics are driven by the assessment data, as well as students' and staff's needs and interests.

The ILT-Instructional Leadership Team Committee will determine topics for Professional Development by the end of current school year, for the upcoming school year. Professional Development will focus on: areas of instructional practices, curriculum, differentiated instruction and strategies, behavior strategies, intervention, English Language Learners, Special Education, and school safety.

Professional Development topics will address local and state mandated initiatives. Local Professional Development is determined by classroom teachers based on specific programs or program needs, for implementation. State mandated Professional Developments are scheduled monthly to meet compliance with LAUSD and to inform our teachers of any new initiatives being implemented in education. State initiatives are at the core of district Professional Development and take priority in scheduling for the year. This includes, but is not limited to the English Learner Master Plan for English Learners, Special Education, Response to Instruction and Intervention and Special Education.

The Principal oversees and assures that all Professional Development is facilitated according to the PD schedule and may update schedule based on the needs of the staff and school. At the local level, the Principal secures vendors or specialists necessary, but also encourages in house support by creating teams of experts that are scheduled and present during Professional Development. The Principal prioritizes time to expert teams for planning and development of local PD's at the school site. At the state level, the Principal is responsible for follow through on required Professional Development at the school site. The Principal also assures that state PD's are prioritized in the schedule, documents, and submits completion of mandated state Professional Development.

During our Committees Meeting, the Curriculum Committee will analyze data as one way to interpret data to determine areas of need for professional development at our school site. All Professional Development topics and needs will be based on student data and the needs of our students. In addition to Professional Development, grade levels meet weekly, to provide teachers an opportunity to analyze periodic assessments and plan instructional opportunities for all students and to meet the needs of students at the grade level.

Calvert Charter for Enriched Studies will adhere to the guidelines as stated in memo, MEM-6015.3 "School-Site Professional Development Priorities Banked-Time Days for Elementary

Schools.” Some Professional Development topics scheduled yearly, include but are not limited to, Common Core State Standards, CCSS Lessons for Math or ELA, “My Math” math practices and math talk, differentiation, thinking maps, Smarter Balanced Assessment Consortium, SBAC Performance Tasks, intro to NGSS, FOSS Science, technology, and writing.

## **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*.

Calvert Charter for Enriched Studies continues to work with English Learners to ensure that they meet or exceed English Language Proficiency and grade level standards comparable to their fluent English proficient peers. The principal and EL coordinator work closely with teachers and families to ensure the District’s English Learner Master Plan is being followed and accountabilities are met. They also ensure the District’s receive support in meeting the goals of each student. There is open communication with parents through our monthly ELAC meetings. Topics include EL Master Plan, ELPAC testing, CAASPP/SBAC testing, Common Core State Standards, California State ELD Standards, program elements, and reclassification. The four areas in which ELAC is required to advise the SSC are the importance of regular school attendance, comprehensive needs assessment, single plan for student achievement, and the annual language census.

Calvert Charter for Enriched Studies provides English Learners with an effective English language acquisition program that affords meaningful access to the schools academic core curriculum. Instructional plans for English Learners are periodically evaluated to make sure the program is successful and modifies when needed and the program is adequately supported with trained teachers and appropriate resources and materials.

Calvert Charter for Enriched Studies follows the Master Plan for the education of our English Learners to provide opportunities for non-English speaking students to become fluent and literate in English. Instructional plans for English Learners are based on the District’s English Learner Master Plan utilizing Start Smart 1.0 revised, 2.0, and Integrated and Designated ELD time. During Designated ELD time, teachers work with their students to understand grade level and academic vocabulary and teach strategies to help students better understand the stories they are reading in the classroom. During integrated ELD time, teachers incorporate ELD strategies while teaching across curriculum. The EL Coordinator works closely with teachers to plan and implement meaningful lessons. Teachers incorporate many resources and strategies in their daily EL lessons. Aspects of the five foundational GLAD strategies are embedded into EL lessons. Students are grouped in Expert Groups so that one student in each group works with the teacher. This student reports back to the rest of the group regarding the teachers input. This allows the student to become a master of the information so that they are able to report back to the others in the group. Graphic Organizer Input charts are used so that students have a visual reference when referring back to a lesson. Each chunk is color coded by the teacher for easy reference. Other instructional strategies used are SDAIE techniques including the use of realia, total physical response, scaffolding, thinking maps, think pair share and reciprocal

teaching. Teachers also use EL lessons from the reading series Benchmark Advance, including visual vocabulary cards and specific EL readers.

We hold Student Support and Progress Team (SSPT) meetings for our English Learners and Reclassified English Learners who are struggling to identify and target their specific language needs. We also take into consideration the needs of any Gifted English Learners to ensure they are accessing the curriculum to the fullest of their abilities.

Calvert Charter for Enriched Studies follows The Los Angeles Unified School District's Master Plan for the education of our English Learners to provide opportunities for non-English speaking students to become fluent and literate in English. The classroom teacher provides EL instruction within the classroom, to meet the daily guidelines of 60 minutes for levels 1-3 and 45 minutes for levels 4 and 5.

