



LOS ANGELES UNIFIED SCHOOL DISTRICT

CARPENTER COMMUNITY CHARTER

A DISTRICT AFFILIATED CHARTER SCHOOL

3909 Carpenter Avenue – Studio City, CA 91604

Renewal Petition

Submitted
April 20, 2020

TERM OF PROPOSED CHARTER

JULY 1, 2020 TO JUNE 30, 2025

TABLE OF CONTENTS

Assurances, Affirmations, and Declarations.....	1
Element 1 – The Educational Program	3
Element 2 – Measurable Pupil Outcomes, and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured	54
Element 4 – Governance	66
Element 5 – Employee Qualifications	72
Element 6 – Health and Safety Procedures	74
Element 7 – Means to Achieve Racial and Ethnic Balance.....	76
Element 8 – Admission POLICIES AND PROCEDURES.....	77
Element 9 – Annual Financial Audits.....	82
Element 10 – Suspension and Expulsion Procedures	83
Element 11 – Employee Retirement Systems	85
Element 12 – Public School Attendance Alternatives	86
Element 13 – Rights of District Employees.....	87
Element 14 – Mandatory Response Resolution	88
Element 15 – Charter School Closure Procedures.....	90
Additional Provisions.....	93
Addendum.....	94

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Carpenter Community Charter (also referred to herein as “Carpenter”, “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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(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”). Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be approved at a public hearing, consistent with federal law, the California Constitution, and Section 200. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil

exhibits any of the characteristics described in Education Code section 47605(d)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

NOTE: This Charter contains specific "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(c)(5)(A)(i).)

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

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

GENERAL INFORMATION

• The contact person for Charter School is:	Principal Joseph Martinez
• The address of Charter School is:	3909 Carpenter Avenue Studio City, CA 91604
• The phone number for Charter School is:	818-761-4363
• Charter School is located in LAUSD Board District:	3
• Charter School is located in LAUSD Local District:	Northeast
• The grade configuration of Charter School is:	TK – 5
• The number of students in the first year of this Charter will be:	1000
• The grade levels of the students in the first year will be:	TK - 5
• Charter School's scheduled first day of instruction in 2020-2021 is:	August 18, 2020
• The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	1035
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Single track
• The bell schedule (start and end of day) for Charter School will be:	8:00am – 2:23pm
• The term of this Charter shall be from:	July 1, 2020 to June 30, 2025

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Carpenter Community Charter is located in Studio City, an area within the San Fernando valley where the median household income is high for the city of Los Angeles. Being located in an affluent area means that Carpenter is competing with private schools to attract and maintain students. In just the immediate geographic area (two-mile radius) of Carpenter, there are an estimated 25 private school options. Harshly put, the people of Studio City can afford private school and, therefore, are not going to send their children to a public school that does offer them what a private education would.

By combining challenging and enriched academics with arts and athletics, we have developed a program that easily competes with the offerings of both local private schools, and local independent charters and magnet programs. Supplementing district prescribed curriculum with additional academic programs, such as Engineering is Elementary and Lego Robotics, as well as our highly respected enrichment program which provides every student the opportunity to study science, music, media lab/technology, art, dance and physical education with trained experts has created a reputation for Carpenter as the top choice for Studio City residents. Additionally, SBAC test scores that consistently outperform the LAUSD average confirm the belief that Carpenter is offering a top-notch education.

A review of Carpenter's multi-year school performance on the Smarter Balanced Assessment demonstrates significant growth in the area of English Language Arts. Carpenter's schoolwide percentage of students who achieved Met/Exceeds Standard increased from 78.22% in 2017-18 to 78.36% in 2018-19, showing a positive change of 0.14%. Our Resident Schools median in comparison was 68.78% in 2017-18 and 65.87% in 2018-19, which represent a negative change of -2.91%. In addition, we had three subgroups that increased the percentage of Met/Exceeds Standard over that two year period: Socioeconomically Disadvantaged students increased from 55.36% to 60.34%; Students with Disabilities increased from 33.87% to 38.71%; and students representing Two or More Races increased from 66.67% to 76.92% during that two year period. Two other areas in which Carpenter has demonstrated positive results over the past few years are in the areas of Reclassification Rates and At-Risk & Long Term English Learners. Over a three-year period, the percentage of students who reclassified increased from 23.3% in 2016-17 to 41.2% in 2018-19. That growth outpaced our Resident Schools who decreased from 30.8% in 2016-17 to 23.1% in 2018-19. In 2018-19, Carpenter's percentage of At-Risk English Learners was 5.9% compared to the median percentage from our Resident Schools which was 6.8%. In addition, Carpenter's LTEL percentage in 2018-19 was 0% compared to the Resident Schools median of 1.0%.

One area where Carpenter experienced a decline in scores over a three-year period was in Mathematics. The schoolwide percentage of students who achieved Met/Exceeds Standard in that area declined from 74.84% in 2017-18 to 69.33% in 2018-19. Even though that was a decline for Carpenter, it still outpaced our Resident Schools who scored 60.21% in 2017-18 and 62.24% in 2018-19. Three of our subgroups also declined over the same time period: Socioeconomically Disadvantaged students decreased from 53.57% to 49.13%; Latino students went from 47.22% to 42.86%; and Students with Disabilities declined from 33.87% to 24.59%. To address this negative trend in math scores, Carpenter will be adopting a new mathematics textbook, Eureka Math (originally EngageNY Math). This textbook is intelligently designed to teach math as a coherent body of knowledge that follows the proper learning progressions required for true math fluency,

and not just a set of skills. The focus of Eureka Math is to instill deep, conceptual understanding that students can use to build on while also allowing students to find the joy of mathematics. Furthermore, this textbook is more aligned to the challenges and expectations placed on students by the SBAC. Our students will begin using this new program in the fall of 2020.

Our growth since becoming an affiliated charter in 2010 only further proves how this area has responded to having Carpenter as an education choice. Before converting to an affiliated charter, our enrollment numbers were significantly lower, as many of our local families turned to other options presumed to offer better educational programs, including private schools, and also independent charters and magnet programs. In the 2009-2010 school year, our enrollment had dropped to 838. Since becoming an affiliated charter, enrollment has steadily increased. In the Fall of 2019, enrollment was at a record high of 1,010 students. Carpenter continues to attract a high number of neighborhood children and annually maintains a waiting list of over 300 non-resident students every year.

STUDENT POPULATION TO BE SERVED

Carpenter Community Charter is a neighborhood elementary school that enrolls approximately 1000 children in grades TK-5 who live within our local school boundaries and those non-resident students selected from our district managed wait-list lottery. Children and families of all genders, races, ethnicities, religions, learning abilities, and socioeconomic backgrounds are welcomed at Carpenter.

ETHNICITY	# OF STUDENTS	% OF STUDENTS
WHITE	663	66.97%
HISPANIC	125	12.63%
TWO OR MORE RACES	110	11.11%
ASIAN	54	5.45%
AFRICAN AMERICAN	32	3.23%
FILLIPINO	2	.20%
UKNOWN	2	.20%
AMERICAN INDIAN / ALASKA NATIVE	1	.10%

OTHER	# OF STUDENTS	% OF STUDENTS
FREE/REDUCED PRICE LUNCH	117	11.8%
ENGLISH LEARNERS	14	1.4%
SPECIAL EDUCATION	107	10.8%
GATE EDUCATION	157	15.8%

GOALS AND PHILOSOPHY

Mission and Vision

Mission Statement

At Carpenter Community Charter, our school motto is *Building Young Minds for the Modern World*. Our mission is to provide for the children of Studio City a motivating and nurturing neighborhood school where challenging academic programs include hands-on learning and are enriched by our commitment to art, science and athletics. Carpenter is a place where the whole child is encouraged to thrive and grow in pursuit of the skills needed to become successful global citizens.

Our blueprint for success includes:

- Placing an emphasis on multidisciplinary, project-based learning that encourages our children to make connections between the curriculum and the real world, turning them into life-long learners
- Infusing an enrichment curriculum of music, dance, studio art, physical education, science and technology, which supports and supplements our standards-based curriculum
- Employing hands-on, investigative learning with indoor and outdoor science labs, including garden space and a robotics program, a dedicated media lab and mobile classroom technology, and special off-site field work, such as the team-building leadership retreat for fifth graders
- Providing a solid foundation in communication skills
- Teaching a meaningful connection to one's own emotions and how to control them through mindfulness training
- Emphasizing kindness and values that foster self-esteem and respect for each other and for the idea that other people's beliefs may differ from one's own
- Instilling in our students a sense of responsibility to the community outside of Carpenter with a yearly Community Service week which includes daily service projects and seasonal book and toy drives
- Involving all stakeholders – parents, students, faculty, administrators, and local community partners – in the continuous improvement and success of the school
- Striving to develop and advance the best practices for engaging students and parents, training teachers, and promoting educational excellence, collaboration, and innovation

Vision Statement

Carpenter Community Charter is a model of excellence in public education. Through a challenging academic program supplemented with an innovative enrichment programs that not only meets scholastic standards, but also fosters critical thinking, independence, creativity, and social-emotional well-being our children are encouraged to explore new ideas and embrace differences in our school community and the world around us.

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

Carpenter Community Charter believes an educated person of the 21st century displays the characteristics and behaviors of a college-prepared and career-ready learner. This person is flexible, creative and self-motivated, as well as kind and accepting of all human beings. He/she must effectively communicate and collaborate with others in a multicultural world that is globally interconnected. A successfully educated person in the 21st Century needs to be courageous and in constant pursuit of ways to make the world a better place by acting responsibly, ethically, and by being a productive citizen. Additionally, he/she must be able to think critically, solve problems creatively and value evidence. Individuals should possess a solid academic foundation complemented and enriched by exposure to a variety of arts and athletics. They must have an in-depth knowledge of technology and digital media, including both fundamentals of how to use it productively, strategically, capably, and safely. Finally, an educated person in the 21st century must possess an ability to balance digital and real-world experiences.

How Learning Best Occurs

Carpenter Community Charter recognizes that learning best occurs when the community is immersed in a culture of education that both challenges and nurtures the development of each and every student. It is crucial to employ social justice as a foundation to insure that every child begins the learning process feeling understood and valued. From there, highly qualified teachers must employ innovative educating techniques to provide optimal opportunities for every child to be supported in their educational development. Classroom instruction must take into account the multiple modalities of learning and the different abilities among students. Teachers, administrators, parents and community members must fulfill their joint responsibility to help create an environment that is focused on the importance of education, which in turn inspires shared learning.

Local Control Funding Formula (LCFF) Requirements

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

LCFF STATE PRIORITIES	
GOAL #1	
Proficiency For All <ul style="list-style-type: none">Consistent with its charter, the school will annually maintain or increase the number of students achieving proficiency level or above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments.The school will meet or exceed state targets schoolwide for English learners, low income students, foster youth, and for all numerically significant subgroups, as required by law and the charter.	Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none">The school will annually maintain or increase the number of students achieving “proficiency” or equivalent on CAASSP English Language Arts and Mathematics assessments.The school will meet or exceed state targets for English learners, low income students, foster youth, and for all numerically significant subgroups.For English learners, the school will meet annual AMAO 1 targets.	

- The school will increase the number of English learners who make adequate annual progress by 10% each year.
- The school will increase the number of English learners who reclassify as Reclassified Fluent English Proficiency (RFEP) by at least 2% each year.

Expected Annual Measurable Outcomes

Outcome #1:

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

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

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

Metric/Method for Measuring:

CAASSP ELA SBAC data

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	78%	79%	80%	81%	82%	83%
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged Students	60%	61%	62%	63%	64%	65%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	39%	40%	41%	42%	43%	44%
African American Students	69%	70%	71%	72%	73%	74%
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	94%	95%	96%	97%	98%	99%
Filipino Students	-	-	-	-	-	-
Latino Students	59%	60%	61%	62%	63%	64%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	77%	78%	79%	80%	81%	82%
White Students	80%	81%	82%	83%	84%	85%
Metric/Method for Measuring: CAASSP MATH SBAC data						

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	69%	70%	71%	72%	73%	74%
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged Students	49%	50%	51%	52%	53%	54%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	25%	26%	27%	28%	29%	30%
African American Students	54%	55%	56%	57%	58%	59%
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	82%	83%	84%	85%	86%	87%
Filipino Students	-	-	-	-	-	-
Latino Students	43%	44%	45%	46%	47%	48%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	68%	69%	70%	71%	72%	73%
White Students	72%	73%	74%	75%	76%	77%
Metric/Method for Measuring: CAASSP SCIENCE SBAC data						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	67%	68%	69%	70%	71%	72%
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged Students	69%	70%	71%	72%	73%	74%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	35%	36%	37%	38%	39%	40%
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	81%	82%	83%	84%	85%	86%
Filipino Students	-	-	-	-	-	-
Latino Students	-	-	-	-	-	-
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	69%	70%	71%	72%	73%	74%
White Students	67%	68%	69%	70%	71%	72%

Outcome #2:

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

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

The school currently has a 41% reclassification rate and will continue to meet or exceed LAUSD's reclassification target rate of 22%.