Calvert Charter for Enriched Studies goals for our English Learners are to move students up by at least one English language development level each year. In order to identify potential English Learners Calvert Charter will include the Home Language survey as part of the student's initial enrollment into our school. All students who indicate that their home language is a language other than English will take the initial English Language Proficiency Assessment for California (ELPAC) assessment each spring. The results of this test will determine if they are EL or not. The ELPAC will be given annually (summative assessment) to all designated EL's until redesignated as fluent English proficient (RFEP).

Calvert Charter for Enriched Studies follows the ELD guidelines of providing English Learner students with a high-quality program that will enable them to become proficient in English and to develop skills and confidence in reading, writing, speaking, and listening. By analyzing the results of the ELPAC, DIBELS, and classroom performance the teacher bases the ELD instruction on if the student is emerging, expanding or bridging in each area of the ELD standards to include: Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills-based on the student's level of communication; collaboration, interpretive, or productive, they create lessons to meet the needs of the students. Teachers incorporate into their lessons many opportunities to engage in dialogue with others by exchanging information and ideas and offering opinions on both fictional and non-fictional topics. They read stories aloud as EL students actively listen and answer questions about questions about what was read and read closely to explain ideas from the readings. The ELD standards are used along with CA CCSS to provide a comprehensive program for our EL students.

Ongoing throughout the school year the principal in collaboration with the English Learner Coordinator and the teachers at Calvert Charter for Enriched Studies will evaluate the EL program and EL student yearly progress towards reclassification. SSPT meeting information and student data such as report card grades, DIBELS scores, ELPAC scores, and IAB scores will be used to determine if students are on target and making adequate yearly progress to meet reclassification criteria. The EL Coordinator notifies the teachers in writing several times each grading period who the profile B,C, and D students are and what criteria is needed for those students to reclassify. After the School Day intervention is offered to those students not meeting reclassification criteria. Students are monitored and SSPT meetings are scheduled for those students not meeting adequate yearly progress. The EL Coordinator will monitor to ensure that all students identified on the home language survey were given the initial ELPAC and that all summative ELPAC tests were given. The principal and EL Coordinator of Calvert Charter for

Enriched Studies will monitor that the minimum daily designated EL instructional minute requirements are met and that the ELD standards were incorporated into classroom lessons. The principal will also monitor that integrated ELD is taking place throughout the school day in each EL classroom.

The progress of English Learners (ELs), Reclassified Fluent English Proficient (RFEP), Potential Long Term English Learners (PTELS), and Long Term English Learners (LTELS) will be evaluated by their class work, DIBELS scores, grades, teacher observations, and ELPAC results. The teacher will work with the principal and EL coordinator to reclassify EL students based on the following LAUSD reclassification criteria. Reclassification criteria includes but is not limited to DIBELS MOY and EOY scores, ELPAC scores, ELA report card grades in reading, writing, speaking and listening, and parent consultation and approval.

Calvert Charter for Enriched Studies has been able to minimize the number of students who remain long term English Learners. We have none at this time. Our goal for English Learners that are identified in Kindergarten continues to be reclassification by the end of second grade or the beginning of third grade.

### **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.

Calvert Charter identifies GATE students using District-wide policies and procedures. Potential GATE students are identified through teacher referral, parent referral, administrator referral, and SBAC results, and by student portfolios. The student's name is referred to the school's GATE screening committee. The screening committee is responsible for determining if the child is ready for GATE referral and in which category (Intellectual Ability, High Achievement Ability, Specific Academic Ability, Visual or Performing Arts Ability, Leadership Ability, or Creative Ability). This screening process could include observing the student, looking through test scores, examining 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.

Additionally, all second grade students are assessed for the high achievement category using the OLSAT-8 (Otis-Lennon School Ability Test). The OLSAT-8 is a nationally standardized, norm referenced, group administered assessment related to a student's ability to learn and succeed in school. Students are assessed in the verbal category, such as verbal comprehension and verbal reasoning and non-verbal category, including pictorial reasoning and figural reasoning. Also, the LAUSD has determined scores on the SBAC test which will qualify a student for gifted identification in the high achievement category.

Whether a Gifted or High Achieving student is talented in mathematics, music, drawing or reading, Calvert educators create opportunities for students to showcase their abilities. Differentiating curriculum to meet the needs of talented students is critical for developing a stimulating learning environment. At Calvert Charter, we use a cluster model in each class, which means there are at least five to eight GATE students in each class, specifically in third through fifth grades. 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 per year of professional development.

For our advanced learners, the teachers at Calvert Charter use advanced content, tiered assignments, flexible groupings, high level questioning, and learning/interest centers. Calvert teachers use all levels of Norman Webb's Depth of Knowledge (DOK): DOK 1: Recall & Reproduction, DOK 2: Skills & Concepts/Basic Reasoning, DOK 3: Strategic Thinking & Complex Reasoning, and DOK 4: Extended Thinking. Teachers also use Dr. Sandra Kaplan's Depth and Complexity Icons. Depth icons include language of the discipline, big idea, essential details, rules, patterns, trends unanswered questions, and ethics. Complexity icons include change over time, multiple points of view, across the disciplines. The icons are used as a visual aid to strengthen thinking skills and cognitive operations.