Metric/Method for Measuring:
ELPAC data

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	41%	33+%	22+%	22+%	22+%	22+%
English Learners	41%	33+%	22+%	22+%	22+%	22+%
Socioeconomically Disadvantaged Students	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	-	-	-	-	-	-
Filipino Students	-	-	-	-	-	-
Latino Students	-	-	-	-	-	-
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	-	-	-	-	-	-
White Students	-	-	-	-	-	-

Outcome #3:

The school will continue to maintain the percentage of LTELs to 15% or less of all ELs (LCAP Target)

The school currently has no Long Term English Language Learners (LTEL) students. The school will conduct an annual review of Probable Long Term English Language Learners (P-LTELs) to ensure adequate yearly progress and access to core curriculum. The school will ensure programs for English Learners are designed to include the California English Language Development Standards and that P-LTEL students have access to interventions to help them access the California English Language Development Standards.

Metric/Method for Measuring:
Percent of LTEL Students

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
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All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	-	-	-	-	-	-
Filipino Students	-	-	-	-	-	-
Latino Students	-	-	-	-	-	-
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	-	-	-	-	-	-
White Students	-	-	-	-	-	-

Outcome #4:

The school will decrease the number of LTELs with disabilities.

The school currently has no Long Term English Language Learners (LTEL) students. The school will conduct an annual review of Probable Long Term English Language Learners (P-LTELs) with disabilities to ensure adequate yearly progress and access to core curriculum. The school will ensure programs for English Learners are designed to include the California English Language Development Standards and that P-LTEL students with disabilities have access to interventions and appropriate IEP accommodations to help them access the California English Language Development Standards so they do not become LTELs.

Metric/Method for Measuring:

Percent of LTEL Students with Disabilities

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	-	-	-	-	-	-
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged Students	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	-	-	-	-	-	-
Filipino Students	-	-	-	-	-	-

Latino Students	-	-	-	-	-	-
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	-	-	-	-	-	-
White Students	-	-	-	-	-	-

GOAL #2						
100% Attendance <ul style="list-style-type: none"> The school will annually increase the number of students that attend 173-180 days each school year (<i>i.e.</i>, achieve individual attendance of 96% or higher) The school will decrease by 1% annually the number of students missing 16 days or more each school year or an attendance rate of 91% of lower schoolwide 	Related State Priorities: <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input type="checkbox"/> 6</div> </div> <hr/> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Increase annually the percent of students attending 173-180 days Maintain attendance incentive programs Utilize PSA counselors to contact families whose student is absent more than 7 days during the school year Decrease the number of students missing 16 or more school days each year 						
Expected Annual Measurable Outcomes						
Outcome #1: The school will annually increase the number of students achieving an individual attendance rate of 96% or higher.						
Metric/Method for Measuring: Percent of Students with Attendance Rate of 96% or Above						
APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide) *Adjusted Rate not including the teacher work stoppage	71%	72%	73%	74%	75%	76%
All Students (Schoolwide)	31%	72%	73%	74%	75%	76%
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged Students	40%	72%	73%	74%	75%	76%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	40%	72%	73%	74%	75%	76%
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-

Asian Students	43%	72%	73%	74%	75%	76%
Filipino Students	-	-	-	-	-	-
Latino Students	-	-	-	-	-	-
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	39%	72%	73%	74%	75%	76%
White Students	28%	72%	73%	74%	75%	76%

Outcome #2:

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

Metric/Method for Measuring:

Percent of Students with Attendance Rates of 91% or Lower

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide) *Adjusted Rate not including the teacher work stoppage	8%	7%	6%	5%	4%	3%
All Students (Schoolwide)	9%	7%	6%	5%	4%	3%
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged Students	27%	7%	6%	5%	4%	3%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	34%	7%	6%	5%	4%	3%
African American Students	15%	7%	6%	5%	4%	3%
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	12%	7%	6%	5%	4%	3%
Filipino Students	-	-	-	-	-	-
Latino Students	-	-	-	-	-	-
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	23%	7%	6%	5%	4%	3%
White Students	19%	7%	6%	5%	4%	3%

GOAL #3

Parent, Community, and Student Engagement

- Increase the number of parents completing the School Experience Survey

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 checked="" type="checkbox"/> 6 | |

- Train parents on academic initiatives by providing a minimum of six workshops annually

Local Priorities:

☐ :
☐ :

Specific Annual Actions to Achieve Goal

- The school will increase the number of parents completing the School Experience Survey.
- [The school will increase the percentage of parents who state that they feel like a partner with the school in decisions made about their children's education.]
- [The school will increase the percentage of parents who state that they feel a part of their school.]
- Maintain an effective program for interactive parent and family involvement that includes meaningful opportunities for providing and gathering parental input for decision-making, sharing and receiving information, and teaching and learning how to support the educational program.
- Provide guidelines for parents to express and resolve concerns, in accordance with the charter.

Expected Annual Measurable Outcomes

Outcome #1:

Increase the number of parents completing the School Experience Survey

Metric/Method for Measuring:

LAUSD Parent School Experience Survey

APPLICABLE PARENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
Parents Completed	74%	75%	76%	77%	78%	79%
Parents Who Feel Like a Partner in Decisions	83%	84%	85%	86%	87%	88%
Parents Who Feel a Part of Their School	95%	96%	97%	98%	99%	99%

GOAL #4

Ensure School Safety

- Strive to achieve zero suspension incidents
- Maintain the number of expulsion incidents at 0%
- Increase the percentage of students who feel safe on school grounds

Related State Priorities:

☐ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☐ 3 ☒ 6

Local Priorities:

☐ :
☐ :

Specific Annual Actions to Achieve Goal

- The school will continue to implement positive behavior plans and activities as well as social skills training.
- The school will continue to promote and strengthen home-school partnership to manage discipline.

- In 2018-19 the school implemented a restorative justice program; the school will continue to promote and strengthen this program.
- The school will increase the percentage of students who feel safe on school grounds; during the 2015-16 school year the school purchased security gates with key-pad codes for all sides of campus. The key-pad codes are updated annually.
- Safety Committee consisting of all stakeholders meets monthly to discuss safety concerns and implement increased safety measures.
- On the 2019-2020 School Experience Survey, 91% of our student body agreed or strongly agreed that they felt safe in their school.

Expected Annual Measurable Outcomes

Outcome #1:

Strive to achieve zero suspension incidents for all subgroups

Metric/Method for Measuring:

Monthly School Suspension Data

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	0.1%	0%	0%	0%	0%	0%
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged Students	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-
Students with Disabilities	0.1%	0%	0%	0%	0%	0%
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	-	-	-	-	-	-
Filipino Students	-	-	-	-	-	-
Latino Students	-	-	-	-	-	-
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	-	-	-	-	-	-
White Students	-	-	-	-	-	-

Outcome #2:

Maintain the number of expulsion incidents at 0% across all subgroups

Metric/Method for Measuring:

Monthly School Expulsion Data

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%

English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged Students	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	-	-	-	-	-	-
Filipino Students	-	-	-	-	-	-
Latino Students	-	-	-	-	-	-
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	-	-	-	-	-	-
White Students	-	-	-	-	-	-

GOAL #5	
Provide for Basic Services <ul style="list-style-type: none"> Maintain the percentage of teachers that are appropriately credentialed for the students they are assigned to teach at 100% Maintain the percentage of teachers completing the Teacher Growth and Development Cycle Continue to grow the percentage of school-based staff attending 96% or above Maintain the percentage of schools providing students with standards-based instructional materials by meeting Williams Act requirements at 100% Reach 100% of facilities that are in good repair 	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> <div style="padding-top: 5px;"> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> Family counselors will continue to be purchased to provide counseling services for all students in need of social emotional assistance Continue purchasing general supplies and IMA Centralized support from the District provided to the school 	
Expected Annual Measurable Outcomes	
Outcome #1: Maintain the percentage of teachers that are appropriately credentialed to for the students they are assigned to teach at 100%.	
Metric/Method for Measuring: Annual review of school compliance with credentialing and assignment requirements	

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Teachers (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #2:

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

Metric/Method for Measuring:

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

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
Williams Instructional Materials	100%	100%	100%	100%	100%	100%
Budget Review	100%	100%	100%	100%	100%	100%
Inventory	100%	100%	100%	100%	100%	100%

Outcome #3:

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

Metric/Method for Measuring:

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

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
Facilities Inspections	100%	100%	100%	100%	100%	100%

GOAL #6

Broad Course of Study

- In addition to the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science, the school will offer a comprehensive enrichment program (Science Lab, Media Lab, Dance, Music, Art, and Physical Education) to **100% of its students** every year.
- 100% of students will use the schoolwide writing program **Write...From the Beginning**, which is taught by all teachers in all grade levels.

Related State Priorities:

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

Local Priorities:

- ☐ :
☐ :

All students will use the schoolwide math program supplemented with **Singapore Math** strategies.

Specific Annual Actions to Achieve Goal

- Conduct an annual review of the school's master schedule, student schedules, and other information
- Provide off-site professional development for both Write...From the Beginning and Singapore Math for newer teachers, as school budget allows
- Continue the onsite training of teachers and paraprofessionals in Write...From the Beginning and Singapore Math through current grade-level "experts" on staff
- All classrooms to display or have portfolios of student work samples from Write...From the Beginning and Singapore Math

Expected Annual Measurable Outcomes

Outcome #1:

The school will provide a comprehensive enrichment program including Science Lab, Media Lab, Dance, Art, Music, and Physical Education to 100% of students.

Metric/Method for Measuring:

Annual review of master schedule and student schedule

Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Baseline
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged Students	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	-	-	-	-	-	-
Filipino Students	-	-	-	-	-	-
Latino Students	-	-	-	-	-	-
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	-	-	-	-	-	-
White Students	-	-	-	-	-	-

Outcome #2:

Maintain 100% of students using Write...From the Beginning and Singapore Math

Metric/Method for Measuring:

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

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged Students	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	-	-	-	-	-	-
Filipino Students	-	-	-	-	-	-
Latino Students	-	-	-	-	-	-
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	-	-	-	-	-	-
White Students	-	-	-	-	-	-

Outcome #3:

Maintain training of all teachers and paraprofessionals in Write...From the Beginning and Singapore Math

Metric/Method for Measuring:

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

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Teachers (Schoolwide)	100%	100%	100%	100%	100%	100%

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

The goals of Carpenter's program enable students to become self-motivated, competent, life-long learners by fostering critical thinking, independence, creativity, social-emotional well-being and the exploration of new ideas through a challenging academic program enriched with arts and athletics. We supplement LAUSD's core academic program with Singapore Math Strategies, Write...From the Beginning, Engineering is Elementary and Lego Robotics. Additionally, Carpenter enriches these programs with focused studies in:

- Science: weekly classes in one of two dedicated science labs, the school garden and/or animal farm led by a trained geologist. Students are given the opportunity to explore that

scientific method (question, research, hypothesize, test, analyze and conclude) in hands-on experiments.

- Music: weekly classes in a dedicated music room taught by award-winning professionally trained musicians. Students are exposed to a variety of music styles, learn to read and follow written music both with their voices and instruments and develop opinions on what they are hearing.
- Technology/Media-Lab: weekly classes in a dedicated computer lab which includes Mac desktop computers for each student. This program begins with basic computer skills in Kindergarten and advances over six years. Our goal is to incorporate digital citizenship skills for students to make smart and responsible choices online and in life.
- Physical Education: weekly outdoor PE classes with former professional athletes focusing on athletic skills as well as sportsmanship
- Dance: weekly classes with a Broadway-trained dancer in a dedicated dance room outfitted with dance floors and mirrors to supplement physical education requirements
- Art: weekly studio art sessions with professional artists giving students access to a variety of art styles and materials.

Exposure to this type of hands-on education gives children a love of learning which creates self-motivated students eager to explore new ideas.

INSTRUCTIONAL DESIGN

Carpenter Community Charter strives to balance a rigorous academic program with an enrichment program specifically designed to enhance Common Core curriculum. This approach helps us achieve our mission statement of being a school where the whole child is encouraged to thrive and grow in pursuit of the skills needed to become successful global citizens.

With the Common Core State Standards as our framework, our approach to teaching and learning guides our students to become active and successful learners. Throughout all classrooms we implement research-based practices, as well as utilize curricular programs based largely on constructivist learning theory. Constructivism provides the guiding principles for our instruction that is student-centered, problem-based, and differentiated. While reinforcing the state standards on a daily basis, we also emphasize thinking, understanding, reasoning and applying knowledge.

Specifically, Carpenter's constructivist instructional design includes the following research-based practices:

- Academic Rigor- Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts and spark natural curiosity turning them into life-long learners. Similar to Vygotsky's idea of the zone of proximal development (Vygotsky, 1978), rigorous teaching assumes all students can learn if they experience educational activity that is set at an appropriately challenging level and provides time for mastery of new concepts. (Bowers and Power, 2009) Carpenter teachers seek to challenge their students at a level that will not go beyond their abilities, and utilize scaffolding techniques, structuring learning experiences that are differentiated to meet the needs of each child within their zone of proximal development.

- **Clear Expectations-** Teachers use criteria charts/rubrics to clearly define and articulate grade-level and state standards in “student-friendly” language to ensure academic goals are attained. These tools help focus students to effectively meet and exceed teacher expectations and objectives for each assignment. When students have a clear understanding of what is expected of them, achieving those expectations and succeeding is far more attainable. The main reason for this potential lies in the fact that rubrics make expectations and criteria explicit, which also facilitates feedback and self-assessment. (Jonsson and Svingby, 2007)
- **Collaborative Groupings-** Teachers create small groups in order for students to interact with their peers and share their thinking processes in order to maximize learning. These small groups also allow teachers to target students who need extra instructional time, and to accommodate accelerated learners with the capability to more deeply explore various subjects. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork. Children working in cooperative groups give more explanations to assist each other as they worked together and exercise more autonomy with their learning and obtained higher learning outcomes than those students working independently. (Gillies and Ashman, 1999)
- **Direct Instruction-** Teachers use professional development time for grade-level meetings to plan cohesive direct instruction of standards based lessons within grade levels. Teachers design lessons that develop critical thinking skills, which help students solve complex problems with depth and complexity. Critical thinking skills infused into daily instruction adequately prepares students for college, careers, and life. These skills help students effectively analyze multiple sources of information, draw logical conclusions, and create innovative solutions for problems. (Stobaugh, 2013)
- **Guided & Independent Practice-** Teachers circulate during independent work time to informally assess students’ progress and identify individual needs. From here, students are provided with adequate time to be successful at demonstrating their understanding of the concepts or skills being taught. Before working independently, it is during guided practice that teachers provide scaffolds to help learners who may need additional instructional supports. (Rosenshine, 2012)
- **Differentiated Instruction-** Teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels while maintaining or exceeding standards through supplemented materials. Differentiation addresses the needs of a wide variety of learners, promoting equity and excellence and focusing on best practice instruction in a mixed-ability classroom. (Tomlinson, 2017)
- **Integration of the Arts-** Teachers and curriculum specialists use drama, dance, music, and visual arts to enhance their students’ thinking and learning experiences. Enrichment staff have attended training through the Music Center to gain hands-on tools to transform their classrooms through the arts. Art integration employs multiple modalities and intelligences and research that shows that the arts help better prepare students for college or career readiness. (Appel, 2006)
- **Experiential Learning-** Learning by doing. Students relate to the curriculum through plays, field trips, labs, simulations, and experiments. It is through these involvements that students process, analyze, and conceptualize the experience. Project-based, experiential learning requires students to use the knowledge and skills they have acquired in meaningful contexts, and helps them to simultaneously develop problem-solving strategies and encourages collaboration with peers. (Drake and Long, 2009)

This instructional design model ensures the needs of students of all abilities across all sub-groups will be met. All classes are taught by fully credentialed teachers and meet Common Core

standards. All lessons are thoughtfully planned during grade level collaboration and then modified to meet the needs of each classroom.

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

MindUp™

Carpenter Community Charter is one of the select pilot schools in the district implementing the MindUP™ program. Mindful awareness is cultivated through specific training techniques practiced with an attitude of open-heartedness, curiosity, kindness, patience, perseverance, and acceptance of what unfolds during practice (Grossman, 2015).

The Brain Break, also referred to as the MindUP™ Core Practice, is an exercise practiced and implemented in all Carpenter classrooms that helps focus students' minds in the present moment. Through the experience of deep breathing, students and teachers' concentration skills are enhanced. The Brain Break is embedded into daily instruction and helps students and educators

become more centered and capable of learning. Research showed that 50% of MindUP children increased in regulation of emotions, positive affect, and self-compassion, and decreased negative emotions. (de Carvalho, J. S., Pinto, A. M., & Marôco, J., 2017). By repeating mindfulness behavior on a regular basis, the neuro-circuitry supporting that function is strengthened. When we repeat the Brain Break for three minutes, three times a day, we work with the neuroplasticity of the brain and consciously choose to build a strong new circuit that we can, over time, turn into a new habit. Neuroplasticity happens when the dendrites (the parts of the nerve cell that receive information) increase in number and size, as this results in a more efficient transfer of information from one brain cell (neuron) to the next.

Mindfulness in the classroom, sometimes called “contemplative pedagogy,” involves teaching methods designed to cultivate deepened awareness, concentration, and insight. Carpenter teachers have been trained to implement these practices as is evidenced in each classroom.

References

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Grossman, P. (2015). Mindfulness: Awareness informed by an embodied ethic. *Mindfulness*, 6, 17–22.

Write...from the Beginning

Write...from the Beginning is a developmental writing program created by Jane C. Buckner, Ed. S. for Kindergarten through 5th Grade focused on criteria necessary for successful writing achievement beyond the elementary years. It is a comprehensive, systematically structured, writing curriculum designed to assist educators and students develop the knowledge and skills necessary for age-appropriate and domain-specific writing achievement. Each of the domains of writing utilizes a combination of modeling, analytic rubrics, and mini-lessons that focus on the essential elements of effective writing.

The program includes both narrative and expository writing, each utilizing the *Thinking Maps Common Visual Language*. Teachers build upon and extend the instruction of previous grades by using Modeled Instruction, Improvement Rubrics, and Focused Mini-Lessons. The resultant effect is a common, targeted focus and school-wide accountability which creates an expectation of high student writing achievement on state and local writing tests.

Beginning in kindergarten, Carpenter Community Charter teachers in every grade guide students through this process so that students become independent writers who can write on demand for a variety of audiences and purposes, namely opinion/argument pieces, informative/explanatory texts, and narratives. Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. They write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence; informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content; and narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

The program focuses on the utilization of *Thinking Maps* to foster our brains' natural preferences and processes organization and visualization. (Hyerle, 2008) When we tap into the way our brains are wired to learn naturally, we can maximize retention, recall, and deep understanding. Thinking Maps are consistent visual patterns linked directly to eight specific thought processes. By visualizing our thinking, we create concrete images of abstract thoughts. These patterns help all students reach higher levels of critical and creative thinking. (Long, 2011) In a school-wide implementation, Thinking Maps establish a consistent Language for Learning which is an essential component of 21st Century education.

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Engineering is Elementary

The academic field of Science, specifically Engineering, has received particular focus due to concern about the shortfalls in the numbers of American students pursuing engineering and other technical careers in the United States (National Academies of Sciences, Engineering, and Medicine, 2017) and the diversity among those entering engineering fields (Buccheri, Gurber, & Bruhwiler, 2011; National Academy of Sciences, National Academy of Engineering (NAE), & Institute of Medicine, 2010; National Research Council & NAE, 2014). To increase the awareness and interest of all our students in the field of engineering, Carpenter Community Charter has incorporated the Engineering Is Elementary (EiE) program. This award-winning program from the Museum of Science, Boston, whose research-based, hands-on engineering curriculum introduces learners to the engineering design process and creates a generation of problem solvers. A sociocultural perspective on learning grounds the Engineering is Elementary curriculum (Lemke, 2001; Vygotsky, 1978; Wertsch, 1985) whereby students learn by actively participating in social communities. Carefully structured experiences afford students an opportunity to interact with and learn from peers and educators who are more experienced or knowledgeable. This curriculum focuses on purposeful activity and encourages students to talk, write, interact, and work with peers (Kelly & Green, 1998; Mortimer & Scott, 2003). This engagement in disciplinary discourse helps students make sense of their experiences and results in greater depth of learning. Engineering is Elementary further develops and hones 21st century skills and crucial components of the District's goals such as collaboration, creativity, and problem solving. Carpenter's teachers are able to incorporate STEM pedagogy through interaction with a pedagogically supportive STEM curriculum like Engineering is Elementary.

The entire field of Science is reliant on observable facts and testable hypotheses. The goal of teaching Science at Carpenter Community Charter is for students to understand the major strands of scientific thought; its methods, facts, hypotheses, theories, and laws. The Scientific and Engineering processes foster the steps of formulating a scientific hypothesis by attempting to frame a question as a testable proposition. The confirmable observation is then subject to test and confirmation or rejection. The students' engagement in these steps helps create a deeper understanding of a range of phenomena. These naturally guide further investigation due to the constant cyclical process of hypothesis, testing, modification, and confirmation or refutation. Engineering incorporates all of the above, but also seeks the best solution to a human problem. An essential component of the design process is that it is repetitive, creative, and nonlinear. The fact

that there is no one correct solution opens the mind in ways not often evident in schools. Students, when exposed to this engaging pedagogical strategy, find it empowering and this unique feature of Engineering is Elementary generates excitement and a collaborative nature that organically incorporates many of the multiple intelligences made recognizable and codified by Dr. Howard Gardner's theory of Multiple Intelligences.

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Depth and Complexity Icons

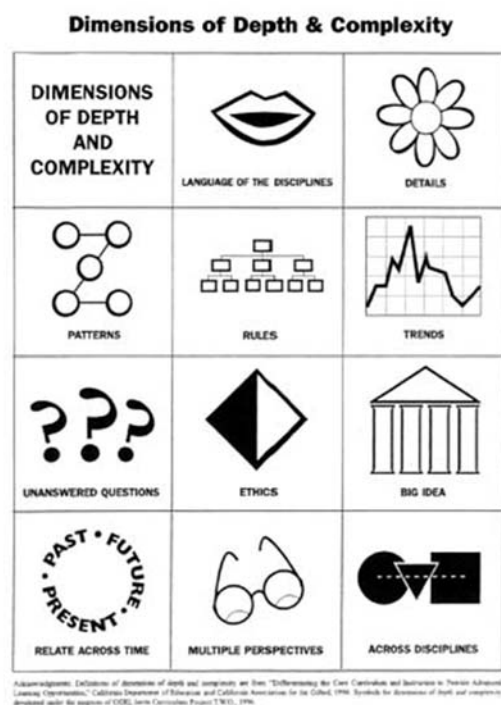
Preparing all students to be “21st Century Learners” as well as “College and Career Ready” is a current philosophy that focuses on readying students for the numerous challenges in the quickly evolving and internationally competitive workplace. While there are many descriptions of what skills are necessary for teachers to integrate “21st Century Skills” into instruction, the common themes include: shifting away from solely direct instruction, focusing on critical thinking & problem solving skills, working successfully in a group/community setting, differentiated teaching with emphasis on varied learning styles, effective communication skills, imagination and the ability to adapt. As a means of incorporating these 21st century learning skills, as well as increasing curricular challenges, gifted and talented programs emphasized using depth and complexity using Kaplan's work (1999). Depth and complexity tools were developed by USC Professor Sandra Kaplan in

1996 following extensive research into what types of knowledge distinguished experts in a field of study from those with only a surface level of knowledge. (Lauer, 2010)

Carpenter Community Charter classrooms regularly utilize Sandra Kaplan's Depth & Complexity icons as one of its powerful and unique differentiation tools. The eleven Depth and Complexity Icons engage all students to think about the following: Language of the Discipline, Details, Patterns, Rules, Trends, Unanswered Questions, Ethics, Big Idea, Relate Across Time, Multiple Perspectives, and making connections Across Disciplines. These visual prompts help students go beyond surface level understanding of a concept and enhance their ability to think critically. These critical thinking tools encourage students to dig deeper into a concept (depth) and understand that concept with greater complexity. (Briggs, 2008)

Each tool is represented by an icon that gives students a shortcut to expert thinking. **Each icon acts as a visual trigger.** The tools' icons not only benefit younger students or those learning English, but also create appropriately differentiated and rigorous learning experiences for all students by unlocking access to higher levels of thinking than those students' vocabulary would otherwise support.

(Dodds, 2010) Depth and complexity icons are considered a "thinking curriculum" because they increase the level of challenge for all students. (CDE, 2005)



By implementing Kaplan's Depth and Complexity icons in their classrooms, Carpenter teachers:

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

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

California Department of Education. (2005). *Gifted and Talented Education Resource Guide*. Retrieved from <http://www.cde.ca.gov/sp/gt/gt/documents/guidebook.doc>

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

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

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

Curriculum and Instruction

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

Carpenter implements the Common Core State Standards and CAASPP in accordance with District policy and timelines. The scope and sequence of skills taught across the grade levels and the different subjects the school plans to teach have been outlined below. *All CCSS are addressed with cross grade-level planning so students receive consistent instruction.*

Language Arts

- Provide students with a rigorous curriculum that meets or exceeds CCSS for language arts K-5
- Develop students' reading, writing, listening, and speaking skills to support academics across disciplines
- Develop critical reading skills
- Support reading using the California Wonders Reading Program
- Enhance reading using Literature Circles, Daily Bite, and Accelerated Reader, Sadlier Oxford Vocabulary Series, and Readworks
- Critique, justify, and theorize in compositions/writing across disciplines
- Utilize school-wide writing program "Write...from the Beginning"
- Develop students' grammar, spelling, oral-speaking, and active listening skills through direct instruction and vocabulary development as well as integration of language arts embedded across the curriculum
- Apply vocabulary development in written and oral format
- Demonstrate critical thinking skills, depth and complexity specific to Bloom's Taxonomy
- Use technology as a tool for presentations, project exhibits, and digital portfolios
- Construct creative writing stories and poetry
- Devote minimum two hours daily to language arts instruction in grades K-5

Mathematics

- Provide students with a rigorous curriculum that meets or exceeds the CCSS for mathematics K-5
- Develop students' mathematics proficiency by applying mathematical concepts, concept building through concrete-pictorial-abstract approach and computational skills to a variety of mathematical processes
- Enhance mathematics using Daily Bites, Singapore Math Strategies, My Math, Hands-On Equations, GEMS Marcy Cook, Model Draw for Word Problems, Engage NY and Prodigy
- Develop understanding of the concepts of computations, patterns, functions, geometry, statistics, and probability
- Apply math skills to daily problem-solving situations
- Recognize relevant information and review applications by checking work
- Discern operations necessary to solve word problems
- Connect math across disciplines (music, dance/creative movement, science, art, technology, and history)
- Develop students' skills using mathematical tools and hands-on manipulatives (protractors, computers, rulers, compasses, place value blocks/disks, fraction tiles/pies)

History and Social Studies

- Provide students with a rigorous curriculum that meets or exceeds the CCSS for history and social studies using Impact Social Studies series
- Help students to understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods
- Assist students in identifying needs in the community and help implement group efforts to support those needs, such book drives, toy drives, low-waste lunches, recycling, and art-supply drives
- Teach critical thinking skills to help students relate over time historical events and be able to find parallels and patterns
- Help students interpret geographical and historical information to draw conclusions
- Understand cause and effect of historical events
- Utilize role-playing and interactive units to gain first hand experiences
- Current Events (Time for Kids, Impact social studies text, Scholastic News subscriptions for primary grades)

Science and Engineering

- Provide students with a rigorous curriculum that meets or exceeds the Next Generation Science Standards
- Hypothesize and develop experiments utilizing the scientific method
- Integrate science and writing by using the language of the discipline
- Theorize and view other subjects such as music, art, and theory as a scientist
- Understand the need for eco-friendly products and life-changes to better our local and global community
- Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels

- Help students learn and apply concepts of good physical, social, using the Mind Up and emotional health, including nutrition and substance abuse awareness
- Implement Engineering is Elementary® (EiE®), a project born of the National Center for Technological Literacy® at the Museum of Science, Boston, to introduce real-life engineering curriculum to our students.