To differentiate and serve the diverse learners in this group, students will be:

- Exposed to universal themes, such as systems, change, and power
- Challenged to seek patterns across disciplines
- Expected to defend and justify opinions with evidence
- Taught and encouraged to use multiple strategies for problem solving, including breaking apart the problem, making or drawing models, and peer consultation.
- Taught and encouraged to conduct authentic research, supported by multiple reliable sources of information and/or authentic hands-on experimentation.
- Taught and encouraged to investigate and employ new concepts and produce original thinking when given a task
- Given opportunities to work collaboratively or individually within a flexible learning environment

Calvert Charter monitors the progress of their identified GATE students through teacher observations, grades, test scores, DIBELS, class participation, and class work. If they are identified talented, our music or visual arts teachers also give input regarding their progress. Using multiple measures of student achievement, students are provided opportunities to participate in advanced instructional activities that are focused and targeted for their unique needs.

Calvert's teachers will attend a variety of GATE trainings, including the week-long USC Summer Gifted Institute Workshop led by Dr. Sandra Kaplan and the LA City/County Gifted Conference. Those teachers attending workshops will return to the school and share their learning with their peers. In addition to school-site instructional leaders, the school will leverage District personnel and outside experts to provide school-wide professional development.

One of our goals at Calvert CES is to increase the number of students identified gifted. In order to accomplish this, we will refer more of our students for gifted identification in all possible categories: Intellectual Ability, High Achievement Ability, Specific Academic Ability, Visual or Performing Arts Ability, Leadership Ability, and Creative Ability. We will also provide professional development for teachers on how to identify students in the early years. According to the National Association for Gifted Children, "early identification in school improves the likelihood that gifts will be developed into talents."

In addition to identifying the gifted students within our student population, Calvert Charter is working diligently to retain those students once identified. Our goal is that through enriching and

engaging educational programs, targeted professional development, higher levels of GATE referral and identification, and increased parent outreach, we will further cultivate our reputation as an outstanding educational option for GATE students.

### **Students Achieving Below Grade Level**

#### **How the school will monitor the progress of students achieving below grade level**

Calvert Charter for Enriched Studies is committed to providing opportunities that allow students to overcome academic challenges. Students achieving below grade level are identified using standardized test results such as Common Core State Standards Assessment/ SBAC for grades 3-5 annually, District benchmark assessments such as DIBELS administered 3 times a year and Interim Writing Assessments (IA's) administered at least twice a year, Math Interim Assessments administered at least twice a year, Benchmark Advance and My Math Assessments (weekly and per unit), and a variety of formative and summative assessments. The ELPAC is administered yearly. Data from these different assessments is collected and studied by teachers independently and at grade level meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers. Historically, data has been evaluated, based on the results of these combined assessments to target students who require interventions to assist them in performing at a level of proficiency.

Once identified, students not achieving grade-level standards are referred to our School Coordinator for interventions and are closely monitored. After they are identified, strategies are designed to help these students in their problem areas. They are progressed monitored throughout the year to see if they are progressing and if not, strategies are adjusted to meet their needs. Teachers and administration will monitor student's progress and determine additional interventions.

#### **Once a student is identified as achieving below grade level, the following intervention services are implemented:**

- Resource Specialist provides direct instruction to students with IEP's in accordance with the Modified Consent Decree.
- Categorical Programs Advisor/EL Coordinator – We fund a full-time Coordinator who focuses the majority of their time on serving the various subgroups at Calvert Charter for Enriched Studies, including those students achieving below grade level.
- Reinforcement of skills during both regular instruction and Early Language and Literacy Academy time.
- Small group intervention provided at grade level by teachers and grade level aides at Early Language and Literacy Academy time.
- Afterschool Intervention Classes – Credentialed teachers work with students in smaller class setting to reinforce basic skills. Students are referred based on assessments mentioned above and teacher recommendation. Intervention Teachers give a pre and post test to show improvement, or lack thereof.
- Restorative Justice – Calvert Charter for Enriched Studies uses Community Building Circles to assist those students who may achieve below grade level due to having social/emotional needs that can benefit from counseling.

## **Socio-economically Disadvantaged Students**

Calvert Charter for Enriched Studies will identify socio-economically disadvantaged students based on free and reduced lunch applications. This will be monitored by the Cafeteria Manager and Administration.

Calvert Charter for Enriched Studies will ensure that all students are provided with the necessary tools and academic support to succeed academically. We strive to identify Gifted Students in this subgroup. They are identified by receiving a 90-94 on the OLSAT, as well as being tested in the intellectual category recommended by teacher. In addition, teachers can identify them under the leadership, creative, and talented categories.

We provide a multitude of enrichment opportunities to broaden the experience of the Socio-Economically Disadvantaged Students through exposure to the arts and field trips. Our PTA provides scholarships for this group of students for enrichment activities. Inability to donate does not mean exclusion from an activity. Our goal is the demonstrated success of all students, regardless of economic status or advantage.

Progress of students identified as socioeconomically disadvantaged, will be monitored by teacher observations, grades, test scores, DIBELS, class participation, and classwork. "My Data" will also be utilized as a monitoring tool.

70.10% of Calvert's student population qualifies for free or reduced priced meals. Of these students 40.30% met or exceeded the SBAC (Smarter Balanced Assessment Consortium) in English Language Arts compared to 39.55% in LAUSD. In mathematics, 30.37% met or exceeds compared to 29.86% in LAUSD.