Technology

- Maintain 2:1 Chromebooks with keyboards for all students to receive ample time to become comfortable with this technology well before testing.
- Ensure all 3rd-5th grade classes take regular assessments for ELA and math which mirror the standardized testing they take in the spring.
- Utilize a media specialist to assist the testing coordinator for all interim assessments and standardized testing, including providing IT trouble shooting.
- Provide students with a rigorous curriculum that meets or exceeds the CCSS for technology
- Teach Keyboarding Skills beginning in Third Grade with “Keyboarding Boot Camp”
- Teach word processing to help students demonstrate written expression through technology
- Explore artistic applications appropriate to grade level with programs such as PowerPoint, iMovie, KidPix, Keynote, Pages Program and Keyboarding
- Teach students to work with data to identify and present information using spreadsheets (Excel)
- Enable students to broaden their research capabilities by using the Internet
- Teach students to identify and choose relevant information to enhance research
- Help students utilize up-to-date sources of information relevant to study
- Teach students to be good digital citizens with emphasis on respect, safety, and privacy online.
- Teach students to use educational resources such as: Google classroom, Schoology, Readworks.org, IXL.com
- Build on our current technology curriculum by introducing simple coding using the CODE.org curriculum.
- Implement Lego Robotics

Enrichment Curriculum and Instruction

Carpenter Community Charter is dedicated to providing this enrichment program, which is financially supported by our booster club, Parents for Carpenter/PFC (a 501(c)(3) organization, to all students.

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

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

Science Enrichment

- Enables students to feel an investment in the agricultural process through participation in the farm-to-table model. The science specialist leads students in the hands-on experience of growing their own vegetables, culminating in harvesting and eating what they have grown.
- Uses hands-on experiments in the science lab to further research and prove/disprove conjectures

Grade level specifics:

Kindergarten: Trees, Wood and Paper, Animals (including fish, snails, worms, isopods, ladybugs and more) Forces and Interactions: Pushes & Pulls, Independent Relationships in Ecosystems: Animals, Plants & their Environment, Weather & Climate

First Grade: Structure & Function (Plants & Animals, Waves (Light & Sound), Space Systems, Engineering Design

Second Grade: Pebbles, Sand and Silt, Insects and Plants, Matter, Engineering (Beaver Dam Building, Hand Pollinators and Lego Robotics)

Third Grade: Forces & Interactions, Life Cycles, EcoSystems, Heredity, Biology Evolution, Earthy's Systems/Climate & Weather

Fourth Grade: Physical Science (Energy Storage & Transfer, Electricity), Life Science (Plant Structures & Body Systems), Earth Science (Weathering, Erosion & Plate Tectonics)

Fifth Grade: Body Systems, Weather and Planetary Science, Mixtures and Solutions

Dance/Creative Movement Enrichment

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

Grade level specifics:

TK/Kindergarten: yoga and meditation, partner dancing, dances about sharing, friendship, rhythm and environment, introduction to various dance styles (ballet, tap, jazz, hip-hop)

First Grade: yoga and meditation, partner dancing, various dance styles (ballet, tap, jazz, hip-hop), introduction to martial arts

Second Grade: yoga and meditation, various dance styles, Broadway, Jedi Training (Ballet Movement) and Hip-Hop

Third Grade: yoga and meditation, introduction to Jedi Knight training (creative ballet dance movement using light sabers in a non-combative way), martial arts, introduction to international dance styles (including: Bollywood, Salsa, Country, Irish and more)

Fourth Grade: yoga and meditation, Pilates, Jedi Knight training (creative ballet dance movement using light sabers in a non-combative way), Broadway, international dance styles (including: Bollywood, Salsa, Country, Irish, and more), introduction to choreography

Fifth Grade: yoga and meditation, multiple international dance styles, (including: Bollywood, Salsa, Country, Irish, and more), choreography sessions, class culmination dance

Music Enrichment

- Supports language arts (CA Wonders), social studies (Impact), and dance curriculum while meeting Common Core State Standards at each grade level
- Supports the brain's ability to process sights and sounds, thereby supporting emergent literacy skills for all students
- Uses music's natural mathematical principles and proportions to encourage children to absorb elements of math-repeated, measured patterns in tones and rhythms through singing and reading music

Grade level specifics:

Kindergarten: students perform, identify, explore, and demonstrate beat and musical direction and expand that to contrasts including high/low, loud/soft, and same/different. Students compose a song about rain using instruments to make the sounds of weather. They use singing voices to echo short melodic patterns to popular songs? They play boom-wackers to move or verbalize to demonstrate awareness of beat, tempo, dynamics and melodic directions. They use instruments to illustrate and enhance stories. They also learn about the geographical areas and countries where those instruments were developed. As students participate in the school Science garden, they learn and perform a special composition entitled "The Garden Song" that includes vocabulary and ideas from the unit.

First Grade: students differentiate between major/minor tonalities and duple/triple meters. They read and perform rhythms using standard notation. They explain how tempo and dynamics make music expressive. Their holiday performance songs include motions and expressions for specific purposes and some are accompanied by instruments including hand bells. There are many songs that support the science units. They sing a variety of songs that support their Wonders units.

Second Grade: students explore an entire unit on sound, vibration and music. They perform experiments with instruments to see how sound is made, how it travels, how we hear, and how/why pitches vary while learning about the families of instruments. This unit also supports the language arts: in studying the percussion family, each student demonstrates a different instrument and then writes a letter to parents explaining what it was, how it sounded, how it produced sound, and what it was like to play. There are frequent homework assignments that allow children to take their learning home, share it with parents, write about it, and deepen their understanding of what they learned. They demonstrate their personal interest in and knowledge of varied musical selections. They identify instruments by sound and timbre, and using "In the Hall of the Mountain King," by Edvard Grieg, they understand how composers use musical elements like tonality,

tempo, dynamics, and texture to tell musical stories. They write about what they know. They read and perform a symphony orchestra rap using voices and instruments. They perform two songs for the annual Holiday programs.

Third Grade: students begin reading all their music from a score, learning music terminology and vocabulary, and studying equivalent fractions by relating them to music (whole, half, quarter and eighth notes within measures). Special songs relate to Wonders units; an example is "Forever Learning" which teaches score reading while reinforcing the language arts skills of the unit. They demonstrate performance and audience etiquette. They connect music to other art forms including paintings, movies, and stories. They explain how rehearsal and practice refine accuracy and expressiveness in their performances. They listen to four movements from Vivaldi's "The Four Seasons" and explain how the composer used tempo, meter, tonality, dynamics, mood, texture, and instrumental effects to illustrate each season. They decorate trees to illustrate and connect musical ideas with artistic expression. Finally, after reading the poem that inspired Vivaldi, they write their own four-line poems to express their own feelings and experiences of the season.

Fourth Grade: "Danse Macabre" forms the core of musical exploration. Students listen and identify the various instruments used to tell the story. They explain the use of tempo, texture, tonality, mood, meter, dynamics, and the way instruments imitate other sounds to tell the story. The unit connects to our "Write...from the Beginning" program as they all compose a letter to our Principal encouraging him to listen. The letter has an introduction, a second paragraph explaining the story in correct sequence, a third paragraph explaining in detail how the composer used musical elements and techniques to "paint" the story, and a concluding paragraph in which the students become critics and assign star values (from one to four) to the music, explaining in detail their reasons. Students spend the next four months learning to play recorders with proper technique while reading standard notation. The end of the year is directly connected with the social studies unit on California history. Students learn songs of the California Gold Rush, and they have a multi-part writing project. They study the folk song "O Susanna" and learn how this song, written in an ice cream parlor in Pittsburgh in 1841, traveled across the country with the pioneers and eventually became "O California," one of the most popular songs of the 1849 Gold Rush. Once they understand that folk songs were often changed and adapted to tell someone's own story, they then participate in a multi-part assignment that culminates in them writing autobiographical, rhymed lyrics about themselves which they perform for their peers. Peer review is part of this process.

Fifth Grade: the music curriculum aligns with social studies. There are four units: The National Anthem, Music of the Colonies, Music of the Slaves, and Music of the Civil War. During their exploration of authentic songs from each period, students explain the social, cultural, and historical connections of the music. They continue to read and perform standard notation and scores. They demonstrate understanding of the structure of music and its elements including rhythm, pitch, form, and harmony. Students study songs tied to American history while exploring vocabulary, background, and performance styles.

Physical Education Enrichment

- Supplements the CCSS, implemented by classroom teachers at all grade levels.
- Provides our students with healthy minds and bodies

- Enhances the concepts of team sports and good sportsmanship while incorporating fairness in competition
- Enhances all aspects of development including academic performance, movement knowledge, motor skills and self-esteem.

Grade level specifics:

Kindergarten: Fundamental motor skill development (balance, skipping, jumping, running), ball skills (dribbling, throwing, catching). Introduction to game play.

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

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

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

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

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

Media Lab Enrichment

- Provides whole class access to computers both in a dedicated media lab and with mobile iPad and/or Chromebook carts in classrooms
- Enables teachers to effectively integrate technology to better understand concepts being taught

Grade level specifics:

Kindergarten: Children begin learning Starfall.com, a phonetic-based reading program; Kidpix, a drawing program that allows the students to draw, type, control the mouse and keyboard, save, and print documents.

First grade: Continue to build on Kidpix skills, now on a weekly basis, applying concepts from what they are studying in their unit to create their pictures. Many students completely master the program by the end of the year.

Second grade: Second graders are introduced to MS Word basics and saving, changing font styles, sizes and color; introduction to the Internet and how to use it as a resource for their work; Kidpix slideshow functionality; Keyboarding programs such as DanceMat Typing, a touch key typing program, and the Pages Program (World Processing and adding images).

Third grade: Deeper learning of Pages; how to create PowerPoint presentations from start to finish, from basic design to animating the finished product; Type to Learn; Accelerated Reader to test reading comprehension. Keyboarding “boot camp” prepares students to write efficiently and Prodigy Math.

Fourth grade: Advanced operations in MS Office suites and Google and at this point, most students demonstrate a solid understanding of both the MacOS and ChromeOS.

Fifth grade: Google Platforms (slides, docs, Google Classroom) and PowerPoint

Art Enrichment

- Allows students to explore their creative sensibilities through a variety of mediums which complement Common Core curriculum.
- Introduces mechanical and spatial comprehension.
- Emphasizes observation and recognizing that anything we draw can be broken down into simple shapes
- Teaches skills and techniques which can be used in classroom projects
- Exposes children to art history through lessons based upon the work of a specific artists or techniques

At all grade levels. this curriculum includes:

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

Painting: Water color, Acrylic, Oil pastel

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

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

Art History: Followed by projects inspired by artist being studied

Transitional Kindergarten

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

Transitional Kindergarten (TK) is year one of a two-year Kindergarten program. TK provides an early childhood education program that builds a bridge between preschool years and traditional Kindergarten. With increasing academic demands and structure in Kindergarten. With increasing academic demands in Kindergarten, students in TK are provided with opportunities to gain familiarity with highly structured learning and basic readiness skills. TK eligibility is based upon each individual child's date of birth. At Carpenter we currently have two TK Classrooms. Depending upon class size availability TK also accepts students who may benefit from an enriched foundational early childhood education program in order to prepare them for success in our

traditional Kindergarten Program based upon teacher recommendation. At Carpenter we currently have two TK Classrooms.

This TK program provides children with an in-depth and well-planned classroom program that builds necessary social and academic skills. This creates familiarity and paves the way for success in the elementary school experience. The program is based on the California Kindergarten Common Core State Standards with focused instruction in Language Arts through the use of Little Wonders, Zoo Phonics, Write From The Beginning and numerous other phonics resources. TK also scaffolds basic math skills, which include introduction through exposure to Math Their Way, Singapore Math, My Math and Daily calendar activities. Social Studies and Science are taught in accordance with LAUSD and State guidelines.

TK participates in all Carpenter Academic and Enrichment Programs along with the Kindergarten Classes. Activities are often modified and scaffolded so that TK students are able to access the content in a slightly more kinesthetic and interactive manner. This allows them to participate in, and begin to acquire, the necessary skills needed to matriculate to K level standards in the future. California TK Standards require that the curriculum be a "mirror version" of the Common Core Kindergarten Standards with similar content provided in a more developmental manner. Students are not expected to master Kindergarten Curriculum, but are exposed to the standards. This exposure creates a familiarity that increases confidence, enhances the skills base and allows for frustration levels to decrease in most social, academic and artistic areas.

Academic Calendar and Schedules

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

Carpenter will continue to follow the Traditional Academic calendar set forth by the Los Angeles Unified School District utilizing block scheduling as follows: 8 -11am language arts instruction, 11-12pm math instruction, and the last portion of the day for social studies, science, arts, and physical education. All instructional days will be regular school days with the following exceptions: 1. All Tuesdays are shortened days for faculty professional development (24 additional Tuesdays approved by waiver for a total of 38 shortened Tuesdays). There will be ten Minimum Days to be determined by the Charter School's Governing Council that oversees calendared events.

START OF DAY		END OF DAY	
playground opens	7:40am	dismissal	2:23pm
first bell	7:55am	banked Tuesday	1:23pm
school starts	8:00am	dismissal	

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	132	323	38	263	10	253			180	36000	55160	19160
1	Yes	132	323	38	263	10	253			180	50400	55160	4760
2	Yes	132	323	38	263	10	253			180	50400	55160	4760
3	Yes	132	323	38	263	10	253			180	50400	55160	4760
4	Yes	132	323	38	263	10	253			180	54000	55160	1160
5	Yes	132	323	38	263	10	253			180	54000	55160	1160
6	No	n/a		n/a		n/a				0	54000	0	-54000
7	No	n/a		n/a		n/a				0	54000	0	-54000
8	No	n/a		n/a		n/a				0	54000	0	-54000
9	No	n/a		n/a		n/a				0	64800	0	-64800
10	No	n/a		n/a		n/a				0	64800	0	-64800
11	No	n/a		n/a		n/a				0	64800	0	-64800
12	No	n/a		n/a		n/a				0	64800	0	-64800

REGULAR INSTRUCTIONAL DAYS: MONDAY, WEDNESDAY, THURSDAY AND FRIDAY							
grade level	first bell/ instructional bell	start of recess	end of recess	start of lunch	end of lunch	dismissal	instructional minutes
kindergarten	7:55am/8am	9:10am	9:30am	11:10am	11:50am	2:23pm	323
grades 1, 2 and 5	7:55am/8am	10:00am	10:20am	11:55pm	12:45pm	2:23pm	323
grades 3 and 4	7:55am/8am	10:25am	10:45am	12:30pm	1:10pm	2:23pm	323

BANK DAYS / PROFESSIONAL DEVELOPMENT TUESDAY							
grade level	first bell/ instructional bell	start of recess	end of recess	start of lunch	end of lunch	dismissal	instructional minutes
kindergarten	7:55am/8am	9:10am	9:30am	11:10am	11:50am	1:23pm	263
grades 1, 2 and 5	7:55am/8am	10:00am	10:20am	11:55am	12:35pm	1:23pm	263
grades 3 and 4	7:55am/8am	10:25am	10:45am	12:30pm	1:10pm	1:23pm	263

MINIMUM DAYS					
grade level	first bell/ instructional bell	start of brunch	end of brunch	dismissal	instructional minutes
kindergarten	7:55am/8am	9:30am	10:00am	12:43pm	253
grades 1, 2 and 5	7:55am/8am	10:00am	10:30am	12:43pm	253
grades 3 and 4	7:55am/8am	10:00am	10:30am	12:43pm	253

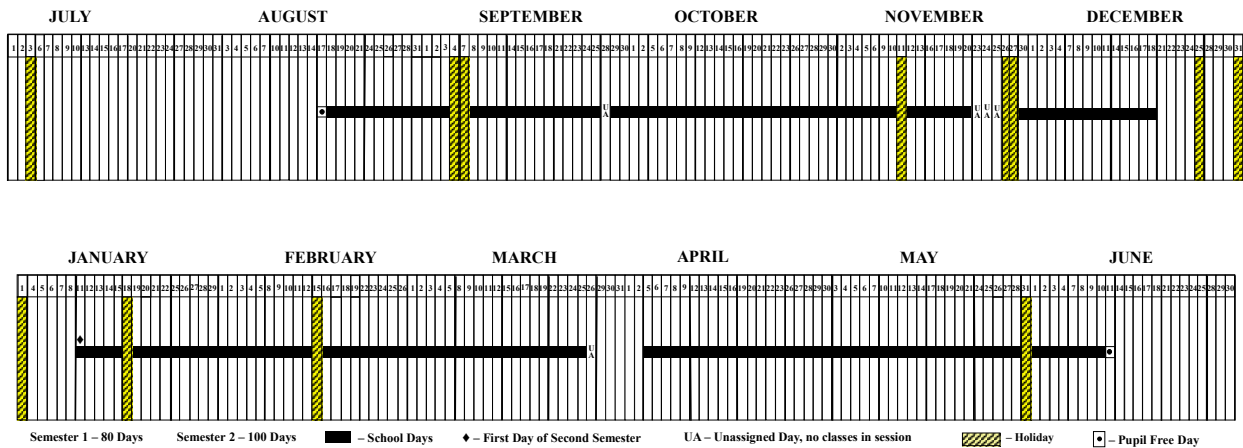
☐ Pupil Free Days
 Monday, August 17, 2020
 Friday, June 11, 2021
 * If a school selects Monday,
 January 11, 2021, as a Pupil
 Free Day, then Friday,
 June 11, 2021, becomes an
 Instructional Day



LOS ANGELES UNIFIED SCHOOL DISTRICT

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2020-2021

Board Approved
 December 12, 2017



IMPORTANT DATES:

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

Transitional Kindergarten & Kindergarten – Regular Instructional Days

TIME	ACTIVITY	DAILY INSTRUCTIONAL MINUTES
8:00 – 8:10	Morning Business	
8:10 – 9:10	Language Arts / Integrated ELD	60
9:10 – 9:30	Recess	
9:30 – 10:20	Language Arts / Integrated ELD	50

10:20 – 11:10	Mathematics	50
11:10 – 11:50	Lunch	
11:50 – 12:25	Language Arts / Integrated ELD	35
12:25 – 1:45	<u>Enrichments</u> Social Studies / Health / Arts / Music / Dance / Physical Education (1 - 30 minute Session per week, rotating schedule) Science Lab (1 - 60 minute session per week, rotating schedule)	80
1:45 – 2:15	Language Arts / Integrated ELD / Centers	30
2:15 – 2:23	Clean-Up	
2:23	Dismissal	
	Total	305

Transitional Kindergarten & Kindergarten – Bank Days (Early Dismissal)

TIME	ACTIVITY	DAILY INSTRUCTIONAL MINUTES
8:00 – 8:10	Morning Business	
8:10 – 9:10	Language Arts / Integrated ELD	60
9:10 – 9:30	Recess	
9:30 – 10:20	Language Arts / Integrated ELD	50
10:20 – 11:10	Mathematics	50
11:10 – 11:50	Lunch	
11:50 – 12:15	Language Arts / Integrated ELD	25
12:15 – 12:45	<u>Enrichments</u> Social Studies / Health / Arts / Music / Dance / Physical Education (1 - 30 minute Session per week, rotating schedule) Science Lab (1 - 60 minute session per week, rotating schedule)	30
12:45 – 1:15	Language Arts / Integrated ELD / Centers	30
1:15 – 1:23	Clean-Up	
1:23	Dismissal	
	Total	245

Transitional Kindergarten & Kindergarten – Minimum Days

TIME	ACTIVITY	DAILY INSTRUCTIONAL MINUTES
8:00 – 8:10	Morning Business	

8:10 – 9:30	Language Arts / Integrated ELD	80
9:30 – 10:00	Brunch	
10:00 – 10:35	Language Arts / Integrated ELD	35
10:35 – 11:35	Mathematics	60
11:35 – 12:05	Enrichments Social Studies / Health / Arts / Music / Dance / Physical Education (1 - 30 minute Session per week, rotating schedule) Science Lab (1 - 60 minute session per week, rotating schedule)	30
12:05 – 12:35	Language Arts / Integrated ELD / Centers	30
12:35 – 12:43	Clean-Up	
12:43	Dismissal	
	Total	235

First - Fifth Grade – Regular Instructional Days

TIME	ACTIVITY	DAILY INSTRUCTIONAL MINUTES
8:00 – 8:10	Morning Business	
8:10 – 10:00	Language Arts / Integrated ELD	110
10:00 – 10:20	Recess	
10:20 – 10:55	Language Arts / Integrated ELD	35
10:55 – 11:55	Mathematics	60
11:55 – 12:35	Lunch	
12:35 – 2:20	Enrichments Social Studies / Health / Arts / Music / Dance / Physical Education (1 - 30 minute Session per week, rotating schedule) Science Lab (1 - 60 minute session per week, rotating schedule)	105
2:23	Dismissal	
	Total	310

First - Fifth Grade – Bank Days (Early Dismissal)

TIME	ACTIVITY	DAILY INSTRUCTIONAL MINUTES
8:00 – 8:10	Morning Business	
8:10 – 10:00	Language Arts / Integrated ELD	110
10:00 – 10:20	Recess	
10:20 – 10:55	Language Arts / Integrated ELD	35

10:55 – 11:55	Mathematics	60
11:55 – 12:35	Lunch	
12:35 – 1:20	Enrichments Social Studies / Health / Arts / Music / Dance / Physical Education (1 - 30 minute Session per week, rotating schedule) Science Lab (1 - 60 minute session per week, rotating schedule)	45
1:23	Dismissal	
	Total	250

First - Fifth Grade – Minimum Days

TIME	ACTIVITY	DAILY INSTRUCTIONAL MINUTES
8:00 – 8:10	Morning Business	
8:10 – 10:00	Language Arts / Integrated ELD	110
10:00 – 10:30	Brunch Recess	
10:30 – 11:05	Language Arts / Integrated ELD	35
11:05 – 12:05	Mathematics	60
12:05 – 12:40	Enrichments Social Studies / Health / Arts / Music / Dance / Physical Education (1 - 30 minute Session per week, rotating schedule) Science Lab (1 - 60 minute session per week, rotating schedule)	35
12:43	Dismissal	
	Total	240

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 required District policies and procedures related to staff professional development.

Professional Development remains a priority at Carpenter because it is an extremely effective tool to meet the curricular needs of our teachers. Professional Development topics are driven by the staff's needs and interests, and carefully balance school-based initiatives with district mandated training. A waiver is in place allowing Carpenter to begin professional development on Tuesdays at the start of each school year and continue for the duration of the school year. These afternoons are reserved for all-faculty meetings and/or individual grade level collaboration time. In addition, through a combination of our charter funding and PFC (booster club) donations, Carpenter has invested heavily in additional teacher training and is now able to use the Trainer of Trainers model with experts at each grade level on Write...From the Beginning and Singapore Math. This professional development plan gives Carpenter's teachers the tools they need to implement our school instructional design.