Calvert supports socioeconomically disadvantaged students through intervention (if needed), field trips, and access to technology. Calvert Charter for Enriched Studies provide intervention designed to meet the needs of all students. During the school day, our Intervention Coordinator provides push-in services during Academy Time in order to provide a more targeted level of instruction. Calvert Charter for Enriched Studies also provides after-school intervention to targeted students at each grade level K-5<sup>th</sup> grade. Calvert Charter for Enriched Studies continues to ensure that all students are provided with the necessary materials and nutrition to succeed academically and socially.

## **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.

### **Students in Other Subgroups**

Calvert Charter for Enriched Studies will address the needs of the entire student population by meeting and exceeding state standards. Teachers will, through differentiated instruction, utilize a variety of instructional programs appropriate to the specific needs of the charter's population. Students are identified at the time of enrollment as well as throughout the school year via parent/teacher assessment requests. 0.5% of Calvert's student population are Foster Youth.

Foster Youth and Homeless Youth would be supported based on their educational and socio-emotional needs through good first teaching, the use of the Response to Instruction and Intervention (RTI<sup>2</sup>), intervention (if needed), field trips, and access to technology. These students are identified when parents enroll their child and fill out the Student Residency Questionnaire.



The Foster Youth Counselor is provided through LAUSD as a liaison between the Department of Social Services, LAUSD, and the families to support students for their academic and emotional needs. The PSA, APEIS, and teacher will work in conjunction with the Foster Youth Counselor to put strategies in place to ensure the students' successes. In addition, our school nurse, the PSA/Foster Youth Counselor/Homeless Counselor, the APEIS, and the teachers monitor these students. Progress is monitored through diagnostic assessments and data including, but not limited to, attendance, DIBELS, SBAC, report cards, IEP progress reports, etc.

The APEIS and Foster Youth Counselor will follow up with these students to make sure the students aren't falling behind. If they are, the teacher will bring the student to a Student Success and Progress Team meeting to discuss strategies to help the student and possibly offer them intervention or other services, such as counseling. These students are offered the same enrichments as all children. Students who are high achievers are put into GATE classrooms; students are offered enrichment opportunities. All students work together collaboratively, no students are singled out as different at Calvert Charter for Enriched Studies.

Calvert Charter for Enriched Studies will continue to ensure that all students are provided with the necessary materials and nutrition to succeed academically and socially. In addition, PTA provides funding for various activities during school day for all students in need of such support. A District assigned Foster Youth PSA counselor works with Calvert CES' Foster Youth population on a monthly basis in accordance with District Policy.

### **"A TYPICAL DAY"**

The sun rises on Monday in Woodland Hills as Calvert Charter for Enriched Studies begins to come alive. The cafeteria manager arrives to organize the breakfast in the classroom coolers for students and teachers to bring to the classrooms. As teachers begin to arrive at Calvert, the plant manager is placing the cones to designate the student drop off area in front of the school.

Families approaching the front gates of Calvert Charter for Enriched Studies see a well maintained rose garden and can view school updates via our new digital school sign. Families use our "Safety Valet Program" to drop their children off at Calvert. They drive through our sectioned off lane in front of the school where their children are helped out of the car by parent volunteers and staff who are adorned in bright safety vests. The children join their friends and parents to walk into the front gate.

As students and parents enter the gates of the school, they are greeted by our campus aide, staff, teachers, and friends with warm smiles and kind welcoming words. Students happily join their classmates in line, ready to learn. Parents are discussing our upcoming Calvert Art Gallery, Science Fair, Spring Fair, Calvert Green projects, and scheduling playdates.

Families and community members that enter the front office will be greeted by friendly and knowledgeable office staff members. Examples of student artwork, awards, important memos, and District bulletins are displayed in a cozy office atmosphere. The office staff, administration, and teachers welcome families with a cheerful good morning.

At Calvert CES, students and their families enjoy walking through the halls. They admire additional samples of student artwork on display throughout the campus in our Getty Center donated display cases and in the windows of the classrooms. Parent volunteers that remain on campus may hear students reading, making presentations, or working in teams with friends.

Music fills the campus as students create music with the orchestra teacher or dance to the Latin beats from the ballroom dance class.

When the school bell rings, our community comes together for an informative and celebratory morning assembly. Everyone joins in for a student lead Pledge of Allegiance. Parents look on as our principal introduces the positive character focus for the week and selected students share examples with the entire student body. Special award recipients are recognized while receiving heartfelt congratulations and rounds of applause. Through our Caught Being Good program, students are honored while their peers celebrate them and their parents beam with pride for the acts of responsibility, kindness, respect, and safety displayed during the previous week.

After the excitement of the morning assembly, Breakfast in the Classroom is a relaxing time for students to settle in and have a nutritious breakfast, visit with friends, complete unfinished assignments, and work on enrichment activities. Students relish the opportunity to show responsibility in helping to organize, distribute, and clean up during and after breakfast. Now, with stomachs full, the students are ready to learn.

Instruction begins with a designated and integrated Language Arts block utilizing the Benchmark Advance and district provided curriculum, core literature, journals, trade books, and technology in accordance with the Common Core Standards. Language Arts Units cover Common Core Aligned Social Studies and Science topics. Teachers engage children with a combination of whole group, small group, and individualized instruction. The lessons are planned and progress is monitored through the use of Benchmark Advance weekly and unit assessments. Teachers incorporate data from periodic assessments, DIBELS, informal observations, Accelerated Reader, and other teacher created tools as well.