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



2020-2021 PD Schedule

AP	Date	Faculty Meetings	PD/Grade Level Meetings
<input checked="" type="checkbox"/>	8/18/20	Mandatory Bulletins	Faculty Mtg/PD Calendar Development
<input type="checkbox"/>	8/25/20	GLM - Schoology	Initial ELPAC & Gr. Level Articulation I
<input checked="" type="checkbox"/>	9/1/20	GLM - 30 min. - Schoology	Schoology w/ Alisha/Gr. Lv. Agreements
<input type="checkbox"/>	9/8/20	Social Studies framework pd	
<input checked="" type="checkbox"/>	9/15/20	Back To School Night Prep	
<input type="checkbox"/>	9/22/20	GLM -Engineering is Elem.	Blood Borne Pathogens/Epi Pen
<input checked="" type="checkbox"/>	9/29/20	IAB Training (90 min.)	& Technology 1(K-2)
<input type="checkbox"/>	10/6/20	GLM - Data Chat (BOY)	CUM Folder Exchange
<input checked="" type="checkbox"/>	10/13/20	Emergency Teams Prep	Technology 2 (3-5)
<input type="checkbox"/>	10/20/20	GATE 1 with Mora	Dyslexia PD
<input checked="" type="checkbox"/>	10/27/20	WFTB (3-5) & GLM (K-2)	Singapore Math Strategies
<input type="checkbox"/>	11/3/20	GLM - Suicide Prevention II	Voting - No Meeting
<input checked="" type="checkbox"/>	11/10/20	Parent Conferences	
<input type="checkbox"/>	11/17/20	GLM (Tech Mtgs. TK/K @1:40 & 1st @2:40)	IAB Scoring
<input checked="" type="checkbox"/>	12/1/20	CPR Certification (1:40 - 4:00 PM)	
<input type="checkbox"/>	12/8/20	GLM (Tech Mtgs. 2nd @1:40 & 3rd @2:40)	CLRP PD/Attendance PD w/ Amy
<input checked="" type="checkbox"/>	12/15/20	GLM - 30 min. (Tech mtgs. 4th & 5th @1:40)	Workplace Harassment PD -90 min.
<input type="checkbox"/>	1/12/21	GLM -EL Instructional Practices	Special Education
<input checked="" type="checkbox"/>	1/19/21	Restorative Justice-Councils	GATE 2 with Mora
<input type="checkbox"/>	1/26/21	GLM - ELA Intervention	Depth of Knowledge
<input checked="" type="checkbox"/>	2/2/21	IAB Results & SBAC Prep Schedules	Math PD -Model Draw
<input type="checkbox"/>	2/9/21	GLM - Singapore Math Strategies	Math PD Eliciting & Using Evidence in Math Lessons
<input checked="" type="checkbox"/>	2/16/21	Summative ELPAC	GLM -Analyze Work Samples
<input type="checkbox"/>	2/23/21	GLM - K/2 Data Chat MOY/3-5 scoring IAB	
<input checked="" type="checkbox"/>	3/2/21	Super Tuesday	Election Day - No Meetings
<input type="checkbox"/>	3/9/21	Child Abuse, Part II	SBAC Prep I/Common Sense Media
<input checked="" type="checkbox"/>	3/16/21	Creating Trauma Informed resilient communities (90 min.)	
<input type="checkbox"/>	3/23/20	GLM - Math Intervention	SBAC Prep II
<input checked="" type="checkbox"/>	4/6/21	Open House	
<input type="checkbox"/>	4/13/21	Active Shooter Training at Colfax 2:00-3:30 PM	
<input checked="" type="checkbox"/>	4/20/21	Prep for Reorganization	
<input type="checkbox"/>	4/27/21	GLM - Test Prep	Reorganization #1 (2nd & 3rd)
<input checked="" type="checkbox"/>	5/4/21	WFTB	Reorganization #2 (K & 1st)
<input type="checkbox"/>	5/11/21	GLM - Writing Samples	Reorganization #3 (4th)
<input checked="" type="checkbox"/>	5/18/21	Teacher Appreciation Luncheon	
<input type="checkbox"/>	5/25/21	GLM - End of Year Procedures	Write...From the Beginning
<input checked="" type="checkbox"/>	6/1/21	CUM Folders	CUM Folders
<input type="checkbox"/>	6/8/21	Engineering is Elem Prep for 20-21	MindUP Prep for 20-21

EST. 1924

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*.

Carpenter continues to work with English Learners to ensure they meet and/or exceed English language proficiency and grade-level standards comparable to their fluent English proficient peers. The school purposefully budgets an out-of-classroom teacher as a school coordinator to oversee the EL program and work closely with teachers and families to ensure the EL Master Plan is being followed and accountabilities are met.

Utilizing the ELD components of the Wonders program along with the Smart Start program, teachers of ELD students teach Designated ELD forty-five minutes to sixty minutes each day depending on the students' ELPAC levels as well as teaching Integrated ELD. Teachers set an ELD schedule and submit it to the schools administration each year. The EL Coordinator along with the school's Student Support and Progress Team (SSPT) work to ensure teachers receive support in meeting the goals for each student. The team officially meets with ELD teachers twice yearly to examine ELPAC scores, the EL Monitoring Roster, student growth/progress, reclassification criteria, and to answer any questions teachers may have about the status of their EL students. The team is also available to teachers throughout the school year to monitor consistency with instruction and documentation.

The school closely analyzes ELPAC Initial and Summative data to help determine EL students' needs and supports. Since the ELPAC is also part of each student's reclassification plan, the school looks at the areas of need on each individual student's ELPAC score report and targets those areas to accelerate student progress toward English proficiency.

There are several additional resources and programs in place at Carpenter to help support English Learners, their families, and their teachers. There are two online programs being utilized specifically by our EL students. One is IXL, which provides comprehensive, standards-aligned math and language arts practice for K–12. IXL can also be accessed at both school and home. The program offers standards-based skills in Language Arts spanning grade levels from Kinder to 12th grade. Being able to access more than one grade level of standards allows our EL students to review as well as preview skills. The second program is RAZ Kids. Within RAZ Kids, students access their leveled text through an interactive learning portal designed to keep them motivated and engaged. Students can listen to text, read at their own pace, and record themselves reading. Students then take assessments to help determine instructional needs. Teachers and parents can closely monitor both programs. A class-size reduction teacher is utilized to work with EL students in grades 3-5 in addition to the EL instruction they receive within their classrooms. This teacher collaborates with each EL student's classroom teacher while using the ELD components of the Wonders reading program and Smart Start to target the needs of EL students.

The school's administration annually evaluates the school's EL program by comparing the school's current and past ELPAC data, the EL Monitoring Roster, reclassification rates, and by observing EL teachers while they are teaching Designated and Integrated ELD.

SSPT meetings are held twice a year to review the EL Monitoring Roster and the RFEP Monitoring Roster. Both groups of students' grades, DIBELS scores, SBAC scores if applicable, and ELPAC scores are examined. If there is an area of weakness, interventions are determined and put into effect to target the areas of need. The school has no LTEL students. An SSPT is held three times a year for each individual P-LTEL student to avoid them becoming LTELs. The SSPT, teachers, and parents collaborate to create a plan for each P-LTEL, EL, and RFEP student with a need for intervention.

Data shows that our work with EL students has been effective. The chart below shows that we have been able to continue to minimize the amount of students who become Long Term English Learners and maximize rapid progression to reclassification at Carpenter. Our goal for English Learners that are identified in Kindergarten continues to be reclassification by the end of second grade and or the beginning of third grade. The data below shows that Carpenter exceeds the districts goal of 22% reclassification each year.

Reclassification Rates:

school year	# EL	# reclassified	% reclassified
2016 – 2017	30	7	23.3%
2017 – 2018	23	10	43.5%
2018 – 2019	17	7	41.2%

Gifted and Talented Students and Students Achieving Above Grade Level

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

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

Carpenter Community Charter is committed to engaging GATE and all students with comprehensive learning strategies for different learning modalities and kinds of intelligences.

Teachers provide identified and potential GATE students with access to lessons, tasks, and assignments that will encourage students to develop and utilize cognitive and critical thinking skills. Students are asked to demonstrate their comprehension and thorough knowledge of subjects by defining, describing, and providing evidence for what they have asserted through analysis and synthesis of this information. Additionally, students present novel oral, written, digital, or other products at an appropriate academic level. Students are also introduced to Sandra Kaplan's Depth and Complexity icons and strategies outlined in our District GATE plan to meet the needs of high achievers.

If identified gifted in Visual and/or Performing Arts through the District's GATE identification process, a Carpenter student has access to the District's Saturday Conservatory of Fine Arts; Carpenter pays the fee for this service.

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

In 2019, 169 students in grades 3rd-5th who have been identified as GATE took the SBAC. 98% of these students achieved met/exceed standards in ELA and 96% achieved met/exceed standards in math.

Students Achieving Below Grade Level

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

Common Core State Standards Assessment/SBAC for Grades 3rd- 5th(yearly), ELPAC (yearly), DIBELS Reading Assessments (every 6-8 weeks), CA Wonders Assessments (weekly and per unit), Interim Assessment Block for ELA and Math (Grades 3-5, 2 times in a school year).

Data from these different assessments is collected and studied by teachers independently and at bi-weekly or monthly grade-level collaboration meetings. Additionally, the administration examines and discusses data and, together with teachers, plans how to utilize it on an ongoing basis throughout the year. Once identified, students who are not achieving grade-level standards are referred to our School Coordinator for interventions and are closely monitored. Carpenter provides these students with several interventions based on teacher recommendation throughout the year, which include:

- School Coordinator - Block Grant funds are used to maintain a full-time coordinator who focuses the majority of her time on serving the various subgroups at Carpenter, including those students achieving below grade level
- Full-Time Intervention Teacher - A full-time intervention teacher who works with small groups throughout each day in various grade levels to help students master ELA and Math skills taught in the classroom.
- Learning Center - Two resource specialists work with students in small groups to help them master specific skills.
- Power Hour - These weekly, after-school intervention sessions are supervised by our school coordinator, school aides, and volunteer tutors from Walter Reed Middle School. These students receive one-on-one tutoring each week to further review concepts taught in the classroom to work towards mastery.
- Brain Camp - Select Carpenter teachers conduct a 12-week after-school intervention program for approximately 100 students (Kindergarten - 5th grade) who are identified as achieving below grade level in ELA and Math by their classroom teacher.
- Walter Reed Student Tutors - Former Carpenter students currently attending Walter Reed Middle School assist at after-school Power Hour under the guidance of our school coordinator. Carpenter students bring unfinished school and homework and are paired with

a middle school student to receive additional support. Working with slightly older peers can be inspiring.

- Innovative Counseling - Implementation of non-traditional counseling methods to reach at-risk students (for example, animal therapy) who may be unwilling or unable to open up in a traditional therapy setting.
- SK8 Str8 / The Builders Club – This tier II positive behavior intervention aims to support at-risk students by reconnecting them with their classroom community via data progress monitoring (attendance, homework, and positive behavior in class). Through weekly check-ins and project based learning students in the group are provided with a mentor/advocate to support them throughout the year.
- The 180 Place - Is an alternative play area where students who are injured and unable to play in a large group setting and students who need time away from the main yard due to at-risk behavior are mentored by a staff member during recess and lunch. This area is equipped with lunch tables, board games, foosball table and arts and crafts supplies.
- Principal - Parent Meetings - Every spring before the standards-based testing, the principal meets with families to discuss proactive measures for testing success.

Staff turnover of veteran teachers and special education staff members in the past two years has required us to hire teachers new to the profession and in need of training, support and guidance. As a result, we have seen a slight dip in standardized testing scores during this transition period. In the last year, we have strategically shifted seasoned staff to upper grades and successfully hired experienced teachers to address this issue and our expectation is that future scores will positively reflect these changes.

Socioeconomically Disadvantaged Students

Carpenter is committed to providing a top-notch instructional program that actively engages each and every child to embrace learning and reach his/her highest potential. School administration and classroom teachers work in collaboration with each other and parents/guardians to ensure socioeconomically disadvantaged students are identified and receive all relevant services, free or reduced price lunches, and financial-aid/scholarships to all school events, including receiving free game tickets to our PTA Halloween Carnival, a free 5th grade t-shirt and sweatshirt, and the opportunity to attend the 5th grade leadership retreat. Like all of our students, socio-economically disadvantaged students receive an enriched curriculum of music, dance, art, science, PE and media lab full of opportunities to broaden their education and life experience. Socio-Economically Disadvantaged Students who are also achieving below grade level receive the support described above.

Additionally, students identified as socio-economically disadvantaged are offered scholarships to the after-school Encore Musical Theater class as well as summer camps. In short, no student at Carpenter is ever left out of any school event or program because they are unable to pay.

Our community also offers additional support and assistance to identified families through our PTA-coordinated "Carpenter Cares" program.

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

school year	# of students	ELA	MATH
2016 – 2017	43	51%	47%
2017 – 2018	56	55%	54%
2018 – 2019	58	60%	49%

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School’s Special Education Responsibilities

a. General Requirements

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

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

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

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

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

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

b. Transferring Students

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

c. Assessments

The referral process shall include Student Support and ProgressTeam (SSPT) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent’s request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents’ written consent. The

District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the

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

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be

responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

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

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

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

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

Students in Other Subgroups

Homeless Youth

On the first day of school the Student Residency Questionnaire is sent home with all students. Once returned all homeless students are documented in MISIS and the forms are retained in a confidential binder kept in the main office. Students in other subgroups (homeless youth and foster youth) are identified by the Department of Child and Family Services and assigned a Licensed Clinical Social Worker by the district. This LCSW student support specialist carefully monitors student progress and holds monthly check-ins with school administrators. As needed, he/she will link families with needed services (food banks, family housing, etc.) and work with DCFS case workers to obtain needed referrals for mental health issues.

On a day-to-day basis, homeless youth would be supported in the same way as socioeconomically disadvantaged students (as mentioned above) based on their educational and social-emotional needs in order to promote academic success and student achievement. Through our School Coordinator we will work to ensure equal access to all school curriculum and enrichments, meal programs, as well as other applicable services available at Carpenter (e.g. tutoring, counseling, Carpenter Cares support for school supplies/transportation). Our School Coordinator is responsible for implementation of the Homeless Education Program which helps to serve these families in transition by providing advocacy and referral services as needed.

Foster Youth

Foster Youth would be supported in the same way as mentioned above based on their educational and social-emotional needs in order to promote academic success and student achievement. Our School Coordinator is designated as the Foster Youth Achievement contact at Carpenter. Through Foster Youth Achievement we would enhance educational outcomes and academic achievement for youth living in foster care by providing counseling, tutoring, and other needed school supports. Our School Coordinator will work with community agencies such as the Department of Children and Family Services and social workers to ensure the success of Foster Youth.

In order to support our homeless and foster youth populations, we maintain monthly communication with our Specialized Student Populations PSA Counselor who provides updates in the following areas:

- calling/checking-in with our current DCFS caseload students and families experiencing homelessness
- linking families to resources as needed (food banks, DPSS, DCFS)
- collaborating and consulting with DCFS social workers re: case status and referrals to mental health
- updating teachers/admin as concerns arise for specific students about their current situation

“A TYPICAL DAY”

As soon as the gates are opened each morning, it becomes clear how much community really is part of each and every day at Carpenter Community Charter. As an open campus, the playground quickly fills with families walking their children into school. Kids race to greet each other and get to their class line-up areas, maybe stopping to say a quick hello to the campus chickens, ducks or rabbits, and parents catch up on the many volunteer activities always going on at school including PTA, PFC or Governance committee meetings.

As soon as the bell rings, campus quiets down, but only for a few minutes. While students are in their classrooms saying the Pledge of Allegiance, hearing the principal's morning announcements, including his infamous “words of wisdom,” and settling in for the day, the campus is cleared and all gates are securely locked for the day. Once this has happened, students emerge from classrooms, headed in a number of directions.

After spending only a short amount of time at Carpenter, it becomes clear that Carpenter students are *busy* kids!

Along with a rigorous ELA and Math curriculum which meets or exceeds state standards, all Carpenter students receive enrichment classes in science, music, art, dance, PE and media lab taught by specialists in their fields. At any given moment, classes can be seen traveling to and from these classes in our dedicated science lab, media lab, music room or dance studio, enjoying PE on our playground (which has recently been upgraded with a

cooling slurry coating), learning in the outdoor science lab, or working in the school garden.

With approximately 1000 students, lunchtime brings a surge of energy that can only be described as organized chaos. Every child knows where to be and when to be there, rotating between assigned lunchtables and play-areas, which include tetherball, four square and the coveted apparatus. Children in bright safety vests take turns serving as lunch monitors, helping to keep campus clean and ,of course, it wouldn't be lunchtime without our principal overseeing it all, often handing out Cougar Coupons to reward responsible behavior.

In the afternoon, the shuffle between classroom academics and enrichment classes continues. Afternoons frequently include emergency drills which turn into all- school character assemblies where students, teachers and staff work together to share ideas and information with the entire student body. Afternoons can also include inter-class kick ball tournaments or classes heading to and from the auditorium to work on class plays or presentations.

When the bell rings at 2:23pm (1:23pm on Tuesdays), the gates are unlocked and parents flood in to pick-up children. The action doesn't stop there though. Students head in all directions for after school activities including intervention programs, Beyond the Bell, STAR, YMCA or just squeezing in a quick game of tag or a hello to an old teacher before heading home.

Each day at Carpenter brings exciting challenges in a nurturing and supportive environment. Our sense of school community is strong and it shows.

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(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(c)(5)(C).)

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§47605(d)(1), 60605.)

Charter School shall work toward aligning all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP) and Strategic Plan, as they may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Our Vision for Student Outcomes

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

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

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

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

Desired Outcomes of the School's Instructional Program

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

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

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

History and Social Studies: Students will demonstrate an understanding of culture, diversity and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. They will demonstrate an understanding of the rights and the origins, functions, and sources of power, authority, and governance.

Technology: Students will each make a digital portfolio of their projects created in the Media Lab and on classroom computers. They will use word processing, video recording, photography and other applications to enhance this portfolio. Students will be familiar with various applications to accomplish goals in all other disciplines such as spreadsheets, Photoshop, and Keynote/PowerPoint. Students will understand the use of current technology and its real world

applications. Students in 3rd grade will have formal keyboarding instruction at the beginning of the school year, and these skills will be reinforced in 4th and 5th grades. All students at Carpenter will have regularly scheduled time to utilize the Media Lab, portable iPad carts, and portable Chromebook carts.

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

Physical Education: Each student will build a healthy and balanced body and mind through various intramural sport activities/drills that follow the Physical Education standards with dedicated time for psychomotor skills development, and a dance enrichment program based on yoga, ballet, jazz, and multicultural dance.

Cultivating Life-Long Learners

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

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

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

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

Self-Discipline: Students will learn to control their behavior at all times and will respect and uphold the values of the community. Students will learn to use effective communication strategies on the playground such as "Walk, Talk, or Rock" (walk away, talk it out, or play Rock, Paper, Scissors) to solve a conflict.

Citizenship: Students will learn and practice their civic rights and responsibilities, and will have an appreciation of their impact on the immediate community and the larger world. Receiving a Cougar Coupon or entrance to the game room or dance party at lunch may reward a student's positive behavior, responsibility and citizenship. Older students will be given the opportunity to run for Student Council and participate in a democratic election process. This will provide a stakeholder experience to the students and help them to feel invested in the school community.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Summative Assessments

Carpenter Community Charter's grades K-5 conduct three DIBELS 8th Edition assessments (beginning, middle, and end) throughout the school year. The beginning of the year assessment is administered to all students to acquire a baseline for foundational reading and comprehension abilities, as well as determine which students are in need foundational reading intervention. The middle and end of year assessments are to reassess these students to ensure that they are continuing to make adequate progress and determine if the intervention strategies being applied are effective.

Grades K-2 give the curriculum embedded unit assessment from the ELA Wonders program and utilize the District Interim Assessment bank for math at least once a year. The grade levels collaborate to determine which unit and district assessments would be best to administer and use as their yearly Interim Assessments. The Interim Assessment data is analyzed and used by the grade levels to inform instruction and intervention.

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

In the spring, students in grades 3-5 are administered the summative SBAC in English Language Arts and Mathematics. Fifth grade students are also administered the California Science Test (CAST) each year.

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

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

Measurable Goals for the Charter Term

(Smarter Balanced Assessment Consortium & Science CAST):

- Based on Carpenter's 2018-2019 SBAC ELA scores, 78% met or exceeded standard in ELA. *Our Measurable Goal is to increase 1% (or greater) the number of students who will score in the met or exceeded standard in English Language Arts (ELA). See LCFF State Priority Goal 1 Outcome 1 graph 1.*
- o Based on Carpenter's 2017-2019 SBAC ELA scores, 39% of Students with Disabilities met or exceeded standard in ELA. *Our Measurable Goal is to increase 1% (or greater) the number of students who will score in the met or exceeded standard in English Language Arts (ELA). See LCFF State Priority Goal 1 Outcome 1 graph 1.*

- Based on Carpenter's 2018-2019 SBAC Mathematics scores, 69% met or exceeded standard in Mathematics. *Our Measurable Goal is to increase 1% (or greater) the number of students who will score in the met or exceeded standard in Mathematics. See LCFF State Priority Goal 1 Outcome 1 graph 2.*
- o Based on Carpenter's 2018-2019 SBAC Mathematics scores, 25% Students with Disabilities met or exceeded standard in Mathematics. *Our Measurable Goal is to increase 1% (or greater) the number of students who will score in the met or exceeded standard in Mathematics. See LCFF State Priority Goal 1 Outcome 1 graph 2.*
- Based on Carpenter's 2018-2019 California Science Test (CAST) scores, 67% met or exceeded standard in Science. *Our Measurable Goal is to increase 1% (or greater) the number of students who will score in the met or exceeded standard in Science. See LCFF State Priority Goal 1 Outcome 1 graph 3.*
- o Based on Carpenter's 2018-2019 California Science Test (CAST) scores, 35% of Students with Disabilities met or exceeded standard in Science. *Our Measurable Goal is to increase 1% (or greater) the number of students who will score in the met or exceeded standard in Science. See LCFF State Priority Goal 1 Outcome 1 graph 3.*
- Carpenter's 2018-2019 ELD Reclassification rate was 41%. *Our Measurable Goal is to continue to meet or exceed the districts reclassification target of 22%. See LCFF State Priority Goal 1 Outcome 2 graph 1.*
- Carpenter's 2018-2019 percent of students who had a 96% or higher attendance rate was 71%. (This rate was adjusted to not include the 2019 teacher work stoppage.) With out the adjustment the rate was 31%. *Our Measurable Goal is to have 75% of our students have 96% or higher attendance rat2. See LCFF State Priority Goal 5 Outcome 1 graph 1.*

Carpenter Community Charter Student Achievement Over Time

Over the past five years Carpenter has consistently stayed on par with similar schools and exceeded the scores of resident as well as all LAUSD schools. Carpenter's goal will be to continue to maintain comparable scores with our resident and similar schools.

Year	ELA % Met/Exceeds Standard	Math % Met/Exceeds Standard	Science % Met/Exceeds Standard
2018-2019	78%	69%	67%
2017-2018	78%	75%	N/A
2016-2017	80%	73%	N/A
2015-2016	80%	74%	N/A

2018-2019

School	ELA % Met/Exceeds Standard	Math % Met/Exceeds Standard	Science % Met/Exceeds Standard
Carpenter Community Charter	78%	69%	67%
Similar Schools			
Clover Avenue Elementary	81%	82%	55%
Community Magnet Charter El	80%	79%	69%
Ivanhoe Elementary	82%	77%	60%
Warner Avenue Elementary	87%	86%	74%
Similar Schools Median	82%	81%	65%
Resident Schools			
Dixie Canyon Community Charter	75%	67%	38%
Rio Vista Elementary	64%	62%	39%
Riverside Drive Charter	66%	52%	53%
Resident Schools Median	66%	62%	39%
Los Angeles Unified	44%	33%	24%

2017-2018

School	ELA % Met/Exceeds Standard	Math % Met/Exceeds Standard
Carpenter Community Charter	78%	75%
Similar Schools		
Clover Avenue Elementary	85%	83%
Community Magnet Charter El	76%	78%
Ivanhoe Elementary	86%	75%
Warner Avenue Elementary	89%	85%
Similar Schools Median	85%	81%
Resident Schools		
Dixie Canyon Community Charter	76%	69%
Rio Vista Elementary	69%	60%
Riverside Drive Charter	59%	46%
Resident Schools Median	69%	60%
Los Angeles Unified	42%	31%

2016-2017

School	ELA % Met/Exceeds Standard	Math % Met/Exceeds Standard
Carpenter Community Charter	80%	73%
Similar Schools		
Clover Avenue Elementary	84%	83%
Community Magnet Charter El	71%	76%
Ivanhoe Elementary	81%	74%
Warner Avenue Elementary	87%	83%
Similar Schools Median	83%	79%
Resident Schools		
Dixie Canyon Community Charter	65%	55%
Rio Vista Elementary	57%	51%
Riverside Drive Charter	57%	39%
Resident Schools Median	57%	51%
Los Angeles Unified	40%	30%

2015-2016

School	ELA % Met/Exceeds Standard	Math % Met/Exceeds Standard
Carpenter Community Charter	80%	74%
Similar Schools		
Clover Avenue Elementary	80%	84%
Community Magnet Charter El	77%	81%
Ivanhoe Elementary	86%	76%
Warner Avenue Elementary	86%	83%
Similar Schools Median	83%	82%
Resident Schools		
Dixie Canyon Community Charter	70%	64%
Rio Vista Elementary		
Riverside Drive Charter		
Resident Schools Median	70%	64%
Los Angeles Unified	39%	28%

YEAR	# ELs	Probable Long Term English Learners (P-LTEL)	P-LTEL Percentage	Long Term English Learners (LTEL)	LTEL Percentage
2018-2019	17	3	18%	0	0%
2017-2018	23	2	9%	0	0%
2016-2017	30	3	1%	0	0%

The graph below shows the amount of students that reclassify each school year. Carpenter consistently exceeds the districts reclassification target rate of 22%.

YEAR	# ELs	# Reclassified	Percentage
2018-2019	17	7	41%
2017-2018	23	10	44%
2016-2018	30	7	23%

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.

Carpenter Community Charter will utilize standardized formative assessments which include, but are not limited to: DIBELS 8 Reading Assessments (beginning, middle, and end of the year), Wonders Assessments (weekly and per unit), District Interim Math Assessments (grades K-2, once per year), and SBAC Interim Assessment Blocks for ELA and Math (3-5 grades, once in fall and once in spring). In addition, Carpenter 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.

Carpenter Community 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. Data from these different assessments is collected and studied by teachers independently and at bi-weekly or monthly grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers.