During the morning, kindergarten and first grade students walk between the classrooms with excitement to their Early Language and Literacy Plan (ELLP) Academy teacher. It is a time for small group learning at their data driven identified level. They might be performing Reader's Theater with their group or playing "Swat a Letter" to learn the names of the letters. Everyone is happy to be learning at their academic level. The students are so engrossed and involved with their specialized lessons that they barely notice forty-five minutes have passed and that it is time to run off some energy with friends at recess.

At the end of recess students quickly and quietly line up ready to return to the business of learning. The door to the science lab opens and fifth grade students stream out to the yard to enjoy their turn for recess. They chat excitedly about the experiment they worked on together. As the voices drift off down the hall, they can be heard discussing ways to recreate the experiment at home.

A second grade student holds the door to the computer lab open as their classmates flow in and hurriedly sit down. A student is overheard challenging his friend to a math game on Sokikom. Another student shares the triumph of passing a level in Lexia Core 5 with her teacher.

Other students return to their classroom and sit at their desks in anticipation of the lesson that was alluded to before recess. Common Core Standards driven math instruction is introduced using the district provided My Math program and enhanced using Math Talks, Marilyn Burns lessons, math journaling, manipulatives, trade books, games, centers, and technology. Individual needs are met through flexible groupings organized with the collection of data from

My Math chapter tests, District periodic assessments, informal observations, and teacher created assessments.

At the conclusion of the math lesson students might engage in a variety of classes lead by our outstanding specialists. Students might learn the process of proper planting techniques with our Garden Ranger to plant vegetable seeds in our edible garden. Second grade students excitedly take out their recorders in anticipation of sharing their musical accomplishments with the music teacher. YPlay coaches might lead the students in hand eye coordination activities on our lush green field. Some students might sketch using charcoal while others express their inner emotions in theater in the Arts Program.

The chime of a bell is heard signaling the start of lunch. Upper grade students meet for a student council meeting while their peers play on the yard. A lower grade student walks to the trash can to throw away a wrapper that has blown away from a friend. A campus aide, upon seeing this responsible act, rewards the student with a Caught Being Good ticket. The student gleefully walks to the yard with a friend inviting him to play soccer.

As lunch winds down the upper grade students hurriedly throw away their trash and join their line. Lower grade students rush to be first in line and stand ready for their teacher to take them to the water fountain.

Back in the classroom, the students are thankful for the cool air and a chance to rest while they read a book they borrowed from our Wonder of Reading library. In another classroom students are gathering supplies for a science lesson while students in the classroom next door continue to discuss the contributions of Native Americans in social studies.

Before the conclusion of the day, students giggle on the yard as a group of their classmates engage in a fun jumping jack challenge against their teacher. Students walking on the track designed and constructed by parent volunteers cheer on their teacher or their classmates.

The time is now 2:15 and around campus backpacks are opening and papers are shuffled into homework folders. Classmates make plans to walk to their afternoon extracurricular activity. They might be headed to practice a new move in the hip-hop dance class, a technique in chess, or finally master a tricky fold of the paper in origami class. Lower grade students run to the open arms of parents as upper grade students walk to various points on campus.

As a special education teacher walks to her car, she is invited to have her class join in the first grade production of their annual class musical. Plans are made to meet the following day to share more details. As the sun sets over the campus of Calvert CES the building and grounds worker vacuums a classroom in preparation for another successful day. It's been an exciting and productive day at Calvert CES.

# 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.

As a District affiliated charter school, the Charter School has opted to test with the District and adhere to District testing calendars and procedures for all District and state mandated assessments. The Charter School will work toward meeting the student outcome goals as outlined on the LAUSD's Performance Meter.

## **MEASURING PUPIL OUTCOMES:**

### **SUMMATIVE ASSESSMENT PERFORMANCE TARGET**

Calvert Charter for Enriched Studies will participate in the Smarter Balanced Assessments as the state's standardized summative assessments. We will also participate in the California State Test for Science for fifth graders and the annual ELPAC (English Language Proficiency Assessment for California) assessment for all our EL students. Through these assessments, we receive individual student data that holds us accountable and information regarding a common measure of student performance as well as areas of needed improvement. Having student data that measures students to the attainment of the CCS and gives comparative data to other students nationally gives teachers and the administration important data in which to base instructional decisions.

### **Measurable Goals**

The school's overall score will increase by 10% or more and subgroups will meet or exceed the benchmark score by the end of the Charter's term.