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

Formative Assessments

Language Arts Writing	<ul style="list-style-type: none"> - Critique, justify, and theorize in writing across disciplines with evidence - Inform, persuade, and expose in writing with text-based and personal evidence - Defend, critique and illustrate in oral and written formats - Describe and illuminate in oral and written format using figurative language - Apply vocabulary development and knowledge in written and oral format - Demonstrate critical thinking skills specific to Depth of Knowledge degrees - Produce inquiry-based research projects aligned to thematic subjects in various disciplines - Creative Writing – stories & poetry -“Think Like a Disciplinarian”, (e.g. emulate accomplished professionals) 	<ul style="list-style-type: none"> - District-mandated tests - Teacher-developed assignments, tests, and activities - Write From the Beginning program, writing prompts - Writing Journals - Digital Portfolios / Portfolios containing work of significant achievement - Oral Presentations and Project exhibits - Debate and Speech, including but not limited to in-class debates, monologues, poetry recitation, script writing and performing - End of unit projects
Language Arts Reading	<ul style="list-style-type: none"> - Identify, analyze and evaluate thematic cross-curricular literature - Discern relevant information after careful examination and exploration of text - Distinguish between fact vs. fiction and important supporting details - Understand cause & effect and connections in rising action - Select and evaluate books and other “reads for pleasure” while also participating in a leveled individualized reading program 	<ul style="list-style-type: none"> - District-mandated tests - Teacher-developed assignments, tests, and activities - Wonders Reading series - DIBELS - Close Reading - Project-based learning inquiry Projects - Accelerated Reader - Leveled Literature Circles -Battle of the Books - Oral Presentations and Project exhibits
Math	<ul style="list-style-type: none"> - Apply and practice acquired skills in daily math problem solving 	<ul style="list-style-type: none"> - District-mandated tests - Teacher-developed assignments, tests, and activities

	<ul style="list-style-type: none"> - Discern operations necessary to solve word problems - Persevere in solving problems, including multi-step/multiple strategy problems - Explain / show math strategies and justify solutions 	<ul style="list-style-type: none"> - Publishers' classwork, homework, activities, and tests (MyMath/Singapore Math) - Online math activities - Manipulative-based math activities
Science	<ul style="list-style-type: none"> - Develop theories and test them in experiments utilizing scientific inquiry process - Report on findings in oral or written presentation; conduct further inquiry - Persevere in solving problems, including multi-step problems - Employ language of the discipline - Use "Think Like a Disciplinarian" ideas to theorize and view other subjects such as music, art, and history as a scientist - Understand the need to integrate eco-friendly practices in our everyday lives to better our local and global communities - Incorporate STEAM curriculum 	<ul style="list-style-type: none"> - District-based tests - Teacher-developed assignments, tests, and activities - Field studies - Interactive units and simulations - Lab-based experiments and STEAM activities (FOSS Kit, Engineering is Elementary, Lego Robotics) - Science note-taking and reflective journals - Exhibits and presentations - Student-led gardening and recycling programs
History and Social Studies	<ul style="list-style-type: none"> - Understand cause and effect connections of the making of civilizations - Relate and connect over time patterns in events - Finding parallels in historical events - Read content area information to critique events and policies of the past - Interpret, information to draw conclusions and make predictions - Use role play and interactive 	<ul style="list-style-type: none"> - Teacher-developed assignments, tests, and activities - Impact: California Social Studies - Inquiry - Field studies - Portfolios of significant achievement - Exhibits and oral presentations - Integration of the Arts
Technology (Media Lab/iPads/Chromebooks)	<ul style="list-style-type: none"> - Use Internet for research and learn to evaluate relevant versus irrelevant information 	<ul style="list-style-type: none"> - Teacher-developed activities - Portfolios of significant achievement

	<ul style="list-style-type: none"> - Use word processing applications to create documents - Create spreadsheets to analyze data - Use artistic applications to create original and novel products -Use Google Documents to collaborate with teachers and peers 	<ul style="list-style-type: none"> - Presentations and inquiry-based projects
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METHOD BY WHICH PUPIL PROGRESS TOWARDS OUTCOMES WILL BE MEASURED

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

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

DATA ANALYSIS AND REPORTING

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

- Data from combined assessments continuously evaluated by teachers and administration, as it becomes available, in order to meet each student's and class's educational needs. Data is also used to identify and prioritize professional development priorities;
- District assessment results and authentic assessment results are communicated to parents (by teaching staff) throughout the school year;
- School-wide data is also shared in a public forum at monthly Governance Council meetings, when it's available, in order to discuss upcoming program development and education intervention priorities; and
- Parents are encouraged to use LAUSD's Parent Portal and Schoology for immediate access to grades, scores, and attendance. Instant access to this information provides all

stakeholders the ability to monitor student performance and academic growth. With the roll out of LAUSD's Whole Child Integrated Data platform staff will utilize the information regularly to critique and examine data to develop effective Professional Development, classroom instruction, and intervention.

How Students' Progress is Reported to Families

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

Student progress toward achieving grade-level standards will be communicated to students' parents by providing timely feedback on class assignments, homework assignments, and by means of the 6-week Below Proficient Parent Reports, Progress Report, and regular conferences with students' teachers.

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

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

If the charter school has a separate charter school Governing Council [Our school Governance Council of 16 members is comprised of: 8 parent representatives elected by parents 6 teacher and 1 non-teaching staff member representatives elected by teachers and staff 1 school principal. Council members are elected for two year terms; one-half of the members will be elected each year. Additionally, a merge council waiver is renewed and filed with the district annually.]

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

STAKEHOLDER INVOLVEMENT

All members of our community: students, parents/guardians, teachers and staff, and even neighborhood residents and businesses, play a very active role in our school and their involvement is the key to the success of Carpenter Community Charter.

The school Governance Council is comprised of stakeholders (parents, teacher and staff). Council meetings are open to the public and all community stakeholders are encouraged to attend. Meeting schedules are made available to the public via the school website and via weekly email blasts; the agenda of each meeting will be posted publicly at least 72 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items raised during any “public comment” period will be added to a later agenda for official discussion.

Committees are formed to research issues and obtain input from all affected/interested groups. Standing and ad hoc committees are composed of council members, alternates, and community members, each serving with equal standing. Each committee, at a minimum, includes one staff member and one parent member of the Council. Standing and ad hoc committees include, but are not limited to: Budget/Finance, Bylaws, Communications, Curriculum, ELAC, Elections, Enrollment, Extracurricular, Grant Writing, Positive Behavior, Safety, Strategic Planning, and Technology. Involvement in the Governance Council and its various committees provides direct parent and teacher involvement in the ongoing process of reviewing and revising the school’s policies and practices. This collaboration among teachers and community members enables our school to continue to meet the unique and changing needs of Carpenter’s students.

All Governance Council and standing/ad hoc committee meetings are open to the public in accordance with the Brown Act, and all stakeholders and interested parties are encouraged to contribute agenda items for discussion. The Governance Council and standing committees also comply with all Brown Act requirements related to Special Meetings. Minutes of meetings are posted publicly on the school website. The foregoing meeting requirements are subject to any exceptions permitted under the Brown Act.

In order to develop the LCAP for Carpenter Community Charter, each fall the school convenes introductory/ informational meetings, one for parents/community members and one for school staff, to provide an overview of the LCFF, the eight state priorities and other LCAP

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

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

As a direct result of comments and feedback received through the involvement of staff, parents, and students in the LCAP development process, the school revised the LCAP to provide more support and resources for intervention services to students in need of support. In addition short-term, targeted intervention for English learners was provided to assist them on the ELPAC, improve their ELD portfolio, increasing proficiency, reclassifying, and reducing the number of Long Term English Learners (LTELs). Parents and teachers input led to the addition of after school intervention classes for students in grades K-2 in the areas of mathematics and language arts. Students were admitted to these intervention classes (12 hours total, one hour for twelve weeks) by either teacher/parent recommendation or DIBELS "below proficient" scores. Teacher and administration input led to a Governance Council decision to allocate funding to pay teachers for their services in the after school intervention program. The school coordinator oversaw the complete intervention program in all grade levels K-5 with approximately 100 students participating in the program.

In addition to having a voice on the Governance Council and council committees, all parents/guardians are given the opportunity to participate and be involved in their child's education in a variety of other ways. Our Welcome Folder, given to each student at the beginning of the school year, outlines the many opportunities throughout the year. These include events and communications such as: informative Grade-Level 411 meetings, Back-to-School Night, Open House, State of the Charter annual update presentation, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, twice-yearly campus beautification days, PTA-sponsored Parent Education seminars, and PTA community-building events. Carpenter announces these opportunities in its weekly email blasts, via the school website, by automated phone calls (Blackboard Connect), Facebook, Instagram, Twitter, and by text message. Carpenter prides itself on maintaining a current, up to date website that contains information and opportunities that promote stakeholder involvement. Our school's website has a page dedicated to Governance. The page contains a description of the council and its purpose. The various standing and ad hoc committee are listed along with a photo of the current 16 members who are serving on the council. The photo is accompanied by the names, positions and email addresses for every member in order for all school stakeholders to have access to the members. In addition, a description of each committee is provided with meeting times listed for each one. Stakeholders who are unable to attend the events can still stay involved by reading the minutes from all committee and the council meetings which are regularly posted and updated. Stakeholders can also submit a written public comment on our website to be read at a council meeting.

As a separate entity from Carpenter Community Charter, our booster club, Parents for Carpenter (PFC) is a non-profit 501c(3) California Corporation. PFC works collaboratively with Carpenter by providing funding for Carpenter's enrichment programs and countless campus improvements. PFC is essential in maintaining the quality of Carpenter's enriched 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.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not

a requirement for acceptance to, or continued enrollment at, the Charter School.
(Education Code section 47605(n).)

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

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

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

Certificated Personnel

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

Classified Personnel

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

GENERAL PROVISIONS

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

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

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

Student Recruitment

Carpenter will conduct two prospective parent tours per school year, one in October and one in January. These tours will be announced on our school website, as well as on our marquee, Facebook page, eBlast and through word of mouth from current families in an effort to reach as many interested families as possible. Families will receive enrollment information at the tour, on the Carpenter website, or by visiting or calling the Carpenter school office. For families residing outside the resident school boundaries, information will be provided on how to sign-up for the district

controlled waitlist. No additional recruitment events are held due to historically not having space outside of our attendance boundaries.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance boundaries¹ of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The charter school will follow LAUSD’s Unified Enrollment process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below. Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November.

Lottery Preferences and Procedures

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

- **LAUSD Students**

- **Siblings**

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

- **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**

¹ For all District affiliated charter schools, which are conversion charter schools, the term “former attendance boundaries” includes those sending areas designated under the District’s PWT and CAP programs.

□ Siblings

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

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

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

Charter School shall hold its lottery in the **auditorium** or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, a school administrator and a representative from Carpenter's Governance Council shall conduct the random drawing of names from the box to establish grade-level waitlists in the following manner: First, the names of all currently enrolled students will be randomly drawn and placed at the front of each grade level's waitlist. Next, the names of all kindergarten student applicants who reside within LAUSD boundaries, but outside of Carpenter's boundaries, will be randomly drawn and placed on a kindergarten waitlist in the order drawn. Next, the names of all kindergarten student applicants who reside outside of LAUSD boundaries, but within the state of California will be randomly drawn and added to the end of the kindergarten waitlist in the order drawn. This procedure shall be repeated for all grade levels. These grade-level waitlists shall remain in effect for one (and only one) school year. Non-resident students applying after the Application Period shall be added to their respective waitlists in the order of application. After the Lottery, families of applicants may call the school or come to the office in person to inquire about their child's position on the waitlist. The waitlists for each grade level shall be held in the Carpenter office, accessible only to office staff and administration. If, at the beginning of or during the school year, space becomes available, Carpenter's administration may offer enrollment to students in order from the grade-level waitlists. A representative from the administration will contact these prospective students' families by phone and notify them of the open position and also notify them when application materials will be due. The prospective student's family will have 48 hours to reply.

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

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

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

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School:

Carpenter Community Charter
c/o School Principal
3903 Carpenter Avenue
Studio City, CA 91604

To District:

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

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

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

The Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(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.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the affiliated charter school at the time of reversion, who reside outside of resident school boundaries, will be entitled to continuous enrollment through permits, as applicable.

CLOSURE PROCEDURES

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

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

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be

responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

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

ADDITIONAL PROVISIONS

FACILITIES

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

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

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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

ADDENDUM

Assurances, Affirmations, and Declarations

Carpenter Community Charter (also referred to herein as “Carpenter”, “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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(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”). Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be approved at a public hearing, consistent with federal law, the California Constitution, and Section 200. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(d)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

NOTE: This Charter contains specific "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(c)(5)(A)(i).)

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF)

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

CURRICULUM AND INSTRUCTION

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable 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, including but not limited to provisions related to work year, academic calendars, and schedules.

MATHEMATICS PLACEMENT

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

WASC ACCREDITATION

If Charter School serves students in grades 9-12, 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 required District policies and procedures related to staff professional development.

MEETING THE NEEDS OF ALL STUDENTS

ENGLISH LEARNERS

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

GIFTED AND TALENTED STUDENTS AND STUDENT ACHIEVING ABOVE GRADE LEVEL

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

STUDENTS WITH DISABILITIES

Special Education

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

Conversion Affiliated Charter

2. District Affiliated Charter School's Special Education Responsibilities

e. General Requirements

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

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

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

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

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

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

f. 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.

g. Assessments

The referral process shall include Student Support and ProgressTeam (SSPT) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

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

h. 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.

f. 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.

h. 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.

i. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

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

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(c)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall work toward aligning all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD's Local Control and Accountability Plan (LCAP) and Strategic Plan, as they may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURABLE PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

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

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

CERTIFICATED PERSONNEL

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

CLASSIFIED PERSONNEL

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall

comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

GENERAL PROVISIONS

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

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

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

APPLICATION PROCEDURES

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance boundaries² of Charter School ("resident students") shall have *first* admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The charter school will follow LAUSD's Unified Enrollment process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below.

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

Charter School's non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November.

LOTTERY PREFERENCES AND PROCEDURES

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

- **LAUSD Students**

- Siblings

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

- Other LAUSD Students

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

- **California Students**

- Siblings

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

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

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

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

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

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

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION STUDENT’S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

- 1) Notification of any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date

of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School:

Carpenter Community Charter
c/o School Principal
3903 Carpenter Ave.
Studio City, CA 91604

To District:

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

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School's request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school. state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

REVOCATION OF THE CHARTER

The Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(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.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance

regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the affiliated charter school at the time of reversion, who reside outside of resident school boundaries, will be entitled to continuous enrollment through permits, as applicable

CLOSURE PROCEDURES

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

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

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

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

ADDITIONAL PROVISIONS

FACILITIES

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

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

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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