- Based on Calvert Charter's 2016-2017 SBAC ELA scores, 46.74% met or exceeded standard in ELA. Our Measurable Goal is 66.74%, or greater, of students will score in the met or exceeded standard in English Language Arts (ELA).
- Based on Calvert Charter's 2016-2017 SBAC ELA scores, 26.09% did not meet standard for ELA. Our Measurable Goal is fewer than 6.09%, or less, of students will score in the not met standard range in ELA.
- Based on Calvert Charter's 2016-2017 SBAC ELA scores, 39% of students in 4th grade met or exceeded standard in ELA. Our Measurable Goal is 59%, or greater, of 4th grade students will score in the met or exceeded standard in English Language Arts (ELA).
- Based on Calvert Charter's 2016-2017 SBAC Math scores, 37.84% met or exceeded standard in Math. Our Measurable Goal is 62.84%, or greater, of students will score in the met or exceeded standard in Math.
- Based on Calvert Charter's 2016-2017 SBAC Math scores, 29.19% did not meet standard for Math. Our Measurable Goal is fewer than 4.19%, or less, of students will score in the not met standard range in Math.
- Based on Calvert Charter's 2016-2017 SBAC Math scores, 29% of students in 4th grade met or exceeded standard in Math. Our Measurable Goal is 54%, or greater, of 4th grade students will score in the met or exceeded standard in Math.
- Based on Calvert Charter's 2016-2017 CST Science scores, 40% of 5th grade students scored proficient or advanced. Our Measurable Goal is 60% 5th grade students will be meet or exceed standard on the science test.
- 70% or more of English Learners will advance one level on the ELPAC test each year.
- 75% percent of students will have 96% or higher attendance.

## **Summative Assessments**

Calvert CES will utilize standardized summative assessments which include, but are not limited to: Common Core State Standards Assessment/SBAC for Grades 3rd- 5th (yearly), DIBELS, ELPAC (yearly), and CA Summative Test in Science (5th grade only – yearly). These assessments give teachers a common measure of student performance as well as an indication of what may need to be reviewed. Teachers and administrators can make decisions regarding instructional programming based on how a student performs in relation to other grade-level students who take the same test(s). The results of these assessments assist us in setting future goals and in making expenditure decisions to support these goals.

## **Formative Assessments**

Calvert CES will utilize standardized formative assessments which include, but are not limited to: DIBELS Reading Assessments (every 6-8 weeks), Benchmark Advance Assessments (weekly and per unit), My Math Assessments, STAR Reading Assessments, and Smarter Balanced Interim Assessment Blocks (multiple times in a school year in ELA and Math).

In addition, Calvert CES will utilize authentic formative assessments. Authentic formative assessments are ongoing and can better evaluate the student over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios of significant work, journals, in and out-of-class work samples, homework, teacher-created tests, teacher observations, checklists, rubrics, anecdotal records, publisher-provided criterion referenced tests, and projects. Also known as performance assessments, these types of assessments allow for meaningful application of essential knowledge and skills and provide a wealth of data for teachers to evaluate student improvement, performance, and achievement. Calvert Charter believes that formative assessments are ongoing and afford teachers an opportunity to develop daily lessons that meet the needs of all students based on their strengths and weaknesses. We are committed to ensuring that each student reaches his or her proficiency level in the areas of language arts and mathematics.

We use a variety of assessment tools in order to get a comprehensive representation of student achievement. Teachers and administrators examine data from various assessments to determine progress and to drive further instruction.

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

Students' outcomes are measured through diagnostic, formative, and summative data. Teachers begin each school year by assessing students' skills through a combination of teacher created materials, LAUSD materials, and commercially available materials. The results are evaluated by the classroom teachers during grade level meetings, analyzed with emphasis on the grade level standards and performance on SBAC. Teachers use these results as a way to drive instruction and implement small group targeted differentiated instruction. Students' progress is evaluated three times a year on the progress report. In an effort to have all students become successful, the principal will compile a list of students who scored "Standard Not Met" or "Standard Nearly Met." This list will be used by teachers to assist in team planning during

grade level meetings to help support student learning, to refer students for intervention, and to guide progress monitoring.

Benchmark Assessments are used to assess student progress at varying student intervals. District materials, additional teacher created, and commercially published unit tests are used to monitor student achievement and to inform instructional practice at the completion of individual units. Results of these assessments, possible interventions, and reteaching topics are discussed at grade level meetings.

Assessment data will be used to inform instruction and professional development on an ongoing basis. The instructional leadership committee will identify and align curriculum materials, instructional materials, interventions, and periodic and formative assessments aimed at meeting the California State Standards in each subject area. The Governing Council will also monitor the success of programs and utilization of resources based on data to inform decisions for school improvement and school needs. Working together in a yearly process of review and revision, the educators of Calvert will ensure their focus remains on data-driven instruction. This will include participating in District trainings and in-service and the use of District instructional guides, and periodic assessments.

### **Language Arts**

Students will be able to read, write, listen, and speak effectively. Students will incorporate language arts skills across the curriculum, through science inquiries, math journals, and social studies presentations. Students will enhance their language skills using multimedia tools to gain and disseminate their knowledge. Calvert Charter for Enriched Studies will achieve in increasing the percentage of students scoring proficient, or advanced, on the SBAC on Language Arts by 10% at the end of this Charter. At least 70% of students in grades K-5 will score a “3” or “4” on the LAUSD report card.

### **Mathematics**

Through enriching and engaging hands-on activities, students will understand and apply reasoning, analytic and symbolic processing, arithmetic, and pre-algebra as indicated by the state standards. Students will make the connection to real world problem solving to gain further understanding of the applications of math. Calvert Charter for Enriched Studies will increase the percentage of students scoring proficient or advanced on the SBAC in math by 10% at the end of this charter. At least 70% of students in grades K-5 will score a “3” or a “4” on the LAUSD rubric in the core curriculum areas in each grading period.

### **Science**

Students will become proficient by leading inquiry-based experiments in the various branches of science, Physical, Life, and Earth. Students will engage in hands-on critical thinking experiments and investigations that will enable them to make decisions and draw conclusions about the world they live in as indicated by the California State Standards. Calvert Charter for Enriched Studies will achieve in increasing the percentage of 5th grade students scoring proficient or advanced on the SBAC in Science by 5% at the end of this charter. At least 70% percent of students in grades K-5 will score a “3” or a “4” on the LAUSD rubric in the core curriculum areas in each grading period.

### **History and Social Studies**

Students will demonstrate an understanding and appreciation of cultural diversity by recognizing the similarities and differences reflected in various perspectives as indicated by the standards. They will demonstrate understanding of the rights, origins, functions, and governments of

various populations. At least 70% of students in grades K-5 will score “3” or “4” on the LAUSD rubric in the core curriculum areas in each grading period.

### **Technology**

Students will use word processing, internet research, online math resources, video recording, photography, Google Classroom, and other applications to enhance the core curriculum and prepare them for a technologically advanced society with the implementation of Computer Wise Kids. Students will be familiar with various applications to accomplish goals in all other disciplines such as visual and audio animations, iPhoto, Word documents, and PowerPoint, etc. Students will understand the use of current technology and its real world applications.

### **Arts**

Students will develop knowledge of and appreciation for the arts, including music, visual arts, theatre, and dance, as indicated by the state standards. At least 70% of students in grades K-5 will score a “3” or a “4” on the LAUSD report card.

### **Physical Education**

Students will understand how to build a healthy and balanced body and mind through daily-dedicated time for psychomotor skill development. These skills will be addressed through various activities/drills that follow the Physical Education standards. At least 70% of the students in grades K-5 will score “3” or “4” on the LAUSD report card.

### **Cultivating Life-Skills**

Calvert believes that school must incorporate social and community ethics and values. An important objective of Calvert’s curriculum is to enable our students to function successfully in our school setting and to teach students social values that will prepare them to succeed in the community. Outcomes to be measured will include: social development and attitudes, interaction with others, the ability to utilize self-evaluation, and the ability to use appropriate conflict resolution and anger management strategies. These outcomes will be measured within the framework of positive discipline and staff observations. They will be recorded in the Learning and Social Skills portion of the report card. Additionally, students at Calvert CES will develop life-long learning skills, which include:

- **Leadership and Cooperation**  
Students will use adaptive and associative skills to become leaders and collaborators.
- **Goal Setting**  
Students will learn to set academic and social goals proportionate to their abilities and based on high-level expectations set by the school community.
- **Critical Thinking and Problem Solving**  
Students will learn to be effective problem solvers and will develop critical-thinking skills.
- **Self-Discipline**  
Students will learn to monitor their behavior at all times and will respect and uphold the values of the school community.



- **Citizenship**

Students will learn and utilize their civic rights and responsibilities, and will have an appreciation of their impact on the school and larger community.

Calvert will strive for 80% of all students to receive a “3” or “4” on all social and life skills criteria on the progress report card. Calvert CES may choose District assessments or design its own and will determine the timing of such assessments and coordinate with the respective local district.

## **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.

Calvert Charter for Enriched will utilize standardized formative assessments which include but not limited to:

- Weekly Comprehension Assessments
- Weekly Vocabulary Tests
- Weekly Spelling Tests
- Unit Tests for Reading and Language Arts
- Math Chapter Tests

Calvert Charter for Enriched Studies uses the Benchmark Advance and My Math assessments, as well as, authentic formative assessments. Authentic formative assessments are ongoing and can better evaluate the student over time and in a variety of settings. Authentic assessments may include but are not limited to, portfolios of significant work, journals in and out of class work samples, homework, teacher-created tests, referenced tests, and projects. Performance tasks allow for meaningful application of essential knowledge and skills and provide a wealth of data for teachers to evaluate student improvement, performance, and achievement.

Calvert Charter for Enriched Studies believes that formative assessments are ongoing and afford teachers an opportunity to develop daily lessons that meet the needs of all students based on their strengths and weaknesses. We are committed to ensuring that each student reaches his or her proficiency level in the areas of language arts and mathematics. We use a variety of assessment tools in order to get a comprehensive representation of student achievement. Data from these different assessments are collected and studied by teachers independently and at weekly grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers.

In conjunction with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, class work, and project-based learning.

## **DATA ANALYSIS AND REPORTING**

Calvert Charter for Enriched Studies values data-based decision making to optimize its approach to meeting the needs of all students, to monitor the school's overall progress, and to establish future goals and interventions. Teachers hold weekly grade level meetings to analyze and discuss their classroom and grade level data. During our Tuesday Professional Development meetings, the principal shares any pertinent school and/or district data so that we can compare our data to neighboring schools and district-wide. Specific examples of this include:

- Data from combined assessments continuously evaluated by teachers and administration, as it becomes available, in order to meet each student's and class's educational needs. Data is also used to identify and prioritize professional development;
- District, grade-level, and classroom assessment results are communicated to parents (by teaching staff) throughout the school year;
- School-wide data is also shared in a public forum at Governance Council meetings, when it's available, in order to discuss upcoming program development and education intervention priorities; and
- MiSIS parent portal (PASSPORT) will be available to all parents, teachers, and students for immediate access to grades, scores, and attendance. Instant access to this information provides all stakeholders the ability to monitor student performance and academic growth. In addition, intervention can more likely take place in a timely manner. This information will be utilized to assist administration and teachers in critiquing and examining data and to develop an effective Professional Development.

Summative assessments are given to students by teachers. Scores are analyzed to see where students are performing and to plan activities to meet individual needs. This planning is done by teachers, grade levels, and school wide.

Formative assessments are given within the classroom and are recorded by teachers. Grade levels determine together which assessments to give so that they can compare scores and data in future grade-level meetings.

All data collected are used to make decisions regarding instructional programming based in how students perform. This data is used by teachers and used to improve lesson planning/lessons within the classrooms, as well as apply intervention strategies for those students working below grade level.

### **How Students' Progress is Reported to Families**

Individual classroom teachers are primarily accountable for assessing their students' achievements with regard to standards-based, grade-level work and achievement of content standards. Additionally, teachers assess progress toward the mastery of skills, knowledge, and attitudes required for advancing to the next grade level.

## **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

Affiliated 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**

### **Process which Ensures Staff, Student and Other Stakeholder Involvement**

Parents play a very active role in our school, and the success of Calvert Charter for Enriched Studies depends upon continuing this tradition. The highly productive collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and will be involved in all levels of decision-making at Calvert Charter for Enriched Studies, their participation will help to fulfill our promise of an enriched educational experience for all children. Parent representatives will serve on the school's councils and committees, including but not limited to School Site Council, Governance Council, English Language Advisory Council, Student Support and Safety Committee, Instructional Leadership Committee, and Culture Climate and Community Committee. Parents are notified of all meeting times on the school website and meeting minutes from the School Site Council and Leadership Committee are posted as well. School events and flyers are added weekly to keep parents informed of the activities and informational programs that Calvert offers.

### **Methods by Which Schools Consult with Parents and Teachers Regarding School's Educational Programs**

#### **School Governance**

Involvement in the councils and committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. Council meetings are held about once a month and parents are provided information about the school and classrooms. Parents discuss, and recommend to the council, strategies to implement at that time or in the following school year. Teachers that are not on council committees receive the same information at their Tuesday meetings. This enables us to continue meeting the unique and changing needs of each Calvert Charter for Enriched Studies' students. All stakeholders and interested parties will be encouraged to contribute agenda items for discussion in order to develop our Local Control Accountability Plan (LCAP) and annual updates. All stakeholders and interested parties are invited to council meetings, as well as, any parent meetings being held.

#### **Additional Parent Involvement Opportunities**

Parent involvement is the key to the success of the school, with opportunities for both parents who stay at home and those who work outside the home. These opportunities include events such as: Back-to- School Night, Open House, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, Parent Workshops, and the monthly PTA meetings. Calvert Charter for Enriched Studies announces opportunities using email and by Blackboard Connect. Teachers communicate during weekly collaboration meetings, professional development meetings, and regular faculty meetings. Parents are essential to making the school a vital part of the community and in fostering the diversity and excellence of Calvert Charter for Enriched Studies' enhanced educational program.

## **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**

Calvert Charter for Enriched Studies will conduct a minimum of four prospective parent tours per school year. Interested families may request a tour by visiting or calling the school office to schedule an individual tour. Calvert Charter will recruit and reach out to new students from all subgroups via the school website, monthly newsletters, flyers, school marquee, and through our partnership with Pierce College. The school brochure and information packet will be distributed to perspective applicants from all subgroups. Flyers will be distributed to our surrounding neighborhood inviting our residential families to attend our Kindergarten Roundup. During this gathering, prospective families have an opportunity to meet the kindergarten teachers and other families while visiting the school and classrooms.

## **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 boundaries<sup>1</sup> 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 K-4 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **second** admission preference.

- **Other LAUSD Students**

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

- **California Students**

- **Siblings**

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

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 on the second Monday in January. Charter School will accept completed application, delivered in person or received by mail or delivery service, through close of business on the fourth Friday in April. On the fourth Friday of April, Charter School shall conduct its public 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 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 (SAA) will randomly select student applicants until all have been given a

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<sup>1</sup> 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.

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 30 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 telephone call, and will have five 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)(l).)*

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



# Element 10 – Suspension and Expulsion Procedures

*“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(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:

1. Was the misconduct caused by, or directly and substantially related to the student's disability?
2. 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: Calvert Charter for Enriched Studies  
c/o School Principal  
19850 Delano St.  
Woodland Hills, CA 91367

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).)

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## **ADDENDUM**

### **ASSURANCES, AFFIRMATIONS, AND DECLARATIONS**

Calvert Charter for Enriched Studies (also referred to herein as “Calvert Charter,” “Calvert,” “Calvert CES,” “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 boundaries<sup>2</sup> 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 K-4 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **second** admission preference.

- **Other LAUSD Students**

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

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<sup>2</sup> 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.

- **California Students**

- **Siblings**

Prospective students who (a) are siblings of students enrolled in grades K-4 at Charter School at the time of the lottery and (b) reside 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 on the second Monday in January. Charter School will accept completed application, delivered in person or received by mail or delivery service, through close of business on the fourth Friday in April. On the fourth Friday of April, Charter School shall conduct its public 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 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 (SAA) 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 30 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 telephone call, and will have five 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:

Calvert Charter for Enriched Studies  
c/o School Principal  
19850 Delano Street  
Woodland Hills, CA 91367

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)